Course Competencies
EDU 131 *Introduction to Adult Education*

1.01 Creates physical and virtual environments that engage learners in purposeful learning

1.02 Describes the types of adult education services and the various contexts in which they occur

1.03 Describes Federal legislation, USDOE programs, and movements in adult education in Colorado and across the U.S

1.04 Describes local, state and national organizations that serve adult educators

1.05 Identifies Malcolm Knowles' adult education principles

1.06 Identifies conditions of adult learning

1.07 Identifies personal and situational characteristics of adult learners

1.08 Identifies how community, heritage, culture, and goals shape learning and expectations of adult learners

1.09 Identifies difference between adult and childhood education

1.10 Demonstrates awareness of current research surrounding adult learning and development

1.11 Identifies resources for professional development

1.12 Acknowledges adults as learners

1.13 Demonstrates awareness of urban and rural community services and support systems and how to access them

1.14 Utilizes a variety of publications and online resources available for adult educators

Course Competencies
EDU 132 *Planning, Organizing, and Delivering Adult Education Instruction*

2.01 Implements needs assessment appropriate to learner's level for ESL, ABE and ASE

2.02 Integrates learners' background, prior knowledge, and current educational goals into planning instruction

2.03 Demonstrates awareness of classroom management techniques

2.04 Practices a variety of learner grouping strategies, and integrates group work with independent learning

2.05 Modifies planned lessons to accommodate learners' needs and paces lessons appropriately

2.06 Accommodates various learning styles

2.07 Incorporates learner diversity as a classroom resource

2.08 Teaches learners how to learn (metacognitive approaches)

2.09 Demonstrates awareness of instructional options for adults with disabilities, and how to access local resources for assistance

2.10 Explains the purpose and design of the individualized student education plan or the 1-year classroom education plan

2.11 Identifies ways for adults to apply learning within content areas, and integrates employment, family, and community related activities into instruction

2.12 Develops effective lesson plans using a variety of techniques and outcome measures to meet identified learner goals

2.13 Defines and applies approaches in adult learning

2.14 Utilizes knowledge of the factors that contribute to student retention and motivation

Course Competencies
EDU 133 *Adult Basic Education/Adult Secondary Education*

3.01 Demonstrates awareness of the demographics of ABE/ASE learners, and understands the characteristics of the three levels of ABE/ASE learners: 0-3.9, 4.0-8.9, 9.0-12.9

3.02 Demonstrates awareness of the sequential spiral of skills needed to successfully complete the 5 areas of GED testing or the program's high school completion curriculum

3.03 Demonstrates ability to evaluate and select textbooks and software for ABE/ASE

3.04 Demonstrates understanding of computer assisted learning in support of learning objectives and identifies computer based learning programs for ABE/ASE

3.05 Identifies, administers, and reports data on at least one standardized assessment that measures ABE/ASE proficiencies and uses the test score appropriately to guide instruction

3.06 Identifies techniques or activities that prepare ABE/ASE learners for standardized assessment

3.07 Defines, develops (if necessary), and administers criterion tests and/or performance assessments used periodically to measure proficiency in reading, writing, and math

3.08 Integrates life skills throughout the curriculum

3.09 Applies the knowledge of cognition (comprehension, application, analysis, and synthesis) to the appropriate instructional levels

3.10 Teaches learner self-correction strategies

3.11 Assists adults at the 0-3.9 level to develop literacy skills in and out of classroom settings through a variety of instructional approaches and methods

3.12 Identifies writing skills appropriate to the 0-3.9 reading level

3.13 Identifies document, prose, and quantitative literacy appropriate to the 0-3.9 reading level

3.14 Demonstrates competency in whole number math skills and the ability to teach such competencies as numeration, estimation, problem solving, whole number operations, mathematic terms and measurement

3.15 Teaches techniques that develop comprehension, critical thinking, and problem solving skills appropriate to the 4.0-8.9 instructional level

3.16 Identifies writing skills appropriate to the 4.0-8.9 reading level

3.17 Identifies document, prose, and quantitative literacy appropriate to the 4.0-8.9 reading level

3.18 Demonstrates competency in working with rational numbers in all four math operations, basic geometry, basic statistics, and problem solving and the ability to teach these skills

3.19 Demonstrates knowledge of the cross curricular nature of the GED test and/or the high school completion curriculum

3.20 Demonstrates techniques that develop comprehension, critical thinking, and problem solving skills appropriate to the 9.0-12.9 level

3.21 Identifies writing skills appropriate to 9.0-12.9 reading level

3.22 Identifies document, prose, and quantitative literacy appropriate to the 9.0-12.9 reading level

3.23 Demonstrates competency in basic algebra, rational numbers, statistics, probability, geometry, measurement, problem solving, graphing, and knowledge of techniques to teach the above skills

Course Competencies
EDU 134 *Teaching English as a Second Language to Adult Learners*

4.01 Demonstrates appropriate use of the native language in classroom and individual instruction

4.02 Teaches self correction strategies for ESL

4.03 Demonstrates awareness of the demographics adult ESL learners, and understands the characteristics of the three levels of ESL: beginning, intermediate, and advanced

4.04 Demonstrates understanding of computer-assisted learning in support of learning objectives and identifies several computer-based learning programs for ESL

4.05 Demonstrates variety of formats for providing constructive error correction with critical linguistic feedback to learners

4.06 Demonstrates ability to evaluate and select textbooks and software for ESL

4.07 Identifies, administers and reports data on at least one standardized assessment to measure ESL proficiencies and uses the test score appropriately to guide instruction

4.08 Identifies techniques or activities that prepare ESL learners for standardized assessments

4.09 Defines, develops (if necessary) and administers criterion testing and/or performance assessments used to measure proficiency in English language skills

4.10 Identifies the processes by which learners acquire a new language in and out of classroom settings and implements various approaches and techniques

4.11 Identifies and integrates language skills and language components in lesson planning (listening, speaking, reading, writing, vocabulary, semantics, syntax, and sound)

Course Competencies
EDU 135 *Family Literacy in Adult Education*

5.01 Involves adult learners in an interactive, ongoing, and cooperative process to set individual and family goals

5.02 Demonstrates activities for literacy and language skills development based on family experiences and culture

5.03 Demonstrates strategies to provide a literacy-rich text environment

5.04 Engages early learners in different types of text, such as stories, conversations, poetry, dramatizations, messages, etc.

5.05 Promotes children's success with literacy through meaningful literacy experiences and interactions with adults

5.06 Demonstrates the ability to teach the connection between sounds and letters

5.07 Implements the Plan-Do-Review process, in which staff, parents, and children all have active roles

5.08 Assists parents in developing goals that support their child's learning

5.09 Demonstrates strategies that support parents in language and literacy development at home

5.10 Demonstrates ability to facilitate parent involvement in child's classroom and in school activities

5.11 Uses extrinsic motivators to encourage families to remain in the program long enough to meet their goals and to form intrinsic motivation

5.12 Demonstrates strategies to listen, ask questions, summarize discussions, and survey parents about interests/needs

5.13 Demonstrates strategies to facilitate development of problem-solving skills

5.14 Demonstrates strategies to encourage parent leadership

5.15 Demonstrates strategies to integrate academic skills into parent support lessons

5.16 Demonstrates meaningful ways to use print to create an environment that promotes language-rich experience

5.17 Demonstrates instructional strategies that utilize or are based on family strengths, interests, and needs

5.18 Demonstrates scaffolding to obtain optimum learning

5.19 Demonstrates knowledge of literacy development concepts

5.20 Demonstrates knowledge of how parents and staff support early literacy development

5.21 Makes use of community resources to support parent learning

5.22 Demonstrates understanding of Family Action Plans that address parent goals in all four components, and identifies the need for additional resources to support family's educational goals

Course Competencies
EDU 135 *Family Literacy in Adult Education*

5.23 Describes the four component model, including federal definition of family literacy services

5.24 Describes characteristics of an effective family literacy program

5.25 Identifies and describes the structures that support children's learning: environment, routines, interactions, and assessment

5.26 Describes a home environment and family experiences that build knowledge and opportunities for learning new concepts

5.27 Explains the rationale behind PACT time and its purposes in a 4 component family literacy program

5.28 Demonstrates knowledge of research that supports a strong correlation between children being read to by their primary caretakers and children's interest in books, as well as interactive reading patterns between parents and preschoolers

5.29 Describes the rationale for component integration and how team planning is essential to its successful implementation

5.30 Identifies ways that themes, ideas, and issues can be integrated throughout the components

5.31 Describes the role parents play in positive adult-child interactions

5.32 Demonstrates a team approach to integrating all four components into curriculum planning

5.33 Develops effective lesson plans to integrate parent support with early childhood education, adult education, and Parent and Child Together components

5.34 Implements the program's core messages throughout the components

5.35 Demonstrates ability to evaluate and select a variety of developmentally-appropriate texts

5.36 Creates and implements daily routine that provides opportunities for small group, large group, and one-on-one learning time throughout the day and throughout the curriculum

5.37 Identifies, administers, and reports data on appropriate screening/assessment instruments for different ages

5.38 Identifies and demonstrates effective strategies for parents to support their children's early learning