Statewide Model
Programs of Study

Education

Thank you for joining!
We will get started shortly.
Agenda

Quick Notes:
- Highly encourage Q&A and Chat Box
- This webinar is being recorded
- Slide deck will be linked in the chat

- Welcome from ICCB and EdSystems
- Background on Model POS Guides
  - Policy Alignment
  - Role of Advisory Committee
- Model POS Mapping Process
- Review of POS Guide for Education
- POS in Action: Sauk Valley College
- Feedback and Next Steps
Welcome from Illinois Community College Board

Janelle Jones
Director for CTE
The EdSystems Mission
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.

- College & Career Pathways
- Bridges to Postsecondary
- Data Impact & Leadership

Statewide
Community Networks
Strategic Projects
Background on Model Programs of Study
Why Develop Statewide Model Programs of Study?

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

- 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.

- Identify priority dual credit and early college courses that are foundational to the industry area and well-situated for statewide scaling and articulation.

- 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.

- Identify entry points for employers to support coursework and related experiences.
Why Develop Statewide Model Programs of Study? Pt. 2

Intended audiences:

• High school faculty working in pathways
• Community College faculty and staff (e.g. academic deans & department heads, early college liaisons, etc.)
• Education for Employment System Directors

Subsequent Presentations

• November = Manufacturing and Engineering
• January = Information Technology
• February = Agriculture, Food, and Natural Resources
State Pathways Model

- Individualized Planning
- Career Focused Instruction
- Work-Based Learning
- Core Academics

Secondary Pathway:
- Internships /CDE
- Low-Skilled Jobs
- Semi-Skilled Jobs

Postsecondary Pathway:
- Middle-Skilled Jobs
- Advanced-Skilled Jobs

Pathway Endorsement

OUTCOMES:
- Credential Attainment
- Labor Market / Economic Development

Stackable Credentials

AA/AAS

BA/BS

State Pathways Model
INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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</thead>
<tbody>
<tr>
<td>At least 2 career exploration activities or 1 intensive experience</td>
<td>60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment</td>
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<tr>
<td>At least 2 team-based challenges with adult mentoring</td>
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</table>

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

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<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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</thead>
<tbody>
<tr>
<td>Orientation / Introduction</td>
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<tr>
<td>Skill Development</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Capstone / Advanced Courses</td>
<td></td>
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</tbody>
</table>

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.
Policy Alignment

- Postsecondary and Workforce Readiness Act
- Career & Technical Education
- Dual Credit
- Teach Illinois: Strong Teachers, Strong Classrooms
- Every Student Succeeds Act (ESSA)
- College & Career Readiness Indicator
  A Plan to Revitalize the Illinois Economy and Build the Workforce of the Future
State Pathways Policy Framework: College, Career and Life Ready

Accelerated Towards a Career Area
- Multiple years of coursework, increasing commitment to the field
- Emphasis on Early college coursework in “Career-focused” subjects
- Courses go Beyond Traditional High School CTE and Industry Credentials, include Complementary General Education Courses

Foundational Skills for All Careers
- General employability and entrepreneurial skills embedded in HS experience
- Student have a familiarity with work-based setting and robust experience in problem-based learning

Academically Ready for College
- Required success in College-Level, career-focused coursework and electives
- Required placement college-level placement in Math and English (through collaboration with local Community College)
2020 Guides
- Education
- Health Sciences
- Information Technology
- Manufacturing and Engineering

2021 Guides
- Agriculture, Food and Natural Resources
- Architecture, Construction and Energy
- Arts and Communications
- Finance and Business Services

edsystemsniu.org/guides
Role of Advisory Committee

Expertise and guidance:

• What are trends in the industry that aren’t reflected in Labor Market Information?
• What credentials/degrees are emerging as most promising in the field?
• How does our desk analysis relate to on-the-ground implementation?
• What are future of work implications for this sector?

Inform key decision-points in this process:

• Pathway map approach
• Selecting strategic early college credit courses
• Identifying key competencies (building from existing State technical competencies)
Mapping Process
Model Programs of Study Mapping Process

1. Identify High-Priority Occupations
2. Determine Promising Credentials & Map Stackable Degrees/Certificates
3. Identify Strategic Community College Courses
4. Map Secondary to Postsecondary Sequence
5. Define Related Technical Competencies

6 month process
Model Programs of Study Mapping Process

- Identify high-priority occupations
- Determine promising credentials & map stackable degrees/certificates
- Identify strategic community college courses
- Map secondary to postsecondary sequence
- Define related technical competencies
High Priority Occupations & Promising Credentials

- Using Department of Labor data and the MIT Living Wage Calculator for the State of Illinois as a reference, High Priority Occupation defined
  - Occupations with a positive growth outlook and
  - Occupations whose salaries are near or greater than the “Living Wage” of 1 Adult + 1 Child in Illinois.

- A “promising credential” is a degree or college certification that immediately prepares an individual for entry into a high-priority occupation, with a focus on credentials available in typical Illinois Community College.
  - Credential may also be a clear precursor to or stackable credential for a high-priority occupation
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Accountants and Auditors</td>
<td>33.89</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>5,510</td>
<td>8%</td>
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<tr>
<td>Business Operations Specialist</td>
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<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
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<tr>
<td>Financial Analyst</td>
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<td>Yes</td>
<td>Bachelor's Degree</td>
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<tr>
<td>Actuary</td>
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<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
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<tr>
<td>Market Research Analysts and Marketing Specialists</td>
<td>29.15</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>2960</td>
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<tr>
<td>Human Resource Specialist</td>
<td>28.79</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
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<td>First-Line Supervisor of Retail Sales Workers</td>
<td>18.74</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma</td>
<td>5,620</td>
<td>3%</td>
</tr>
<tr>
<td>First-Line Supervisor of Office &amp; Administrative Support Workers</td>
<td>28.3</td>
<td>Yes</td>
<td>No</td>
<td>High school diploma</td>
<td>4,450</td>
<td>0%</td>
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<tr>
<td>First-Line Supervisor of Non-Retail Sales Workers</td>
<td>34.04</td>
<td>Yes</td>
<td>Yes</td>
<td>High school diploma</td>
<td>1,070</td>
<td>3%</td>
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<tr>
<td>Human Resource Assistant</td>
<td>19.49</td>
<td>No</td>
<td>No</td>
<td>Postsecondary nondegree award</td>
<td>380</td>
<td>-4%</td>
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<tr>
<td>Lodging Manager</td>
<td>21.62</td>
<td>No</td>
<td>Yes?</td>
<td>High school diploma or equivalent</td>
<td>180</td>
<td>9%</td>
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<tr>
<td>Insurance Claims and Policy Processing Clerks</td>
<td>19.94</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma or equivalent</td>
<td>1090</td>
<td>10%</td>
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</table>
Common CC Programs

Guided Transfer
- Business AA**^^
- Accounting AA**^^
- Actuary AA^^

Business AAS, with specialities/certs^^
- General,**
- Insurance,
- HR,**
- Entrepreneurship,**
- Management,**
- Marketing,**
- Hospitality**

Supply Chain
- Supply Chain AAS, AA/AS^^

Accounting
- Accounting AAS**^^

Leading to Occupations/Careers

Entry Level Bachelor’s Degree Positions
- Business Operations Specialist OR Financial Analyst OR Market Research Analysts OR Human Resource Specialist
- Accountants and Auditors
- Actuary

Small/Local Business
- First-Line Supervisor of Retail Sales Workers OR Office & Administrative Support Workers OR First-Line Supervisor of Non-Retail Sales Workers
- Human Resource Assistant OR Lodging Manager OR Insurance Claim Clerk

Supply Chain
- Supply Chain Manager OR Production, Planning, & Expediting Clerks

Clerk Roles
- Payroll & Timekeeping, OR, Bookkeeping, Accounting, & Auditing Clerk, OR Billing and Posting Clerks

** Aligns with ISBE CTE Program of Study Matrix

^^Degree Stacks
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
Identify Strategic Community College Courses

- Analyze “promising credential” program requirements at various Community Colleges in the state

- **Tally and label** all of the “career-focused” & “general education” courses across programs to determine which of these courses:
  - Are most common across targeted programs,
  - Are more likely accessible for dual credit, and
  - Have the potential for **transferability** and currency (through the Illinois Articulation Initiative) or have industry credentials
## Identify Strategic Community College Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Common Name</th>
<th>Prerequisites</th>
<th>IAI Code</th>
<th>Notes</th>
<th>Sum</th>
<th>Is course a key PreReq for other courses</th>
<th>IAI Course?</th>
<th>Accounting AA</th>
<th>Accounting AAS</th>
<th>Insurance AA</th>
<th>Business Administration</th>
<th>Advanced Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>Intro to Business</td>
<td>None</td>
<td>7</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>Financial Accounting</td>
<td>College Level Math Prerequisite BUS 903</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>Managerial Accounting</td>
<td>Business 181, BUS 904</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Business Administration Advanced Certificate

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Common Name</th>
<th>Prerequisites</th>
<th>IAI Code</th>
<th>Notes</th>
<th>Sum</th>
<th>Is course a key PreReq for other courses</th>
<th>IAI Course?</th>
<th>Accounting AA</th>
<th>Accounting AAS</th>
<th>Insurance AA</th>
<th>Business Administration</th>
<th>Advanced Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Speech 101</td>
<td>Fundamentals of Speech Or Oral Communication</td>
<td>College Level English Prerequisite CCC 2900</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Model Programs of Study Mapping Process

1. Identify High-Priority Occupations
2. Determine Promising Credentials & Map Stackable Degrees/Certificates
3. Identify Strategic Community College Courses
4. Map Secondary to Postsecondary Sequence
5. Define Related Technical Competencies
Map Secondary to Postsecondary Sequence

- Recommend early college courses reasonably accessible to HS students, goal is to at least get 6+ career-focused credit hours by HS graduation
- Keep open possibility for unique opportunities, i.e. work-based learning or capstone course
- Consider typical teacher and faculty credentials, as well as course delivery and approval processes
- Suggest initial post secondary courses and sequences that continue to accelerate student
- Recommend sequence in general education subject areas, including early college and AP supplements
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
Define Related Technical Competencies for Key Courses

• Select foundational courses in each Model Programs of Study area
  • Courses map to multiple credentials within the industry area,
  • Can be accessed for early college credit at secondary level, and
  • Not currently recognized by the IL Articulation Initiative (IAI)

• Determine a set of technical competencies for each course (i.e. learning objectives)
State of Illinois
Model Programs of Study Guide:
Education
October 2020

Review of the Education Guide
# SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

<table>
<thead>
<tr>
<th>Program</th>
<th>Typical Job</th>
<th>Near or Above Living Wage Threshold for 1 Adult + 1 Child</th>
<th>Median Annual Wage</th>
<th>Growth in Illinois: Annual Job Openings</th>
<th>Growth in Illinois: % Change Over 10 years</th>
<th>Stackable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Early Childhood Education</td>
<td>Preschool and Childcare Center/Program Teachers, Except Special Education</td>
<td>N</td>
<td>$29,720</td>
<td>2,230</td>
<td>10%</td>
<td>Typically Stacks to Related Bachelor’s Program at Select IL Universities</td>
</tr>
<tr>
<td>AAS Paraprofessional or Teaching Assistant</td>
<td>Teacher Assistants</td>
<td>N</td>
<td>$27,310</td>
<td>6,090</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>AA Early Childhood Education</td>
<td>Education Administrators, Preschool and Childcare Center/Program</td>
<td>Y</td>
<td>$50,830</td>
<td>250</td>
<td>9%</td>
<td>Typically Stacks to Bachelor’s Program</td>
</tr>
<tr>
<td>AA Elementary Education</td>
<td>Elementary School Teachers</td>
<td>Y</td>
<td>$60,250</td>
<td>4,330</td>
<td>4%</td>
<td>Typically Stacks to Bachelor’s Program</td>
</tr>
<tr>
<td>AA Secondary Education</td>
<td>Secondary School Teachers, Except Special and Career/Technical Education</td>
<td>Y</td>
<td>$69,610</td>
<td>3,110</td>
<td>4%</td>
<td>Typically Stacks to Bachelor’s Program</td>
</tr>
<tr>
<td>AA Special Education</td>
<td>Special Education Teachers, Kindergarten and Elementary School</td>
<td>Y</td>
<td>$65,190</td>
<td>450</td>
<td>3%</td>
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</table>

1. Living wage calculations are based on MIT’s Living Calculator ([livingwage.mit.edu](http://livingwage.mit.edu)), where the “Living Wage” for 1 Adult + 1 Child is $26.27/hour for the state of Illinois. “Near” defined as 85% of the statewide living wage, which is $22.33/hour.

2. U.S. Department of Labor, CareerOneStop ([careeronestop.org/explorejobs](http://careeronestop.org/explorejobs))
POSTSECONDARY OPTIONS

1. EARLY CHILDHOOD EDUCATION
   - Early Childhood Education
   - Paraprofessional or Teaching Assistant
   - Early Childhood Education AAS (Gateways ECE Credential Level 3 or 4)
   - Early Childhood Education AA (Gateways ECE Credential Level 3 or 4)
   - Bachelor’s in Early Childhood Education (Gateways ECE Credential Level 5)
   - Professional Educator License

2. GUIDED TRANSFER
   - K-12 Teaching
   - Elementary, Secondary, or Special Education AA
   - Bachelor’s in Elementary, Secondary, or Special Education
Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies

**ORIENTATION / INTRODUCTION**
Grades 9-10
- Foundations to Teaching

**SKILL DEVELOPMENT**
Grades 10-12
- Intro to Education
  - Educational Methodology
- Human Growth & Development
  - or
- Child Growth & Development

**CAPSTONE / ADVANCED**
Grade 12
- Diversity in Education
- Education Workplace Experience
- Foreign Language Seal of Biliteracy
- Course(s) aligned with a Gateways ECE Level 2 Credential

**POSTSECONDARY COURSES**
Recommended 1st Year
- Child Growth and Development
- The Exceptional Child
- Educational Psychology
- Technology in Education
- Continue Early Childhood Education AA or AAS Course Sequence Aligned with Gateways ECE Credentials

**WORK-BASED LEARNING**
- Career Exploration (2)
  - Team-Based Challenge
  - Career Development Experience
  - Youth Apprenticeship

**Team-Based Challenge**
- Career Development Experience
  - or
- Apprenticeship

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
<table>
<thead>
<tr>
<th>Orientation / Introduction</th>
<th>Skill Development</th>
<th>Capstone / Advanced</th>
<th>Postsecondary Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-10</td>
<td>Grades 10-12</td>
<td>Grades 12</td>
<td>Recommended 1st Year</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Sequence</td>
<td>Sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td><strong>US History</strong></td>
<td><strong>Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td><strong>US Government &amp; Politics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Geometry</strong></td>
<td><strong>Transitional Math:</strong> Quantitative Literacy Statistics</td>
<td><strong>General Education Statistics</strong></td>
</tr>
<tr>
<td>Algebra</td>
<td><strong>Algebra</strong></td>
<td><strong>Pre-Calculus</strong></td>
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</tr>
<tr>
<td>Geometry</td>
<td><strong>Geometry</strong></td>
<td><strong>Calculus</strong></td>
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<tr>
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<td><strong>English</strong></td>
<td><strong>General Education Statistics</strong></td>
<td><strong>English Composition</strong></td>
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<td>Sequence</td>
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</tbody>
</table>

**Course Notes:**
- AP or Dual Credit Courses
- 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

**Language Note:** 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.
# Strategic Dual Credit Course Competencies

## INTRODUCTION TO EDUCATION

### Key Competencies

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Competency Details</th>
</tr>
</thead>
</table>
| History and Philosophy of Education | - Future educators can demonstrate their understanding of curriculum development, learning theory, assessment, and instructional technology in order to maximize student learning.  
- Future educators can identify the various philosophies of education, explain their evolution, application, and impact on American education, and use them as a basis for developing their own philosophy of teaching. |
| Student Development and Learning | - Future educators can use their understanding of learner development theory, including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking to identify appropriate content and supports for students.  
- Future educators can apply their understanding of various theories of human growth and development in order to analyze, explain and ask questions about student behavior and learning.  
- Future educators can recognize critical benchmarks in students’ social-emotional learning and understand the relationship to their cognitive learning trajectories.  
- Future educators can understand the range of diverse characteristics and abilities of students in order to support all students in their classroom. |
| Role of the Community and Collaboration | - Future educators can outline the role and influence of families and communities on children's development, learning, and early childhood education experiences in order to achieve positive developmental and behavioral outcomes for students.  
- Future educators can effectively access and analyze data sources such as the Illinois School Report Card in order to critically evaluate the relationship between schools and the surrounding community.  
- Future educators can identify local, regional and national initiatives that can be used to support positive student outcomes in their classroom.  
- Future educators can understand the relationship between school, community, and home in order to engage all stakeholders to yield student success. |

## CONTINUED: INTRODUCTION TO EDUCATION

### Key Competencies

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Competency Details</th>
</tr>
</thead>
</table>
| Reflection and Professional Growth | - Future educators can identify the knowledge and skills necessary to be an effective educator including meeting individual student needs, serving diverse learners, adhering to a professional code of ethics, and understanding school governance in order to reflect and improve upon one's own practice.  
- Future educators can apply reflective thinking skills in order to learn from observational and practical classroom experiences.  
- Future educators can think critically about their own assumptions, biases, lived experiences and understandings of education in order to explore alternative approaches and ideas.  
- Future educators can identify a wide range of career paths in the field of education in order to create and prepare for a personal career plan. |
| Health, Safety, and Legal Responsibilities | - Future educators can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures and local, state, and federal law.  
- Future educators can analyze laws, policies, and procedures in education in order to understand how they impact instruction and students.  
- Future educators can design a safe and ethical learning environment in order to ensure all students feel respected, valued, and able to learn. |
<table>
<thead>
<tr>
<th>DIVERSITY IN EDUCATION</th>
<th>Key Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating an Environment of Respect and Rapport</td>
<td></td>
</tr>
<tr>
<td>• Future educators can use their understanding of the diversity of language, culture, and ability in order to ensure an inclusionary environment for all students to learn.</td>
<td></td>
</tr>
<tr>
<td>• Future educators can use their understanding of motivational, social and physical/environmental elements within the classroom in order to ensure an inclusionary environment for all students to learn.</td>
<td></td>
</tr>
<tr>
<td>• Future educators can recognize systemic historical obstacles and inaccuracies in order to create classroom cultures that dismantle bias and promote equity.</td>
<td></td>
</tr>
<tr>
<td>Demonstrating Knowledge of Teaching Diverse Students</td>
<td></td>
</tr>
<tr>
<td>• Future educators can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning.</td>
<td></td>
</tr>
<tr>
<td>• Future educators can use their understanding of cultural, linguistic, cognitive, physical, and social and emotional differences in order to plan instruction that meets the needs of each student.</td>
<td></td>
</tr>
<tr>
<td>• Future educators are culturally competent, and can identify and apply culturally responsive and anti-racist teaching practices to ensure equitable access to learning.</td>
<td></td>
</tr>
</tbody>
</table>

**CONTINUED: DIVERSITY IN EDUCATION**

**Key Competencies**

| Demonstrating Knowledge of Diverse Students |  |
| • Future educators can identify how a variety of factors shape the way students learn, including belief systems, human development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, and economic circumstances. |  |
| • Future educators can acknowledge, respond to, and celebrate diverse cultures in order to provide full, equitable access to education for students from all cultures. |  |
| • Future educators can apply their understanding of implicit bias, stereotypes, language and cultural barriers, systemic racism, current events, and historical context in order to prevent misconceptions, promote connections with students and families, and improve classroom instruction. |  |
| Reflective and Responsive Teaching |  |
| • Future educators can identify, reflect on, and counter their own identities and implicit biases in order to support and build relationships with students and parents to ensure diverse voices are represented. |  |
| • Future educators can use their understanding of cultural competency, current and historical events, cross-curricular connections, and out-of-classroom realities in order to create linkages across content areas and students’ lived experiences. |  |
| • Future educators apply a solutions-oriented mindset in order to overcome external factors and impact student success. |  |
| • Future educators can analyze curriculum and classroom practices in order to ensure that diverse voices are represented and infused in all learning activities. |  |

| Professionalism, Leadership, and Advocacy |  |
| • Future educators can identify and understand the role of professional organizations and advocacy groups in order to elevate their own voices and become change agents. |  |
| • Future educators can use their understanding of community and family engagement in order to connect students to opportunities for growth and effectively support learning through partnerships with caregivers and other support systems. |  |
| • Future educators can recognize the agency of traditionally marginalized populations in order to enable these groups to have a voice in the school community. |  |
| • Future educators recognize their responsibility and have the skills to advocate effectively within the school community in order to ensure the needs of all students are met. |  |
Model Programs of Study in Action

Sauk Valley Community College
WHERE WE BEGAN

• No EDU courses offered as dual credit/dual enrollment

• ECE 114 & 115 offered for one district on campus for dual credit

• Gen Ed courses offered that qualify: COM 131 & PSY 103
• Pathway work course revision helped create a 2+2 agreement with WIU that had been stalled
• College met (VP Academics, Deans, EDU/ECE faculty) to determine best courses to offer as dual credit without college enrollment taking a debilitating hit
• Considered: prerequisites, transferability, entry level knowledge,
• Revised curriculum to transfer to SVCC & WIU
• Many HS faculty meet dual credit requirements to teach EDU courses
• “Sauk Block” for districts in west area of district
• Districts investigating virtual instruction across districts
• EDU enrollment increased:
CHALLENGES

• Cost of dual enrollment
• Filling an education specific course
• Distance to campus
• Scheduling conflicts - small district
• Offering dual credit reduces CC course enrollment
• Mindset shift from “college bound” to Education specific
EDU Dual Credit/Dual Enrollment Options

Dual Credit:
- EDU 102 - Computer Education for Teachers**
- EDU 105 - Preparing for Careers in Education **
- EDU 176 - Observation in Education
- EDU 276 - Clinical Experience for Elementary Education**

Dual Enrollment:
- EDU 210 - Diversity in Education (online)**
- EDU 221 - Children’s Literature (online & on campus)
- EDU 224 - Education as an Agent for Change (online & on campus)**
- EDU 220 - Students with Disabilities in School (online & on campus)**

** No prerequisites for enrollment
ECE Dual Enrollment Options

Dual Enrollment:

- ECE 114 - Childcare & Development**
- ECE 115 - Principles of Early Childhood Education**
- ECE 118 - Parent, Teacher, Child, Community Relations**
- ECE 228 - Child Health, Nutrition, & Safety**
- PED 220 - Rhythms & Games for Children**

**No prerequisites required
Model Programs of Study Feedback and Next Steps
Something still circling in my mind is...

Something that squares with my thinking is...

Three takeaways I have are...
Share Your Feedback

Survey QR Code

https://niu.az1.qualtrics.com/jfe/form/SV_4VhZXbPLe740vC6
Survey Questions

1. Model Programs of Study
   Assess the implementation of the Model Programs of Study.

2. Advisory Committee
   Assess the effectiveness of the committee or join an upcoming committee.

3. Webinar Review
   Assess the effectiveness of the Webinar session.
Next Steps: 
Upcoming Statewide Model Programs of Study Webinars

Manufacturing and Engineering 
November 16, 2021 | 2–3:30 p.m.

Information Technology 
January 11, 2022 | 2–3:30 p.m.

Agriculture, Food, and Natural Resources 
January 25, 2022 | 2–3:30 p.m.

Architecture, Construction, and Energy 
February 22, 2022 | 2–3:30 p.m.

Finance and Business Services 
March 15, 2022 | 2–3:30 p.m.

Arts and Communications 
April 19, 2022 | 2–3:30 p.m.
Next Steps:
Potential Statewide Model POS Guides Creation

Select 2 from the following:

- (Non-Education)
- Culinary and Hospitality
Explore the Resource Hub and sign up for the newsletter.

Highlight and explore innovative models for work-based learning, initial focus on virtual.

Build connections among communities to share best practices, learnings and resources.

Engage in conversations on creating sustainable, high-quality models that provide broader and more equitable access, focusing on building social capital for Black and Latinx students.

Identify needs for state policy changes or support systems.
Thank You

Guides: edsystemsniu.org/guides