SALISH KOOTENAI COLLEGE

Work-Based Learning Manual

Updated 5/2020

Career Services Department and Office of Institutional Effectiveness

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Salish Kootenai College

Work-Based Learning Guidelines

These guidelines are provided to assist Salish Kootenai College departments and faculty members that include Work-Based Student Learning activities in the curricula. The guidelines provide information for instructors, employers, and others involved in work-based learning opportunities for Salish Kootenai College students. The document lays out expectations of the instructor, students, and placement sponsor. The guidelines are designed to assist in design, monitoring, and evaluation of Work-Based Learning (WBL) to enhance the quality of student experience and learning as well as to provide safeguards for the college and sponsor.

Introduction

Work-based Learning is defined as a variety of student learning activities involving *"...sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate…" (Association for Career and Technical Education).* Work-based Learning activities may introduce students to particular careers, provide additional education in particular academic areas, or connect students with potential employers.

At Salish Kootenai College, WBL may take various forms including the following:

- Business/Industry Field Trip
- College-Based Enterprise
- Cooperative Education
- Internship
- Job Shadowing
- Mentorship
- Pre-professional Practicum or Externship
- Work-Study

Each of these experiences may be designed to meet specific objectives on a continuum of Career Awareness to Career Training.
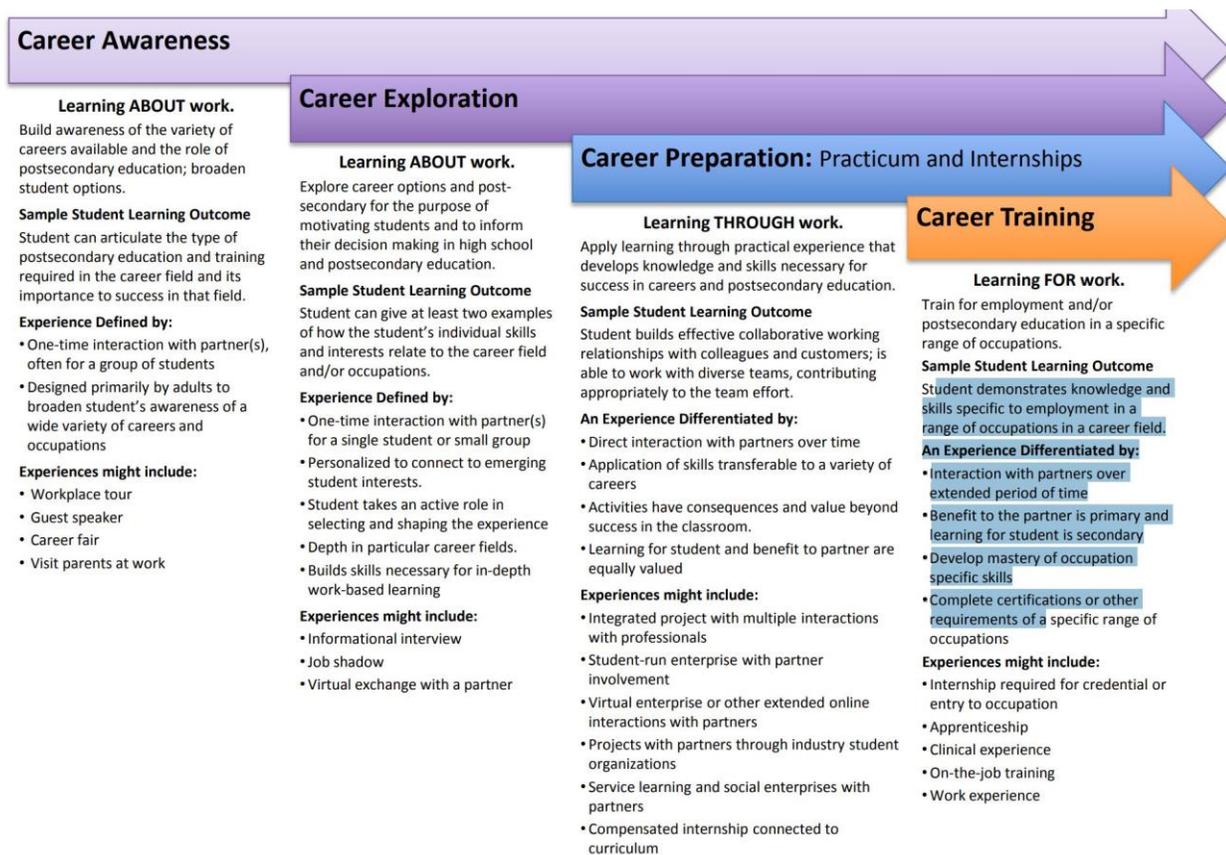
Note: In this document, the employer, mentor, or other individual providing the Work-Based

Learning is called the "Sponsor."

<u>These guidelines supplement but do not replace additional Work-Based Learning guidelines or handbooks provided by specific academic departments.</u>

A Work-Based Learning Continuum

WBL may be seen as progressing along a continuum that provides students with early activities targeting career exploration, active practice in their areas of study, and/or obtaining workforce skills not readily learned in the classroom setting through real-life opportunities.

Figure 1. Work-Based Learning Continuum

Career Awareness

Learning ABOUT work.
Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

Sample Student Learning Outcome
Student can articulate the type of postsecondary education and training required in the career field and its importance to success in that field.

Experience Defined by:
- One-time interaction with partner(s), often for a group of students
- Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations

Experiences might include:
- Workplace tour
- Guest speaker
- Career fair
- Visit parents at work

Career Exploration

Learning ABOUT work.
Explore career options and postsecondary for the purpose of motivating students and to inform their decision making in high school and postsecondary education.

Sample Student Learning Outcome
Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.

Experience Defined by:
- One-time interaction with partner(s) for a single student or small group
- Personalized to connect to emerging student interests.
- Student takes an active role in selecting and shaping the experience
- Depth in particular career fields.
- Builds skills necessary for in-depth work-based learning

Experiences might include:
- Informational interview
- Job shadow
- Virtual exchange with a partner

Career Preparation: Practicum and Internships

Learning THROUGH work.
Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

Sample Student Learning Outcome
Student builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort.

An Experience Differentiated by:
- Direct interaction with partners over time
- Application of skills transferable to a variety of careers
- Activities have consequences and value beyond success in the classroom.
- Learning for student and benefit to partner are equally valued

Experiences might include:
- Integrated project with multiple interactions with professionals
- Student-run enterprise with partner involvement
- Virtual enterprise or other extended online interactions with partners
- Projects with partners through industry student organizations
- Service learning and social enterprises with partners
- Compensated internship connected to curriculum

Career Training

Learning FOR work.
Train for employment and/or postsecondary education in a specific range of occupations.

Sample Student Learning Outcome
Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.

An Experience Differentiated by:
- Interaction with partners over extended period of time
- Benefit to the partner is primary and learning for student is secondary
- Develop mastery of occupation specific skills
- Complete certifications or other requirements of a specific range of occupations

Experiences might include:
- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

Career Awareness or Career Exploration experiences are those that help students build awareness of the variety of careers available and of the postsecondary education expected for specific career pathways. Career Awareness experiences also broaden students' options by helping them become aware of opportunities available across a wide range of industry sectors that they might not otherwise have known or considered. Career Awareness experiences might include the following: • Workplace tour • Guest speaker • Career fair

A single Career Awareness experience has the following defining characteristics:

• The experience is designed and shaped primarily by educators and partners to broaden the student's options by introducing the student to careers and occupations about which he/she may never otherwise have known.

• The experience calls explicit attention to the types of careers available, the people in them and what they do, and the postsecondary education associated with those careers.

• The student has the opportunity to reflect on what they have learned and begin to identify interests to focus further exploration.

The experiences provides the opportunity for the student to interact with professionals from the workplace or the community in what is typically a one-time or short-term experience.

Career Preparation experiences support higher-level college and career readiness student outcomes and are designed to give students supervised practical application of previously studied theory and skills. While Career Exploration awareness as a primary outcome, Career Preparation marks a shift in the continuum to support a student's levels of performance relative to particular learning outcomes.

A Career Preparation experience has the following characteristics:

• The experience contributes to the student's achievement of Career Preparation outcomes. .

• The student engages in activities that have consequences beyond the class or value beyond success in school and are judged by outside professionals from industry and the community using industry standards.

• The depth and length of the experience is sufficient to enable the student to develop and demonstrate specific knowledge and skills.

• The experience prioritizes the development of transferable employability skills while also reinforcing and providing opportunities to apply the higher-order academic skills and technical skills being learned in the classroom.

Career Preparation experiences might include activities such as student-run enterprises, cooperative education, and work-study. Integrated projects with multiple interactions with professionals might include service learning or xxx.

Career Training experiences involve on-the-job training that occurs over an extended period of time in an actual work setting. Students demonstrate knowledge, skills, and professional specific to employment in a career field.

Career Training activities include the following characteristics:

- Interaction with partners over extended period of time
- Mastery of occupation specific skills

- Completion of certifications or other requirements of a profession or documentation or entry-level skills.

Career Training activities include formal apprenticeships, internships, and practicum experiences.

Definitions

- Apprenticeship

An apprenticeship is a system of training whereby workers learn their skilled trade on the job in a structured and supervised environment. The U.S. Department of Labor administers the Registered Apprenticeship Program, which aims to connect job seekers with employers. Regional offices support this activity. (Resource: Association for Career and Technical Education)

- Business/Industry Field Trip

Business, industry or workplace field trips as a one-time experience can provide an introduction to career options and requirements within particular settings. Ideally, these field trips offer the opportunity to meet with individuals working in various areas who can share their educational paths and work competencies.

- College-Based Enterprise

A College-Based Enterprise is a functioning business based in a school and run by students with support from faculty members or other college staff members. Such operations usually serve the college and/or the community, and they are designed to help participants gain both employability skills and technical skills. Students involved in student-run enterprises generally have opportunities to engage in many of the activities associated with running a small business, such as identifying a target market, developing a business plan, designing the services they will provide or acquiring the goods they will sell, tracking inventory, marketing, and managing revenue.   (Resource: Jobs for the Future)

- Cooperative Education

Cooperative education is a structured method of combining classroom-based education with practical work experience. A cooperative education experience, commonly known as a "co-op", provides academic credit for structured job experience. Co-op experiences are either full-time (40 hours per week) alternating periods (semester, quarter) of work and school or part-time (20 hours per week) combining work and school during the same time period. Co-op experiences are paid, supervised by a professional who has followed the same career path of the student and students complete more than one assignment (2 or more) with progressive levels of responsibility.   (Resource: www.ceiainc.org/about/history/)

- Internship

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent (Resource: National Association of Colleges and Employers).

- Job Shadowing

Job shadowing is where an individual from one area of the organization has the opportunity to work alongside and gain experience of the role of another individual, and gain an insight into that particular work area.

- Pre-professional Practicum

A practicum is an on-the-job training course designed to hone the skills and competency of students. It is a supervised application of studied theories. During a practicum, students can perform tasks under the supervision of staff and professors. However, the students' level of participation is limited to a certain extent.

- Mentorship

A mentor is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance. The term mentee refers to the broad range of individuals who may be in the role of "learner" in mentoring relationships, regardless of the age or position of the mentor and mentee.

- Work-Study

Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. Work-Study provides part-time employment while students are enrolled in school. Work-Study is available to undergraduate students with financial need, whether enrolled as a full-time or part-time student. At SKC, the program is administered through the Financial Aid Department and the Career Services Department through the Federal Work-Study. (Resource: https://studentaid.ed.gov/sa/types/work-study)

Best Practices for Work-Based Learning

ALIGNMENT OF CLASSROOM AND WORKPLACE LEARNING

APPLICATION OF ACADEMIC, TECHNICAL, AND EMPLOYABILITY SKILLS IN A WORK SETTING

SUPPORT FROM CLASSROOM OR WORKPLACE MENTORS
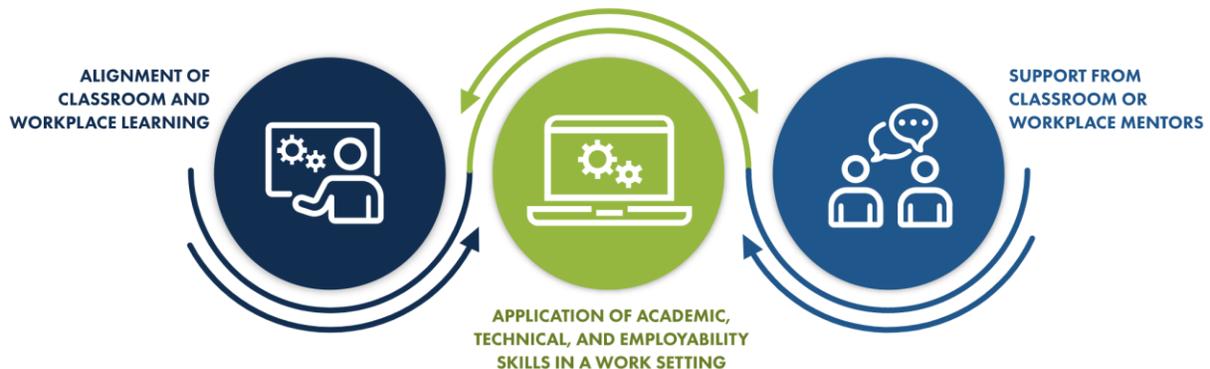
Literature about Work-Based Learning suggests that best practices include the following:

- WBL are driven by student outcomes rather than activities.
- Experiences are integrated into the program of study and connected to classroom learning.
- Activities show students the relevance of academic skills, which are increasingly important in most workplaces.
- Evaluation includes student reflection, employer input, and instructor assessment of learning.

Learning Outcomes for Work-Based Learning

All Work-Based Learning is designed to promote student learning, whether learning more about particular career pathways or combining academic knowledge, workforce or technical skills, and applied 'real-life' experience to increase student preparation for employment. Ideally, student learning outcomes drive all Work-based Learning. Each activity will most likely have a set of academic outcomes related to the student's discipline, coursework, and areas of interest. However, beyond technical/academic knowledge, WBL outcomes may include areas such as professionalism, critical thinking, communication, establishing effective professional relationships, or "soft skills" such as attendance and responsibility.

Numerous entities from states to federal agencies have defined possible WBL outcomes. The following are examples for use in considering the purposes and expected outcomes for particular activities. Note that these examples include disciplinary knowledge and skills, employability skills such as communication, teamwork, and/or professionalism, and what are sometimes called "21st Century Skills" such as innovation, creativity, and critical thinking.

Arizona Professional Skills: Standards, Measurement Criteria, and Core Actions	Employability Skills	1. Complex Communication: Employs complex communication skills in a manner that adds to organizational productivity. 2. Collaboration: Collaborates, in person and virtually, to complete tasks aimed at organizational goals. 3. Thinking and Innovation: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. 4. Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations. 5. Initiative and Self-Direction: Exercises initiative and self-direction in the workplace. 6. Integrational and Cross-Cultural Competence: Interacts effectively with different cultures and generations to achieve organizational mission, goals, and objectives. 7. Organizational Culture: Functions effectively within an organizational culture. 8. Legal and Ethical Practices: Observes laws, rules, and ethical practices in the workplace. 9. Financial Practices: Applies knowledge of finances for the profitability and viability of the organization.
Nebraska Standards for Career Readiness	Academic Knowledge and Employability Skills	In Nebraska, a career-ready individual: 1. Applies appropriate academic and technical skills (academic attainment, technical skill attainment, strategic thinking) 2. Communicates effectively and appropriately (speaking, writing, presentations, professional etiquette, customer service) 3. Contributes to employer and community success (personal responsibility, meets workplace expectations, civic responsibility and service) 4. Makes sense of problems and perseveres in solving them (perceptiveness, problem solving, perseverance/work ethic) 5. Uses critical thinking (critical thinking, decision making, adaptability) 6. Demonstrates innovation and creativity (creativity, innovation) 7. Models ethical leadership and effective management (leadership, ethics, management) 8. Works productively in teams and demonstrates cultural competency (teamwork, conflict resolution, social and cultural competence)

The Employability Skills Framework	Academic Knowledge and Employability Skills	The framework divides employability into three categories, each with its own subcategories:
		1. Workplace Skills
		  a. Resource Management
		  b. Information Use
		  c. Communication Skills
		  d. Systems Thinking
		  e. Technology Use
		2. Applied Knowledge
		  a. Applied Academic Skills
		  b. Critical Thinking Skills
		3. Effective Relationships
		  a. Interpersonal Skills
		  b. Personal Qualities

The National Association of Colleges and Employers have conducted extensive research concerning the skills and attributes desired by employers. The following eight competencies lead to career readiness, defined as "the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace." (NACE, 2019, **https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/**)

- Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- Oral/Written Communication: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Expectations of SKC Faculty/Staff and Students for Work-Based Learning

Expectations of SKC Faculty or Staff for a Work-Based Learning Experience

1. Actively collaborate with the student, Sponsor, and/or Career Services to develop the work-based learning experience.
2. Assess student's readiness for the proposed experience (e.g. technical skills, competencies, level of academic preparation, power skills, etc.)
3. Audit the sponsoring organization and the supervisor to ensure legal compliance, safe work environment, adequate institutional resources, and close supervision and guidance.
4. If offering credit, develop a syllabus that reflects the learning outcomes, deliverables, grading criteria, and other requirements for the specific work-based learning experience.
5. Meet with the student to review the syllabus, learning objectives, tasks and projects, performance expectations, deadlines, deliverables, and evaluation criteria and schedule. Enroll the student in an appropriate course.
6. Assist the student with preparing the application materials (if applicable).
7. Important: If the Work-Based Learning will occur during the summer or other times when the faculty member may not be readily available, complete the Emergency Contact Sheet and provide a copy to the SKC Career Services Department and the Vice President for Academic Affairs.
8. Provide a Work-based Learning orientation session prior to the position start date. The orientation should address the following:
    a. Professionalism
    b. Communication
    c. Workplace safety
    d. Sexual harassment
    e. Self-care
    f. Utilizing supervision and communication
    g. Confidentiality
9. If applicable, agree to the terms of and sign the contract. A list of faculty/staff mentor obligations will be included in the contract. (see attached sample, Appendix 3)
10. At all times, maintain frequent communication with the Sponsor and the student.
11. Provide adequate supervision, professional guidance, support, mentoring, and frequent feedback regarding student employee's performance and career readiness skills throughout the placement.
12. Complete performance evaluations as specified in the syllabus, position description, and/or requested by the Sponsor and/or Career Services.
13. Keep detailed records of the position description, syllabus, contracts, application and employment documents, student employee's attendance, activity logs, reports, reflections, deliverables, evaluations, and/or any other documents related to the placement.

14. Address any placement-related issues immediately. Collaborate with the Sponsor, student, and/or Career Services as appropriate to jointly articulate a plan for any corrective action or intervention required.
15. Conduct periodic evaluation of the effectiveness of the Work-Based Learning placement site. (See Appendix 2 for suggestions of evaluation criteria.)

Expectations of Students Participating in a Work-Based Learning Experience

1. The student must be enrolled at SKC, maintain full-time status, and make satisfactory academic progress in order to be eligible for and continue to participate in work-based learning opportunities. "Full-time" is defined as being enrolled for a minimum of 12 credits. "Satisfactory progress" means the successful completion each quarter and a minimum of 2.0 GPA as a full-time student.
2. Actively collaborate with the faculty/staff mentor and/or Career Services to develop the work-based learning experience.
3. Many work-based learning opportunities require an application process. As requirements vary between programs, follow the placement guidelines and/or application instructions closely. SKC utilizes Handshake, and online career services management platform, to post opportunities and manage the application process. Generally, the student is expected to submit a resume, cover letter, current transcripts, and/or course schedule on Handshake as part of the application. It is highly recommended that applicants meet with the faculty/staff mentor, SKC Writing Center, Job Service, or Career Services staff to review their resumes and cover letters before posting them on Handshake or submitting them through other means.
4. Attend the Work-based Learning orientation session prior to the position start date.
5. Complete the Family Educational Rights and Privacy Act (FERPA) training.
6. If applicable, agree to the terms of and sign the contract. A list of student obligations will be included in the contract. It is the student's responsibility to seek clarification if the obligations stated are not understood.
7. Complete the required hiring and/or onboarding documents.
8. At all times, maintain frequent communication with the Sponsor, faculty/staff mentor, and/or Career Services.
9. If seeking credit, meet with the faculty/staff mentor to review the syllabus, learning objectives, tasks and projects, performance expectations, deadlines, deliverables, and evaluation criteria and schedule. Enroll in an appropriate course.
10. Complete the orientation and any additional processes, documents, and/or trainings as required by the sponsoring organization (e.g. background check, CPR training, etc.)
11. Abide by the SKC Student Code of Conduct, the rules outlined in the SKC Policies and Procedures Manual, and all applicable policies, procedures, and expectations of the sponsoring organization.
12. Remain on the job for the duration of the period certified.
13. Follow supervisor's directions and perform work assignments in a professional, responsible, mature, and ethical manner.
14. Maintain confidentiality at the sponsoring organization.
15. Adhere to the agreed-upon work schedule.

16. Notify the employer when illness or some other unforeseen circumstance prevents attendance or timely arrival at work.
17. Submit timesheets on by the specified due time.
18. Complete quarterly self-evaluations as requested by the Sponsor, faculty/staff mentor, or Career Services.
19. Participate in performance evaluations as requested by the supervisor.
20. Complete any other requirements (e.g. professional development modules, workshops, etc.) as specified in the position description and/or contract.
21. If seeking credit, complete any other requirements (e.g. report) as specified in the syllabus and/or requested by the faculty/staff mentor.
22. Notify the faculty/staff mentor and/or Career Services immediately if any issues with the Sponsor arise. The student, faculty/staff mentor, and/or Career Services will jointly articulate a plan for any action or intervention required.
23. Give adequate notice to the Sponsor, faculty/staff mentor, and/or Career Services when resigning from the position.

Expectations of the Sponsor of a Work-Based Learning Experience

1. Collaborate with the student, faculty/staff advisor, and/or Career Services to develop student's work experience activities.
2. Develop a detailed position description. The position description should include the following components as applicable to the placement:
   - Organization and/or department
   - Job location address
   - Name and title of the direct supervisor
   - Direct supervisor's contact information
   - Organization's and/or department's website URL
   - Overview of the organization and/or department
   - Position title
   - General overview of the position and student employee's role
   - Detailed list of responsibilities and tasks
   - Detailed list of learning outcomes and/or career competencies the student is expected to gain from this employment experience
   - Evaluation criteria and schedule
   - Special qualifications, skills, experience, majors, GPA, and/or academic standing required for this position
   - Any other requirements and/or conditions (if applicable), e.g. background check, valid driver's license, mandatory certifications or trainings the student employee is required to complete upon hire, additional documentation required for application, specific topics to be addressed in the cover letter, writing samples, etc.
   - Application closing date (if applicable)
   - Compensation (if applicable)

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3. If applicable, agree to the terms of and sign the contract. A list of Sponsor obligations will be included in the contract.
4. Follow the SKC student recruitment and hiring guidelines. SKC utilizes Handshake, and online career services management platform, to post opportunities and manage the hiring process.
5. Sponsors are strongly encouraged to conduct interviews in a manner they would for a permanent employer.
6. Notify the faculty/staff mentor and/or Career Services of the intent to hire the student and the placement start date.
7. Provide an orientation to the department/organization, including the organizational structure, policy, procedures, dress code, and expectations. [Please refer to Appendix A for a sample Student Employee Orientation Checklist]
8. Provide students an overview of all applicable aspects of the industry, including organization and management structure, technical and production processes, and major industry, labor, health, and environmental issues impacting the business.
9. Provide a safe workspace, technology, and supplies required for the successful completion of stated job duties.
10. Inform the student of the exact duties the job will entail, performance expectations, deadlines, and evaluation criteria and schedule.
11. Provide the necessary training required for the successful completion of stated job duties.
12. Establish a clearly defined work schedule each quarter that is compatible with the time requirement of both the student and the sponsor.
13. Provide adequate supervision, professional guidance, support, career mentoring, and frequent feedback regarding the student's performance and career readiness skills through intentional guided conversations.
14. Accurately record time worked by the student. The fraudulent recording of time will result in the immediate termination of the worksite and student.
15. Complete performance evaluations as specified in the position description and/or requested by the employee's faculty/staff mentor and/or Career Services.
16. Notify the faculty/staff mentor and/or Career Services immediately if any issues with the student employee arise. The Sponsor, faculty/staff mentor, and/or Career Services will jointly articulate a plan for any corrective action or intervention required.
17. Notify the faculty/staff mentor and/or Career Services of the conclusion of the work-placed learning experience

Termination of Work-Based Learning Experiences

SKC will immediately terminate the WBL placement in cases of severe policy and conduct violations not related to the WBL placement. WBL placements may also be terminated if the student does not maintain a minimum of a 2.0 GPA for the academic quarter prior to continuing placements.

Sponsors may discontinue the employment of a student employee in cases of a breach of behavior, inadequate performance, or any other seriously unsatisfactory situation. A request for

termination along with the reasons for a student's dismissal must be submitted to the faculty/staff mentor and/or Career Services. Unsatisfactory work situations may include the following:

1. Repeated failure to comply with the agreed-upon work schedule.
2. The unwillingness to adequately accomplish the assigned tasks.
3. Insubordination or lack of cooperation.
4. Violation of the SKC Student Conduct Code, SKC Policies and Procedures, or policies and procedures of the sponsoring organization.

Following the SKC corrective action policy, the student should be given an opportunity to correct detrimental behaviors. However, student employees may be immediately dismissed without due process for severe breaches of conduct code as outlined in the SKC Policy and Procedures Manual, SKC Catalog, and/or the sponsoring organization's policy and procedures manual as provided to students.

Legal Considerations

1. The U.S. Fair Labor Standards Act (FLSA)

The U.S Fair Labor Standards Act (FLSA) applies to all companies that have at least two employees directly engaged in interstate commerce and that have annual sales of at least $500,000. The Act restricts an employer's ability to use unpaid interns or trainees, but does not limit an employer's ability to hire paid interns. Businesses using interns should be aware of the implications of the act.

The U.S. Department of Labor has outlined six criteria for determining trainee status:

- Interns cannot displace regular employees;
- Interns are not guaranteed a job at the end of the internship (though the business may decide to hire them at the conclusion of the experience);
- Interns are not entitled to wages during the internship;
- Interns must receive training from the organization, even if it somewhat impedes the work;
- Interns must get hands-on experience with equipment and processes used in the business or industry; and
- Interns' training must primarily benefit them, not the organization.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment, however, is necessarily quite narrow because the FLSA's definition of "employ" is very broad.

Payment for interns may include hourly salary, a stipend paid at the end of the experience, or benefits such as housing and living expenses.

2. Access and Equal Employment Opportunity

In order to comply with state and federal law, SKC provides equal educational and employment opportunities and does not discriminate on the basis of race, color, creed, region, gender, national orientation, or disability status, except xxx.

To maintain this nondiscriminatory compliance, sponsors of WBL should also be in compliance with state and federal antidiscrimination laws. If a sponsor acts in any manner that constitutes discriminatory practice, the faculty member should notify SKC's Career Services Department and the College may terminate its relationship with the sponsor.

3. Family Educational Rights and Privacy Act (FERPA)

WBL sponsors may need to be informed of federal regulations that pertain to educational record keeping and student privacy. The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that protects the privacy of student records. The law applies to all colleges that receive funds under applicable programs of the U.S. Department of Education, including SKC.

Under FERPA, students who are 18 or older or are emancipated, and who attend postsecondary educational institutions, maintain rights to their own educational records. Students have the right to inspect and review their educational records if students believe information is inaccurate or misleading. Students must also consent to disclosure of personally identifiable information contained in student educational records, including records obtained through internships, practica, etc, except to the extent that FERPA authorizes disclosure without consent to officials with legitimate educational interests and directory information as specified in the college catalog.

FERPAgivesparentscertainrightswithrespecttotheirchildren'seducationrecords.Theserightstransfer tothe studentwhenheorshereachestheageof18orattendsapost-secondaryeducationalinstitution.

For more information about FERPA, consult the Department of Education's Family Policy Compliance Office at http://www2.ed.gov/policy/gen/guid/fpco/index.html.

4. Liability and Risk Management

The SKC Workman's Compensation and Liability Coverage does not extend to student interns or students in other types of Work-Based Learning. The company/organization will assume liability for interns/co-ops working on their premises. This holds true for both paid and unpaid (volunteer) interns. SKC does not accept responsibility for student liability during an internship. No employee of the College is authorized to sign a "hold harmless and indemnification" agreement. It is the responsibility of organizations that sponsor internships to consult with their legal counsel and insurance provider as to the coverage afforded by their workers' compensation and general liability insurance policies when they sponsor internships.

FAQs

Can students earn money and academic credit?
YES! Getting paid for a credit-bearing internship is a standard practice. I am looking into credit-bearing work-study positions as well. The Federal regulations mention that this is an option but are very vague in specifying the terms.

Can students earn credit for internships and practica while they are at their regular job?
NO. Course credit may not be granted for a regular job UNLESS the duties are fundamentally different from and are performed in addition to and outside of the normal responsibilities of the individuals' the regular job duties.

Additional Resources

National Association of Colleges and Employers. Sample Assessments.
https://www.naceweb.org/career-readiness/competencies/sample-assessments/
This site provides sample tools including internship and career-readiness self-evaluations and Senior Capstone pre- and post-assessments.

National Association of Colleges and Employers. Career Readiness Competencies.
https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/
The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness.

American Institutes for Research Career and College Readiness & Success Center. Work-Based Learning Series.
https://ccrscenter.org/technical-assistance-networks/professional-learning-modules/work-based-learning-measures-series
The series is divided into five modules which highlights the key decision points for selecting work-based learning measures. Then, it guides users through key decision points for developing several different types of measures, including portfolios, rubrics, employer feedback and evaluation, and student self-assessments. Downloadable guides, rubrics, and other materials are included on the site.

Appendix 1
Sample Employee Orientation Checklist

Welcome and Introductions
      What it means to work in this organization

Tour of Worksite
      Overall tour of the facility
      Location of fire extinguishers, fire escapes, evacuation routes

Tour of Employee Facilities
      Restrooms
      Lunch or break room
      Where to store personal belongings

About the Organization
      Company structure
      Key people in organization
      Types of services, products, etc.
      Customers

Department Specifics
      Telephone number and address
      Reporting time
      Location of sign-in sheet
      Location of work-site folder
      Leaving Time

Job Specific Training
      Telephone skills
      Office equipment and supplies
      Job description
      Evaluations

Supervisory Expectations
      Dress code
      Procedure for absences

Safety Information
      Location of fire extinguishers, emergency exits
      Information about any particular workplace hazards

Appendix 2
Sample Criteria for Evaluating the Quality
of a Work-Based Learning Experience

Criteria for Designing and Assessing the Quality of a Career Training Experience

Criteria	Characteristics
	The Career Training experience...
Purpose	Has training for employment in a particular career field or range of occupations and producing valuable work that furthers the industry partner's organizational goals as its primary purposes.
Outcomes	Is designed using the Career Training student learning outcomes and occupation-specific professional and industry standards.
Relevance	Is relevant to the student's postsecondary and career plans and produces valuable work that furthers the industry partner's organizational goals.
Integration	Is integrated into the student's academic and technical curriculum.
Depth	Provides sustained experience within an occupational range that affords opportunities for deeper learning and skill mastery and attainment of certifications or other requirements of the profession.
Preparation	Is prefaced by preparation for the student in class and in previous less-intensive experiences with the academic, technical, and applied workplace skills needed for a Career Training experience; orientation for the student to the learning expectations for the experience and to the individuals and/or organizations with which he/she will be engaged; preparation for the industry/community partners prior to the experience with information about the student, the individual student learning outcomes, and other information relevant to the experience.
Interaction	Provides the opportunity for the student to have two-way interaction directly with the same group of professionals from industry and/or the community over an extended period of time.
Coordination	Is coordinated by the student, teacher, pathway team, industry/community partner, and parent/guardian; each understands his/her respective roles and responsibilities in supporting the experience, ensuring progress toward student learning outcomes and production of the work assigned by the partner; and communicating with each other before, during, and after the experience.
Reflection	Engages the student in reflection and analysis throughout the experience and after it concludes in order to connect the experience back to the Career Training learning outcomes and forward to career and postsecondary options and to applying for jobs.
Assessment	Involves the student, pathway team, and industry/community partner in assessing progress toward the Career Training learning outcomes and the work produced against college and career readiness standards and occupation-specific professional standards; asks the student to demonstrate what was learned from the experience using industry standard tests, certifications, or other assessment tools.
Compensation	Compensates students for their work in a manner that rewards them for their efforts; complies with the federal Fair Labor Standards Act.

Appendix 3
Sample Work-Based Learning Agreement

Salish Kootenai College Work-Based Learning Agreement

Salish Kootenai College, the student named in this agreement, and the Work-Based Learning sponsor agree to observe placement procedures and employment practices as contained in this document.

_____ _____ _____

Student   Course #   Term

_____ _____

WBL Sponsor   Start Date

The Work-Based Learning student will be paid $ hour, or $ ☐ Stipend   ☐ Unpaid

Student Responsibilities

- Report punctually and regularly for work. Notify the employer promptly if unable to work for any reason.
- Conduct yourself in accordance with the employer's work rules. Utilize appropriate business behavior and dress.
- Abide by the college's Work-Based Learning Program policies/ procedures and submit required paperwork by agreed upon dates.
- Meet with your employer and start the Work-Based Learning experience during the first week of classes or by the date specified by the Work-Based Learning Coordinator.
- Review the learning objectives and/or job description for the Work-Based Learning position. Keep the assigned Faculty updated on your progress and any change in your schedule.
- Report immediately any problems occurring on the job or changes in job duties and responsibilities to the Faculty or Career Services Department.
- Inform the Financial Aid Office of employment wages earned during the Work-Based Learning experience as it may affect financial aid.

SKC Faculty Responsibilities

- Maintain regular contact with student and sponsor as agreed upon at the start of the WBL experience.

- Assist the student with orientation to the position
- Provide Emergency Contact information to the Sponsor and the College.
- Provide timely notification of any forms or evaluation responsibilities of the sponsor.
- Notify the sponsor should the student be unable to attend the experience due to an emergency.
- Work with the sponsor and the student to clarify and resolve any issues that arise.

Work-Based Learning Sponsor Responsibilities

• Provide a job description and develop a work schedule for the Work-Based Learning student.

• Identify a qualified employee (not related to the student) to serve as the immediate site supervisor/mentor to assist all of the following, if applicable: developing measurable learning objectives related to the student's program of study, reviewing and signing required forms for the course and contacting the SKC Faculty member with any issues of concern.

• Conduct an orientation for the Work-Based Learning student that includes the components on the orientation sheet.

• Provide the student with a supervised, progressive, and meaningful work experience.

• Adhere to the Fair Labor Standards Act and ensure a safe and healthy work environment.

• Permit on-site visits by the SKC Faculty Member. If a site visit is not allowed due to security reasons, the employer/site supervisor will provide alternative methods for meeting with the college representative.

• Complete any requested evaluation form at the end of the work experience and verify that time reports reflect accurate hours spent at the site.

• Notify the SKC Faculty Member or SKC Career Services representative at least one (1) week before any action that might result in the termination or change of employment status of the student. If immediate removal of the student from the site is indicated, notify the SKC Faculty Member as soon as possible after the situation.

_____   _____

Supervisor Signature   Date

_____   _____

Faculty Signature   Date

_____   _____

Student Signature   Date

Appendix 4
Sample Work-Based Learning Emergency Contact Sheet

_____   _____

Student Name   Dates of Placement

_____   _____

Student Cell Phone Number   Student email

_____   _____

Student Emergency Contact Name   Emergency Contact Phone #

_____

Emergency Contact Relationship to Student

_____

Internship Site

_____

Internship Address

_____   _____

Supervisor Name   Supervisor Contact Phone #

I give permission for Salish Kootenai College to contact my contact identified above in an emergency.

_____   _____

Student Signature   Date