Strong Workforce Program – Work-Based Learning and Job Placement Workgroup
Glossary of Applied and Work-Based Learning Opportunities

CCC MIS Data Element	Applied & WBL Opportunities	Definitions
A Student participated in work-based learning **preparing the student for employment** in a specific range of occupations, such as: • internships • work experience • capstone projects	**CAREER TRAINING**	
	Internships (Unpaid)	Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In unpaid internships, learning takes precedence over production. (WestEd, Work-Based Learning in California)
	Internships (Paid)	Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In paid internships students are required to meet the employers' expectations for productive work; these expectations, however, unlike in regular jobs, are discussed in advance with the employer and crafted to ensure that they also address the students' learning goals. (WestEd, Work-Based Learning in California)
	Research-based and field experiences	Opportunities for students to participate in unpaid and paid research projects (e.g. in sciences, social sciences, media studies) and field experiences (e.g. in environmental sciences) that extend classroom learning. Research-based and field experiences teach skills that are difficult to teach or learn in classrooms (e.g. the importance of calibrating instruments or the importance of safety procedures), demystify and enhance motivation for learning research skills or exploring the natural world, support critical thinking in the collection and use of data, and provide opportunities to apply knowledge learned in the classroom to the real world outside of school.
	Apprenticeships	Experiences for students in one or more crafts or trades that combine classroom and on-the-job training. Students learn and practice all phases of the trade or occupation in real-world applications. "Registered Apprenticeship" is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined union negotiated wage scale. (California Apprenticeship Coordinators Association)
	Clinical experiences	Clinical training combines classroom learning with supervised hands-on immersion experiences in specific fields, mostly in industries that involve human services. In health fields, clinical training is founded on actual observation and lab instruction and/or treatment of patients, as distinguished from theoretical or experimental training. The training is usually highly specialized and includes coursework specific to performing functions and tasks in an actual workplace. (Sources: Siemens Clinical Training & Continuing Education; Clinical Training Institute as cited by National Network in Successful Strategies for Employers)
	On-the-job training	Training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job. OJT is generally of limited duration. (Code of Federal Regulations and Workforce Investment Act)
	Cooperative work experience education	The employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees. (Title 5 § 55250.3) (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. Student's jobs need not be directly related to their educational goals. (Title 5 §55252) (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. (Title 5 §55252) https://extranet.cccco.edu/Portals/1/AA/Credit/2015/2015_07CI_CoopWorkExperience.pdf

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B Student participated in work-based learning allowing the student to **apply learning through practical experience and interaction** with professionals from **industry and the community** outside of school, such as: • job shadows • service learning • class projects or challenges • mentorships	**CAREER PREPARATION**	
	Capstone projects	Projects involving a process in which students pursue independent research or work on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and — with the guidance of faculty and industry mentors — produce a substantial paper or product that reflects a deep understanding of the topic
	Job shadowing (individual)	Opportunities for students to spend time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest. (ERIC Thesaurus) Job shadows may involve applied learning if there is sufficient time and advance preparation with the employer and instructor.
	Mentorships with industry professionals	One-to-one relationships between students and more experienced professionals in chosen fields of interest to explore career and related issues. Career mentors foster the student's development by providing challenges, encouragement, guidance, and resources. (U.S. Congress, Office of Technology Assessment)
	Service learning	A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Learn and Serve America National Service Learning Clearinghouse and Mesa College)
	Volunteering/ community service	Voluntary service activities that may or may not be connected to classroom curriculum, but which offer opportunities for exploring careers and learning by doing real work.
	Simulated workplace experience	Work-based learning activities that simulate work environments. Examples include automotive or culinary programs in which sustained industry involvement allows student to develop and apply their skills in the context of industry standards and expectations. Simulated experiences may be valuable when experiences in real work settings are not possible, due to logistical or other constraints. (WestEd, Work-Based Learning in California)
C Student participated in work-based learning allowing the student to **build awareness of the variety of careers** available, begin **identifying areas of interest**, and **explore career options**, such as: • guest speakers • company tours • field trips • career fairs • mock interviews	**CAREER AWARENESS AND EXPLORATION**	
	Student-run commercial or social enterprises	Enterprises that produce goods or services for sale or use to people other than the students involved. Examples include student run cafes or video production studios that serve clients and generate revenue. Social enterprises focus on social rather than commercial activity. Examples include community planning projects or energy auditing for local residents. Social enterprises differ from traditional service learning in that students may offer their service as a team, much like a consulting firm, in contrast to participating individually in existing activities offered by non-profit organizations or community initiatives. As "social entrepreneurs," students diagnose problems and propose solutions, and thereby build research and project management skills, as well as content knowledge. Social enterprises may also be called "community-based projects." (Stern and McCoy, Social Enterprises for Learning)
	Classroom projects or challenges with industry involvement	Substantial classroom projects or challenges in which industry representatives provide guidance in design and implementation as well as assessment or feedback. Examples include robotics projects supported by local engineers or construction projects supported by local union representatives. Industry-informed projects can be useful when logistics or other constraints make workplace placements difficult. Classroom challenges, sometimes use for formative assessment purposes, may include problems to solve or student competitions juried by employers.
	Informational interviews with industry professionals	Opportunities for students to make contact with business/industry representatives for telephone or in-person interviews, lasting approximately 15 minutes to an hour, to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative in arriving at his/her current position.
	Guest speakers	A person invited to a gathering to give a presentation. Guest speakers provide an opportunity for students to hear firsthand about a particular occupation, the necessary preparation and required knowledge the occupation requires, and other interesting information from a current practitioner in that field. (www.ode.state.or.us/teachlearn/certificates/diploma/guest-speaker.pdf)
	Industry speakers/ presentations	Opportunities for representatives from industry to discuss careers and trends in their fields, skills required, education required, and their own career paths.

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	Workplace/company tours	Visits to real workplaces that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries.
	Field trips	An excursion by a group of students to a place away from their school or college environment or an on-campus visit for exposure to an industry-related experience (e.g., culinary students visiting a campus kitchen). A field trip can help spark career interest and provide students with first-hand exposure to relevant industries, workplaces, careers, or specific issues and topics (e.g. industrial design or use of technology), as well as the opportunity to ask questions of personal interest and to interact with field trip hosts.
	Career fairs	Events in which employers, recruiters, and schools provide information about job and internship opportunities in their companies or organizations. Students may interact informally with employers; in some cases, job interviews are also conducted. (UC Berkeley Career Fairs)
	Mock interviews	A simulation of an actual job interview, which provides an opportunity to practice for an interview and receive feedback. A mock interview provides exposure to the interview process and a chance to learn about industry hiring expectations when feedback is provided.

* This glossary was developed by the SWP Work-Based Learning and Job Placement Workgroup with the understanding that other definitions may be available. Glossary is organized according to the WBL categories listed in the California Community Colleges Management Information Systems (MIS) Data Element (DED# SG21).