

Course Outline

REVISED: July/2011



Program: Adult Literacy/High School Diploma

Course of Study: Adult Basic Education

Course: 1:1007 Employability and Life Skills

53-03-60

Adult Basic Education/Education and Career Planning

Course Description:

This competency-based course is designed to assist Adult Basic Education students in creating a personal education and career plan. Instructional areas include Personal Information, School Information, School Environment, Curriculum, Program Transitions, Learner Goal-Setting and Learner Persistence, Study Skills and Classroom Environment, and Time Management.

Credits: 0*

Hours: 12

Prerequisites:

None

*This is a non-credit course and may be repeated to learn specific competencies.

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ACKNOWLEDGMENTS

Thanks to TOM CALDERON for writing and preparing this course outline as competency based.

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Adult Basic Education/Education and Career Planning (53-03-60) July/2012, LAUSD Division of Adult and Career Education

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-9

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components

INSTRUCTIONAL STRATEGIES

p. 10

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 6-9

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 10

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

USING the ADULT BASIC EDUCATION/EDUCATION and CAREER PLANNING COURSE

Research shows that programs that provide students with an orientation have higher levels of student persistence and retention.

This course is intended to provide an orientation for Adult Basic Education students who are entering the adult-school system. Optimally, it should be taught before students are placed in an Adult Basic Education class. Orientations can be provided at the time of registration, at orientation sessions offered weekly or bi-monthly, or in the Adult Basic Education classroom.

By participating in this course, students will learn what levels of Adult Basic Education reading, language arts and math are most appropriate to their needs and what they will learn in these classes. They will understand the school system they are entering, know the schedule of classes and layout of their school site and be familiar with the various programs offered through adult and career technical education. Students will also be able to articulate their long and short-term educational goals and be prepared to study in a classroom environment.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Adult Basic Education/Education and Career Planning Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Recommended Materials and Activities
<p>I. Personal Information</p> <p>(.5 hours)</p>	<ol style="list-style-type: none"> Follow instructions to complete variety of forms with personal information. <ol style="list-style-type: none"> Print information clearly. Give information about gender, race, ethnicity. Sign name. Identify and write first, middle and last name. Identify and write country of origin. Identify and write current date and birth date (month, day, year). 	<p>Registration form</p> <p>TOPS Intake Form</p>
<p>II. School Information</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> Follow instructions to complete a variety of forms with school information. State and write name of instructor. Identify strategic school personnel (principal, assistant principal, etc.). State and write name of school, address, and phone number. State and write student identification number if applicable. Identify the procedures for changing classes during the term. 	<p>Registration Form</p> <p>School's schedule of classes</p> <p>School's list of personnel</p>

<p>III. School Environment</p> <p>(.5 hour)</p>	<ol style="list-style-type: none"> 12. Identify days, times, and locations of class offerings using the school schedule. 13. Identify school rules regarding attendance, parking, smoking, dress, etc. 14. Recognize student rights and responsibilities related to the educational program. 15. Identify appropriate behavior and actions in public facilities. 16. Recognize the role of student government in adult education. 17. Recognize the function of and respond appropriately to emergency drills. 18. Locate campus sites used during emergency drills. 19. Identify important rooms, buildings, and services such as office, bookstore, restrooms, pay phone, lunch truck, etc. 20. Identify available child care. 21. Identify and visit classroom with adult basic education, adult secondary education, and career technical (CTE) courses. 22. Identify different students attending adult school (i.e, minors, concurrently enrolled high school students, etc. 	<p>School's schedule of classes</p> <p>List of school rules</p> <p>Presentation by student government representative</p> <p>School map</p> <p>School tour</p>
<p>IV. Curriculum</p>	<ol style="list-style-type: none"> 23. Identify the different school programs and modes of instruction: <ol style="list-style-type: none"> a. Adult English-as-a-Second Language and Citizenship <ol style="list-style-type: none"> i. Identify the ESL course sequence. ii. Distance Learning iii. Community-Based English Tutoring (CBET) 	<p>Educational area brochures</p> <p>Classroom visits</p>

<p>VII. Learner Goal-Setting and Learner Persistence</p> <p>(1 hour)</p>	<p>29. Complete a needs assessment to identify personal reasons for improving reading, language arts and math proficiency (e.g., work, school and children, etc.).</p> <p>30. Compare results of needs assessment with instructional competencies of an Adult Basic Education course.</p> <p>31. Recognize the length of time and identify factors which may influence the length of time necessary to complete:</p> <ul style="list-style-type: none"> a. an ABE course b. the ABE program <p>32. Differentiate between short-term goals that can be accomplished within an educational cycle (promotion to next ABE level) and long-term vocational/educational goals (high school diploma, GED).</p> <p>33. Calculate approximate time necessary for realizing a short- and long- term goal.</p> <p>34. Recognize necessity of updating plans.</p> <p>35. Identify personal support system necessary to maintain regular attendance and progress (e.g., child care, transportation, etc.).</p> <p>36. Create a calendar that correlates personal schedule (e.g., work, family, etc.) with school schedule.</p>	<p>TOPS intake form</p> <p>CASAS pretest</p> <p>Student-created calendar</p> <p>Student portfolio</p>
<p>VIII. Time Management</p> <p>(.5 hour)</p>	<p>37. Discuss the benefits of time management skills for the adult student.</p> <p>38. Identify the effects of absenteeism on the learning process.</p> <p>39. Identify time management strategies to facilitate school attendance for the following situations:</p> <ul style="list-style-type: none"> a. doctor's appointments b. illness c. childcare d. family emergencies e. personal vacations <p>40. Identify ways to create a home environment conducive to studying.</p>	<p>Student-created calendar</p>

INSTRUCTIONAL STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Demonstration and discussion
- B. Whole group and small group instruction and activities
- C. Cooperative learning strategies
- D. Multimodal and multimedia presentations

EVALUATION

A. CASAS Pre-tests for ABE Reading

READING	
ABE Grade Level Equivalent (GLE)	CASAS Pre-tests
Nonreader (GLE 0)	027R (literacy test)
Beginning (GLE 1)	081R
Beginning (GLE 2, 3)	083R
Intermediate (GLE 4, 5, 6)	083RX (available early 2009)
Advanced (GLE 7, 8)	185R

B. CASAS pre-tests for ABE Math

MATH CASAS Pre-tests	
Basic Math- Beginning	031M
Basic Math- Intermediate	033M
Basic Math- Advanced	035M

Note: The correct CASAS post-test for an ABE student is determined by the score on the CASAS pre-test. Please see your WIA Advisor for details.

- C. Writing sample
- D. Oral and written tests
- E. Teacher observation and evaluation
- F. Student self-evaluation

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SUGGESTED INSTRUCTIONAL RESOURCES

INSTRUCTIONAL MATERIALS

School schedule of classes

Instructional areas brochures

School map

RESOURCE PERSONS

Subject area supervisor and advisers

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact
Number _____

Feedback

Course Number and/or Title of Course

Directions: Please respond to these statements. If you choose a "No" or "Sometimes" response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

INSTRUCTIONAL STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Demonstration and discussion
- B. Whole group and small group instruction and activities
- C. Cooperative learning strategies
- D. Multimodal and multimedia presentations

EVALUATION

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- B. CASAS pre-tests for ABE Math

MATH CASAS Pre-tests	
Basic Math- Beginning	031M
Basic Math- Intermediate	033M
Basic Math- Advanced	035M

Note: The correct CASAS post-test for an ABE student is determined by the score on the CASAS pre-test. Please see your WIA Advisor for details.

- C. Writing sample
- D. Oral and written tests
- E. Teacher observation and evaluation
- F. Student self-evaluation
- G. Portfolio containing student personal and school schedule, school brochures, etc.

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Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 198.

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Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
