# Glossary of Applied and Work-Based Learning Opportunities

**CCC MIS Data Element A**

*Students participate in work-based learning preparing the student for employment in a specific range of occupations, such as: internships, work experience, and capstone projects.*

CAREER TRAINING EXPERIENCES

| Opportunities | Definition |
|---|---|
| **Apprenticeships** | Registered apprenticeship programs (RAPs) are approved through the California Division of Apprenticeship Standards (DAS) and/or the U.S. Department of Labor (DOL) and utilize the "earn and learn" model. The apprentice acquires skills through classroom training, i.e., related supplemental instruction (RSI) while demonstrating competencies during paid, on-the-job training (OJT). In addition to the building trades, RAPs can be utilized for all types of employers and industries such as Information Technology, Cybersecurity, Healthcare, Public Sector/Civil Service, Biotech, Clean Energy, Insurance, Financial Services, Transportation, and much more. *(CA Division of Apprenticeship Standards)* |
| **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. |
| **Clinical experiences** | Experiences that combine 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. *(Siemens Clinical Training & Continuing Education; Clinical Training Institute as cited by National Network in Successful Strategies for Employers)* |
| **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)<br>(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. Students' jobs need not be directly related to their educational goals. (Title 5 §55252)<br>(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) |
| **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)* |
| **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. On-the-job training is generally of limited duration. *(Code of Federal Regulations and Workforce Investment Act)* |
| **Research-based & 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. |

**CCC MIS Data Element B**

*Students participate in work-based learning and applied 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, and mentorships.*

CAREER INTERACTIONS

| Opportunities | Definition |
|---|---|
| **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 used for formative assessment purposes, may include problems to solve or student competitions juried by employers. |
| **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)* |
| **Simulated workplace experiences** | Work-based learning activities that simulate work environments. Examples include automotive or culinary programs in which sustained industry involvement allows students 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)* |
| **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)* |
| **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. *(WestEd, Work-Based Learning in California)* |
| **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. |

**CCC MIS Data Element C**

*Students participate 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, and mock interviews.*

CAREER AWARENESS & EXPLORATION

| Opportunities | Definition |
|---|---|
| **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)* |
| **Field trips/ company tours** | Excursions or visits by students to a place away from their school or college environment or an on-site visit to real workplaces for exposure to an industry-related experience (e.g., culinary students visiting the teaching kitchen). Field trips and company tours can help spark career interest and provide students with firsthand exposure to relevant industries, workplaces, careers, or specific issues and topics (e.g., industrial technology), as well as the opportunity to ask questions of personal interest and to interact with hosts. |
| **Career speakers** | Students learn about careers and industries from speakers on career and industry topics. Topics include career and industry trends, education and training requirements, technical skills, 21st-century employability skills, and the representatives' personal education and career paths. |
| **Mock interviews** | Simulations of actual job interviews, which provide opportunities to practice for interviews and receive feedback from employers. Mock interviews provide exposure to the interview process with employers and chances to learn about industry hiring expectations. |
| **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. |

*This glossary has been created as an addendum to the San Diego and Imperial Counties Regional Consortium Work-Based Learning Professional Development Course, with the understanding that other definitions may be available.*

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