

I-BEST Enhanced FTE Application

College: Edmonds Community College	I-BEST Instruction Start Date:
I-BEST Program Name: Basic Medical Office Certificate of Completion-Modified	Original Submission Date: 7/02/07
Name/Email of primary contact: kjohnson@edcc.edu and sloreen@edcc.edu	Revision #: 1 7/27/07
11/28/07	Plan Approved: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

Brief Program Summary: (Use the space below to provide a 3 or 4 sentence *narrative* description of your program. Describe the length of the program, the certificates and number of credits, the target population (i.e. ABE, ESL, both, etc.). This information will be used on the Program Summaries List to share information about your program both internally and externally.

The Basic Medical Office Certificate of Completion I BEST is a ~~one~~ **two** quarter ~~15~~ **21** credit program that integrates basic skills and computer keyboarding, computer basics, medical terminology and billing with basic skills (ABE and ESL) to provide students with enough training to qualify for entry level positions in the medical office field and/or continue on to other certificate and ATA programs in medical office.

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
OVERVIEW			
1. List the professional-technical program title and CIP/EPC code that has been approved by the SBCTC for this I-BEST program.	P-T Program Title: Basic Medical Office CIP Code: 51.0716 EPC Code 565	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
2. For each integrated course, provide P-T course information, credit equivalency, ABE/ESL	First Quarter BSTEC 100 Computer Keyboarding - 4 credits; core hours:44; ABE/ESL hours: 22; class size 30 Credit eq= 4x1.75= 7 BSTEC 129 P.C. Basics – 3 credits; core hours 33; ABE/ESL hours 33;class	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs	

<p>hours and anticipated class size using Format 1.</p> <p>Separately describe non-integrated ABE/ESL classes that directly support the I-BEST program using Format 2.</p>	<p>size 30 Credit eq. = 3 x 1.75 = 5.25 BSTEC 155 Academic Support- 3 credits ABE/ESL hours 33; core hours 16.5 Credit eq. = 3 x 1.75 = 5.25</p> <p>Second Quarter BSTEC 104 Medical Terminology – 3 credits; core hours 33; ABE/ESL hours 33;class size 30 Credit eq. = 3 x 1.75 = 4.5 BSTEC 206 Medical Billing – 5 Credits; core hours 55;ABE/ESL hours 27.5; class size 30 Credit eq. = 5 x 1.75 =8.75 BSTEC 155 Academic Support-3 credits ABE/ESL hours 33; core hours 16.5 Credit eq. = 3 x 1.75 = 5.25</p> <p>Format 2: ABE/ESL course names and #: ABE 051: hours 55 class size 30 GED 009: 55 hours class size 30 GED 010: 55 hours class size 30 ESL 050V: hours 55 class size 30</p>	<p>Revision</p>																			
<p>3. List specific job titles, median salaries and number of job openings that demonstrate a skill gap in your region for which I-BEST students will qualify. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources. Please indicate the data source.</p>	<p>Data source(s):</p> <p>www.workforceexplorer.com identifies the following job titles that this I-BEST program would prepare students for as “in demand” in Snohomish County.</p> <table border="1" data-bbox="527 1226 1493 1474"> <thead> <tr> <th>Occupation/ Job Title</th> <th>Year</th> <th>Hourly Mean</th> </tr> </thead> <tbody> <tr> <td>Health Care Support</td> <td>2006</td> <td>\$14.17</td> </tr> <tr> <td>Office and Administrative Support Staff</td> <td>2006</td> <td>\$24.13</td> </tr> <tr> <td>Office Clerks</td> <td>2006</td> <td>\$13.38</td> </tr> <tr> <td>Medical Transcriptionist</td> <td>2006</td> <td>\$18.37</td> </tr> <tr> <td>Word Processor</td> <td>2006</td> <td>\$18.04</td> </tr> </tbody> </table>	Occupation/ Job Title	Year	Hourly Mean	Health Care Support	2006	\$14.17	Office and Administrative Support Staff	2006	\$24.13	Office Clerks	2006	\$13.38	Medical Transcriptionist	2006	\$18.37	Word Processor	2006	\$18.04	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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Medical Secretary	2006	\$15.57	
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Major Occupation Group Snohomish County	April 2007 Vacancies	Full-time Openings	Permanent Openings	Vacant 60+ Days	Newly Created Positions
Health Care Support	254	56%	87%	25%	10%
Office & Administrative Support	639	61%	96%	13%	7%
Transcriptionist	273	23.9	23.9	17%	23.9

Table I. Employment of wage and salary workers in health services by occupation, 2004 and projected change, 2004-14.

OCCUPATION	EMPLOYMENT 2004	PERCENT CHANGE 2004-14
Bill and Account Collectors	456,000	27%
Receptionist	1.1 million	18-26%
Office and Administrative Support Worker Supervisors and Managers	1.5 million	8%
Secretaries and Administrative Assistants	4.1 million	8%
Medical Assistants	387,000	18-26%

	<table border="1"> <tr> <td>Medical Transcriptionists</td><td>105,000</td><td>18-26%</td></tr> <tr> <td>Billing and Posting Clerks</td><td>523,000</td><td>8%</td></tr> <tr> <td>Office Clerks</td><td>3.1 million</td><td>27%</td></tr> </table> <p>Bureau of Labor Statistics, U.S. Department of Labor</p>	Medical Transcriptionists	105,000	18-26%	Billing and Posting Clerks	523,000	8%	Office Clerks	3.1 million	27%		
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<p>4. Describe how local and regional employers participated in the development of the proposed I-BEST program. Please describe their specific role during and after the I-BEST program.</p>	<p>Edmonds Community College staff and instructors have met with the Business Information Technology Advisory Committee as well as area health care facilities to plan the proposed I-BEST training program. Specifically addressed topics included 1) employment opportunities 2) industry standards 3) employee attributes and 4) proposed curriculum structure.</p> <p>Representatives from the following local employers included in this process were:</p> <table border="1"> <tr> <td>Puget Sound Kidney Center</td><td>CHC Snohomish County</td></tr> <tr> <td>CableCom</td><td>Office Team</td></tr> <tr> <td>Accountemps</td><td>University of Washington Hospital</td></tr> <tr> <td>WA State Labor Council</td><td></td></tr> </table>	Puget Sound Kidney Center	CHC Snohomish County	CableCom	Office Team	Accountemps	University of Washington Hospital	WA State Labor Council		<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision		
Puget Sound Kidney Center	CHC Snohomish County											
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<p>5. Specifically describe how local partners other than employers (WDCs, CBOs, labor unions, etc.) will support the I-BEST program.</p>	<p>Edmonds Community College has an excellent relationship with the Snohomish County Workforce Development Council. The WDC will support this I-BEST program by providing job and industry data, local hiring and wage information, family support, job search assistance and additional local resources for individuals and families. Additional local partners the College works with include the Alderwood CSO (Community Service Office) , Everett CSO, Washington State Employment Security Department, the Salvation Army, Goodwill Industries, Service Alternatives, TRAC Associates, Department of Vocational Rehabilitation and the YWCA. All of these organizations are part of our WorkFirst Local Planning Area. In addition, Labor union representatives on the BSTEC Department's Advisory Committee will provide labor union resource information and support. The BSTEC Department will also work with the Washington Association of Occupational Educators (WAOE) for instructor support. WAOE provides I-BEST workshops for occupational educators across the state. These workshops help instructors share information and identify best practices</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision										

	in I-BEST delivery and content. Students in this program will receive information and discuss future opportunities for professional growth through certification organizations such as AHIMA (American Health Information Management Association) and other health information technology associations.		
PATHWAY			
<p>6. Describe the educational and career pathway that your I-BEST program is part of. Include how the I-BEST program is:</p> <p>a. is part of an educational pathway that is at least one year in length (45 college level credits);</p> <p>b. uses proactive measures that inform students and engage them in planning a full educational pathway beginning with I-BEST and including stop-in and stop-out points available to them as they progress to a one-year certificate, a two-year degree, and a bachelor's degree, if appropriate;</p> <p>c. provides students the opportunity to advance on the career pathway without duplicating courses;</p> <p>d. provides program completers with the requisite education and skills to moving to the</p>	<p>a. Educational Pathway: Upon completion of the I-BEST courses, students will earn the Basic Medical Office Certificate of Completion (COC) which includes coursework that satisfies some requirements for the following Business Information Technology Department certificates and degrees at EdCC:</p> <ul style="list-style-type: none"> o Medical Office Clerk Certificate (44 credits) o Medical Transcription Certificate (42 credits) o Basic Office Skills Certificate (35 credits) o Office Technology certificate (55 credits) o Medical Information Technology ATA Degree (90 credits). <p>b. informs students of a full ed. pathway: Students will be given clear career maps that correlate additional education with new job opportunities. There are positions available after one quarter, one year, two years, and two years with a specialty. Additionally, students will be required to meet with an advisor quarterly to help determine individual student options and meet student goals. Many of these students will be in the Opportunity Grant program and receive additional case management dealing with this issue as well.</p> <p>c. provides opportunity to advance w/o duplicating courses: Students will see advisors in BSTEC who will ensure that students do not duplicate courses.</p> <p>d. provides completers with ed. & skills to move to next level: These courses are introductory courses necessary for the initial</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>next level of certification or instruction leading to a degree;</p> <p>e. provides specific learning supports beyond the federal levels for basic skills students all along the pathway, such as advanced ABE/ESL or credit-bearing developmental education courses;</p> <p>f. informs students of employment opportunities in their career pathway as they continue their education and also allows students to be employed at the conclusion of the I-BEST program.</p>	<p>certificate and do not duplicate in the other certificate and degree programs.</p> <p>e. provides specific learning support along the pathway: This is the introductory portion of more advanced programs. The college has a well-defined academic ESL and developmental programs. Students can take support classes in the Writing Center and in the Bridge program as well as academic ESL to support their growing skills.</p> <p>g. informs students of employment opportunities in pathway as they continue:</p> <p>Students will have instruction from the EdCC Career Action Center, which provides services in resume development and interviewing within the I-BEST courses.</p> <p>The Career Action Center will provide students with a list of their services including</p> <ul style="list-style-type: none"> ○ eRecruiting and posting resumes. ○ Collaborating employers regularly provide in-class presentations addressing employment opportunities and employee expectations. These presentations are inherent to all levels of coursework within the educational and career pathway. <p>Additionally, instructional staff and placement personnel work with all students to provide placement upon completion and/or assist in advancing in the pathway.</p> <p>The ABE/GED case manager will meet with students regularly and discuss their employment search options and progress. Current opportunities for jobs and internships will be shared with the students as the BSTEC faculty receives notices.</p> <p>Students will take a campus tour that will include the services on campus. Most students coming from ABE/GED will already have a rapport with Student Services with Disabilities.</p>		
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<p>7. On a separate page, provide a pathway diagram that illustrates both the educational and career pathways described in question 6. <i>For an example, see Appendix C in the Guidelines and Process.</i></p>	<p>See attachment</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>8. Check the description below that best matches your I-BEST program. If you select A, please provide the additional required information:</p> <p>_____ a. Describe how you will ensure that I-BEST completers are <u>given priority status</u> in the advanced professional-technical program. If I-BEST completers need to meet specific assessment scores or other criteria, such as prerequisites, to get priority status, explain how you will prepare students <u>during the I-BEST program</u> to meet the specific assessment scores or other criteria; OR</p> <p>_____XX_ b. The labor market data provided in response to P-3 shows evidence of available high wage jobs for I-BEST program completers at a minimum of \$12 per hour—with the exception of King County which is \$14 per hour. Job titles and associated wages for completers are also listed in question 3.</p>	<p>We are selecting “B.”</p> <p>Please see the attached flow chart and question 2 above.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

SUCCESS STRATEGIES

<p>9. Describe strategies and processes used to recruit and screen a cohort of basic skills students into the I-BEST program. Describe the eligibility requirements, including but not limited to the ESL and/or ABE levels at which students are accepted into the program and the ESL and/or ABE level required for students to be accepted into the next level of the pathway or certificate program.</p>	<p>Students are recruited from ongoing ABE/GED/ESL classes, Opportunity Grant applicants, Adult High School (AHS) students, students scoring low on the Accuplacer, and from the existing BSTECS student population. ABE/GED and ESL case managers and AHS advisors target potential students during orientation/intake processes. In addition, the Opportunity Grant case manager and director screen their applicant pool for I BEST candidates.</p> <p>Students screened via CASAS tests qualify for the program if they score into ABE level four or GED or ESL level four. Six. To move into the next level of the pathway, students need to complete all the I BEST courses with a 2.0 or higher.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>10. What strategies do you have in place to assist students in acquiring the financial means for entering the program and continuing it to completion?</p>	<p>Many students in this program will qualify for our Opportunity Grant. Others will be Worker Retraining students. Some will be WorkFirst. We plan to have everyone complete a FAFSA and the Associate Dean for Enrollment and Financial Services has guaranteed fast tracking student financial aid applications and scholarship applications.</p> <p>Our AHS students will be eligible for the AHS tuition waiver and we plan to employ these for appropriate students. For others, we will look into our College Foundation scholarships and refer students and assist them in applying for appropriate ones.</p> <p>The ABE/GED advising office staff and administration have formed a team to encourage student transition and are working with the Counseling Center and the TRIO program to support these students. All I-BEST students will be encouraged to apply for the college's new TRIO program to support them if they decide to continue on to an ATA.</p> <p>Additionally, Students will be encouraged to join the Americorps campus compact in the summer to earn money toward tuition.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>11. Describe specific strategies to</p>	<p>IBEST students will begin with a comprehensive orientation that covers college services and support personnel. Students will</p>		

<p>retain all cohort members to completion of the I-BEST program. Include the proactive measures that will be used to inform I-BEST students how to access the range of support services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)</p>	<p>also meet regularly with case managers and advisors to make sure they stay on track as many of their issues emerge as the the quarter progresses. Instructors act as the first step in observing students who may be experiencing difficulty and will use each other and the case managers, advisors, the Counseling center, and Services for Students with Disabilities to assist students with their particular circumstance.</p> <p>Instructors will also employ group activities during the initial days of the program to encourage group bonding and support students working as teams. Some activities will include locating important services, signing up for their student computer account and locating student computer labs and the hours they are open. Locating and signing in to the Learning Support Center and its Writing Center component.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
INSTRUCTION			
<p>12. List program (student) learning outcomes that illustrate integrated professional-technical skill development and basic skills (ABE or ESL) gains. The outcomes must be integrated.</p> <p>Use the <i>Washington State Adult Learning Standards for ESL and ABE</i> and <i>Professional-Technical Competencies</i> that are appropriate as the backbone for developing integrated outcomes.</p> <p>The ESL and ABE standards are available online at: http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WASStateAdultLearningStandards.pdf</p>	<p>According to the <i>Washington State Adult learning Standards for ABE and ESL Indicators and Equipped for the Future Standards</i>, the Medical Office certificate program student learning outcomes address the following integrated skill development areas:</p> <ol style="list-style-type: none"> 1. Read with Understanding in order to perform competently in the medical office field. <ul style="list-style-type: none"> • Recognize unfamiliar and some specialized words and abbreviations using word analysis or inference related to medical office work including medical terms and abbreviations, and human anatomy and physiology terms; • Demonstrate familiarity with common, high-interest content knowledge and related vocabulary, e.g. as it is taught in the context of medical office and business office technology • Locate important information in medical office and business office specific text, reading for detail and determining missing information using 	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>a wide range of strategies;</p> <ul style="list-style-type: none"> • Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace in order to comprehend medical records, office procedure manuals and processes; • Using strategies such as recall, restatement, simple sequencing, simple categorization, and conversion into charts in order to transfer and apply office concepts and knowledge learned from text and classroom presentation; • Actively apply prior knowledge to assist in understanding information in medical office related documents and procedures; • Organize information using some strategies, such as recall, restatement, simple sequencing, and simple categorization- e.g. office/patient reporting, supervisory communication. <p>2. Convey Ideas in Writing in order to perform competently in the medical office field:</p> <ul style="list-style-type: none"> • Communicating in writing to perform required duties; • Use multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose; produce legible and comprehensible medical office documents • Appropriately use both everyday and specialized medical office vocabulary and grammatically correct paragraphs to monitor, record and report; • Use simple revision strategies to monitor writing, make revisions based on review and feedback from others, and to produce required documents (both hardcopy and computer documentation); 		
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	<ul style="list-style-type: none"> • Make edits of grammar, spelling, sentence structure, language usage, and text structure with the help of tools such as health care dictionaries and vocabulary lists and grammar checklists to produce accurate documents. <p>3. Speak So Others Can Understand to completely perform:</p> <ul style="list-style-type: none"> • Recall and use sufficient medical office vocabulary, grammar, sentence types, and registers in order to communicate effectively in the workplace; • Select from a range of strategies-objective observation with detail and examples; determining most important/right amount of information and content to convey in order to select, organize and relay medical office information; • Apply a range of strategies including attention to appropriate register, repetition of information, adjustments in pace, tone, volume, eye contact, body language based on the listener's response and needs to monitor and enhance effectiveness of communication with patients and co-workers. <p>4. Listen Actively in order to perform competently:</p> <ul style="list-style-type: none"> • Adapt response to varied speakers and contexts when language is not adjusted for English language learners in order to understand and respond appropriately to medical office related explanations and narratives, detailed instructions, and complex conversations; • Effectively use a wide range of strategies to repair gaps in understanding and give feedback in order to understand office procedures; • Apply linguistic, socio-cultural, and other background knowledge and strategies such as comparing, integrating, and categorizing information for others to fully understand the literal and implied intent of the speaker and to respond appropriately in the medical office environment. 		
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	<p>5. Use Math to solve problems and communicate in order to communicate competently:</p> <ul style="list-style-type: none"> Recall and use mathematical procedures appropriate to medical office procedures and providing accurate information; Define, select, and organize a variety of common mathematical data to report care given; Communicate numerical information orally, with visual tools, and in writing, by entries in tables or other appropriate means for the medical office; <p>6. Develop Strategies for Success as a student and professional in the trades to include:</p> <ul style="list-style-type: none"> Strategies for academic success-study skills, critical thinking, test-taking skills, and research and learning to learn skills; Enhancing self-awareness through the exploration of learning styles, strengths, personality and vocational assessments, and self-reflection. Strategies for job search success to include resume building, current eligibility materials, job search, and job interviewing <p>7. Develop an Educational/Career Plan in order to secure the desired Medical Office job</p> <ul style="list-style-type: none"> Set career and educational goals as they relate to roles in the medical office field and revise them regularly Set extended educational goals and work ready goals to support long-term education and career goals to allow re-entry to education to meet career goals <p>Students who complete the Medical Office I-BEST will acquire language skills necessary to:</p> <ul style="list-style-type: none"> * Understand the basic fundamentals of medical office work * Understand the role of the medical office worker * Understand the roles of a variety of workers within a 		
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	<p>medical office: clerk, assistant, supervisor, medical professionals, etc.</p> <ul style="list-style-type: none"> * Effectively communicate with clients, other staff and supervisors * Successfully and competently use a variety of office equipment including computers and a range of Microsoft products to produce email, documents, letters, memos, and reports as well as file management tools including basic spreadsheets, internet searches and access course materials in Blackboard for current and further education * Effectively apply alphabetical and numerical filing methods * Identify and define terms and functions of the Patient Master Index * Successfully complete medical records processes of admission and discharge * Complete the process of checking out medical records * Demonstrate understanding of Health Information Portability and Accountability Act (HIPAA) * Be competent in workplace communication including cultural communication 		
<p>13. Based upon your integrated program (student) learning outcomes, describe how professional-technical and basic skills faculty members will jointly create, plan, measure, and deliver:</p> <ul style="list-style-type: none"> a. integrated learning experiences that support these outcomes, including curricula and instruction; AND b. integrated assessment processes and tools that inform instruction and ensure opportunities for students to see progress toward meeting 	<p>a. An instructor from BSTEC and a basic skill instructor will team-teach a 45- 21 credit course designed to provide an initial certificate and entry into a career pathway in medical information technology and office technology.</p> <p>These two instructors will have reassigned time fall quarter 2007 to plan curriculum and develop instructional strategies prior to beginning instruction winter quarter 2008. Included will be vocabulary specific to the program, study skills specific to the program, and note taking. Many core activities will be hands on and these help transfer knowledge in practical ways. During winter quarter, the basic skills instructor will be assigned to team-teach with the BSTEC instructor co-present material.</p> <p>b. The instructors have already identified criteria for student entry to the program. All students will complete the CASAS tests prior to program entry and then post test at the end of the</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>the integrated learning outcomes. Also include CASAS testing, reporting in WABERS, and appropriate professional-technical assessments.</p>	<p>quarter. This way they will be able to see point gains on the CASAS. All students will be entered in WABERS. In addition, students who take the GED option will have an opportunity to turn in a practice GED essay for English placement purposes for the next quarter. Using CASAS information, the instructors can plan based on student strengths and weaknesses in reading, math and listening. Informal tests can help determine the areas of specific weakness to computer use and keyboarding. The basic skills instructor can help develop practical assessments and activities that help concepts become real. These will focus on helping students learn something that doesn't have a clear link to the outcome of the class. Also, instructors will engage students in why things are taught and in what particular order, demonstrating as much as possible with visuals and physical methods. Medical terminology, for instance will go beyond memorizing Greek and Latin roots into visual and physical activities.</p> <p>To achieve program completion, students will sufficiently demonstrate mastery in a practical manner through a selected series of professional-technical skills.</p>		
<p>14. Specifically describe how and when each I-BEST course within the program will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members so that readers can see where the overlap occurs.</p>	<p>The BSTEC and basic skills instructors will work collaboratively to maintain an integrated curriculum that provides 100% instructional overlap in all classes except keyboarding (50% overlap).</p> <p>The BSTEC and basic skills instructors present concurrently throughout the class. All students will participate in the content and the basic skills instruction.</p> <p>At the beginning of each class, the basic skills instructor provides an overview of the day's schedule, announcements, attendance roster, and homework collection/review. During this time, the BSTEC instructor is checking hardware and preparing for skills practice.</p> <p>For the next hour, the BSTEC instructor presents required course content information. The basic skills instructor overlaps this presentation with the identification of specific vocabulary, job opportunities, and related basic skills activities.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>At this point, the instructors divide the class with the BSTEC instructor demonstrating and providing skills practice while the basic skills instructor demonstrates and provides related practice.</p> <p>Instructors exchange groups utilizing the same instructional content approach reinforcing technical skills learning through cohorts.</p> <p>Students will begin their understanding of office technology skills and will follow the career ladders developed by the BSTEC Dept. to plan their long-term academic goals and to understand the opportunities that the BSTEC program has available to them. By planning their academic goals, they will be able to visualize the various start and stop points available to accommodate flexible work schedules</p>		
<p>15. Specifically describe how internal college partners have participated in the development of the I-BEST program, including financial aid, advising, counseling, registration, general student services, etc.</p>	<p>The college is committed to students transitioning from basic skills to college programs and has set in place systems and committed staff to making this so. For instance, the Associate Dean for Enrollment and Financial Services has guaranteed fast tracking student financial aid applications and scholarship applications. The ABE/GED advising office staff and administration have formed a team to encourage student transition and are working with the Counseling Center and the TRIO program to support these students. Our Opportunity Grant staff assist with recruitment, retention, and case management. We hold an annual student transition conference designed for ABE, GED, ESL and Adult High School students to engage and encourage them to continue in school. The college has a Director of Student Transition to support this population in achieving their goals.</p> <p>The Workforce Development and Career Action Center provide resources to help students secure employment. Many, many people on campus have committed to making our I BEST students and programs successful.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

I-BEST Enhanced FTE Application

Signature Page

Please submit original under separate cover upon approval of the I-BEST application.

College: Edmonds Community College

Program Title: Basic Medical Office Certificate

Proposed Start Date: Winter 2008

Signature:

Jerrilee Mosier, Vice President
Workforce Development
Workforce Administrator

Susan Loreen, Dean
Business Division
Business Administrator

Other team members:

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