



Administrative Policy

Policy Title:	Work-Based Learning
Policy Number:	AC -1041
Date Adopted:	5/15/2013
Version:	7.00
Review Cycle:	Biennially
Date Last Reviewed:	3.24.2025
Office Responsible:	Corporate & Continuing Education
Academic Council	NA
Related Policies:	N/A
Related Laws:	

Policy Summary: Jackson College (JC) recognizes the educational and professional benefits that students gain during the opportunity to explore career options and apply their learning to real-world situations. Work-Based Learning experiences offer a quality educational experience that involves professional exploration and integrating academic learning with the performance of meaningful activities in a professional and mentored work setting. This policy is intended to be a general coverage of WBL policies to give guidance on the minimum requirements, for these experiences to be applied to any college program.

Scope: This policy applies to college, courses, faculty, and students.

Definitions:

Work-Based Learning (WBL)- Is an educational strategy that places a student in a professional work setting where they can explore career options, increase academically learned and professional skills, and develop their employability.

Job Shadow- During a Job Shadow experience a student goes through a work day shadowing a competent worker in a specific field. This work experience is a temporary, unpaid, non-credit earning exposure to the workplace in an occupational area of interest to the student.

Externships- During an Externship, students participate in an extended Job Shadowing experience; typically lasting a week in length. This work experience is a temporary, unpaid, credit earning exposure to the workplace in an occupational area of interest to the student

Internships- An internship is a type of work experience for entry-level job-seekers. Internships involve working in your expected career field, either during a semester or over the summer. Internship may be paid or unpaid.

Capstone Project: A flexible option for completing the WBL experience requirement for a program. Faculty may elect to implement the following guidelines if they deem it appropriate for the student:

1. A project directly related to the students' program of study.
2. A professional mentor who guides the student through their chosen project



3. An appropriately deliverable means of communication describing the project and its outcomes.
4. Several Career Preparation Activities are designed to move the student forward on the path to a career.

Competency-Based Education (CBE)- CBE focuses on the demonstration of specific knowledge, skills, and abilities required for successful performance in a particular occupation or profession. Competencies are defined as measurable and observable skills, knowledge, and behaviors that enable individuals to perform tasks and achieve desired outcomes. Each competency is explicitly laid out with unambiguous descriptions of what the student must master to complete the course for credit

Cooperative Education (Co-Op)- A Co-Op is an opportunity for a student to fully submerge themselves in a work setting while still gaining the training that will help them improve upon their classroom learning. Participating students typically stop taking classes to work in a paid full-time position for anywhere between three to twelve months.

Policy Statement: At Jackson College, we are committed to providing a high-quality WBL program that aligns with the principles and values of the college. This policy outlines the framework, principles, and procedures that govern our WBL program and ensure the development of competencies essential for success in the workplace.

Students may choose to participate in a WBL experience that combines study, observation and employment with a business, non-profit organization governmental agency, or a tailored individualized project with a business professional (capstone project) The purpose of the experience is to provide an opportunity for students to apply educational, leadership, communication and technical concepts and theories in a practical context. Students are afforded the opportunity to apply lessons learned in the classroom to a real-world experience set in a professional environment. Students will also have the potential to develop competencies such as career and self-development, critical thinking, -interpersonal and social skills, professionalism, teamwork, technology and an understanding of business procedures.,. A desired outcome is to confirm career goals and aspirations while further developing learned skills and competencies.

The following goals should be met during all WBL opportunities:

- Any experience done in relation to the College should be **Career Related** to the student's area of study
- Any experience done should **Advance the student** academically and/or professionally
- Any experience done should be **Mentored** by a qualified professional in the designated field.
- Any experience done should be **Evaluated** and feedback given to the student,



worksite supervisor, and faculty sponsor/program coordinator.

- Any experience done should meet the **Core Competencies** related to the students area of study.

When a student is seeking credit for a WBL experience:

- The student, worksite supervisor and faculty sponsor/program coordinator develop an individual plan.
- Students may enroll for an Internship in more than one discipline (i.e.. ACC; BUA; CIS); however, hours worked may only be counted toward completion of one Internship. The same hours may not be used to fulfill the requirements of multiple Internships.
- Every student is presented with two options for obtaining credit for their WBL experience. Should an instructor deem it appropriate, the capstone project model should fit into either one of these credit options. These options are laid out as follows:
 - - A. For every credit hour a student must participate in 50 hours of observation and activities at the worksite.
 - B.) Students will earn 3 credit hours for the successful completion of core course competencies as laid out in each program of study. Assessments will be provided to site supervisors to determine the knowledge base of each student and what they are able to demonstrate. Each assessment will be based on direct observation and performance-based tasks as are appropriate for each field of study. Additionally, students will engage in self-assessment where they evaluate their own competencies, strengths, and areas for improvement.
- Internships are intended to be new learning experiences for students that broaden their knowledge and skills. Students who want to complete an Internship should seek to complement or build their employment record with a new internship site that allows the student to develop and hone new skills or take on a special project within their current employment. This project must be outside of their existing job duties and/or provide an opportunity for advanced leadership within the organization.
- Adequate support and accommodation will be provided to learners with disabilities or specific learning needs to enable them to fully participate. Efforts will be made to remove barriers to participation and provide targeted support to learners facing disadvantages.
- Participation in an Internship does not allow the student intern to file for unemployment compensation at the termination of the internship/externship. In addition, participation in an internship commits neither party to the other upon completion of the Internship/Externship.



Change Log:

Date of Change	Version	Description of Change	Responsible Party
2/2/13	1.0	Initial Release	Deans Office
4/18/13	2.0	Academic Council	Deans Office/J Frew
11/2/16	3.0	Edits	H. Marshall
05/09/18	4.0	Edits	H. Marshall
11/5/20	5.0	Edits	VP of Academics/Student Services
6.28.2023	6.00	Review and Updates	J. Vandenburg
3.24.2025	7.00	Updated Language	Corporate & Continuing Education