**Adult Basic Education, Adult Secondary Education, English Language Acquisition Technical Standards**

 **Purpose Statement**

All Adult Basic Education, Adult Secondary Education, English Language Acquisition students are expected to meet certain essential technical standards for successfully completing all program phases and reflect industry requirements and standards. To verify the student’s ability to perform these essential functions, students may be required to demonstrate the technical standards below.

Meeting these technical standards does not guarantee employment in this field upon graduation. The ability to meet the program’s technical standards does not guarantee a student’s eligibility for any certification exams or successful program completion.

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| Technical Standard | Definition of Standards | Examples |
| Critical Thinking/Problem-Solving Skills | Ability to develop and apply memory, comprehension, analysis, and evaluation skills. | * Process information from multiple sources and viewpoints.
* Collect, analyze, and interpret abstract and concrete data.
* Recall previously learned concepts and apply them to other topics.
* Analyze and apply feedback from instructors to make changes and improvements.
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| Interpersonal Skills | Ability to interact safely with diverse instructors, staff, and other students, whether face-to-face or through electronic means. | * Exhibit ethical behavior and exercise good judgment in keeping with the Student Conduct Policy and Procedure.
* Ask questions and/or seek assistance. Appropriately advocate for own needs.
* Follow simple instructions from faculty and staff.
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| Communication Skills | Abilities are sufficient for interaction with others in verbal, nonverbal, or written form. | * Participate in collaborative conversations in small and larger groups.
* Ask and answer questions about what a speaker says in order to seek help, gather additional information, or clarify something that is not understood.
* Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences appropriate to the task and situation.
* Comprehend instructions in order to independently complete standardized multiple-choice assessments and level-appropriate learning activities.
* Develop and apply knowledge of the basic written English language.
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| Coping Skills | Abilities are sufficient for adapting to stress, adjusting to new situations, and adopting new mindsets and strategies for learning. | * Seek support and/or follow reporting procedures as needed for injuries, illness, Title IX concerns, etc. as outlined in the Student Conduct Policy and Procedure.
* Solve personal and interpersonal problems.
* Be flexible enough to try multiple ways to learn new things.
* Cope with your own emotions.
* Cope with strong emotions in others.
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| Mobility/Motor Skills | Physical abilities are sufficient to function in a classroom or online setting while following the Colleges’ Student Conduct Policy and Procedure so that the learning environment is not compromised. | * Perform physical activities to present knowledge and ideas (e.g. speak audibly and/or use a device/pen/marker/pointer, raise a hand, give thumbs up, etc. to indicate a response to a question).
* Tolerate wearing personal protective equipment including but not limited to face masks, as may be required in the classroom environment.
* Participate in class in the room environment with appropriate physical and verbal restraint.
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| Auditory Skills | Auditory abilities are sufficient for classroom or online needs. | * Distinguish and respond to sounds at a close range including but not limited to an instructor, other students in a classroom, and audio recordings.
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| Visual Skills | Visual ability is sufficient for comprehending instructors’ gestures, printed materials, images, or videos projected on a screen. | * Tolerate working indoors in artificial light and the glare of a computer screen.
* Discern text from left to right and top to bottom for reading in English.
* Identify similarities and differences in visual images.
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| Tactile Skills | Tactile ability is sufficient for written communication and handling of equipment. | * Use writing utensils, keyboards, and computer controls.
* Use manipulatives and calculators.
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| Environmental | Ability to tolerate environmental stressors. | * Tolerate indoor classroom environments with fluorescent lights and variable temperatures.
* Work in classrooms that may be crowded, with up to 35 people in the space, and may not always allow for 6’ distancing between each student.
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| Emotional/Behavioral | Possess sufficient emotional stability and self-regulation skills to assume personal responsibility and accountability for following the Colleges’ Student Conduct Policy and Procedure. | * Engage in the learning process.
* Receive and respond to constructive feedback.
* Demonstrate honesty and integrity.
* Adapt to, or deal with the unexpected.
* Focus attention on the task.
* Meet reasonable, predetermined deadlines.
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In the case of an otherwise qualified individual with a documented disability, appropriate and reasonable accommodations will be made unless doing so would fundamentally alter the essential training elements, cause undue hardship, o produce a direct threat to the safety of the patient or student.

Beaufort County Community College is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or other legally protected category. The College will provide all qualified individuals reasonable accommodations in the work and educational environment and ensure equal access to all College programs, activities and facilities. The College does not discriminate in admissions, educational programs, or employment on the basis of any factor outlined above or prohibited under applicable law. The College is committed to creating and maintaining an environment free of discrimination that is unlawful or prohibited by College policy. For detailed information or to request accommodations visit Support Services at <https://www.beaufortccc.edu/student-life/accessibility-services>. An appointment is recommended prior to enrollment in order to discuss any special concerns.

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