

State of Illinois Model Programs of Study Guide: Human and Public Services

October 2022



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About ICCB

In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Today, the Illinois Community College System covers the entire state with 48 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs.

Illinois' community colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible, and cost-effective programs and services. Learn more at iccb.org.



About Education Systems Center

Education Systems Center (EdSystems) is a mission-driven policy development and program implementation center based within Northern Illinois University's Division of Outreach, Engagement, and Regional Development. EdSystems' mission is to shape and strengthen education and workforce systems to advance racial equity and prepare more young people for productive careers and lives in a global economy. EdSystems helped drive the development and adoption of the Postsecondary and Workforce Readiness Act (pwract.org). Learn more about EdSystems at edsystemsniu.org.

About the Model Programs of Study Guide

The Illinois Community College Board (ICCB) sponsored the development of Model Programs of Study Guides in crucial industry areas as part of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (also known as the Perkins V Plan). This Guide was developed in consultation and collaboration with the Illinois State Board of Education (ISBE) through a process led and facilitated by Education Systems Center at NIU (EdSystems). As further detailed in this Guide, the process involved extensive research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders.

The primary purposes and goals for the Model Programs of Study are to:

1. **Provide guidance and exemplars** for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan.
2. **Establish a framework** for State agencies to develop and implement program supports.
3. **Identify priority dual credit courses** that are foundational to the industry area and well-situated for statewide scaling and articulation.
4. **Define the competencies** that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.
5. **Identify entry points** for employers to support coursework and related experiences.

Model Programs of Study supplement and complement other State of Illinois career and technical education and career pathway resources, including the [ISBE Career Guide](#), [State of Illinois Career Pathways Dictionary](#), [Career Development Experience Toolkit](#), [Postsecondary and Workforce Readiness Act Recommended Technical and Essential Employability Competencies](#), [State of Illinois Workforce Development Strategic Plan](#), [Workforce Education Strategic Plan](#), and related state and regional data resources. School districts, community colleges, and their partners are encouraged to use this Guide, state resources, and local program and course information to develop materials for student and family outreach.

The full Model Programs of Study for Human and Public Services, depicted graphically on pp. 4 – 5, can be used as a reference in local planning processes. The Guide then presents and describes in detail each component of the sequence, including descriptions of the underlying research, analysis, and Advisory Committee input leading to each component:

- I. Background and Process for Developing Model Programs of Study ([pp. 6 – 7](#))
- II. Priority Occupations and Promising Credentials in Finance and Business Services ([pp. 8 – 10](#))
 - a. Promising Credential Program Categories ([pp. 8 – 9](#))
 - b. Advisory Committee Considerations ([pp. 9 – 10](#))
 - c. High-Priority Occupations ([p. 10](#))
- III. Programs of Study Sequence Description ([pp. 11 – 15](#))
 - a. High School Career-Focused Instructional Sequence and Related Work-Based Learning ([pp. 11 – 13](#))
 - b. Recommended High School General Education Courses ([p. 14](#))
 - c. Recommended First Year Postsecondary Courses ([pp. 14 – 15](#))
- IV. Strategic Dual Credit Courses – Competency Descriptions ([pp. 16 – 17](#))
 - a. Introduction to Human and Public Services ([p. 16](#))
 - b. Introduction to Social Work ([p. 17](#))

[Appendix A](#) includes the PWR Act Statewide Essential Employability and Entrepreneurial Competencies.

[Appendix B](#) includes the Advisory Committee membership.

Model Programs of Study Guide: Human and Public Services



ORIENTATION / INTRODUCTION Grades 9-10

SKILL DEVELOPMENT Grades 10-12

CAPSTONE / ADVANCED Grade 12



POSTSECONDARY COURSES + Recommended 1st Year

**CAREER
FOCUSED
COURSES**

Human and
Public Services
(Social Work)

Criminal Justice

<p>Introduction to Family and Consumer Science Career &/or Work and Family Relationships &/or Human Growth and Development</p>	<p>Counseling and Mental Health Introduction to Social Work</p>	<p>Community Protection Social Problems in Human Services &/or Introduction to Human Services</p>	<p>Introduction to Human Services Introduction to Social Work Crisis Intervention Psychology Dynamic of Behavior</p>
<p>Criminal Justice</p>	<p>Law Enforcement I or Introduction to Criminal Justice &/or Public Safety</p>	<p>Introduction to Corrections or Criminal Law and Procedures</p>	<p>Constitutional Law Introduction to Criminology Juvenile Justice</p>

Courses and Work-Based Learning Address the PWR Act Recommended Essential Employability Competencies

**WORK-BASED
LEARNING**

<p>Career Exploration (2) * Team-Based Challenge *</p>	<p>Team-Based Challenge * Career Development Experience or Youth Apprenticeship</p>	<p>Team-Based Challenge Career Development Experience or Apprenticeship</p>
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* May be offered through Career and Technical Student Organizations (CTSOs) such as SkillsUSA Illinois

<p>SCIENCE</p>	<p>Science Sequence</p>	<p>Science Sequence</p>	<p>Science Sequence</p>	<p>Science Sequence</p>
<p>SOCIAL SCIENCE</p>	<p>Social Science Sequence</p>	<p>US History » US Government & Politics »</p>	<p>Introduction to Sociology &/or Introduction to Psychology</p>	<p>Introduction to Sociology &/or Introduction to Psychology</p>
<p>MATH</p>	<p>Algebra Geometry</p>	<p>Geometry Algebra 2 Pre-Calculus</p>	<p>Transitional Math: Quantitive Literacy Statistics Pre-Calculus Calculus » General Education Math</p>	<p>General Education Math</p>
<p>ENGLISH</p>	<p>English Sequence</p>	<p>English Sequence</p>	<p>Transitional English English Composition »</p>	<p>English Composition Oral Communication</p>

»
AP or
Dual Credit

📄
Dual
Credit
Course

📄
Dual Credit
Course Affiliated
With IAI Code

🏆
Course or Program
Prepares for
Industry Credential

📄
Postsecondary
Course Affiliated
with IAI Code

🏆
College and Career
Pathway Endorsement
Earned

+
If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses



POSTSECONDARY OPTIONS

1 HUMAN AND PUBLIC SERVICES

Human and Public Service Certificate: *Certified Alcohol and other Drug Counselor (CADC)**

**CADC is the most common certification, which may be obtained at any point along the postsecondary pathway, with earned work experience, and/or within a degree program.*

Social Work AAS

Human and Public Services AAS

Social Work AA: *Guided Transfer*

Human and Public Services AA: *Guided Transfer*

Criminal Justice AAS

Criminal Justice AA: *Guided Transfer*

Bachelor of Arts, Psychology

Bachelor of Arts or Science, Human and Public Services

Bachelor of Arts, Sociology

Bachelor of Social Work

Bachelor of Science, Criminal Justice

2 CRIMINAL JUSTICE

Criminal Justice Certificate



SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child ¹	Median Annual Wage ²	Growth in IL: Annual Job Openings ²	Growth in IL: % Change Over 10 years ²	Stackable?
1 Human and Public Services	Substance Abuse and Behavioral Disorder Counselors	N	\$20.97	1,600	16%	Typically Stacks to a Bachelor's Degree
	Mental Health Counselors	N	\$20.97	1,600	16%	
	Social and Human Services Assistants	N	\$18.57	1,770	7%	
	Community Health Workers	N	\$21.55	280	5%	
	Social and Community Services Managers	Y	\$33.28	480	7%	
	Child, Family, and School Social Workers	Y	\$26.18	1,430	2%	
	Social Science Research Assistants	Y	\$26.51	140	-7%	
2 Criminal Justice	Police and Sheriff's Patrol Officers	Y	\$39.10	2,320	2%	
	Paralegals and Legal Assistants	Y	\$27.55	1,670	9%	
	First-Line Supervisors of Police and Detectives	Y	\$56.91	410	2%	
	First-Line Supervisors of Correctional Officers	Y	\$36.40	140	-2%	
	Dispatchers, Except Police, Fire, and Ambulance	N	\$22.54	640	-1%	
	Probation Officers and Correctional Treatment Specialists	Y	\$30.45	260	2%	

1. The "Living Wage" for 1 Adult + 1 Child is \$35.157/hour for the whole state of Illinois. "Near" in this specific guide is defined as 65% of the statewide living wage, which is \$22.85/hour. Special note that in the original guides for Health Sciences and Technology, Manufacturing and Engineering, Information Technology, and Education, the living wage was \$26.27 and near was defined as 85% of living wage. Since 2021, the living wage thresholds in Illinois have rapidly increased and it was decided to benchmark the "Near" living wage more closely to the absolute number in the original 2019 guides. Subsequent iterations of all guides would need to re-benchmark to new living wage scales.

2. U.S. Department of Labor, CareerOnestop (careeronestop.org/explorecareers), Illinois Department of Employment Security Virtual Labor Market Information (ides.illinois.gov), Illinois Department of Employment Security Virtual Labor Market Information (www2.illinois.gov/ides)



Background and Process for Developing Model Programs of Study

Programs of study are a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that culminate in a recognized postsecondary credential. In Illinois, Perkins V programs of study are aligned with broader State policy goals to promote college and career readiness, including the State of Illinois' ESSA plan (in particular, the College and Career Readiness Indicator), the College and Career Pathway Endorsement framework and other elements of the Postsecondary and Workforce Readiness Act, the Dual Credit Quality Act, the Illinois WIOA Unified State Plan, and the State's Career Pathways Dictionary.

Process for Development

Each Model Programs of Study was developed using a data-driven, backward-mapping approach that extended from the areas of job growth, the aligned postsecondary credentials, and the high school course sequence. The specific steps in this analysis included:

1. **Identifying high-priority occupations** in the industry sector that are high-skill, high-wage, and in-demand based on federal Department of Labor data for the State of Illinois.
2. **Identifying promising postsecondary credentials** (degrees or certificates) that are broadly accessible through the Illinois community college system and lead to high-priority occupations.
3. **Mapping the stackable degrees and certificates** that progress to promising credentials.
4. **Identifying strategic community college courses** that appear across the maximum number of promising credentials, provide a broad foundation of knowledge essential to that industry sector, and are feasible for dual credit delivery.
5. **Mapping a course sequence from secondary through the first year of postsecondary** that incorporates strategic early college credit (including at least six early college credits in the career-focused course sequence) and considers industry trends and innovations in career and technical education.
6. **Defining related technical competencies** for the foundational program of study courses that can be utilized to guide course development and postsecondary articulation.



Using Department of Labor¹ data and the MIT Living Wage Calculator² for the State of Illinois as a reference, the project team identified “high-priority occupations” as jobs with a positive growth outlook and median salaries near or greater than the living wage for one adult and one child.³ Thus, a “promising credential” is a degree or college certificate that immediately prepares an individual for entry into a high-priority occupation or is a stackable credential for a high-priority occupation. The inclusion of stackable credentials allows for the incorporation of important foundational credentials in some areas that enable an individual to progress toward a high-priority occupation.

After identifying the promising credentials in each industry area, the project team analyzed community college programs leading to these credentials from a sampling of colleges from across Illinois, representing a mix of urban, suburban, and rural institutions.⁴ EdSystems analyzed and categorized all of the career-focused and general education courses across the full sampling of the promising credential programs to determine which of these courses:

- Are most common across all programs in the sample,
- Are broadly accessible for dual credit opportunities considering prerequisites and teacher credentialing requirements, and
- Are included within the Illinois Articulation Initiative.

This analysis and categorization process led to a recommended set of “strategic” career-focused and general education courses that provide a critical foundation for the program of study sequence.

Following this internal analysis, EdSystems and ICCB convened a stakeholder Advisory Committee of secondary, postsecondary, and private sector representatives to vet the recommendations and provide expertise and guidance on the development of the Model Programs of Study (see Advisory Committee listing in Appendix B). Over multiple

webinars and feedback sessions across four months, the Advisory Committee and smaller working groups provided information about industry trends that may not be reflected in the Department of Labor data, credentials and degrees that are emerging as most promising in the field, on-the-ground implementation considerations for secondary and postsecondary programs, and future of work implications for the sector. The Advisory Committee further informed important decision-points in the Model Programs of Study process, including adjusting the Model of Programs of Study course map and promising credential endpoints, selecting strategic early college credit courses, and identifying key competencies for target courses in the Model Programs of Study currently lacking current statewide articulation. The culmination of EdSystems’ analysis and the input of the Advisory Committee is reflected in the draft Model Programs of Study and course competencies included within this Guide.

¹ U.S. Department of Labor, Career Onestop: careeronestop.org/ExploreCareers/explore-careers.aspx, Illinois Department of Employment Security Virtual Labor Market Information www2.illinois.gov/ides

² Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. livingwage.mit.edu

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⁴ For the analysis of Human and Public Services programs, the community colleges surveyed were: City Colleges of Chicago, Elgin Community College, South Suburban College, Oakton Community College, College of Lake County, Heartland Community College, Richland Community College, McHenry County College, Waubonsee Community College, Lincoln Land Community College, College of DuPage, and Harper College.

Priority Occupations and Promising Credentials in Human and Public Services

The Illinois Partners for Human Service article titled “More Essential Than Ever: Rebuilding the Illinois Health and Human Services Workforce in the Wake of the COVID-19 Pandemic,” conducted a research project to understand why workforce has been the number one challenge for the sector. The research project was framed around the following questions:

- What factors impact the stability of the health and human services workforce in Illinois?
- What are the ongoing challenges facing the health and human services sector?
- What is needed to stabilize and strengthen the health and human services workforce in the future?

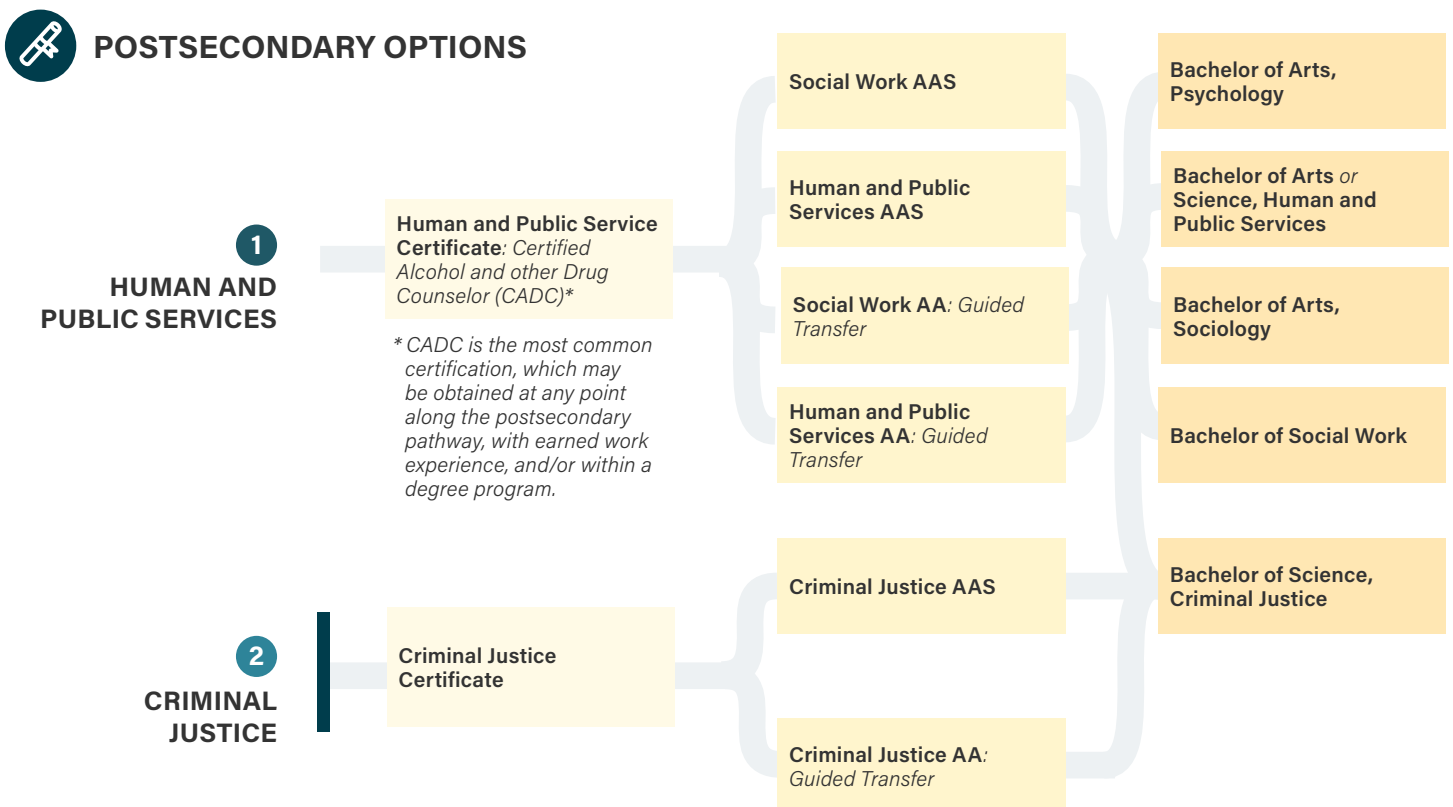
The survey data collected includes the reflections of 12,600 voices from 48 different nonprofit organizations throughout the State of Illinois. Illinois Partners for Human Services recommends strengthening workforce pipelines in this sector.⁵ This includes cultivating creative educational programs that start as early as grade school, and continue to and through high school. These opportunities are critical

to successfully sustaining the field beyond the pandemic. During the pandemic peak most organizations experienced their highest employee turnover rates, lowest application rates, and record levels of vacancies. The Model Programs of Study Guide in Human and Public Services seeks to provide information that support promising credentials and priority occupations in the field of study in hopes to support a student's transition into this field of work.

Promising Credential Program Categories

The project team’s analysis of occupations and related postsecondary credentials in the human and public services sectors led to two overarching categories with subcategories:

1. **Human and Public Services:** The most foundational certificate and degree programs are commonly associated with occupations such as substance use disorder counselors, mental health counselors, community health workers, social workers, and social and community services managers. Students who obtain an associate degree in these programs can easily transfer into a variety of Bachelor of Arts or



Bachelor of Science degree programs including, but not limited to, Psychology, Human and Public Services, Social Work, and Sociology at a university.⁶

- Criminal Justice:** Criminal Justice credentials prepare students to enter various roles pertaining to police and sheriff patrol officers, probation officers, correctional treatment specialists, and dispatchers. Students who earn an associate degree in this sector can easily transfer to receive a Bachelor of Science degree at a university.⁷

Advisory Committee Considerations

The Advisory Committee emphasized multiple considerations that included the following:

The complexity of various multiple points of entry and industry credentials: The Advisory Committee engaged in robust conversations about the multiple points of entry and various industry credentials within the Human and Public Service Field. Work experience is a critical part of this process. It is important to note that various occupations in the field require little to no formal education. For example, a person can have ample work experience and receive on-the-job-training with an employer agency, and/or obtain an industry credential and then decide to pursue a formal degree or certificate program. The most common credentials in human and public services are issued by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.⁸ There are 18 certifications



SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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available that target occupations in counseling, criminal justice, family support, additional recovery, adolescent treatment, gambling, and peer recovery. The most credential is the Certified Alcohol and Other Drug Counselor (CADC)⁹, which may be obtained at any point along the postsecondary pathway or within a degree program.

The exclusion of Fire Science and Emergency Medical Technicians pathways: The Advisory Committee excluded fire science and emergency medical technician because these roles generally do not require degree program completion. In addition, these roles have very different competencies that do not align with the programs listed.

These considerations are reflected in the course sequences and competencies included in the Model Programs of Study.

High-Priority Occupations

The table entitled Selected Occupations, Wages, and Job Growth identifies high-priority occupations associated with human and public services. The selected occupations

included in the table meet the positive growth outlook and living wage criteria described in the Process for Development section. The chart also contains occupations that do not meet the requirements for a living wage threshold but are highly sought after by students and are entry-level occupations needed for advancement.

⁵ Illinois Partners for Human Service - More Essential Than Ever: Rebuilding the Illinois Health and Human Services Workforce in the Wake of the COVID-19 Pandemic. illinoispartners.org/wp-content/uploads/2021/10/ILPartners-WorkforceReport-2021.pdf

⁶ [Northeastern Illinois University](#), [Chicago State University](#), and [University of Illinois Springfield](#) are examples of universities that offer bachelor degree programs in Human and public services related fields.

⁷ [Northeastern Illinois University](#), [Northern Illinois University](#), [Illinois State University](#), and [Southern Illinois University](#) are examples of universities that offer bachelor degree programs in Justice Studies or Criminal Justice.

⁸ Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. iaodapca.org/

⁹ Certified Alcohol and Other Drug Counselor Certification (CADC) iaodapca.org/credentialing/counselor-2/

Programs of Study Sequence Description

Ideally, students in Model Programs of Study should start a career-focused instructional sequence with an Orientation/Introduction level course in 9th or 10th grade, with students engaging in career awareness and exploration in the middle school grades. This early start creates more openings in student schedules to complete Skill Development and Capstone/Advanced level coursework, obtain significant early college credits, earn valuable industry credentials, and acquire the College and Career Pathways Endorsement before high school graduation.

High School Career-Focused Instructional Sequence and Related Work-Based Learning Overview

The high school career-focused instructional sequence for the Model Programs of Study for Human and Public Services builds from Orientation/Introduction level courses towards a set of Skill Development and Capstone/Advanced courses. The pathways should begin with an introductory course that covers basic concepts and practices and develops an understanding of the range of career paths available.

The recommended sequence includes dual credit opportunities that are extremely common and strategic for the field of human and public services. These courses will prepare all students for continued coursework at the postsecondary level as well as foundational knowledge in their program area. Students interested in the Human and Public Services pathway move from introductory courses such as Introduction to Family and Consumer Science Careers, Work and Family relationships, or Human Growth and Development and move into targeted coursework in Counseling and Mental Health or Introduction to Social Work at the Skill Development level. Students interested in the Criminal Justice pathway can move from an introductory course in Criminal Justice and then move to targeted coursework in Law Enforcement I, Intro to Criminal Justice, or Public Safety at the Skill Development level. At the Capstone/Advanced level students continue earning early college credits through aligned dual credit coursework to their program area.

A subgroup of the Advisory Committee formed a working group to create competencies for key courses that map to various industry credentials, are accessible for early college credit, and are not currently recognized by the Illinois Articulation Initiative (IAI). The courses are:

- Introduction to Social Work: Competency topics include Client Support, Inclusion, Professionalism, and Social Work Foundation.

- Introduction to Human and Public Services: Competency topics include Ethics, Roles and Responsibilities, Historical Context, Theories and Techniques, and Inclusion.

You can find the complete list of competencies topics along with the descriptions for each course on [page 15](#).

Orientation/Introduction

The Model Programs of Study for Human and Public Services commences at the Orientation/Introduction level with ISBE's Career and Technical Education (CTE) cluster programs in Human and Public Services and Law, Public Safety, and Corrections and Security. The Human and Public Services and Criminal Justice pathway courses introduce students to the basic principles of this sector.

For the Human and Public Services pathway, the recommended Orientation/Introduction courses are Introduction to Family and Consumer Science Careers, Work and Family Relationships, and Human Growth and Development. These courses introduce students to social interactions, interpersonal relationships and life stages. Lastly, there is an emphasis on building and maintaining healthy relationships among families, communities, society and workplace.

For the Criminal Justice pathway, the recommended Orientation/Introduction course is a high school CTE course titled Criminal Justice. This course trains students to understand and apply the principles and procedures essential to the overall U.S. criminal justice system.

Skill Development

For Skill Development courses in the Human and Public Services pathway, the Model recommends students take Counseling and Mental Health or Introduction to Social Work as a dual credit course. The Counseling and Mental Health course is identified in Group 3 of the ISBE CTE Program of Study Matrix within Human Services. This course prioritizes the skills necessary to pursue a counseling and mental health career. Introduction to Social Work is another course recommended in the Skill Development section for Human and Public Services pathway and should ideally be offered as a dual credit class. This course includes, but is not limited to, social systems, inclusion topics, mental health concerns, historical evolution of social work, insitutionalized systems, and professional development. Most colleges offer their own version of Introduction to Social Work, and that course's teacher credentialing requirements are usually a



master's degree in Social Work or Human Services. These credentials requirements make it feasible to find existing adults at the school district level who can be credentialed to teach the course as dual credit. Moreover, these courses typically have no prerequisites, making this pathway relatively accessible for a high school students in CTE programs.

In the Skill Development section of the Criminal Justice pathway, the Model recommends students take Law Enforcement I, Public Safety, and/or Introduction to Criminal Justice as dual credit courses. The Law Enforcement I course is identified in Group 3 and Public Safety is identified in Group 2 of the ISBE CTE Program of Study Matrix within cluster Law, Public Safety, Corrections and Security. Law Enforcement I prepares students to enter the fields of law enforcement and the criminal justice system and includes topics such as community agencies, emergency hotlines, and CPR/First Aid certification.

Public Safety introduces students to the field of public safety and is meant to extend students' knowledge and skills pertaining to the safety and security of homes and the overall community. Introduction to Criminal Justice is a course that teaches the philosophy of social control and the history of law and criminal justice. It also explores the fundamental questions of what crime is and its causes.

Introduction to Criminal Justice often requires a Master's in Criminal Justice, Criminology, or a Juris Doctor (JD) degree, and may be difficult to offer for dual credit with existing faculty at most high schools. One suggestion is to set up interested and motivated students to take the course as dual enrollment through a college's online platform, taught by a college professor. These 100-level courses in Criminal Justice are increasingly offered as online-only or hybrid formats, which makes this option feasible.

Capstone/Advanced

In 12th grade, students should engage in advanced topics in human and public services. The Capstone/Advanced-level course recommendations for students in Human and Public Services pathways are Community Protection (Group 4 of ISBE CTE Program of Study Matrix within the Law, Public Safety, Corrections and Security cluster), Social Problems in Human Services, and Introduction to Human Services. The Model recommends that both Social Problems and Human Services and Introduction to Human Services courses be offered as dual credit.

Introduction to Corrections and Criminal Law and Procedures are both college courses that make up the Capstone/Advanced level recommended courses for the Criminal Justice pathway.

In brief, the Capstone/Advanced course descriptions are:

- Community Protection is a high school CTE course that provides students with information regarding the personnel and agencies concerned with protection of the home, city, state, and nation.
- Social Problems in Human Services courses examine the linkages among social structures, culture and human experience in the context of the globalization process. Topics may include the unequal distribution of power and wealth, issues of sex, gender and social class, hunger, the role of multinational corporations, war and international conflict, oppression of various kinds, crime, poverty, the media, other social institutions, resource/environmental use and depletion, and population
- Introduction to Human Services courses introduces the field of human services and human services theory. Content includes human problems in aging, child abuse, drug use, delinquency, mental retardation, criminal behavior, health, poverty, education and employment, and the organizations and agencies designed to alleviate such problems.

- Introduction to Corrections courses provide an overview of the structure and operations of correctional institutions, sentencing trends and alternatives to incarceration, probation and parole, inmate life, prisonization and institutionalization, jail administration, and community correctional programs.
- Criminal Law and Procedures courses provide students with knowledge and skills related to understanding criminal law, constitutional amendments, and due process. Course content may include specific types of crimes, such as vehicle crimes, personal crimes, cyber crimes, and drug crimes.

Typically, these Capstone/Advanced courses do not have high student prerequisite course requirements, making these courses relatively accessible for high school students.

The general teacher credential varies depending on the course discipline area, but are likely to be aligned to other courses in these pathways. For example, in a social work pathway, the Capstone/Advanced courses listed are likely to require that teachers have a master's degree in social work, human services, or related field.

For the Criminal Justice courses listed here, teacher credential requirements will often require a master's degree in criminal justice or criminology or a JD, and may be difficult to offer as dual credit with existing faculty at most high schools. One suggestion is to set up interested and motivated students to take the course as dual enrollment through a college's online platform, taught by a college professor. These 100-level courses in Criminal Justice are increasingly offered as online-only or hybrid formats, which makes this option feasible.

ORIENTATION / INTRODUCTION Grades 9–10

SKILL DEVELOPMENT Grades 10–12

CAPSTONE / ADVANCED Grade 12



POSTSECONDARY COURSES ⊕ Recommended 1st Year

CAREER FOCUSED COURSES
Human and Public Services (Social Work)
Criminal Justice

<p>Introduction to Family and Consumer Science Career &/or Work and Family Relationships &/or Human Growth and Development</p>	<p>Counseling and Mental Health Introduction to Social Work</p>	<p>Community Protection Social Problems in Human Services &/or Introduction to Human Services</p>	<p>Introduction to Human Services Introduction to Social Work Crisis Intervention Psychology Dynamic of Behavior</p>
<p>Criminal Justice</p>	<p>Law Enforcement I or Introduction to Criminal Justice &/or Public Safety</p>	<p>Introduction to Corrections or Criminal Law and Procedures</p>	<p>Constitutional Law Introduction to Criminology Juvenile Justice</p>

Courses and Work-Based Learning Address the PWR Act Recommended Essential Employability Competencies

WORK-BASED LEARNING

Career Exploration (2) *
Team-Based Challenge *

Team-Based Challenge *
Career Development Experience or Youth Apprenticeship

Team-Based Challenge
Career Development Experience or Apprenticeship

* May be offered through Career and Technical Student Organizations (CTSOs) such as SkillsUSA Illinois

» AP or Dual Credit

📄 Dual Credit Course

📄 Dual Credit Course Affiliated With IAI Code

🏆 Course or Program Prepares for Industry Credential

📄 Postsecondary Course Affiliated with IAI Code


























🏆 College and Career Pathway Endorsement Earned

⊕ If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses

Recommended High School General Education Courses

The Model Programs of Study for Human and Public Services identifies several key considerations for general education coursework:

- In **science**, students should follow a standard science sequence and, where possible, complete their science course as either Advanced Placement or dual credit.
- In **social science**, students should follow a standard social science sequence and, where possible, complete their science course as either Advanced Placement or dual credit. One recommendation is for students to take Introduction to Sociology or Psychology as an early college course in their Capstone/Advanced year, as that course is often required for associate and bachelor degree programs in this field.
- In **math**, students should complete the highest math course possible in a statistics-based course sequence to be prepared for the full range of career options in human and public services. Students should take a dual credit General Education Math course at the Capstone/Advanced level. Students that do not demonstrate readiness for an early college math course during their senior year of high school should enroll in a Transition to Quantitative Literacy and Statistics Transitional Math Course that guarantees placement into General Education Statistics at the postsecondary level.
- In **English**, students prepared for college-level coursework in their senior year should enroll in a dual credit English Composition course (if available) or Advanced Placement English Language and Composition. If students are not prepared for college-level coursework, students should enroll in a Transitional English course that guarantees placement into the partner community college’s English Composition course

	ORIENTATION / INTRODUCTION Grades 9-10	SKILL DEVELOPMENT Grades 10-12	CAPSTONE / ADVANCED Grades 12	 POSTSECONDARY COURSES  Recommended 1st Year
 SCIENCE	Science Sequence	Science Sequence	Science Sequence	Science Sequence
 SOCIAL SCIENCE	Social Science Sequence	US History  US Government & Politics 	Introduction to Sociology  &/or Introduction to Psychology 	Introduction to Sociology  &/or Introduction to Psychology 
 MATH	Algebra Geometry	Geometry Algebra 2 Pre-Calculus	Transitional Math: Quantitative Literacy Statistics Pre-Calculus Calculus  General Education Math 	General Education Math 
 ENGLISH	English Sequence	English Sequence	Transitional English English Composition 	English Composition  Oral Communication 
	 AP or Dual Credit	 Dual Credit Course	 Dual Credit Course Affiliated With IAI Code	 Course or Program Prepares for Industry Credential
			 Postsecondary Course Affiliated with IAI Code	 College and Career Pathway Endorsement Earned
				 If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses



Recommended First Year Postsecondary Courses

The recommended first-year postsecondary courses in the Model Programs of Study for Human and Public Services build upon the knowledge and skills recommended at the Capstone/Advanced level. As with high school programs, community colleges should pursue opportunities to integrate and align coursework and work-based learning opportunities.

If not completed already, students in the Human and Public Services pathway should consider taking the following courses: Introduction to Human Services, Introduction to Social Work, and Crisis Intervention. Students interested in pursuing a career in Criminal Justice should consider taking courses such as Constitutional Law, Introduction to Criminology, and Juvenile Justice.

For general education courses, students should take the 100-level required courses, including Introduction to Psychology, and/or Introduction to Sociology. If the 100-level courses have been accomplished through early college credit, students will take the next required course in the subject or, if none, consider additional associate- or major-specific courses.

Strategic Dual Credit Courses: Competency Descriptions

EdSystems and ICCB convened a stakeholder advisory committee of secondary, postsecondary, and private sector representatives to vet the Model Program of Study recommendations. A smaller working group further convened to identify key competencies for the target early college courses in the Model Program of Study lacking current statewide articulation. In human and public services, those courses were Introduction to Social Work and Introduction to Human and Public Services.

INTRODUCTION TO SOCIAL WORK *Key Competencies*

Client Support	<ul style="list-style-type: none"> ▪ Students will be able to describe the steps to effectively work with individuals, families, groups, organizations and communities. ▪ Students will be able to apply the knowledge of social work practice to work with clients to identify and solve common client problems.
Inclusion	<ul style="list-style-type: none"> ▪ Students will recognize the extent to which a culture's structures and values oppress, marginalize, alienate, create or enhance privilege and power. ▪ Students will be able to identify social justice issues and positionality related to social service delivery.
Professionalism	<ul style="list-style-type: none"> ▪ Students will be able to practice personal reflection to assure continual professional development. ▪ Students will be able to demonstrate professional roles and boundaries. ▪ Students will be able to effectively communicate ideas related to social work practice. ▪ Students will describe the National Association of Social Workers (NASW) Code of Ethics.
Social Work Foundation	<ul style="list-style-type: none"> ▪ Students will be able to define social work. ▪ Students will be able to explain the roles and responsibilities of various career paths in social work. ▪ Students will be able to explain the historical development of social work.

INTRODUCTION TO HUMAN AND PUBLIC SERVICES

Key Competencies

Ethics	<ul style="list-style-type: none"> ▪ Students will be able to identify the ethical and legal issues facing the profession. ▪ Students will be able to explain professional and ethical behavior that adheres to a variety of ethics and professional standards within human and public services.
Roles and Responsibilities	<ul style="list-style-type: none"> ▪ Students will be able to describe the importance of a reflective professional development plan to promote professional growth and cultural responsiveness. ▪ Students will be able to compare and contrast types of human services programs involving family support, infant and early childhood, mental health, child welfare, aging services, and home visiting. ▪ Students will be able to explain the importance of professionalism in a human service setting. ▪ Students will be able to identify the role of the human services professional within the child, adult, older adult, family, community, and global context. ▪ Students will be able to identify the basic concepts of human services. ▪ Students will be able to identify various careers in the profession.
Historical Context	<ul style="list-style-type: none"> ▪ Students will be able to identify historic and current systemic, structural inequities that impact individuals, families, and communities. ▪ Students will be able to identify social, economic, political, and cultural factors within American society which influence how Human Service problems are identified and how services and fields of practice are created to address these problems. ▪ Students will be able to identify historical variables which influenced the development of human services in contemporary America.
Theories and Techniques	<ul style="list-style-type: none"> ▪ Students will be able to identify relevant theories, across all domains, that impact human services work. ▪ Students will be able to describe the techniques and tools used in a human services program to support individuals, families, and communities.
Inclusion	<ul style="list-style-type: none"> ▪ Students will understand the impact of policies and programs on diverse populations and the principles of social and economic justice. ▪ Students will be able to explain how cultural responsiveness and cultural humility is necessary in human service work. ▪ Students will be able to identify how cultural diversity and the unique cultural influences human services work with individuals, families and communities. ▪ Students will be able to understand approaches to social change, social movements, organizational policy and reform.

APPENDIX A: Statewide Essential Employability and Entrepreneurial Competencies

TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS	
Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	<p>Verbal: Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.</p> <p>Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p>Digital: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</p>
Problem Solving	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
Decision Making	Students can use their understanding of problem solving to implement and communicate solutions.
Critical Thinking	Students can use their understanding of logic and reasoning to analyze and address problems.
Adaptability & Flexibility	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
Initiative & Self-Drive	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
Reliability & Accountability	Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.
Cultural Competence	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.
Planning & Organizing	Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

ENTREPRENEURIAL COMPETENCIES

Principles of Entrepreneurship

Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.

Innovation & Invention

Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.

Growth Mindset

Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.



APPENDIX B: Advisory Committee Membership

Cassie Blickem

*Director
Valley Education for Employment System (VALEES)*

Lore Baker

*President & CEO
Association for Individual Development*

Victor Broderick

*Dean, Social Sciences and Business
Lincoln Land Community College*

Kathy Carmody

*Chief Executive Officer
Institute on Public Policy for People with Disabilities*

Kate Connor

*Vice President of Academic and Student Affairs
Harry S. Truman College*

Brigitte Dietz

*Health and Aging Policy Analyst
Health & Medicine Policy Research Group*

Julia Ford

*Applications and Standards Coordinator
Illinois Alcohol and other Drug Abuse Professional
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Jessica Hayes

*Executive Director
Illinois Alcohol and Other Drug Abuse Professional
Certification Association, Inc.*

Marvin Lindsay

*Chief Executive Officer
Community Behavioral Healthcare Association of Illinois*

Deja Lockett

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Fox Valley Career Center*

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*Associate Professor, Program Coordinator Criminal Justice
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Jon Furr

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Juan Jose Gonzalez

Pathways Director