Implementing the Gateways Credential Competencies: The Modularization of ECE and ITC Competencies

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Introduction to the Module Process

In **2020 and 2021**, the next steps were taken in implementing the Gateways competencies for early childhood two- and four-year programs, as curricula specifically aligned with the Early Childhood (ECE) and Infant-Toddler (ITC) competencies were developed and piloted.

In this presentation, a panel of faculty who developed and piloted the modules will **describe how they implemented these curricular modules, and discuss the ways the modules impacted teaching and learning in their program.**

Background

- What is competency-based education?
- Who was involved in the development for ECE and ITC in IL?
- How was the process completed?

Characteristics of CBE (Competency-Based Education)

- Intentional backward design - focused on outcomes
- Rigorous - competency must be met at the agreed-upon level; all competencies met to master a program of study
- Student-centered - student demonstrates competencies when ready to do so; prior learning/experience is recognized

Who Was Involved

- 2020-21 Modularization of ECE competencies and pilot (2 2-year and 3 4-year institutions, with CBEN and Faculty Fellow reviews)

- 2021-22 Modularization of ITC competencies and pilot (2 2-year and 3 4-year institutions, with CBEN and Faculty Fellow reviews)

What Was the Process

- Modules developed using an iterative feedback process and backwards design
  - Teams of 2 and 4 year faculty develop modules for each competency in all competency content areas
  - Feedback process includes peer review, consultant and CBEN review, Faculty Fellows
  - Modularization template that is based on backwards design
- Team meetings
  - Biweekly and weekly team meetings to review modules, get help from mentors and consultants
  - Monthly whole group meetings to review work, discuss next steps, address issues
  - Leadership team meets every month for project oversight

Panelists

Carolyn Beal
Southwestern Illinois
College

Nathalis Mosqueda
National Louis University

Melissa Walter
Northern Illinois
University

Kamilah Wilson
National Louis
University

- How did you implement the modules and how did you connect them to the curriculum?
  - *You can take pieces and just do portions or do the whole thing. Never pull apart a module but there may be some "really good" modules that are being implemented.*
- Has implementing the competency modules changed how you engage with students in your courses? If so, how?
- What do you wish you knew before you started implementing the competency modules?
- What is the biggest takeaway you have from the module implementation in your courses/program?

Audience Questions

- I often get the question about how institutions handle financial aid and transfer policies when implementing CB. If anyone can address this I'd like to understand more about any obstacles or lessons learned.
- What happens if a student doesn't meet a competency? Also, has the amount of grading been challenging to keep up with when there are multiple revisions at different points in the semester?
- What happens if a student doesn't meet a competency? Also, has the amount of grading been challenging to keep up with when there are multiple revisions at different points in the semester?
- Question for Nathalis--Are students required to attend the weekly coffeehouse? If not, how do you get them to attend?

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