



Iowa Community Colleges Work-Based Learning Course Guide

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What Is Work-Based Learning?

Work-based learning includes a continuum of structured activities utilizing the partnership between industry and education to engage student learning. Through experiences with industry professionals, participants are able to foster first-hand engagement with in-depth application of academic, technical and professional skills to the tasks required of a given career field while meeting specific learning objectives. Work-based learning is a progression through awareness, exploration, preparation and training to support student learning for future success.

The work-based learning definition can be found in the [Iowa Work-Based Learning Guide](#). For more information on the essential components of work-based learning, definitions of the experiences in the continuum and more, review the [Iowa Work-Based Learning Guide](#).

Framework for Work-Based Learning at the Community Colleges

All Iowa community colleges currently offer work-based learning experiences for students in career and technical programs through industry engagement with classroom and laboratory coursework, practicums, 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 work-based learning (WBL) framework is designed to allow the program specific coursework to carry both program course acronyms and WBL acronyms.

For students who don't yet have a specific career plan, the variety of work-based learning courses offer many options for students to explore many different careers.

Work-Based Learning General Courses

Each work-based learning (WBL) course is designed with variable credit options to provide flexibility to meet the needs of community college students, programs and degree requirements.

Course Number & Name	Credit Range for Course	Course Description
WBL 100: Exploring Careers	1-3 Credits	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.
WBL 110: Employability Skills	1-3 Credits	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 workplace problem-solving strategies and demonstrate skills required to work in a diverse environment.
WBL 140: Workplace Project-Based Learning	2-3 Credits	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 nonprofit agencies. Projects are developed under the supervision of a college faculty member.
WBL 150: Job Shadowing	1-2 Credits	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.
WBL 200: Practicum/Field Experience	1-4 Credits	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.
WBL 300: Internship	1-5 Credits	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.

Work-Based Learning Course Titles and Descriptions

The common course number (CCN) process does not allow for changing course names so WBL course titles should not be modified. Technical core courses that are specific to programs and have WBL-related content may either be changed to a WBL career cluster equivalent course or may retain the program specific course name and number with the WBL component being reported in the Program Curriculum Report (PCR)/AS-28 as embedded WBL content.

WBL course descriptions, as provided in this guide, should not be modified in order to maintain consistency in keeping with the CCN. Additional information may be added to the description for more specific WBL content.

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:

Career Cluster	Course Numbers
Agriculture, Food and Natural Resources	101, 141, 151, 201, 301
Science, Technology, Engineering and Mathematics	102, 142, 152, 202, 302
Human Services	103, 143, 153, 203, 303
Health Sciences	104, 144, 154, 204, 304
Business, Finance, Marketing and Management	105, 145, 155, 205, 305
Information Solutions	106, 146, 156, 206, 306
Applied Digital, Visual and Communication Arts	107, 147, 157, 207, 307
Industrial Technology	108, 148, 158, 208, 308
Government and Criminal Justice	109, 149, 159, 209, 309

Using WBL Courses for Different Student Audiences

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.
Students who are in transfer majors may have defined work-based learning courses dependent on each specific discipline.	Any transfer major disciplines may include options to build in new WBL options as alternatives to existing courses or recommendations for additional coursework to fulfill the transfer major.
CTE programs often 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 in a specific CTE program, such as human services HSV 804: Internship can be cross-listed as WBL 303: Internship: Human Services.
Non-traditional students and adult learners may bring	Colleges offer prior learning articulation processes and WBL courses can be considered if the student’s

in experiences that match some of the WBL course content.	experiential learning matches the learning components of specific WBL coursework.
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. 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 students enroll in a sequence of WBL courses that leads from general exploration through the identification of a career training program.

Including Didactic or Theory Components to WBL Courses

Work-based learning (WBL) courses are not required to have a didactic or theory component. However, experiences that integrate these components, which emphasize general employability skills and practices will help to prepare students for success in the work-based learning experience.

If a WBL course is structured in a manner that includes a lecture-based component and/or a lab-based component, any school district who elects to contract WBL course opportunities through the concurrent enrollment program would be eligible to receive supplementary weighted funds for the students enrollment into the contracted/concurrent enrollment course, provided additional course eligibility criteria is met as outlined in [Iowa Administrative Code 281-97.2\(5\)](#).

Example 1: Community College A offers WBL100 which contains a Lecture component. This course **will** qualify for supplementary weighted funds.

Discipline	Course Number	Course Title	Category
WBL	100	Exploring Careers	Career/Technical
Credit Type	Minimum Credits	Maximum Credits	Variable Hours
Lecture	1	3	Yes
Lab	0	0	
Clinical	0	0	
Work Based Learning	0	0	

Example 2: Community College B offers WBL140 which contains a Lab component, but no lecture component. This course **will** qualify for supplementary weighted funds.

Discipline	Course Number	Course Title	Category
WBL	140	Work Place Project Based Learning	Career/Technical
Credit Type	Minimum Credits	Maximum Credits	Variable Hours
Lecture	0	0	Yes
Lab	1	3	
Clinical	0	0	
Work Based Learning	0	0	

Example 3: Community College A offers WBL 200 which is structured to contain a work-based learning component (i.e., internship/work-place learning). This course **will not** qualify for supplementary weighted funds as no lecture or lab component is included.

Discipline	Course Number	Course Title	Category
WBL	200	Practicum/Field Experience	Career/Technical
Credit Type	Minimum Credits	Maximum Credits	Variable Hours
Lecture	0	0	Yes
Lab	0	0	
Clinical	0	0	
Work Based Learning	1	5	

Example 4: Community College B offers WBL 200 which contains a lecture component and a work-based learning component. This course **will** qualify for supplementary weighted funds as the course contains a lecture component.

Discipline	Course Number	Course Title	Category
WBL	200	Practicum/Field Experience	Career/Technical
Credit Type	Minimum Credits	Maximum Credits	Variable Hours
Lecture	0.5	3	Yes
Lab	0	0	
Clinical	0	0	
Work Based Learning	0.5	2	

There are several categories of community college provided courses that are ineligible for supplementary weighting, such as internships or clinical experiences without a lecture component ([Senior Year Plus Guide](#)). **To support and incentivize participation of school districts engaging in postsecondary WBL course opportunities, courses delivered by the community college should include a required portion of the course that is lecture-based and/or lab-based.**

Work-Based Learning Faculty Qualifications

In addition to Higher Learning Commission (HLC) criteria, Iowa community colleges are required by state law to meet additional standards to maintain accredited status. All instructors under contract with a community college, including those who teach in career and technical education or arts and sciences (including adjuncts and concurrent enrollment instructors), are required to meet the state’s minimum faculty standards.

Qualifications for Courses Designated as CTE

[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:

- Possess a baccalaureate or graduate degree in the area or related area of student 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.
- 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.
- 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).

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

1. Baccalaureate degree (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 6000+ hours in positions related to career services/career coaching; student support services; job placement coordination; academic advising, employability skills; or human services occupations.

If a WBL course is offered in one of the nine career cluster areas as specified in the courses in **Section II**, a qualifying baccalaureate degree (or higher) in majors related to that specific cluster qualifies the instructor as does 6000 hours (3+ years) of work experience.

Qualifications for Courses Designated as A/S Transfer Courses

Some WBL courses may be designated as type Arts/Science. In that case the faculty standards Academic Credential Chart (ACC) is used and outlines:

- For general WBL non-discipline related courses (A/S transfer), the instructor will hold a master's degree.
- 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 discipline based on the content of the WBL course which are found in the 2nd box in the [Guidelines for Faculty Qualifications](#).

Implementation Strategies for Effective Programs

Models/Strategies for Implementing WBL Courses into Current CTE Programs

- Add as a required course to the 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 a WBL course in a new CTE program.
- Substitute an elective for a WBL course.
- Replace SDV prefix courses with WBL course matches.
- Embed WBL experiences into current courses.

Ensuring Work-Based Learning is offered in Community College Programs

All work-based learning (WBL) courses can be identified as either a general course or as belonging within one of nine career clusters. Courses that have learning outcomes that align with WBL course outcomes, particularly the lower level WBL courses, should be converted to the appropriate WBL numbers. For example, SDV 125 (Workplace Readiness) can be replaced by WBL 110 (Employability Skills). Note that SDV courses that have outcomes that do not align with a WBL course, such as SDV 108 The College Experience, would be an exception to this.

Embedding Work-Based Learning

Tech core courses that are specific to programs and have WBL-related content may either be changed to the course name and number for a WBL career cluster equivalent or the program specific course name and number may be retained with the WBL component being reported in the Program Curriculum Report (PCR)/AS-28 as embedded WBL content.

Strategies for Use with Concurrent Enrollment Students in the High School or through a Career Academy

- Build courses into existing career academy programs at entry level (WBL 100) through capstone level (WBL 150/WBL 200).
- Work with your area school districts to align and sequence appropriate work-based learning career pathways for students within the districts CTE programs of study.
- Follow the practices outlined in the coursework to obtain a multioccupations endorsement to ensure program preparation, student safety and support to ensure a successful program.
- Utilize professional development opportunities to connect with other instructors with continued focus on building quality programs as outlined on the Department's [Work-Based Learning webpage](#) under the section titled professional organizations.

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 part of other electives.
- Meta-majors (groups of clusters of disciplines that utilize similar onboarding courses) should include career exploration course materials (WBL 100) to help students learn about options within their career interest area.

Models of College Administration of Work-Based Learning to Consider

- College committee with oversight of WBL policies and implementation.
- Hire a work-based learning coordinator within a department to oversee policies and procedures.
- Hire an individual to coordinate WBL experiences for college students to work in collaboration with the college Intermediary with the Iowa Intermediary Network. The collaboration will streamline communication with industry and coordinate experiences for both audiences.

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.

Liability for Employers

The issue of liability arises whenever any business entity offers worksite work-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 the 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 work-based learning 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.

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 work-based learning 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 work-based learning 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 work-based learning 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 work-based learning 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 work-based learning 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 work-based learning 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, contact [Name and/or Title], [contact email address], to the Director of the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204; phone, 312.730.1560; fax, 312.730.1576; TDD, 800.877.8339; or email, OCR.Chicago@ed.gov.

Resources

Work-Based Learning Guide and Toolkits

[Iowa Work-Based Learning Guide](#)

Toolkits Available on the Department's [Work-Based Learning webpage](#)

Websites

Iowa Department of Education's [Work-Based Learning webpage](#)

[Clearinghouse for Work-Based Learning](#)

[Iowa Intermediary Network](#)

Iowa's [Earn and Learn website](#)

Professional Learning

[Iowa's Work-Based Learning Conference](#)

[Association of Career and Technical Education \(ACTE\) Work-Based Learning Division](#)

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 work-based learning. 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: How can community colleges align credit for high school internships using the WBL courses?

Answer: High school internships provide students with high level work-based learning experiences but they do not meet the criteria of most community college internships. Community college internships are typically offered as capstone courses to be taken at or near the completion of a CTE program and therefore have many prerequisites and requirements that a student must meet in order to be enrolled. If a community college chooses to award credit for a high school internship that is not the equivalent of the college internship, the recommendation is that WBL 200 Practicum/Field Experience be used if all the course outcomes are properly aligned.

Question: Can more WBL courses be offered in the future?

Answer: Any requests for additional WBL common course numbers will be submitted through the STICS system and will be considered on an individual basis.

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

Answer: See section 3 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 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 degree or diploma program. The course may not be offered if it solely applies to a certificate program. Additionally, WBL courses must be open to all registered community college students, not just concurrently enrolled high school students. Sections of the course delivered at school district sites may be closed to regular college students, provided other sections are available for regular student enrollment. Colleges and districts are encouraged to develop consistent policies for determining regular student enrollment in concurrent enrollment sections offered at high school facilities. These policies may be included in the contractual agreement between the institutions.

Question: Can WBL courses also satisfy general education requirements?

According to the Higher Learning Commission (HLC) Criteria for Accreditation:

“The **general education** program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.” (Core Component 3.B.1)

“The program of **general education** is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.” (Core Component 3.B.2)

“The education offered by the institution recognizes the human and cultural diversity” and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.” (Core Component 3.B.3)

Answer: Based on these core components, it is up to the community colleges to locally develop *well-documented* criteria and processes to be used to determine which courses, including WBL courses, should be included in their general education requirements. It is highly recommended that colleges consider course outcomes when determining whether WBL courses also count as general education courses. Community colleges are expected to comply with the general education categories outlined in Iowa Administrative Code 281, Chapter 21.2(9) for AAS, AAA, and APS degrees and those listed in the [The Public Connection: Statewide Articulation Agreements Between Iowa's Community Colleges and Public Universities for AA and AS degrees.](#)

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 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 work-based learning element: WBL 153 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: Is it allowable to cross-list WBL courses with existing courses?

Answer: Cross-listing should not be necessary. Courses that have work-based learning content may indicate this by using the appropriate WBL course name and number or, if using a non-WBL course number, through the Program Curriculum Report (AS-28) and the indication of embedded WBL content.

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 work 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 on the Department's [Work-Based Learning webpage.](#)

Question: Can student learning outcomes for WBL courses be modified? Particularly, can outcomes be added to meet specific needs of a program and still be considered the same course?

Answer: The student learning outcomes as provided in the Iowa Community Colleges Work-Based Learning Course Guide represent the expectations of the course and should be maintained. Additional outcomes may be added for more specific WBL content.

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 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: Are there recommended WBL course combinations for concurrent enrollment?

Answer: Each college may structure WBL course combinations to meet the needs of their programs. Some example WBL Combinations for concurrent enrollment are provided below.

- WBL 100 + WBL 110
- WBL 100 + WBL 150
- WBL 110 + WBL 140
- WBL 110 + WBL 150
- WBL 110 + WBL 200

Note: Each of Iowa’s 15 community colleges are at various stages in the release of work-based learning postsecondary coursework offered through the concurrent enrollment program. It is recommended that high school administrators reach out to their local community college for further information on the availability and alignment of these opportunities.

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