



IOWA COMMUNITY COLLEGE
WORK-BASED
LEARNING
IMPLEMENTATION
GUIDE



**COMMUNITY COLLEGES &
WORKFORCE PREPERATION**
PROSPERITY THROUGH EDUCATION



Grimes State Office Building
Phone: 515-281-8260
Fax: 515-242-5988
www.educateiowa.gov

Dr. Ann Lebo
Director, Iowa
Department of Education
515-281-3436
ann.lebo@iowa.gov

Jeremy Varner
Administrator, Division of
Community Colleges and
Workforce Preparation
515-281-8260
jeremy.varner@iowa.gov

Paula Nissen
Interim Bureau Chief, Bureau
of Community Colleges
515-418-8273
paula.nissen2@iowa.gov

Chris Russell
Education Program
Consultant, Bureau of
Community Colleges
515-725-2247
chris.russell@iowa.gov

Published: 2020

**State of Iowa
Department of Education**

Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

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WELCOME

LETTER FROM THE DIRECTOR

Dear Education Stakeholders,

I am pleased to announce the release of this 2020 Postsecondary Work-Based Learning Guide by the Iowa Department of Education. As work-based learning (WBL) opportunities expand across our community college programs, the importance of offering quality experiences has increasingly become a high priority. A continuum of WBL opportunities is important for making college graduates college and career-ready. This guide presents information specifically for college personnel who are interested in expanding high-quality WBL experiences for students. It is all the more relevant for those colleges which, with the 15 regional planning partnerships, are putting together plans and strategies to align college programs with secondary career and technical education (CTE).

This guide provides information for college personnel about: the state framework for WBL common courses, high impact implementation strategies for WBL within career and transfer programs, legal requirement considerations, WBL faculty qualifications, and much more. Components of this guide illustrate how colleges can develop new WBL coursework with business and industry, and how work-based learning experiences can help students make informed decisions about post-college career and transfer opportunities.

As Iowa continues to implement the recommendations under the Future Ready Iowa Alliance, work-based learning will figure prominently. Through partnerships with other state agencies and offices, such as Iowa Workforce Development, the Iowa Economic Development Authority, Iowa Vocational Rehabilitation Services, the Governor's Science, Technology, Engineering, and Mathematics (STEM) Advisory Council, and programs such as Iowa Industry-Recognized Apprenticeships (IRAP), the Department looks forward to continued dialogue and strengthening our state educational partnerships around work-based learning.

Sincerely,

Ann Lebo, Ed.D., Ed.S.
Director, Iowa Department of Education





Acknowledgments

Many individuals and organizations have contributed to the 2020 Iowa Postsecondary Work-Based Learning Guide. This project was led by Chris Russell, program quality education consultant, with help from Eric St Clair and Kristy Volesky, career and technical education consultants, and with oversight by Paula Nissen, the Acting Chief of the Bureau of Community Colleges.

Other important contributors to the guide’s content include:

> The WBL Steering Committee members:

- Steve Schulz, President, NIACC
- Matt Thompson, Executive Vice-President, IHCC
- Jane Bradley, Vice-President, Academic Affairs, HCC (Now IDOE Administrator, Bureau of Career and Technical Education)
- Stephanie Oppel, WBL Director, DMACC
- Kristy Black, Dean of County and Regional Centers, KCC

> The WBL Communication Board members: Wendy Mihm-Herold, NICC; Patti Hanson, NIACC; Autumn Larsen, ILCC; John Hartog, NWCC; Stacy Mentzer, ICC; MaryAnne Nickle & Amanda Estey, IVCCD; Tom Mueller, HCC; Daniel Marvin, EICC; Laurie Worden, KCC; Stephanie Oppel, DMACC; Darin Moeller, WITCC; Matt Mancuso, IWCC; Ann Schlapia, SWCC, Jill Budde, IHCC; and Ashley Spannagel, SCC

Special thanks to Kim Linduska (Consultant) for her work to bring together critical WBL ideas and course information from the 15 community colleges into a manageable and effective resource that is vital for the field.

WORK-BASED LEARNING IMPLEMENTATION GUIDE

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SECTION ONE

WHAT IS WORK-BASED LEARNING (WBL)?

Future Ready Iowa Goals

While work-based learning is not new to Iowa's community colleges and K-12 systems, the need to develop a comprehensive and consistent statewide system of work-based learning opportunities is critical. The Future Ready Iowa goal to ensure that 70% of Iowans have education and training beyond high school by 2025 requires all sectors of education to work seamlessly to prepare students for rewarding careers. Career and Technical Education (CTE) programs are a critical component to achieve the goals of the Future Ready Iowa initiative. It is the responsibility of the community colleges, the K-12 districts, and the Iowa Department of Education to ensure that all students in Iowa have consistent and equitable access to high-quality, globally competitive CTE programs. By extension, an equal responsibility is to ensure all students have

consistent and equitable access to work-based learning opportunities. To achieve this, all stakeholders must operate under a shared vision for and definition of work-based learning so that statute and practice align to ensure seamless access to opportunities for students to learn.

Definition of Work-Based Learning

Work-based learning programs are defined as structured educational programs designed to utilize employer and community experiences to help students meet specific learning objectives. By providing opportunities for students to see the connection between classroom content and potential careers, work-based learning helps students make informed decisions about their life goals and career choices. Work-based learning can be valuable during high school as an exploratory process, and continue through community

college education to prepare students for specific careers. Work-based learning experiences reflect modern workplace standards and integrate core academic, technical, and employability skills, providing context for classroom curriculum. Age and grade appropriate experiences reinforce career development practices to lead students to identify interests and aptitudes, foster a greater knowledge and understanding of career opportunities, and contribute to the development of valuable workplace skills and competencies necessary for advancement along a student's chosen career pathway.

Work-Based Learning Initiative and Structure

In 2019, Iowa the community college presidents, in cooperation with the Department of Education, created a statewide steering committee to create a framework for a work-based learning program that provides experiences to students from career exploration through CTE training. The charge to the committee was to increase access to work-based learning experiences for high school and community college students by creating a set of community college courses that promote a greater understanding of careers and the workplace, and to reinforce technical skills through work-based learning experiences reinforced by classroom curriculum.

A statewide guided pathway grant, received in 2019, expands on this initiative to increase work-based learning experiences for all students as a major component of the grant objectives. All community colleges have local guided pathway work plans with

strategies to build work-based activities and learning opportunities within both transfer and career and technical programming. A WBL Communications Board has been created to share information both from the state perspective and steering committee, as well as high-impact practices at the community colleges.

Statewide Work-Based Learning Objectives:

- > To increase the capacity of community colleges to provide work-based learning experiences to students, including high school students.
- > To leverage existing policy structures, including concurrent enrollment and the intermediary networks.
- > To promote greater consistency in the delivery of WBL experiences.

Minimum Requirements of WBL Courses:

- > Inclusive of disciplines identified in nine (9) approved career clusters.
- > All experiences will integrate a lecture component which will emphasize general employability skills and practices to prepare students for success in the work-based learning experience.
- > Courses will meet requirements for concurrent enrollment, i.e., experiences are appropriate for high school students, and courses are integrated into degree programs and are available to regularly enrolled students at the community college.



SECTION TWO

FRAMEWORK FOR WBL AT THE COMMUNITY COLLEGES

All Iowa community colleges currently offer WBL programs for students in career and technical programs through classroom and laboratory coursework, practica, internships, and on-the-job training. For students who already have a defined career plan in place, these programs meet the needs of the students. The WBL framework is designed to allow the program specific coursework to carry both program course acronyms and WBL acronyms. For example, Indian Hills Community College's Interactive Media Technology program has added WBL100, WBL110, and WBL150 as optional courses in Fall 2020 along with the SMM 910 (Social Media and Marketing Internship course).

For students who don't yet have a specific career plan, the variety of WBL courses offer many options for students to explore many different careers. WBL 100: Exploring Careers can provide a student with the opportunity to assess personal interests and identify areas of career interests in any of the nine (9) career clusters. WBL 140: Workplace Project Based Learning provides students an opportunity to work directly with a local business on specific team-based projects under the supervision of an instructor. WBL 150: Job Shadowing, provides students the opportunity to explore careers in more depth, including visiting workplaces

to learn about specific jobs and professional requirements. This course also allows students to focus on job shadowing in the nine specific career clusters.

WBL Universal-Level Courses

Each course below is designed with variable credit options to provide flexibility to meet the needs of community college students, programs, and degree requirements. Every course includes a required portion of the course that is lecture-based.

WBL 100: Exploring Careers (1-3 credits)

WBL 110: Employability Skills (1-3 credits)

WBL 140: Workplace Project Based Learning (2-3 credits)

WBL 150: Job Shadowing (1-2 credits)

WBL 200: Practicum/Field Experience (1-4 credits)

WBL 300: Internship (1-5 credits)

To help distinguish the differences in these courses, are below the WBL course descriptions:

Exploring Careers: This course will provide guidance in choosing a career goal and preparing for employment. Emphasis will be placed on identifying interests, abilities, and values, and exploring options for careers. Students will learn how to access labor market information and employment trends. Additionally, students will develop the skills and aptitudes necessary to obtain employment, emphasizing the development of characteristics associated with job success.

Employability Skills: This course is designed to assist students in developing the skills necessary to obtain employment, and to learn and practice the skills and attitudes required for job success. Students will practice resume writing, job application completion, and interviewing techniques. Additionally, students will practice work-place problem-solving strategies, and demonstrate skills required to work in a diverse environment.

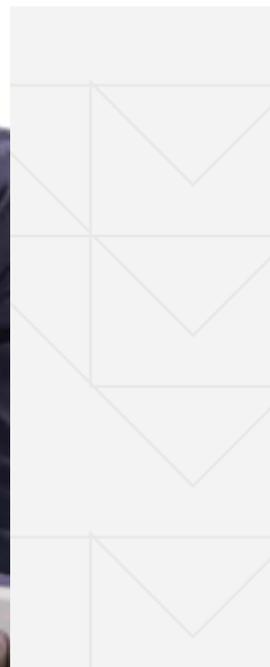
Workplace Project Based Learning: Students in this course learn the concept of project based learning in the workplace, and develop and implement projects in cooperation with local businesses, community organizations, or non-profit agencies. Projects are developed under the supervision of a college faculty member.

Job Shadowing: Students in this course will explore a field of interest while developing research skills, professionalism, and building occupational knowledge. Students will visit workplaces of interest to learn about specific jobs and professional requirements, and to develop a basic knowledge of the organization's structure and values.

Practicum/Field Experience: Offered under the guidance of an instructor and employer mentor/supervisor, this course provides students an opportunity to learn in a work setting while obtaining practical experience in their chosen field of study. Students will participate in job training, and will complete assignments to develop workplace communication skills, gain an understanding of industry and organizational structures, and learn problem-solving skills in a work environment.

Internship: Offered under the supervision and mentoring of practicing professionals, this course provides students an opportunity to learn in a professional work setting related to their major or career goal. Students will participate in job training, and will gain experience in problem-solving, decision making, and specific job duties within a business or organization.





“*Strong internship programs will provide substantial, meaningful work assignments, training, necessary work space and resources, and structured evaluation/reflection.*”

The difference between the practicum/field experience and an internship is the level of activity for the student. Internships are typically one-time work or service experiences related to the student’s major or a participant’s career goal. The internship plan generally involves participants working in professional settings under the supervision and mentoring of practicing professionals. Strong internship programs will provide substantial, meaningful work assignments, training, necessary work space and resources, and structured evaluation/reflection.

On the other hand, a field experience or practicum is usually a smaller project related to a chosen career and academic instruction at a worksite. Typically, these are for students in higher education a practicum allows students to demonstrate knowledge in a field and to use equipment not available through the educational institution.

Career Cluster WBL Course Options

In addition to the general WBL content (course numbers 100, 110, 140, 150, 200, and 300), the work-based learning opportunities are organized into nine (9) career clusters to support disciplines and programs in Iowa’s community colleges:

Agriculture, Food, and Natural Resources (course numbers 101, 141, 151, 201, 301)

Science, Technology, Engineering and Mathematics (course numbers 102, 142, 152, 202, 302)

Human Services (course numbers 103, 143, 153, 203, 303)

Health Sciences (course numbers 104, 144, 154, 204, 304)

Business, Finance, Marketing and Management (course numbers 105, 145, 155, 205, 305)

Information Solutions (course numbers 106, 146, 156, 206, 306)

Applied Digital, Visual and Communication Arts (course numbers 107, 147, 157, 207, 307)

NEW! Industrial Technology (course numbers 108, 148, 158, 208, 308)

NEW! Government and Criminal Justice (course numbers 109, 149, 159, 209, 309)

Using WBL Courses for Different Student Audiences:

- A. WBL as a pathway for undecided students** or AA/AS/AGS students. Students who are still deciding on a career path can benefit from an Exploring Careers course or a Job Shadowing course. Colleges can use the courses as stand alone options in an AA/AS/AGS degree or in combination with one another to fulfill graduation requirements.
- B. Students who are in Transfer Majors** may have defined work-based learning courses dependent on each specific discipline. Any transfer major discipline may include options to include new WBL options as alternatives to existing courses or recommendations for additional coursework to fulfill the transfer major.
- C. CTE program students** generally have work-based learning built into programs. These programs should be reviewed by college staff and advisory board members to determine if the options should include any of the new WBL career cluster course options. For example, practicum and internship courses such as Human Services HSV 804 Internship, can be cross-listed as WBL 303 Internship: Human Services within a CTE program.

D. Non-traditional students and adult learners may bring in experiences that match some of the WBL course content. All colleges offer prior learning articulation processes and WBL courses can be considered if the student's experiential learning matches the learning components of specific WBL coursework.

E. WBL as a pathway for **high school concurrent enrollment** students/career academy students. The general courses may be most appropriate if students' industry of focus is not yet determined. Different combinations of courses can be put together to reach district Carnegie units such as:

WBL100 + WBL110 (1+2 credits or 2+1 credits for example)

WBL100 + WBL150 (1+2 credits or 2+1 credits for example)

WBL110 + WBL140 (1+2 credits or 1+3 credits for example)

WBL110 + WBL150 (1+1 credits or 1+2 credits for example)

WBL110 + WBL200 (1+2 credits or 1+3 credits for example)

WBL200 (Fall) + WBL300 (Spring) (e.g. 3 credits & 3 credits)

Additionally, concurrent enrollment staff at each community college should work with their local high schools to create work-based learning career pathways for students in which a student enrolls in a

sequence of WBL courses that leads from general exploration through the identification of a career training program.

Role of College Staff in WBL Development

Community College Presidents. Share state vision for WBL steer direction of state and local efforts lead implementation efforts locally. Regularly report back to presidents on integration of WBL coursework into local CTE or transfer programs offered on campus and through career academies or local high schools.

Chief Academic Officers. Oversee curriculum modifications to CTE and transfer programs to integrate WBL courses. Share options with state colleagues on models of WBL implementation high impact practices.

CTE Deans. Discuss state changes with faculty and advisory board members. In partnership with CTE instructors, determine which WBL courses are offered as a required component or optional component of the program curriculum. Make recommendations on options for program stakeholders. Hire instructors for course offerings.

CTE Instructors. Review recommendations and best practices for program modifications. Arrange work experiences for prepared students. Evaluate and communicate with employers about student WBL options.

Concurrent Enrollment Directors. Communicate WBL course information to K-12 leaders and faculty. Enroll students in WBL courses and advise both college and school district personnel on options available for WBL career cluster pathways. For example, a high school student could enroll in a series of courses related to Industrial Technology, beginning with WBL 108: Exploring Careers as an entry level course, and completing the coursework with WBL 208: Practicum/Field Experience as a capstone-like course prior to graduation.

Intermediaries. Help implement WBL offerings locally, if colleges are part of job duties. Work with concurrent enrollment and community college staff to coordinate offerings and with local business and industry to provide information about opportunities for students to explore careers through job shadowing and/or practicum and internship experiences. These individuals would benefit from early and thorough internal college conversations about any expansion of staffing, clear roles, expectations and responsibilities related to the WBL course support. Identifying dedicated resources to support that ongoing staffing is also a key factor. Additionally, it's important to review district and college liability coverages related to activities included in WBL courses offered as concurrent credit.

High School Liaisons. Where established, these liaisons may assist with any of the duties described for positions above.

Guided Pathways Teams.

- > Support the development and adoption of a statewide definition of WBL.
- > Understand where WBL components exist in current programs and where there are gaps in WBL offerings.
- > Plan how the community college can work with its adult education director/staff, the K-12 WBL intermediary and the college's concurrent enrollment director/staff to ensure alignment between WBL and all career pathways and academy programs for students.



SECTION THREE

WBL FACULTY QUALIFICATIONS

Qualifications for Courses Designated as CTE

All WBL courses are available for both college and joint-enrolled students, and are usually designated as CTE courses. The Faculty Standards Council guidance regarding CTE qualifications states:

24.5(1) Instructors in the subject area of career and technical education shall be registered, certified, or licensed in the occupational area in which the state requires registration, certification, or licensure, and shall hold the appropriate registration, certificate, or license for the occupational area in which the instructor is teaching, and shall meet at least one of the following qualifications:

a. Possess a baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor teaches classes, or possesses a baccalaureate degree in any area of study if at least eighteen of the credit

hours completed were in the career and technical field of instruction in which the instructor teaches classes.

- b. Possess an associate degree in the career and technical education field of instruction in which the instructor is teaching, if such degree is considered terminal for that field of instruction, and have at least three thousand hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes.*
- c. Have special training and at least six thousand hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree in the area or related area of study or occupational area in which the instructor is teaching classes and the instructor does not meet the requirements of subparagraph (2).*

Qualifications for Courses Designated as A/S Transfer Courses

In rarer situations, some WBL courses, may be designated as Arts/Science. In that case the faculty standards academic credentialing chart is used and outlines:

- A.** For general, WBL non-discipline related courses (A/S transfer), the instructor will hold a master's degree.
- B.** For WBL discipline-specific courses (A/S transfer), the instructor will hold a master's degree in the course content related field or any master's degree with at least 18 graduate hours in a combination of qualifying fields that provide a foundation in the specific subject being taught. Follow the Qualifying Fields/Majors in the relevant Academic Credential Chart (ACC) discipline based on the content of the WBL course which are found in the 2nd box in the [**Guideline for Faculty Qualifications**](#).

Some examples of CTE qualifications that may be utilized by community colleges to qualify instructors for WBL courses include:

- 1.** Baccalaureate (or higher) in majors related to: School Counseling, Career Counseling, Adult Learning, or Behavioral Science (e.g. Psychology, Sociology, Human Services, Education, Human Resources).
- 2.** Occupational history with 6,000+ hours in positions related to career services/career coaching; student support services; job placement coordination; academic advising; employability skills; or human services occupations.

- 3.** Licensed school teaching practitioners with CTE discipline endorsements (especially the Multi-Occupational endorsement (MOC), with 3+ years (6,000 hours) of CTE classroom instruction.

If a WBL section is geared to one of the nine career cluster areas as specified in the courses in **Section II**, a qualifying Bachelor's degree (or higher) in majors related to that specific cluster qualifies the instructor as does 6,000 hours (3+ years) of work experience as well.

As of summer 2020, an Associate's degree in a CTE area where no higher degree along with 3,000 hours (1.5 years) of experience in employment is expected to be approved to qualify instructors.

Note: National Alliance of Concurrent Enrollment Partnerships (NACEP) and Senior Year Plus requirements must be met for faculty teaching courses for joint enrollment. These requirements are that the same course qualifications are being enforced for both instructors teaching joint-enrollment courses and those teaching college courses.



SECTION FOUR

IMPLEMENTATION STRATEGIES: HIGH-IMPACT PRACTICES

A. Models/Strategies for Implementing WBL Courses into Current CTE Programs

- > Add as a required course to existing CTE program.
- > Add as an optional course to the existing CTE program with other current WBL course options.
- > Change a current work-based course in the program to a WBL prefix course that matches the content area.
- > Include in a new CTE program to be offered.
- > Substitute the WBL course for an elective.
- > Replace SDV prefix courses with WBL course matches (see note below).

Note: Some career-focused student development (SDV) courses currently offered in community college programs should be easily changed to WBL course matches or at least be alternative options within programs. *The steering committee has strongly recommended that colleges make those changes now.* Some examples include:

- > SDV125 Workplace Readiness (1 credit) be replaced by WBL110.
- > SDV130 Career Exploration (1 credit) be replaced by WBL100.

- > SDV135 Job Seeking Skills (1 credit) be replaced by WBL110.
- > SDV153 Pre-Employment Strategies (2 credits) is also WBL110 (2 credits).
- > SDV222 Coop Career Experience (1 credit) is also WBL200.

There are many other single-college SDV options that can be replaced with the WBL courses with the same content.

B. Strategies for Use with Concurrent Enrollment Students in the High School or at a Career Academy

- > Follow the practices outlined in the course of **Coordination of Cooperative Programs** (available as a course at UNI) to minimize liability and ensure a quality program.
 - i. Earn your **Multi-occupations Endorsement** to become a high-quality WBL coordinator and instructor.
 - ii. Understand the ages of the students and the accompanying **Child Labor Laws** that apply. See section 5 on Regulations for more information.
 1. Follow **Chapter 92** Guidelines
 2. **U.S. Department of Labor's Child Labor Laws**
- > Build courses into existing career academy courses at entry level (WBL100) through capstone level (WBL150/WBL200).



- > Follow the guidelines for **quality work-based learning programs** as found on the Iowa Department of Education's website www.educateiowa.gov
 - i. Ensure:
 1. Regular work site visits and evaluations.
 2. Contracts and forms are put into place.
 3. Support for your students and business partners through regular communication in person and via phone or email.
- > Utilize professional development opportunities to connect with other instructors and continued focus on building a quality program.
 - i. **Iowa Work-Based Learning Conference**
 - ii. **ACTE's Division for Work-Based Learning**

The Future Ready Iowa goal to ensure that 70% of Iowans have education and training beyond high school by 2025 requires all sectors of education to work seamlessly to prepare students for rewarding careers.

C. Strategies for Use Within a Guided Pathways/Transfer Curriculum

- > As new state discipline frameworks are approved, build a WBL course into the state requirements where transfer articulation is available and/or encouraged.
- > As new state discipline frameworks lead to transfer majors at a community college, build a WBL offered course into their local college requirements.
- > Existing college transfer majors can be modified with required or optional WBL courses where articulation is being developed. These disciplines will be reviewed, at a minimum, every three years.
- > Local guided pathway plans in non-transfer major disciplines can either require WBL courses or make them optional as a part of other electives.

- > Meta-Majors (groups or clusters of disciplines that utilize similar onboarding courses) should include career exploration course materials (WBL100) to help students learn about options within their career interest area.

D. Models of College Administration of WBL to Consider:

- > College committee with oversight of WBL policies and implementation. (Example: IHCC)
- > WBL Coordinator hired within a department to oversee policies and procedures. (Example: DMACC)
- > NIACC is considering hiring an individual to coordinate the WBL experiences for the college students (undecided, transfer, etc) which would be similar to the duties for the WBL coordinator/Intermediary that handles K-12. These people would be the main contact/liaison between faculty and the businesses. This helps NIACC provide consistency, identify opportunities and prevents overwhelming the businesses with multiple requests.
- > Intermediaries who organize school district WBL experiences may be utilized to provide local leadership in WBL strategies at colleges. At Kirkwood, Workplace Learning Connection is a K-12 WBL intermediary and department of KCC. They are in early discussions and exploration regarding the expansion of services to college students and those in future implemented WBL courses, but they have policies, processes, programs and a dedicated database application to support that future development.

SECTION FIVE

APPLICABLE REGULATIONS

Liability and Insurance Information

While everyone would agree that students must be provided a safe and healthy environment in the school and at the worksite, educational institutions and employers must also be protected from unnecessary liability. Students do not require special insurance for participation in typical school activities since they are already covered in the liability policy of the school or school district. Questions of liability become more complex when students participate in WBL experiences, whether paid work experiences, job shadowing, school-sponsored enterprises, or on-the-job training for academic credit.

Liability for Employers

The issue of liability arises whenever any business entity offers worksite-based learning experiences. The type of liability depends on whether the student is considered an employee or an invitee of the business. Employer exposure to liability is usually no different than that which exists relative to its employees and to the general public, such as when any individual is invited to a worksite. Students who are considered employees and whose injuries arise out of, and the scope of, their job duties are subject to the exclusive remedies provided through the worker compensation benefit delivery system. (Iowa Code Chapter 85.20). Students who are not considered employees, but who are injured on the worksite, are covered

under the school workers compensation policy and, under Iowa law, are prevented from filing suit against the employer.

Liability of Educational Institutions

Exposure to liability for educational institutions and their employees is divided between two issues: 1) injury to the student; and 2) injury caused by the student to another person or to property belonging to another person. When a student is not being paid by a private employer, the student is covered by the school workers compensation policy and coverage under workers compensation is the student's exclusive remedy. Employers who sponsor WBL activities may be liable for the damages or injuries caused by students involved in school programs if students are 1) acting on behalf of the participating business, 2) negligent, or 3) involved in an act resulting in injury to customers, passers-by, or the general public.

Insurance Issues Related to Work Based Learning Initiatives

For schools, those involved in administering or delivering WBL programming should familiarize themselves with their policies related to 1) student injuries and workers compensation, 2) general liability insurance, and 3) automobile insurance (if the school is transporting the student to the job site). If this becomes a concerning issue for either the colleges or school districts, perhaps



pursuing discounted rates or written agreements with an insurance company could be leveraged for this effort. Note: High school students should find their own transportation to WBL opportunities as instructors are discouraged from arranging transportation for them.

Child Labor Laws for Underaged Students Participating in WBL Experiences at a Business

Fair Labor Standards Act (FLSA)/ Child Labor/Iowa Code Chapter 92: Students in WBL programs may engage in a variety of activities in the workplace, from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships. Work performed by students in WBL programs may be considered either:

1. employment, subject to the FLSA; or
2. training, that is not subject to the FLSA.

To be designated as training not covered by FLSA provisions requiring employer payment of wages to students enrolled in WBL experiences, all four of the following criteria must be met.

1. Trainees/students do not displace regular employees, whether through lay-off, reduction in working hours, or reduced hiring. Students may work under close observation/supervision of regular employees.

2. Employers do not receive immediate benefit from activities or through the delivery of ongoing instruction for students at the work-site, including close supervision by regular employees throughout the learning experience; any work that students perform is offset by the burden to the employer from the training and supervision provided.
3. Trainees/students are not entitled to a job at the end of the learning experience, although employers may offer jobs to students who complete training.
4. Employers and trainees/students understand that trainees/students are not entitled to wages or other compensation for time spent in training, although a stipend for expenses may be offered. Stipends may not be substituted for wages and are generally limited to reimbursement for expenses such as books, tuition, or tools.

Schools and employers can best comply with federal law by establishing training plans and training agreements that identify learning activities, responsibilities of all parties, and expectations for the WBL experience, including appropriate coordination between school based elements and work-based elements.

Iowa Code Chapter 92

The Iowa state child labor law, covers both paid and unpaid work, street occupations and migratory labor, permitted occupations and occupations not permitted for children under the age of 18, group insurance provisions, penalties, work permits, and migrant labor permits, as well as permitted instruction and training.

To comply with federal labor laws when WBL experiences are established for training, and especially for training in certain hazardous occupations, program development must focus on the student learner. Specific questions should be directed to a qualified attorney, the Iowa Division of Labor Services, and/or the United States Department of Labor.

Equal Access/Affirmative Action

All partners in WBL have a duty to provide an educational and working environment that is safe and that does not discriminate. All partners must be committed to ensuring equal access for all students, regardless of race, religion, color, national origin, gender, age, or mental or physical disability. Written assurances of

non-discrimination must be obtained from training sponsors. The following statement must be included in each training plan.

It is the policy of the *[Name of College]* not to discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential family, parental or marital status. If you have questions or complaints related to compliance with this policy, please contact *[Name and/or Title], [contact address], [contact telephone number], [contact email address], or the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560, Fax: (312) 730-1576, Email: OCR.Chicago@ed.gov*



SECTION SIX

RESOURCES FOR EMPLOYERS

Work-Based Learning Guide and Employer Toolkits

Key Ideas for Employers to Create a Meaningful Experience for Students

1. Work with the instructor to build realistic goals to document in the student's training plan.
2. Develop written agreements of expectations between student and employer. Each college should have this agreement in place.
 - > Request any contracts/documents required by the program.
3. Communicate regularly with students and the supervising faculty.
 - > Share information about when the supervising faculty member will visit for student evaluations and prepare required forms ahead of time.

4. Recognize the program's benefits and value to the employer.
 - > The program lets local employers have input into the program content for the needs of their industry.
 - > WBL builds a pool of workers who have the skills that local employers need with lower training costs.
 - > The experiences teach students soft skills in a live setting and reduces the time that employers spend on this during an individual's employment.
 - > Having potential future employees participate in a WBL experience can reduce the recruitment costs for an employer.

SECTION SEVEN

OTHER RESOURCES AND INFORMATION LINKS AVAILABLE

WorkBasedLearning.EducateIowa.gov

Clearinghouse.FutureReadyIowa.gov

[Iowa Work-Based Learning Conference \(Spring 2020\)](#)

[Iowa Work-Based Learning Coordinators](#)

IowaIN.org

Industry Sector Boards (Links to partners in some regions)

Work-alike groups at the community colleges (CTE deans, CAOs, WBL communications board) should regularly share information about high impact practices at individual colleges. ([Google Drive](#))

SECTION EIGHT

FREQUENTLY ASKED QUESTIONS

Question: Are WBL courses required to be implemented in my college and in all programs?

Answer: The Iowa Association of Community College Presidents has endorsed the effort for the college implementation of WBL courses and has affirmed the WBL steering committee recommendations. For example, the presidents approved the recommendation to replace SDV courses with WBL courses that match the course objectives and competencies. As the Future Ready Iowa goals are implemented, it's important that the community colleges demonstrate that there is a state-wide consistent approach to WBL. This is demonstrated in part through consistent course offerings and common course numbers. Consistent course numbering and content also provides benefits for tracking enrollment to demonstrate robust enrollments and outcomes statewide. Common course numbers and consistent offerings through concurrent enrollment statewide provides students early access to career exploration and training, while carrying supplementary weighting approval.

Question: Which WBL courses are eligible for supplemental weighting?

Answer: All of them, as they offer a lecture component with a stated number of lecture contact hours as a part of the course. However, some WBL courses at the 300 level and up may not be suitable or available from colleges for concurrent enrollment.

Question: When can a college offer a WBL course for concurrent enrollment (CE)?

Answer: They can be offered for concurrent enrollment when the course is a part of a college program and students have met the college and state qualifications for admission into a CE course. WBL courses are all eligible for supplementary weighting.

Question: How are faculty qualifications determined for a CTE WBL course vs. an A/S WBL course?

Answer: See **Section III** for faculty qualifications discussion.





Question: When is a WBL course considered a part of a college program?

Answer: This occurs when a WBL course is listed as either a required or elective course in the term-by-term curriculum of a CTE program and approved by the college and state in the curricular workflow system, or in a college's approved transfer major. It can also occur when listed as an elective option in the college's catalog that can meet a requirement of an AA or AS credit category, including electives.

Question: When is a WBL course considered an Arts and Science Course?

Answer: Usually WBL courses are in CTE programs, but when a course is a part of a transfer major (AA/AS) program, then the course could be designated as arts and science type with commensurate faculty qualifications. Ex. A Social Work transfer major includes as an option in a required

WBL element: **WBL153 Human Services Job Shadowing**, where students are placed into a job shadow experience. That course could be considered Arts & Science by a college and the instructor would hold a Masters degree and graduate credits related to Social Work or a related discipline.

Question: What are best practices as an instructor to ensure a quality experience for both students and employers?

Answer: Students of all ages need the support of someone outside their work site. An instructor who regularly visits the job site (while the student is working), arranges evaluation meetings with the student and manager present for reflection, generates necessary contracts, documents, and communication at the beginning is more likely to see positive results. Community worksite partners want to know they are supported by the instructor when needed.

Instructors are able to provide on-site job coaching to ensure student learner growth and support for the community worksite partner. Guidelines are available at the IDOE's **Work-Based Learning Website**.

Question: Are colleges required to use the course objectives that are on syllabus templates for WBL courses?

Answer: The course description and the minimum course objectives intent should be consistent, but if colleges need to make the objectives match their local formats (e.g.

measurable) that is allowable. Colleges may also require additional objectives beyond the standards listed in the syllabi.

Question: What department of the college (CTE or AS) is responsible for WBL courses for NACEP purposes?

Answer: Each college may organize WBL courses into their curriculum structure differently, but since the majority of these course offerings will be in CTE disciplines, it makes sense to include them under CTE oversight.

SECTION NINE

COURSE OPTIONS TABLE

To determine which WBL course option fits a college's program, please use the table on the Department website <https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/work-based-learning#CommunityCollege>

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