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INDIVIDUALIZED PROGRAM (IP)

A Guide to Effective Implementation

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I. Introduction

Introduction

This Practice Guide is designed to assist Washington Community College leaders and practitioners with the effective implementation of Individualized Programs (IP). The Individualized Program or IP is an educational pathway for community college occupational programs and is approved and regulated by the Washington State Board of Community and Technical Colleges. IP is a responsive program option for workforce development in communities in which the local need for credentialed workers is relatively low and the demand does not support a full program. The State Board regulations defining Individualized Programs provide a great deal of flexibility for colleges in determining the area, program length, delivery methods and target population. The WSTCTC regulations establish a limit of 4 students in each IP; however, for the 2012-2013 State Expansion Initiative, the State Board will allow up to 8 students in each IP. The State Board Regulations are found in Section VI: Resources, Exhibit A.

IP combines college courses and formalized cooperative or other work-based educational experiences that result in credentials (certificates or associate degrees). To date, no college has used the IP model for an associate degree but it is an option provided by the State Board. Colleges may find that building a career ladder from certificates to degrees is possible using the IP. IPs provide customized programs that meet the needs of students and employers. IP is a program design option well suited for situations in which:

- There is local work force demand with a requirement or hiring preference for a postsecondary credential;
- There are areas in which the job demand is real, but not high enough to support a full program;
- Colleges have limited resources to initiate new programs or are facing elimination of occupational programs due to low enrollment or high cost;
- Colleges have experience with or a commitment to cooperative education or work-based learning;
- Colleges have strong partnerships with employers and economic development and workforce organizations.

IP was developed as the Individualized Certificate Program (ICP) at Lower Columbia College (LCC) in Longview, Washington in 1997 in response to student and local workforce

needs. Because this program design option is not limited to certificates, the program to be adopted by other Washington Colleges will be called IP. Through support of the LCC administration and a grant from the Southwest Washington Workforce Development Council (SWWDC), Individualized Certificate Programs were expanded in 2010. As of the 2012 Academic Year, LCC offers 27 certificate programs in the IP design. The ICP options developed by LCC have strong support from the Longview/Kelso and Cowlitz County employers and Economic Development officials. ICP (or IP) has been an effective means for the college to respond to training needs in low demand or low turnover occupations and has supported economic growth and stability in the region. Because of that success, the Washington State Workforce Board has provided funding for this Practice Guide to encourage other colleges to adopt IP designs in response to unique workforce needs in their communities. This Practice Guide draws heavily on the lessons learned through the design and expansion of ICPs at LCC. A summary of the Program History of Lower Columbia ICPs is found in Section VI: Resources, Exhibit B.

II. Essential Elements

II. Essential Elements – How does the IP differ from other workforce preparation programs?

Individualized Programs are designed to prepare students with certificates or degrees in a wide range of career programs. The essential elements that distinguish IPs are:

A. Responsiveness

IP enables colleges to respond to unique labor market demands for a small number of skilled workers that are not addressed through traditional programs. IP is designed to provide workforce preparation for areas in which jobs that require postsecondary training that cannot be met by traditional programs because of market need or cost are available in the local community.

B. Designed for small numbers of students

IP is intended for workforce needs in areas in which traditional programs would produce too many students or in which turnover and job demand are relatively low. Under current SBCTC policy, each IP program is limited to a maximum of 4 students; however, the 2012 pilot program will allow up to 8 students per IP.

C. A blend of work-based learning and credit coursework

IP requires two well-coordinated and integrated instructional modalities: a work-based learning experience and college coursework.

- The technical skills instruction occurs in a work environment. The work-based learning experience is designed to ensure the development of essential job skills. Student work-based learning is closely monitored. Student outcomes are validated by the employer/supervisor and the college. The work-based learning experience can take many forms depending on the college structure and employer needs. An IP Seminar provides students with the opportunity to reflect upon and apply their work-based learning to prepare for employment upon completion of their IP.

- Formal credit coursework focuses on applicable skills and knowledge. Coursework includes the development of work-readiness skills and may be delivered in on-campus, hybrid or on-line formats.

D. College and Employer Partnerships

Because of the importance of the work-based learning component in the IP design, strong partnerships with local employers are an essential component of effective IPs. Employers play a critical role in identifying unmet needs, providing sites for work-based learning, monitoring program outcomes, and employing graduates. (See Section IV: Employer and Community Engagement)

E. Flexible Design

IPs can respond to a wide range of educational needs in program length, delivery mode and/or target population.

- **Length:** The length of the program and credential are determined by the program outcomes and credential requirements. While Lower Columbia College has primarily offered 45 (or more) certificates, colleges can develop IPs in a variety of lengths.

- **Level of jobs targeted:** IPs can target entry-level workers, incumbent workers, or those seeking higher-level skills for upward mobility.

- **Modality:** College credit courses for IP programs can be offered in a traditional on-campus design or through hybrid or on-line courses.

- **Work-based Learning:** Work-based learning experience can be designed around Cooperative Education, Apprenticeship, Internship or On-the-job Training and can be paid or unpaid.

III. Institutional Self-Assessment

III. Institutional Self-Assessment--Is IP a match for your institution?

Before beginning the process of implementing Individualized Programs as an instructional option, colleges should assess the degree to which the IP approach is a "match" for the institution and its capacity. While IPs are a cost-effective delivery mode when compared to traditional, laboratory-based programs, IPs require an up-front investment of staff time in the development of program design, internal processes and communication, student recruitment, and employer partnerships. Institutions considering the adoption of IP should keep in mind the following "pre-assessment" questions:

- Is responsiveness to local workforce needs a core component of the college mission?

- The core outcome of IP is the ability to respond to low level but unmet local workforce training needs. Colleges with a clear commitment to their local workforce development role will find IP an effective strategy.

- Is the college willing to invest staff time in the development of IP for long-term reduction in program costs? IP provides students with flexible options and the college with a means to meet the employment needs of their community. While the program will save money over time, to provide responsive options for students and employers the college will need to invest in process and program development. This program is not for the college that cannot provide sufficient upfront resources; however, the program is an efficient delivery mode over time.

- Is the College leadership committed to IP? IPs will be most effective in institutions in which the president as well as academic, workforce education, student services and faculty leaders support and champion the approach. This commitment will aid in overcoming barriers and assuring accountability for results.

- Does the college have a strong system for work-based learning or cooperative education? IP will be more easily adopted in colleges that have a foundation of well-developed cooperative education or other forms of work-based learning. These colleges can build on existing expertise and staffing for the design, effective supervision and oversight of work-based learning.

- Does the college have effective relationships with local employers, workforce agencies and economic development partners? IP will be most effective in those communities in which the college has both a history of partnerships with and the

trust of its local community. The IP approach builds relationships in which local employers and workforce agencies rely on the college for help in identifying, preparing and placing graduates who are qualified for work. Regional Workforce Councils, and WorkSource partners can provide valuable referrals and, in some cases, funding to support students and the college.

- Does the college have a spirit of flexibility and an interest in innovation and early adoption? Because IP is an alternative delivery mode for career programs, it will be most effective in those institutions with a history of instructional innovation in response to student needs. IP has already demonstrated great potential, but the pilot institutions will play an important role in its design and impact going forward. It is expected that the pilot colleges in the expansion initiative will design a wide variety of IPs and target a range of students needing credentials to meet local workforce needs.

IV. Employer and Community Engagement

IV. Employer and Community Engagement

Two areas of employer and community engagement contribute to the success of IPs. First, engagement with the regional Workforce Council, Economic Development agency, WorkSource agency and others involved in local workforce development or filling training gaps for unemployed or displaced adults is critical. An important early step is to identify organizational partners that will support the development of IPs. Based on a review of organizational capacity and local community interest, the college may decide to partner with an agency or local organization that is trusted by the employer community and is already recognized as a leader in the business of connecting employers with skilled workers. In some cases, the trusted partner may be the college itself. In other cases, it will be essential for the college to partner with the regional Workforce Council, Economic Development agency, WorkSource agency or another governmental entity. In the case of Lower Columbia College, the regional Workforce Council funded the expansion of IP into additional program areas and provided students with tuition and other support. Finally, in some communities, organizations such as the local chamber of commerce, employer associations, or community foundations may be key leaders.

An IP can be an effective mechanism to prepare small numbers of workers seeking training for entry-level jobs through WIA. IPs that prepare students in a relatively short time (e.g. 15 credits and 1-2 terms) may be particularly suited to the entry level unemployed adult being served by the local workforce agency. When colleges work with the area unemployment office to match training gaps and employer interests, employers, students, the community and the college all benefit.

The second type of employer and community engagement is the direct relationship with the employers needing graduates of the IP. As discussed above, the IP cannot be developed without effective employer involvement. Because of the importance of employer and community partners in this concept, program development will necessarily begin with the identification of employers and, as appropriate, local workforce councils and agencies. Some of the steps in employer engagement occur concurrently with the college's development of IPs. An important early step is to identify employer partners that will support the development of IPs.

Community colleges engage employers in different ways. For example, the strategies community colleges use to engage employers as partners for advocacy in work with the state legislature are different from those that work to bring the right employers to the table to provide advice on program development or to update curriculum. Likewise, successful employer engagement to support the implementation of IPs requires another

kind of strategy. And while employers often find work in advocacy and program advising frustrating because the outcomes are somewhat abstract and hard to measure, this is not the case when it comes to employer engagement in IPs.

Outreach to employers for engagement in IPs should communicate that this work is concrete, the expectations are clear and the outcomes are measurable. To implement a successful IP pilot, **the college will ask employers to: identify jobs requiring credential preparation; specify the number of IP placements with designated employers; and establish a specific timeframe to meet those job needs.** Below is a suggested process colleges can use to recruit, select, and activate employers as partners in implementation of the IPs.

1. Set the parameters for success. Prepare to reach out to employers to Identify gaps in training that may be appropriate for an IP approach.

Based on the internal review of college capacity and community needs, including regional job opening projections, colleges should be able to generate an initial list of the program areas where there may be the opportunity to pilot IPs. The process to identify gaps is one that includes both the college and the community. What areas have local employers or advisory boards indicated as a gap in training? What are the projections for openings for those gap areas from the regional Workforce Council? These needs can be identified in a number of ways:

- College workforce advisory boards,
- Chambers of Commerce,
- Individual Employers,
- Regional Economic Development agencies,
- Area Workforce Councils,
- WorkSource and other employment related agencies,
- Community College Centers of Excellence,
- Workforce Deans and faculty.

The program areas included on this list should meet two simple basic criteria: (1) the community has documented unmet needs for small numbers of credentialed employees; (2) the college has some basic data on labor market trends that indicate the selected area merits attention. The number of potential program areas listed will vary greatly and can range from 8 to 15, so the selection process becomes critical to an effective pilot program. With this list in mind, first define the numbers. How many IPs can the college support in the pilot? Second, what areas are strongest in terms of unmet need and effective employer support and involvement? For example, IP development is enhanced when colleges work with partners with whom they already have an existing training or other relationship. Finally, of all of the IP possibilities, what are the 2-3 areas that rank the highest in terms of potential? When these decisions are made, it's time to turn to employers to invite them to participate.

2. Prepare a short, simple application that invites employers to participate and clarifies benefits, expectations, and timelines.

Once colleges have the list of the program areas that are possible and know the numbers of IPs they want to include in the pilot, colleges need to be clear about what is needed from employers who may participate. Employer partners may fulfill several possible roles. They may:

- Provide an IP Work-based learning site with or without an expectation of employment upon graduation;
- Supervise students in a work-based learning experience;
- Serve as an Advisory Board member to assist with design and monitor program success;
- Employ graduates when they complete the IP.

In order to secure work-based learning sites and prepare employers for their roles, colleges should prepare a clear, concise one-page application for employers that: (1) invites them to participate, (2) defines and lists the benefits of the program, (3) lists the priority areas of programmatic focus, (4) contains a simple checklist of employer responsibilities, (5) enumerates the support they will receive from the college, (6) states the role and responsibility of the students, and (7) provides timelines and deadlines for action. (See outline in Section VI: Resources, Exhibit C)

This application is not a full contract, but a preliminary tool that will allow interested employers to take a concrete step to indicate their support. It should be simple, straightforward and easy to complete. The objective is to raise employer awareness of the opportunity, provide a concrete way they can indicate interest, and build a pool of potential partners.

3. Leverage existing community infrastructure, such as the regional Workforce Council, WorkSource agency, chamber of commerce, employer associations, Economic Development offices, college advisory boards, or local community foundations to recruit a pool of interested employers.

With steps one and two complete, colleges are ready to recruit a pool of interested employers. This is the step where existing community infrastructure is an extraordinary asset. Colleges should take a careful look at the community they serve and ask:

To whom do employers turn to solve workforce development needs?

In some cases, the college itself may play a leadership role in convening employers through strong advisory groups or boards. In other cases, community organizations--such as the local workforce council, the chamber, a trade association (such as a Manufacturing Association or Automobile Association), a private-sector firm, or a community organization—may be where employers are turning to solve their workforce problems. One pilot college is designing an IP in cooperation with the Washington Association of Building Officials.

Whether the existing capacity to help employers find skilled workers rests primarily with the college or with external partners, the point is to tap into this capacity. Doing so will enable the college to get the word out about the IP opportunity at a wholesale, rather than retail level. This benefits all involved:

- Employers get information about IPs from an organization they already trust;
- Partner organization(s) add another service for their constituents;
- The college gets information about the IP opportunity out quickly and efficiently.

In addition to working with key local partner organizations, the college should take advantage of its existing college infrastructure to get the word out: Press releases, web announcements, and newsletters let employers in the community know about the IP

opportunity. This can be as simple as a news item about the college's commitment to participate in the pilot program and to begin development of the IP working with a specific group of employers or a community agency.

This outreach step should produce a pool of potential partners. If the outreach is done well, the demand for the IP from the employer community should outstrip the capacity.

4. Assess the strength and viability of employer partners.

The next step is to determine which partnerships have the highest potential for success. At this stage, the college should make brief site visits to profile and rank potential partners. If the college is working with a strong partner organization, they may want to be included in this assessment phase.

5. Pick the strongest partners and verify the program to be targeted.

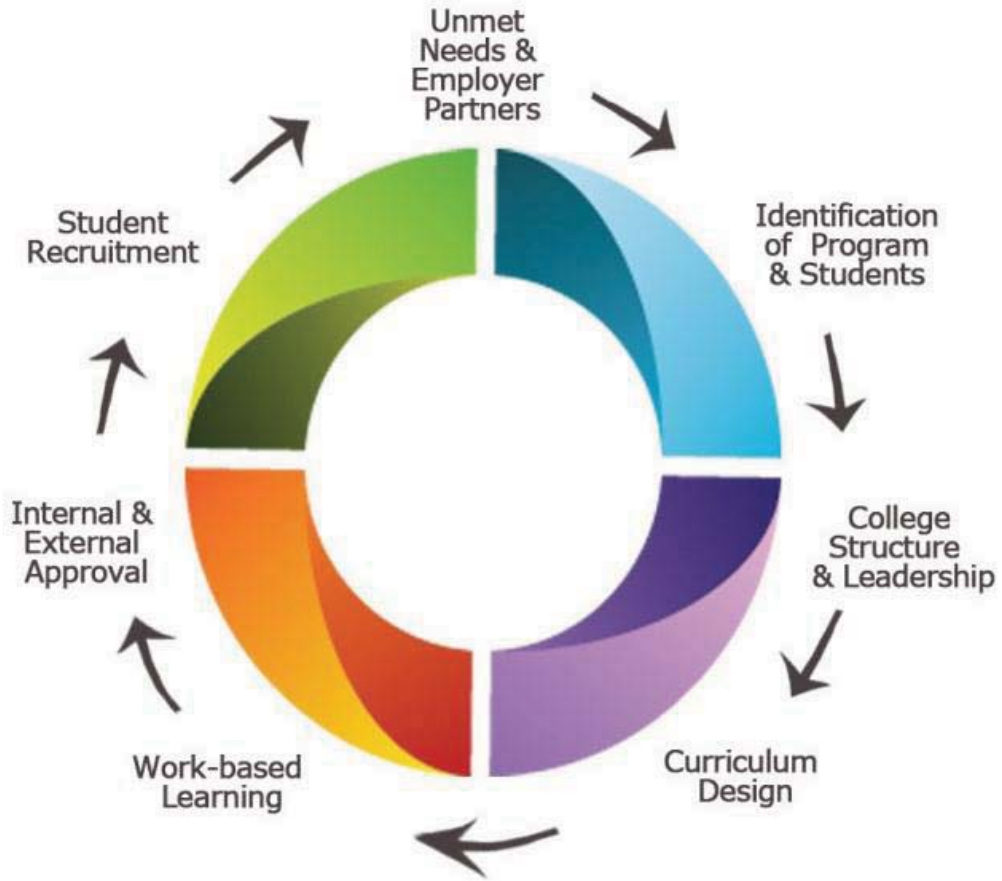
Finally, pick the employers that offer the best opportunity for the college and its students. It is important to thank employers who were not selected in this round and continue to build these relationships. Once the program areas have been narrowed and the employers selected, it's time to get down to the work of the specific IP.

V. Program Development

V. Program Development – Getting Started

After employer partners are identified, the college enters the next phase of development, the actual program design and implementation which include:

- Validation of unmet needs,
- Identification of the targeted program(s) and student population,
- Organizational structure and leadership,
- Curriculum design,
- Work-based learning system development,
- Internal and external approval,
- Marketing and student recruitment.



Step 1: Validate need and identify initial employer partners

A. Verify employment need

Because the IP is designed to respond to unique local needs, the first step is the verification of unmet workforce training needs through the Regional Workforce Development Council (WDC) and economic development data.

In the case of the Workforce Development Council and Welfare to Work agencies, there may be training gaps in the community that would support the interests and needs of displaced and unemployed workers. In other cases, an industry may have specialty needs in areas of low turnover or the need to provide current employees with a means for the credentials that would assist them in seeking higher-level positions.

B. Identify employer partners to assist in program development

The process for employer engagement is described above in Section IV. The next step is to identify representatives from the employer partners who will work with the college on each step of program design and implementation. This should be a smaller group than the full list of employers who might be interested in assisting by placing student trainees in their businesses. Employers play a number of critical roles in program development including the identification of skills, knowledge and experience necessary for the job; the design of work-based learning experiences; recommendations for work-based learning sites; and validation of the competencies of graduates. If the IP is to be effective, it must produce graduates with the level of knowledge and skill expected by employers. Identifying employer partners before beginning program development and design is essential.

Step 2: Program Identification and Target Population

Once unmet workforce needs are identified, the next step is to determine the postsecondary educational requirements for the job and the requirements for successful employment. For example, how many credits are necessary for a certificate or degree in a certain area? Will having a certificate or degree provide graduates with a means to employment?

What credential is being targeted?

First, determine the appropriate credential that is either required or preferred for employment. Once the credential is determined, the length of the program and number of

credits or terms can be set Certificate programs can range from 15 credits or less to longer, one-year certificates at the 45-credit level. The program can also be developed as an associate degree with stackable certificates. It is best to specify the program parameters regarding length before beginning the design phase. Colleges have the option of changing the program length but development is aided with a targeted length in mind. The length of the program and number of credits are determined by the job requirements. The program must also be given a title that reflects its focus. For example, will the program result in certificates for Pharmacy Technician Assistant or Waste Water Technician? The titles can also change during the program design and with the engagement of employers but it is best to begin with a working program title.

What is the target student population?

Part of program identification is determining the target student population: Is this a certificate aimed at entry-level workers? Will it recruit students from the general college population? Can the IP be a partnership with WorkSource or WIA to train displaced or unemployed adults? Is the program aimed at preparing incumbent workers for upward mobility or providing them with credentials in their current workplace? Or, will the program target entry-level jobs in which the students have no experience or exposure to the field? Obviously the program design and the nature of the work-based learning experience will differ depending on those answers.

The nature of the credential (certificate or degree) and the student population will drive both the program design, and the nature of the work-based learning.
Step 2 results in the following decisions:

- Program Title
- Targeted student population
- Program Length and Number of Credits

Step 3: Organizational structure and leadership

Along with the identification of the program is the decision of where the program is to be housed within the college--who is the champion and owner of IP? That is an institutional decision and is based on the organizational structure of the college. Some examples of options for program placement include:

- A Workforce Division housing other similar career programs,
- Centers for Excellence,
- The Cooperative Education Department,
- Administrators leading program delivery to rural or non-traditional populations.

It should be noted that while Lower Columbia College initially placed IP under Student Services, the program was moved to a Workforce Dean because it is an academic program. While moving the program into the instructional area required additional processes of curriculum committee approval, the college has reported that faculty involvement and support is stronger as a result.

The decision on internal placement of the IP program can vary depending on the college's organizational structure and responsibilities. The factors that should be considered in assigning IP leadership include:

- What department would be the strongest champion?
- What department would provide leadership in workforce program design and employer involvement?
- What department can aid in intra-college communication and alignment of IP into college processes?
- What department is best suited to overcome barriers faced by a non-traditional approach?
- What department would aid in assuring buy-in from faculty and staff?
- What department has a working knowledge of work-based learning?

Wherever the institution decides is the best organizational placement, the IP leader should be in close contact and consultation with the chief academic officer, the department responsible for cooperative education or internships and the chief workforce education dean or administrator. The State's Workforce Education Council (WEC) is an important source of information concerning the approval and oversight of workforce programs and the college's WEC representative should be a part of the college's design and oversight team.

Step 4: Curriculum Design

With the employer partners, program credential and student population identified, the next step is the actual design of the curriculum to meet the needs. (An example of a program format from Lower Columbia College is found in Section VI: Resources, Exhibit D) The outcomes of this phase include:

- College courses,
- Length and sequence of program,
- Learning outcomes to be validated for program, completion
- Type and sequencing of work-based learning.

Several steps aid in program design:

- The college should appoint a "design team" that includes faculty, college staff and employer partners.
- The curriculum design process should begin with a formal process that includes the identified employer representatives and college faculty who will codify the skills, knowledge and experience necessary for successful employment. This can be a DACUM or other formal process but the process must be carefully documented and facilitated and result in a clear set of program outcomes that can be measured by the college.
- These outcomes will form the basis for the program development which will include three components:

- **College Courses: Which college courses would provide the students with some of the background necessary for the credential outcomes?**

1. The development team will identify college courses that provide the basic knowledge to support and prepare students for the work-based learning experience. If the college does not offer a course that would be helpful, does another college in the region provide that course or is it available on-line?

2. The team should identify scheduling needs based on the target student population. For example, if a specific course will provide the essential knowledge, is the course available at times that would be accessible to the target student population, i.e. at night?

3. The design team should also determine the best modality for delivery: face-to-face, hybrid or on-line.

4. The sequence of the courses will be determined in relationship to the work based-learning experience. For example, will students take college courses along with their work-based learning or will these activities be sequential? That decision will be based on the program length, nature of the job, whether students are incumbent workers or entry level among other factors. It will also depend on whether students need background knowledge prior to placement in the work-based learning experience. Entry-level programs may be short so students would take college courses concurrently with their work-based learning placement.

5. In addition to courses that provide students with the basic knowledge related to the job or discipline, Lower Columbia has developed two courses that assist students in applying knowledge and in becoming effective employees:

    - ICP 289: Portfolio Development-to assist students in seeking credit for prior learning: (See Section VI: Resources, Exhibit F.)

    - ICP 290: Becoming an Effective Employee-a course that helps the student develop the work habits and behaviors that will support successful employment. (See Section VI: Resources, Exhibit E.)

    Colleges may have similar courses that would be helpful as a part of the curriculum. Some of this content may be provided during the IP Seminar outlined below.

- **Work-based Learning**

  In the development of the work-based learning component, the skills and outcomes should be identified by the college in consultation with employer partners. What skills, knowledge and experience are required for the credential but not provided via the available coursework? The outcomes for the work-based learning must be clearly articulated and will form the basis of the student monitoring and evaluation.

  The Design team will also determine the best format for the Work-based learning: Cooperative Education, On-the-Job Training, Internship or Apprenticeship. This decision will be based on the industry, the nature of the job, placement opportunities and whether the students will be paid or unpaid during their work-based learning.

  Issues relating to the design and supervision of the work-based learning component of IP are found in Step 5.

- **IP Seminar**

  Because IP delivers some essential skills and knowledge via work experience and others through non-discipline specific coursework, students need the opportunity to reflect upon and apply learning. The IP Seminar is an essential part of the work-based learning experience and is taught during the same term. The IP Seminar provides students the opportunity to discuss the work-site experience and also provides them with valuable information about the behaviors and attitudes that contribute to successful employment. The seminar helps students prepare to be effective and productive employees upon graduation. The IP Seminar is not unique to a specific program area and at Lower Columbia College students from multiple programs attend the same seminar.

  After the curriculum development process and the design of the three components are completed, the program should be validated by a group of local employers well versed in the field and in the expectations of the job. An advisory committee in a related field or the advisory group formed specifically for the IP may be able to provide that review.

  A sample Curriculum Plan from Lower Columbia College is attached. (See Section VI: Resources, Exhibit D.)

Step 5: Work-based Learning

For an IP to be effective, the work-based learning component must be carefully designed and closely monitored to assure students acquire the necessary skills. Colleges with effective Cooperative Education, Internships or Apprenticeship Programs can apply their system of oversight and organization to the IP. If the college does not have an existing system of work-based learning design and supervision, a simple process for communicating, documenting and validating skills learned on the job will be necessary.

For a work-based learning experience to be effective, the following should be addressed:

- The work-based learning process needs to identify in writing clear roles for:
    - The employer supervisor
    - The student
    - The college supervising faculty member
- Colleges need to develop a written agreement delineating the roles and expectations they seek from employers. (See the Lower Columbia College employer agreement in Section VI: Resources, Exhibit G.) Effective work experience must provide students with the opportunity to actually practice the skills they are to learn to achieve competency. Employer supervisors should provide written feedback to the college on student progress at regular agreed upon dates.
- A faculty member should visit the worksite on an agreed upon schedule (a minimum of 2 times) to interview both the student and the supervisor and confirm that the student is working in an area that will result in the development of necessary skills. It is also important that the college faculty supervisor identify problems including situations in which the student is not performing the job duties necessary for successful completion of the certificate or degree.
- Student expectations including appearance, dress, behavior, and employee regulations including attendance and timeliness should be agreed upon prior to the placement. In addition, students should sign an agreement that clearly describes the consequences of violating regulations regarding the use of illegal drugs or alcohol on the job.

Step 6: Internal and External Approval and Reporting

Once the design team has developed the program, employer advisors have validated the outcomes and the work-based learning experience has been developed with specific employers prepared for student placements, the process for approval should begin. There are four components to be addressed in the approval and tracking of an IP: Internal (college) approval, external approval, tracking of students and reports to the State Board.

- **College Approval Process:** Curriculum approval process expectations are unique to each college but are an important component of the program. Because the IP is a credit certificate or degree, it should be approved through the curriculum and other approval bodies required of credit workforce programs. Depending on the college's structure, that approval may be required for each IP or some colleges may want to approve the IP design once through the process and not require each individual certificate or degree to be approved separately.

  In addition to the formal approval process, the college will need a plan to institutionalize the program and assure that student services, financial aid, counselors, faculty, public relations officers and others understand and support the launch of the IP within the college. As in the case of any new or innovative program, internal communication and awareness are important components. An internal implementation group should meet periodically during the planning and implementation phase to assure communication and to intervene when necessary.

- **External Approval:** The external approval process involves both state approval through the State Board and the compliance with new program expectations for accreditation of community colleges by the Northwest Commission

  - **State Board Approval:** (Required for all IPs) Approval by the State Board is designed to be responsive and to support quick turnaround for the design and implementation of an IP. Once the college has developed an IP, a form is submitted to the State Board office of Workforce Education for approval. The required form is provided in the Resource section and includes the names of students and employers serving as advisors for the program.

  - **Northwest Commission on Colleges and Universities:** The Commission has asked that each college developing a new program including IP, contact the Commission Office (Dr. Pamela Goad) for instructions on approval requirements. These requirements may vary depending on whether the college is developing

an IP in an area in which existing programs are in place or in an area that is new to the college. Lower Columbia College requested approval for the IP as an instructional approach and has been approved with no further requirement for approval of each program. It is recommended that the college's Accreditation Liaison contact the Commission for instructions. Ninety days are required for Commission approval if it is deemed necessary.

- **Student Tracking & Monitoring:** A staff person should be designated to monitor student progress through the program and assure the program is accomplishing the intended goals. The college will want to assure that students are enrolled in the correct classes, placed in an appropriate work-based learning site and making progress. Depending on the structure of the college and the number of students and IPs in place, this work can be a portion of an existing job.

- To aid the college in determining the effectiveness of IP, students should be closely monitored and data collected on demographics, funding sources, student success and progression, and completion. A common template will be developed for the pilot colleges outlining the components of student documentation to determine impact and success of the program. The student data should include whether the student entered into employment in the field or continued with further higher education.

State Board Reporting: The state board requires a periodic report on students in IP including students in progress and program completions. (See process and approval form in Section VI: Resources, Exhibit A.)

Step 7: Marketing & Student Recruitment

The marketing of the program and preparation for launching new IPs will rely upon multiple levels of information:

- **General Internal Awareness** within the college at large so that faculty and staff are aware of the new approach and are ready to assist students with information and appropriate referrals. Those in leadership positions must champion the program and assist in raising commitment to and awareness of the approach.

- **In-depth Information about career counseling, student services and financial aid** so that students receive one-on-one assistance during the enrollment process and to ensure that student and program needs are matched.

- **College Marketing to the general student population** to let students know of a new option for training.

- **A Community-wide Marketing Approach that includes workforce agencies, employer groups, and other community connections that can refer students to the college** including WorkSource and others working directly with unemployed or displaced adults.

The college's Public Relations Department is an important partner in marketing the program and recruiting students. The audiences will vary depending on the number of IPs and the breadth of the targeted audience. College outreach should include the following:

- **Web and e-marketing** to provide a ready set of materials for new students and others seeking information on the IP and on how to enroll;

- **Flyers, brochures, posters and other print materials** for campus postings in career and counseling offices, employer work sites, WorkSource offices and other targets;

- **Presentations** to disseminate information to unemployed workers, chambers of commerce, Workforce Council and Economic Development groups and others in the community who can support both student and employer recruitment.

- **Targeted recruitment**: Student recruitment will vary depending on the targeted population. Recruitment for programs targeting incumbent workers will be made directly with employer partners. Programs that target entry-level workers may recruit through the college's career center, faculty in related fields, counselors and advisors or local unemployment agencies.

(For an example of a promotional flyer developed for ICP at Lower Columbia College, see Section VI: Resources, Exhibit H. There are also extensive examples of marketing materials on the LCC web site under the ICP section. For a good example of an attractive and effective e-marketing approach, see www.lowercolumbia.edu/icp.)

VI. Resources and Sample Documents

VI. Resources to Support IP Development and Implementation:

- **Exhibit A:** State Board Definition of IP and Approval Requirements including Form IEP
- **Exhibit B:** LCC Program History
- **Exhibit C:** Outline for the Employer Selection Application Process
- **Exhibit D:** LCC Certificate Plan
- **Exhibit E:** LCC Course Plan for Becoming an Effective Employee Seminar
- **Exhibit F:** LCC Course Plan for Employment Portfolio Development
- **Exhibit G:** LCC Affiliation Agreement
- **Exhibit H:** Sample Program Marketing Materials

Exhibit A: State Board definition of IP and approval requirements

(Including Form IEP)

SBCTC Regulations and Approval Process

The IEP approval process is listed in the Professional-Technical Program Approval Process guidelines and also located on our website at: Page 5, G http://www.sbctc.ctc.edu/college/workforce/2012ProgramApprovalProcessGuidelines.pdf. The guidelines state:

Individualized Education Program Specialty Approval.

Each college shall submit to the State Board a form IEP for each individual enrolled in an individualized education program prior to beginning of instruction. The approval will expire for each individual at the conclusion of that individual's training or separation from the program.

Each community and technical college using work-based learning processes shall have on file contracts as outlined in the Policy Manual (Chapter 4, Appendix E) and a detailed program for each student. If an employer-employee relationship exists, each student enrolled must be paid by the employer at the minimum wage or greater. Internships or other employment-based training situations are treated on an individual basis by each campus, but in no case will these situations result in displacement of employed workers.

Contact: Deb Knackstedt
Assistant to the Director, Workforce Education
Washington State Board for Community & Technical Colleges
1300 Quince St SE | PO Box 42495 | Olympia, Washington 98504
p: (360) 704-4337 | f: (360) 704-4418
e: dknackstedt@sbctc.edu| www.sbctc.edu

PROFESSIONAL/TECHNICAL

INDIVIDUALIZED EDUCATION PROGRAM APPROVAL

Community/Technical College:		
Name of Occupation:		
CIP Code:	**EPC Code:**	
Individuals Receiving Training:		
	Date Training to Begin:	**to be**
	Date Training to Begin:	**to be**
	Date Training to Begin:	**to be**
	Date Training to Begin:	**to be**

Advisory Committee Members:

Name	Job Title	Employer
1.		
2.		
3.		
4.		
5.		
6.		

Type equation here.

_____

Signature of Workforce Education Director/ Chief Instructional Officer

Date

Exhibit B: LCC Program History

A summary of the IPs approved for Lower Columbia College, their CIP codes, clock hours, credit hours and date of approval. This provides a good example of the range of IPs that has been developed at LCC and may provide colleges with examples of programs they may want to consider. Most LCC programs are 45 credits, 5 quarter programs.

LOWER COLUMBIA COLLEGE: INDIVIDUALIZED CERTIFICATE PROGRAM

Program Offerings 2002-2011

Progam Began		Curriculum Approved	Program Title	CIP Code		Credit Hours	Clock Hours	Weeks
1999		*	Graphic Design	10.0305		59	706	55
2003		Spring 2011	Legal Advocate	22.0302		39	429	33
1997		Spring 2011	Library Assistant	25.0301		88	968	70
2001		Spring 2011	Veterinary Assistant	51.0808		46	563	55
2003		Spring 2011	Radiology Assistant	51.0907		54	594	88
1997		Spring 2011	Social Service Aid	51.1594		37	407	33
1999		Spring 2011	Pharmacy Technician	51.0805		44	484	33
2003		Spring 2011	Hemodialysis Technician	51.0990		107	1177	77
2004		Spring 2011	Bookkeeping	52.0302		50	607	55
2009		Spring 2011	HVAC Maintenance	47.02021		52	660	43
2010		Spring 2011	Public Works Maintenance- Water Distribution	15.0506		51	715	43
2010		Spring 2011	Weatherization Field Technician/Energy Auditor	46.0495		50	704	43
2010		Spring 2011	Sterile Processing Instrument Assistant	51.0798		47	649	43
2010		Spring 2011	Human Resource Assistant	52.1001		63	759	55
2010		Spring 2011	Public Works Maintenance-Water Treatment	15.0506		53	759	43
2010		Spring 2011	Public Works Maintenance- Wastewater Treatment	15.0506		53	759	43
2010		Spring 2011	Landcaping & Groundskeeping Maintenance	1.0605		50	660	43
2010		Spring 2011	Fleet Maintenance	47.0302		63	759	43
2010		Spring 2011	Patient Access Representative	51.0713		53	671	43
2010		Spring 2011	Criminal Justice	43.0103		71	847	55
2011		**	Pipebender	46.0502		62	858	55
2011		Spring 2011	Public Works Maintenance	15.0506		54	748	43
2011		Spring 2011	Biology Technician	41.0101		54	704	43
2011		Spring 2011	Chemistry Technician	41.0301		52	682	43
2011		Spring 2011	Personal Fitness Technician	31.0507		52	682	43
2011		Spring 2011	Industrial Maintenance	47.0303		53	671	43
2011			Welding Inspector	48.0508		48	594	43

* *This program is currently being phased out; one student remains in the program and will complete in Winter 2012*

** *This program is currently in development*

LOWER COLUMBIA COLLEGE: INDIVIDUALIZED CERTIFICATE PROGRAM
Program Offerings 2002-2011

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* *This program is currently being phased out; one student remains in the program and will complete in Winter 2012*

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LOWER COLUMBIA COLLEGE: INDIVIDUALIZED CERTIFICATE PROGRAM

Program Offerings 2002-2011

Period Beginning	Currently Active	Curriculum Approved	Program Title	CIP Code		Credit Hours	Clock Hours	Weeks
Fall 2002			Dental Assistant	51.0601		94	1034	75
Fall 2002			Culinary Arts	12.0503		47	574	44
Winter 2003			Landscape Design	1.0605		90	990	72
Winter 2003	X	*	Graphic Design	10.0305		59	706	55
Winter 2003			Public Works Water Quality Treatment	15.0506		45	590	44
Winter 2003	X	Spring 2011	Legal Advocate	22.0302		39	429	33
Winter 2003	X	Spring 2011	Library Assistant	25.0301		88	968	70
Winter 2003			Geological Information Systems Design	45.0790		30	330	33
Winter 2003			Medical Laboratory Assistant	51.0801		42	462	33
Winter 2003	X	Spring 2011	Veterinary Assistant	51.0808		46	563	55
Winter 2003	X	Spring 2011	Radiology Assistant	51.0907		54	594	88
Winter 2003	X	Spring 2011	Social Service Aid	51.1594		37	407	33
Winter 2003	X	Spring 2011	Pharmacy Technician	51.0805		44	484	33
Winter 2003	X	Spring 2011	Hemodialysis Technician	51.0990		107	1177	77
Winter 2003			Purchasing Procurement & Contract Management	52.0202		49	539	41
Winter 2003			Transportation Dispatch	52.0410		45	685	41
Fall 2003			Ultrasound Assistant	51.0910		45	571	55
Spring 2004			Funeral Director Assistant	12.0390		45	552	44
Winter 2004			Floral Design	1.0608		47	574	55
Winter 2004	X	Spring 2011	Bookkeeping	52.0302		50	607	55
Winter 2005			Web Design	11.1004		41	508	44
Winter 2005			Alternative Energy	3.0101		36	472	33
Fall 2005			Water Quality & Wastewater Management	15.0506		45	590	44
Spring 2005			Drafting & Design	15.1301		31	493	44
Fall 2006			Transportation Manager	52.0209		46	601	33
Spring 2009			Mortician Assistant	12.039		85	1045	55
Summer 2009	X	Spring 2011	HVAC Maintenance	47.02021		52	660	43
Spring 2010	X	Spring 2011	Public Works Maintenance- Water Distribution	15.0506		51	715	43
Spring 2010	X	Spring 2011	Weatherization Field Technician/Energy Auditor	46.0495		50	704	43

Period Beginning	Currently Active	Curriculum Approved	Program Title	CIP Code		Credit Hours	Clock Hours	Weeks
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Spring 2011	X	Spring 2011	Personal Fitness Technician	31.0507		52	682	43
Spring 2011	X	Spring 2011	Industrial Maintenance	47.0303		53	671	43
Spring 2011			Welding Inspector	48.0508		48	594	43

Exhibit C: Outline for the Employer Selection Application Process

This outline can be used as a guide to develop a short application suitable for employer recruitment and selection. It can be altered to fit community and industry needs.

Community College Employer Outreach
Outline for One Page Application for Employers

Invitation to Participate
Draft text: XX community college is looking for a few employers who need skilled workers, are interested in providing internships and training, and who want to play a role in developing innovative solutions that link education and work.

What jobs and what skills?
This year, XXX community college will select a few program areas for development and partnership. We are considering the following areas: (college list of program areas under consideration)

What's in it for employers who participate?
(text with benefits to employers. Consider using a quote from an employer)

What is the role of the employer?
(Checklist of employer responsibilities)

What can the employer expect from the college and the student?
Take action: If you think this may be a good fit for your company, let us know (details on the timeline and contacts)
Job vacancies you want to fill (what jobs and how many employees)

Contact information:

Exhibit D LCC Certificate Plan

A sample certificate plan for Human Resource Assistant, a 5 quarter, 45 credit programs at LCC, this document provides an example of the mix of college course work, sequencing of work-based learning, IP seminars and general learning outcomes.

EMPHASIS: Individualized Certificate Program: Human Resource Assistant

CERTIFICATE: Certificate of Proficiency (COP)

CIP: 52.1001

Total Credits: 63

Suggested Schedule

FIRST QUARTER	CR	SECOND QUARTER	CR
BUS 104 Business Math	5	ACCT 150 Payroll Accounting and Business	5
Applications	5	Tax Reporting	5
ACCT 101 Intro to Accounting	1	ENGL& 101 English Composition*	3
Concepts	1	CS 110 Intro to Microcomputer Applications	
ICP 289 Portfolio Development			
Elective	12		13
		Total	
Total			
THIRD QUARTER	**CR**	**FOURTH QUARTER**	**CR**
HLTH 100 Occupational Health	3	BUS 240 Principles of Supervision	5
BUS 150 Customer	5	CS 121 Introduction to Spreadsheets	5
Service/Management	5	ICP 290 Becoming an Effective Employee	2
BUS 101 Introduction to			
Business			
	13	Total	12
Total			
FIFTH QUARTER	**CR**		
Bus 144 Management of Human	5		
Relations	5		
SPCH 110 Public Speaking	3		
ICP 288 Cooperative Work			
Experience			
	13		
Total			

*Prerequisite of English 100 or equivalent assessment scores is required prior to admission into program. This is a tentative schedule. Students may adjust the credit load according to their needs. The sequence should stay approximately as listed above even though there is some flexibility. Consult an advisor if you have any questions. Dani Trimble 360.442.2332 dtrimble@lowercolumbia.edu

Learning Outcomes

Certificate recipients should possess the skills and abilities described below:

- Utilize effective problem-solving and critical thinking skills using both qualitative and quantitative methods
- Define and follow all steps of the accounting cycle and display competency in payroll accounting
- Identify and comply with labor laws, ADA requirements and other mandates to ensure that local, state and federal guidelines are met
- Demonstrate proficiency in office management and computerized systems
- Use basic supervisory and customer service management skills to work with diverse populations

Exhibit E: LCC Course Plan for Becoming an Effective Employee Seminar

LOWER COLUMBIA COLLEGE

Course Plan

Course Dept and Number:	Course Name:			
ICP 291	Becoming an Effective Employee Seminar			
Credits:	**Lecture:**	**Lab:**	**Clinical/Work Site:**	**Other:**
2	22			

Course Description:
Provides students enrolled in Individualized Certificate Programs (ICP) an opportunity for guided exploration of topics important to successful employment in the modern workplace. Discussion topics include, but are not limited to, self management, work processes, teamwork, innovation and change, communication, and customer service.

Other Information:
ICP programs are limited to 4 students. This course enables students to discuss work place issues as role of an effective employee regardless of the setting.

Prerequisites: Concurrent or prior enrollment in work-based learning (ICP 288) or instructor permission.
Concurrent requirements:

Distribution / Graduation Requirements:

____ Communications	____ Natural Science	____ Diversity
____ Quantitative/Symbolic Reasoning	____ Performance Based Course	____ Capstone
____ Humanities	____ Lab Course	_x__ Restricted
____ Social Science	____ Elective	

Grading: A – F P/F

General Education Outcomes: (see proposal instructions)
(check all that apply)

_x__ Civic Responsibility
_x__ Communication
_x__ Critical Thinking
_x__ Interpersonal Skills
_x__ Multiculturalism
____ Numeracy

Additional Prof/Technical Requirements:
(check all that apply)

____ Computation
____ Human Relations
____ Communications
____ Vocational Preparatory Course
_x__ Vocational Support Course

Course Outcomes (Knowledge, Skills, Abilities)

- Discuss **Self Management Behavior** which include:
  - Job site policies as relates to safety, policies, and procedures, and agency formal and informal organization
  - Concepts of integrity, honesty, respect and dignity
  - Accepting constructive feedback
  - Effectiveness in working with diverse populations

- Understand **Work Processes** which include:
  - Applying previously learned concepts and knowledge
  - Use of company resources
  - Setting priorities

- Understand elements of **Teamwork** which include:
  - Essential elements that contribute to cohesion and productivity of the team
  - Vision, mission, and goals of the company and team

- Discuss concepts of **Innovation and Change** which include:
  - Adaptation to new ideas and situations
  - Exploring options

- Understand effective work-based **Communication** which includes:
  - Courteous, cooperative and active skills
  - Written, electronic and oral forms of communication
  - Impact of 'Social Networking' on employee image

- Discuss key elements in providing effective **Customer Service** which includes:
  - The importance of responding to customer needs in a timely manner
  - Public image as relates to the company

Assessment methods may include:

- Participation
- Discussion
- Self evaluation
- Written assignments

Department _____ Date _____
(Department Chair)

Dean _____ Date _____

Curriculum Committee _____ Date _____
(Chair)

Vice President _____ Date _____

Effective: Quarter:_____Fall_____ Year: __2011_____

Exhibit F: LCC Course Plan for Employment Portfolio Development

These sample course documentation plans provide guidance for content that may be used in the curriculum plan to augment work-based learning. These Course Plans provide examples of the information colleges will want to include in the supplemental instruction that supports the work-based learning experience.

Exhibit G: LCC Affiliation Agreement

A sample agreement for employers who will provide sites for cooperative education in support of IPs at LCC, this simple document lays out the employer, college and student responsibilities and some general liability provisions.

AFFILIATION AGREEMENT

This agreement is entered into between Lower Columbia College ("College"), located at 1600 Maple Street, Longview, Washington, and ("Training Site"), , located at . This agreement describes terms and conditions by which students from the College gain Cooperative Education/Individualized Certificate Program cooperative work experience/internship at .

I. GENERAL PROVISIONS

A. College and Training Site will complete the College's "Learning Agreement" form prior to the start of the cooperative work experience/internship.

II. COLLEGE RESPONSIBILITIES

A. Assign to the Training Site only those students who have satisfactorily completed prerequisite courses.
B. Provide relevant educational background information about each student as requested.
C. Assign a faculty liaison or college program representative to coordinate with the Training Site supervisor.
D. Participate in the evaluation of the student's work.

III. TRAINING SITE RESPONSIBILITIES

A. Supervise the work of student interns.
B. Provide basic supplies, materials, equipment, and safe areas for students to perform their work.
C. Assign a supervisor to coordinate with the College's faculty liaison or program representative.
D. Participate in the evaluation of the student's work.

IV. RESPONSIBILITIES OF STUDENTS

A. Students are required to adhere to the Training Site's policies, procedures, standards, and regulations during the period of their cooperative work experience/internship.
B. Students are encouraged to purchase their own health insurance.
C. Students must sign the College's Acknowledgement of Hazards and Risks form in addition to any other documents as required by program.

V. LIABILITY COVERAGE PROVISIONS

A. Each party to this agreement will be responsible for the negligent acts or omissions of its own employees, officers, or agents in the performance of this Agreement. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement. Students are covered by the Washington State Student Liability Insurance when registered for cooperative work experience credit(s) through College. The coverage is $1 million per incident/$3 million per institution per year. Policy coverage is for liability for a negligible act on the part of the student and the student is deemed responsible for damages.
B. College is covered by the State of Washington Self-Insurance Program and the Tort Claims Act (RCW 4.92.060 et seq.), and claims against College and its employees, officers, and agents in the performance of their duties and this Agreement will be paid from the tort claims liability account as provided in RCW 4.92.130.
C. For purposes of this Agreement, Training Site certifies that they are insured with professional liability insurance coverage. Through that coverage, Training Site provides liability coverage for its employees, officers, and agents in the performance of this Agreement, and further provides the means for defense and payment of claims that may arise against such individuals.
D. Training Site does not and will not assume any liability under any law relating to Worker's Compensation with respect to a student's actions under this agreement, unless students are participating in a paid internship program.

VI. TERM

A. The term of this agreement is effective from _____ to _____

VII. AMENDMENT AND TERMINATION

A. This agreement can only be amended with the written approval of both parties.
B. This agreement can be terminated without cause upon 30 days written notice to the other party.

LOWER COLUMBIA COLLEGE

By_____
Joseph P. Quirk, Director of Finance

Date_____

TRAINING SITE

By_____

Date_____

Exhibit H: Sample Program Marketing Materials

The LCC Biology Technician Student Recruitment Flyer is an example of the program information that is aimed primarily at students interested in enrollment and is available on the web page on each IP at LCC. It is important that the college design IP marketing materials that reflect the image and messaging of the college but this is an excellent example of basic information that should be presented to students.

1600 Maple Street
PO Box 3010
Longview, WA
98632

Individualized Certificate Program

Biology Technician

Lower Columbia College

Biology technicians work in research and development conducting lab experiments, analyze samples and test cultures. Lab assistants may work in areas that assist the production of genetically engineered drugs, gene therapy, microbiology, forensics, science, agriculture and environmental science. Lab assistants refer to instructions and consult with scientists who supervise them. Next, technicians analyze these samples. They set up and operate lab instruments, and adjust settings and controls. They also monitor the experiments and make observations. Finally, they calculate and record the results.

Biology technicians may perform the following tasks. These tasks are common to many occupations.

- Assist research scientists in the laboratory.
- Perform technical procedures such as cell counting or solution preparation.
- Analyze and display data in preparation for a database.
- Process information.
- Manage laboratory activities including record keeping and ordering supplies.
- Prepare reports

Growth for biological technicians depends on continued demand for biological products and research. The demand is expected to continue in the foreseeable future. Recent research into the human genome, or human genetic code, has created a wide array of possibilities for breakthroughs in medical treatments and diagnosis. An increase in research into pesticide/herbicide resistant crops and crops which have improved nutritional value has increased the need for technicians in this area. Washington State and the Seattle area in particular, have one of the highest concentrations of biotechnology research and production companies in the United States. Although biological research is not without controversy, the possibilities for breakthroughs in medicine and agriculture will continue to expand the field of biological research and development.

The wages of this job typically range from $13.78 - $22.97 per hour.
This job is in demand with an expected rate of 12.7% growth over the next ten years.

Find out more:

lowercolumbia.edu/ICP
Contact Danielle Trimble, ICP Program Coordinator
360.442.2332, dtrimble@lowercolumbia.edu

take yourself higherandhire at Lower Columbia College

For more information about Lower Columbia College, contact The Entry Center, entry@lowercolumbia.edu
Call 442.2311 or toll-free 1.866.900.2311.

VIII. Acknowledgements

VII. Acknowledgements

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College Brain Trust

For more information contact: Dianektroyer@gmail.com