EDU 131 – Introduction to Adult Education

Current Course Description:

Introduces the student to the basic concepts in the instruction of adults. Emphases will be placed on understanding the adult learner and how their individual backgrounds and experiences can affect the learning process. Additionally, the course will cover applicable federal and state legislation which affects adults learning programs and will offer information on additional resources and associations in the field of adult education.

The group did not submit a revised course description. However, they did submit a proposed course objective: Explore the foundations of adult learning theory and principles.

EDU 131	
Current Competency in Common Course Numbering System	Revised Competencies (not approved by community colleges or state board of education)
I. Identifies Malcolm Knowles adult education principles.	Reflected in course objective — Explore the foundations of adult learning theory and principles.
II. Identify conditions of adult learning	Reflected in course objective – Explore the foundations of adult learning theory and principles.
III. Identify personal and conditional characteristics of adult learners.	Identify and explain how the personal and situational characteristics of adult learners, including learning differences, affect their learning.
IV. Identifies how community, heritage, culture and goals shape learning and expectations of adult learners.	Describe how community and culture shape the learning and expectations of adult learners and apply that knowledge to develop culturally-responsive teaching.
V. Compares and contrasts adult and child learning theories and educational practices.	Compare and contrast adult and child learning theories and educational practices to master appropriate adult education classroom practices.
VI. Create physical and virtual environments that engage learners in purposeful learning.	Explain and describe the physical and psychological environments that engage learners in purposeful learning.
VII. Identifies urban and rural community services and support systems related to adults and adult education providers.	Identify and describe community services and support systems related to adult education.
VIII. Describe the types of adult education services and various contexts in which they occur.	No change
IX. Describe federal legislation, USDOE programs, and movements in adult education in Colorado, individual states, and across the U.S.	Describe federal legislation, USDOE programs, and movements in adult education in Colorado and nationally.
X. Describe local, state, and national organizations that serve adult	Name and describe local, state and national organizations that serve adult



EDU 131	
Current Competency in Common Course Numbering System	Revised Competencies
	(not approved by community colleges or state board of education)
educators.	educators.
XI. Utilize a variety of publications and online resources available for adult	Addressed in competency XII and XIII.
educators.	
XII. Identify resources for professional development.	Identify and evaluate professional development resources for adult
	educators.
XIII. Identify current research surrounding adult learning and development.	Identify and describe current research topics on adult learning and
	development.
	NEW
	Understand and describe the importance of goal-setting and its connection
	to persistence and motivation.

Questions/comments from the EDU 131 group:

- How can proficiency in competencies be measured in the portfolio process? oral interview, written essay, exam, self-study, study circle
- It was recommended that there is a topic and/or resource list for instructors to maintain consistency and authenticity across all the courses offered at all of the institutions where they're offered. Example for competency III Ruby Payne, learning styles, special learning needs, etc.



EDU 132 – Planning, Organizing and Delivering Adult Education Instruction

Current Course Description:

Introduces students to the basics of planning an adult education program, organizing instruction within the various content areas, and delivering the material in a variety of ways, both in groups and individualized instruction. A wide variety of learning principles and theories will be addressed in ways that show their applicability to the adult learner and his/her education.

The group did not submit a revised course description.

EDU 132	
Current Competency in Common Course Numbering System	Revised Competencies
	(not approved by community colleges or state board of education)
XIV.Implements needs assessment appropriate to learner's level for ESL,	Implements needs assessment appropriate to learner's level for ESL,
ABE and ASE.	ABE, and ASE and uses the results for lesson planning.
XV. Integrates learners' background, prior knowledge and current	Integrates learners' background, prior knowledge, and current
educational goals into planning instruction.	educational goals into planning organizing and delivering instruction.
XVI.Participates in a variety of learner group strategies, and integrates	Provides a variety of learner grouping strategies and integrates group
group work with independent learning.	work with independent learning.
XVII. Demonstrates awareness of classroom management techniques.	Describes a variety of classroom management techniques.
XVIII. Develops effective lesson plans using a variety of techniques and	Develops effective lesson plans using a variety of techniques and
outcome measures to meet identified learner goals.	outcome measures to meet identified goals.
XIX. Modifies planned lessons to accommodate learners' needs and paces	Not included
lessons appropriately.	
XX. Identifies ways for adults to apply learning within content areas, and	Identifies ways for adults to integrate employment, family, and
integrates employment, family, and community related activities into	community related activities into instruction.
instruction.	
XXI. Develop an understanding of metacognition (metacognitive	Demonstrates an understanding of metacognition (metacognitive
approaches.)	approaches) and its effects on teaching adult learners.
XXII. Demonstrates awareness of instructional options for adults with	Describes instructional options for adults with disabilities and how to
disabilities, and how to access local resources for assistance.	access local resources for assistance.
XXIII. Demonstrate the ability to develop lesson plans that: accommodate	Demonstrates the ability to develop lesson plans that accommodate
various learning styles and incorporates learner diversity as a classroom	various learning styles and incorporate learner diversity as a classroom
resource.	resource.



EDU 132	
Current Competency in Common Course Numbering System	Revised Competencies
	(not approved by community colleges or state board of education)
XXIV. Develop a plan to implement factors that contribute to student	Incorporates current research and studies regarding adult retention
retention and motivation through discussions, reflections and other	and motivation into planning.
course activities.	
XXV. Demonstrate awareness of research and/or studies concerning	
adult learner motivation.	
XXVI. Explains the purpose and design of the individualized student	Creates a process that allows students to identify educational goals
education plan or the 1-year classroom education plan.	and to modify them throughout the course.
	NEW
	Integrates 21 st century skills including technology into lesson
	development and delivery.
	Understands and differentiates between formative, summative, and
	standardized assessments.
	Defines and differentiates between curriculum, textbook, lesson plan
	and activity.

Questions/comments from the EDU 132 group:

VI- This is addressed throughout other competencies. There is not really a way to measure or follow-up.

XI and XII – These were combined

XIII- This does not seem applicable anymore. It is felt that the field has moved on to more group instruction strategies. Differentiated instruction is addressed in other areas.



EDU 133 – Adult Basic Education (ABE)/ Adult Secondary Education (ASE)

Current Course Description:

Examines the different levels within an adult education program. Each level will be addressed in terms of appropriate assessment tools and instructional techniques. Emphasis will be placed on teaching ways that the adult education instructor can encourage the development of cognitive skills at each level as a springboard to the next higher level.

The group did not submit a revised course description.

	EDU 133	
	Current Competency in Common Course Numbering System	Revised Competencies
		(not approved by community colleges or state board of education)
I.	Demonstrate awareness of the demographics of ABE/ASE learners, and	Identifies ABE/ASE learner attributes and demographics including
	identifies the characteristics of the three levels of ABE/ASE learners: 0-	those with special learning needs as well as English Language
	3.9, 4.0-8.9 and 9.0-12.9.	Learners (ELLs).
II.	Demonstrate awareness of the sequential spiral of skills needed to successfully complete the five areas of GED testing or the program's high school completion curriculum.	Demonstrates the cross-curricular integration of subject areas.
III.	Demonstrate ability to select, evaluate and supplement published	Demonstrates the ability to select and use appropriate
	textbooks and software and online resources for ABE/ASE.	supplemental printed and electronic materials to meet identified
		learners' needs.
IV.	Identify, administers, and reports data on at least one standardized	Not addressed (summative and formative assessment addressed, but not
	assessment that measures ABE/ASE proficiencies and uses the test	standardized assessment)
	score appropriately to guide instruction.	
V.	Identify techniques or activities that prepare ABE/ASE learners for	Not addressed
	standardized assessments.	
VI.	Define and develop administers criterion-referenced tests, alternative	Utilizes adult learner performance on summative and formative
	assessments and/or performance assessments used periodically to	assessments to inform instruction and gauge learner progress.
	measure proficiency in reading, writing and math.	
VII.	Identify computer-based learning programs for ABE/ASE and	
	implements computer assisted learning in support of learning	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	objectives.	
VIII	.Apply Bloom's Taxonomy to the appropriate instructional levels.	Applies Webb's Depth of Knowledge (DOK) to appropriate EFL and



EDU 133	
Current Competency in Common Course Numbering System	Revised Competencies
	(not approved by community colleges or state board of education)
	content.
IX. Integrate life skills throughout the curriculum.	Integrates the application of literacy, numeracy and technology skills within the curriculum to support contextualized instruction, college and career or training transitions.
X. Implement learner self-correction strategies.	
XI. Assist adults to develop literacy skills in and out of classroom settings through a variety of instructional approaches and methods.	
XII. Identify writing skills appropriate to the 0-3.9 reading level.	Identifies individual Educational Functioning Levels (EFL) and defines the writing skills needed for learner success at each level. Differentiates adult appropriate writing methodology and resources needed to effectively teach each EFL.
XIII. Identify document, prose, and quantitative literacy appropriate to the 0-3.9 reading level	Identifies individual Educational Functioning Levels (EFL) and defines the reading skills needed for learner success at each level.
	Differentiates adult appropriate reading methodology and resources needed to effectively teach each EFL.
XIV.Demonstrate competency in whole number math skills and the ability to teach such competencies as numeration, estimation, problem solving, whole number operations, mathematic terms and	Identifies individual Educational Functioning Levels (EFL) and defines the numeracy skills needed for learner success at each level.
measurements.	Differentiates adult appropriate numeracy methodology and resources needed to effectively teach each EFL.
XV. Identify techniques that develop comprehension, critical thinking, and problem solving skills appropriate to the 4.0-8.9 reading level.	
XVI.Identify writing skills appropriate to the 4.0-8.9 reading level.	
XVII. Identify document, prose, and quantitative literacy appropriate to the 4.0-8.9 reading level.	
XVIII. Demonstrate competency in working with rational numbers in all	



EDU 133	
Revised Competencies	
(not approved by community colleges or state board of education)	
NEW	
Develops educational plans based on adult learners' expressed	
goals and measured skills incorporating learners' prior knowledge,	
learning needs, and college and career readiness paths.	
Designs an environment that promotes and supports the	
development of independent learners.	

Questions/comments from the EDU 133 group:

The document submitted by this group includes performance indicators/key concepts and sample illustrations for each competency.



EDU 134 – Planning, Organizing and Delivering Adult Education Instruction

Current Course Description:

Introduces the development and implementation of a program to teach English to adults whose first language is not English. Topics will range widely from assessment and placement to the theories behind language acquisition. Students will also cover a wide variety of methodologies, both group and individualized, that are aimed at teaching the non-English speaker the written and verbal skills, necessary to successfully function in the United States.

The group did not submit a revised course description.

EDU 134	
Current Competency in Common Course Numbering System	Revised Competencies (not approved by community colleges or state board of education)
XXVII. Demonstrates awareness of the demographics of adult ESL learners, and understands the characteristics of the three levels of	Describe the skills and knowledge addressed by the six ESL Educational Functioning Levels of the NRS.
ESL: beginning, intermediate and advanced.	Demonstrate awareness of the various cultural, linguistic and educational backgrounds of adult ESL learners and explain how those factors impact instruction.
XXVIII. Identify the process by which learners acquire a new language	Explain the processes by which learners acquire a new language in and out of
in and out of classroom settings and implements various	classrooms (i.e. the processes of natural language acquisition and instructed
approaches and techniques.	language learning).
XXIX. Demonstrate appropriate use of the native language in	Discuss/demonstrate approaches to use of the native language in classroom
classroom and individual instruction.	and individual instruction.
XXX. Identify and integrates language skills and language	Integrate language skills and language components in lesson planning (e.g.
components in lesson planning (listening, speaking, reading, writing, vocabulary, semantics, syntax and sound).	listening, speaking, reading, writing, pronunciation, vocabulary, syntax, and critical thinking).
XXXI. Demonstrate a variety of formats for providing constructive error correction with critical linguistic feedback to learner.	Demonstrate a variety of formats for providing constructive error correction, and for teaching self-monitoring strategies.
XXXII. Demonstrate ability to evaluate and select textbooks and	Identify criteria for selecting level-appropriate instructional materials for ESL
software for ESL.	learners (e.g. print and electronic media).
XXXIII. Identify, administers, and reports data on at least one	Identify commonly used standardized ESL assessments, and explain how test
standardized assessment to measure ESL proficiencies and uses	scores are used to guide instruction.
the test score appropriately to guide instruction.	
XXXIV. Identify techniques or activities that prepare ESL learners for	



EDU 134	
Current Competency in Common Course Numbering System	Revised Competencies
	(not approved by community colleges or state board of education)
standardized assessment.	
XXXV. Define, develop and administer performance	Describe/integrate formative (alternative) assessments to measure
assessments/alternative assessments to measure proficiency in	proficiency related to specific English language tasks and/or lesson
English language skills.	objectives.
XXXVI. Demonstrate understanding of computer-assisted learning in	Demonstrate the integration of technology into ESL lesson planning.
support of learning objectives and identifies several computer-	
based learning programs for ESL.	
XXXVII. Demonstrates self-correction strategies for ESL.	
	NEW
	Identify different types of ESL programs (life skills, citizenship, civics, family
	literacy, career pathways, TOEFL Prep, academic, ESP).
	Describe a variety of language teaching approaches, methods and
	techniques.
	Identify the issues of assessment, curriculum, and instructional methods
	surrounding the transition of ESL students to Adult Basic Education.

Questions/comments from the EDU 134 group:

No questions or comments submitted

