



Credentials of Value (CoV)

Instructor Guide



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Career & Technical Education (CTE) Pathways - Credentials of Value (CoV) Curriculum Series

Instructor Guide

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About this Unit

This unit of study is designed to increase student understanding and attainment of the credentials of value in high school. It is designed with four lessons and activities with optional extension activities, allowing for flexibility of presentation. (For example, the instructor may choose from four (4) to several days of instruction depending on the school's schedule and the activities utilized. Flexibility is there to expand, and no matter the choice, the outcome of a completed Credential Completion Plan (CCP) is the same.

The file types for this course have been created in Google (Docs and Slides), but may be transferred and saved in other types to suit your organization's use.

Assumptions

This CoV series makes the following assumptions about the learners and instructors.

Learner Assumptions:

- Students will have had PCC (Preparing for College and Careers, or equivalent)
- Students are currently freshmen or sophomores
- Students are enrolled in a CTE Pathways course
- Students need a graduation plan for postsecondary success

Instructor Assumptions:

- Ideally, this unit would be taught a few weeks prior to student scheduling. If not, a suggestion would be to remind students about their CCP when scheduling time is approaching.

- Instructor has read and reviewed the referenced resources and lessons prior to providing instruction on topics regarding Next Level Programs of Study (NLPS), CTE, and CoV, as well as IN Demand Jobs.
 - If your school does not utilize Google, when you open the file, you can download it as a Microsoft file or a PDF.
 - Go to: File>Download>choose your preferred file format
 - Instructor is confident in how to help students understand what CoV are, their importance, and how they support both two- and four-year degrees, AND workforce entry.
 - Instructor understands the impact of the cost of college and how the CoV can support families when supporting their children.
 - Instructor has access to a learning management system for the students to access linked resources (Canvas, Google Classroom, Schoology, etc.)
 - If students do not have access to technology, handout and resource copies will need to be made available for each of the topic.
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Purpose of the CoV Curriculum Series

Indiana's **NLPS** re-imagined the state's CTE system beginning with the 2022-23 school year. NLPS organizes more than 60 programs of study into clearly sequenced pathways that are aligned to high-demand industries, dual-credit courses at Ivy Tech Community College and Vincennes University, and recognized certifications.

The revisions are designed to give students a more direct and enhanced route from high school to college, specifically with state institutions like Ivy Tech Community College and Vincennes University. (The resource includes teacher assignment codes, course funding levels, and aligned certifications [CHE-CTE IN Gov.](#))

- Each pathway consists of a Principles course, two Concentrator courses (A and B), and a Capstone course.
- The alignment has been "even better aligned," meaning the courses now match the content of the two institutions' programs more precisely. This strengthens the pathway for students by ensuring they are learning exactly what they need to know to succeed in their next step.
- More students and schools can take advantage of the opportunity to earn free college credit while in high school.
 - Dual credit: In a dual credit model, a high school student takes a course taught by a certified high school teacher, but receives both high school and college credit for it.
 - Increased eligibility: This expansion is due to more NLPS courses becoming dual credit-eligible, more schools being approved to offer them, or more flexible requirements for students to enroll.

The end goal of this course unit is for students to have a Credential Completion Plan (CCP) to guide them in planning, aligning, communicating, and succeeding toward their postsecondary goals.

This guide helps instructors facilitate a series of lessons in which students:

- Recognize that every CTE pathway contains specific courses, credentials, and work-based experiences matched to workforce needs.
 - Explore multiple pathways and begin defining a “best-fit” option for themselves.
 - Use Indiana’s career-planning tools to make informed education and career choices.
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Competencies

Competencies for each topic are drawn from competencies included in each Principles Course. These are listed within the slide decks and should be shared and reviewed with students on a daily basis. Making these connections will provide a reference for a successful credential completion plan. The domains and their respective competencies are listed below and can be used to further engage students in the topics. Many of these competencies are transferable skills that can be built upon within the lessons. For example, collaboration, active listening, and communication are easily included in all. Please review the competencies and build upon them within your instruction.

Career Navigation

- Explore career opportunities related to the program of study and understand how they relate to the global economy and marketplace.
- Understand the specialized skills needed for different career opportunities related to the program of study.
- Examine licensing, certification, and credentialing requirements for different career opportunities related to the program of study.
- Identify a career goal and develop an action plan, including opportunities available while in high school, for obtaining the specialized skills and credentials needed for a career related to the program of study.

Domain Leadership and Employability Skills

- Demonstrate professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, and following safety procedures.
- Demonstrate the skills needed to successfully collaborate within teams, departments, and organizations.
- Demonstrate an awareness and understanding of responsible, ethical, and professional networking.
- Examine personal, wellness, and stress management strategies.

Domain College and Career Readiness Skills

- Demonstrate computer literacy skills and basic computer functions.
- Communicate clearly, effectively, and with reason through speaking, writing, using visuals, and active listening in formal and informal settings.

- Demonstrate decision-making and problem-solving skills using critical thinking and relevant math and data knowledge.
 - Demonstrate research, study skills, and self-learning strategies needed to be successful in a career pathway.
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Materials & Digital Resources

CoV Curriculum Content

Instructor Note: It is highly recommended that you review all components of each lesson prior to teaching. Your knowledge and understanding are essential to support students. [Note: All course items are located in one large document and slide culmination; all links should direct you to the necessary section.]

Topic 1 – Understanding You & CTE Pathways

- [Slide Deck](#)
- [Topic 1 Lesson Guidance](#)
 - Within the Agilities activity, once the student completes the assessment, their top skills will appear in order on their screen when they scroll down. Each has further descriptions, as well as a video clarifying the use of these skills.

Topic 2 – Credentials of Value

- [Slide Deck](#)
- [Topic 2 Lesson Guidance](#)
- [Credentials of Value & Career Cluster Cards](#) (handout - print out ahead of time if completing in class)

Topic 3 – Postsecondary & Career Alignment

- [Slide Deck](#)
- [Topic 3 Lesson Guidance](#)

Topic 4 – Creating a Credential Completion Plan

- [Slide Deck](#)
- [Topic 4 Lesson Guidance](#)
- [Pulling Together Your Vision](#) (handout - print out ahead of time if completing in class)
- [Completing Your Credential Completion Plan](#) (link will force a copy in your individual Google Drive, share digitally with students)

CoV Resources		
Title	Description	Link
IN CHE/CTE Webpage	Website with almost all the information and links for this course and much more	IN CHE/CTE
NLPS Review Document (June 30, 2025 update)	Four-course sequences, Ivy Tech/VU alignments, certifications	NLPS Planning Guide
Master Pathways List (*Revised Annually)	One-page snapshot of every 25-26 pathway	Master Pathways List
Indiana CTE Career Guide	Student-friendly overview, career clusters, work-based learning of titles/descriptions of HS Courses	Indiana CTE Career Guide
Agilities Work Profiler	Interest and skills assessments to assist students with the graduation plan builder	Agilities Work Profiler
Labor-Market Dashboards	Real-time job-posting and wage data	Labor Demand by Industry Top Jobs Indiana Hoosiers by the Numbers

* Note: Many of the links provided are updated annually. For the most updated versions of documents and links, please use the CHE/CTE website listed at the top of the table.

Engaging Students in Discussion

Asking great questions is one of the best ways to get students talking and thinking deeply. Relating to them and their interests is an easy way to build and/or strengthen connections, and possibly become a mentor they will return to for discussion later in high school.

Ask Real Questions

Instead of using generic questions that don't quite fit, ask questions that are genuine, interesting, and connect directly to what you're teaching. The best questions are the ones that are relevant to your students and the current discussion. Since all of this is about them, you need to get to know your students as they proceed through the topics to help build a stronger connection.

Be Responsive and Encouraging

When a student answers, be receptive to their response, no matter how "wrong" or "vague" it might seem. The classroom should be a safe space where students feel comfortable sharing ideas without the fear of being laughed at or put down.

Build a Rhythm

Don't just jump into the hardest questions first. Start with simpler questions to build a foundation, then gradually move to more complex ones. This helps students feel more confident and allows them to build on their understanding. The suggestions on the slides and in each lesson's guidance should provide some examples.

Be Clear and Specific

Avoid using complicated jargon or terms your students don't know yet. If your questions are confusing, you'll get confusing answers. Your questions should be straightforward and easy to understand. Avoid speaking in all of the acronyms education has to offer. You are covering a lot of information that may come across as overwhelming to them until they decide their direction. Be patient and helpful.

Customize Your Questions

Get to know your students so you can create questions that challenge them and connect with what they already know. While you still need to cover core content, you can use questions that make the material relevant and useful to their lives. Make connections with students who have similar interests and pair them for natural ease of conversation on the first day or two. The goal is to get students thinking critically and connecting new information to their own experiences to build a personalized credential completion plan.

Troubleshooting

For access issues to documents, please email CHE directly via email: CTE@CHE.in.gov

Please check all document links to ensure they are set up to create a copy of the document in the student's personal Google Drive or similar digital space.