

**IVY TECH COMMUNITY COLLEGE  
WORK-AND-LEARN TERMS AND DEFINITIONS**

**Employer**

The Work-and-Learn Chart outlines the stages of talent pipeline development and is the continuum of student experiences that progress in specificity and employer involvement including: Career Awareness, Career Exploration, Career Preparation, and Career Experience.

<p><b>Career Awareness</b> <i>What is your field</i></p>	<p><b>Inform students about the industry:</b> Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.</p>
<p><b>Career Exploration</b> <i>Who are you and what do you do</i></p>	<p><b>Inform students about your company and available opportunities:</b> Explain career options for the purpose of motivating students and informing their decision-making.</p>
<p><b>Career Preparation</b> <i>How do you work</i></p>	<p><b>Provide students learning options:</b> Invite research and learning that develops and prepares knowledge and skills necessary for success in your workplace and for future careers.</p>
<p><b>Career Experience</b> <i>What are your projects or the departments needing support</i></p>	<p><b>Provide students hands-on experiential learning:</b> Provide meaningful project work rooted in real-world context, emphasis on employability skill development, and evaluation methodology.</p>

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**Work-and-Learn Chart**

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Talent Pipeline Development	Activity Type	Possible Activities					
Employer Engagement	Career Awareness	Employer Panel	Career Webinar	Jobsite Tour	Information Session	Workshop	
	Career Exploration	Guest Speaker	Job Shadow	Internship Fair	Career Fair	Informational Interview	
	Career Preparation	Career Specific class project	Service Learning	Employer Case Study	Capstone Course		
Employer Experience	Career Experience	Micro Internship (non-credit)	Internship (non-credit) (credit)	Practicum/Clinical	On-The-Job Training (OJT)	State Earn and Learn (SEAL)	Registered Apprenticeship

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## Definitions and Criteria

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**Overview:** The information below provides an overview of the different types of work-and-learn experiences staff and faculty at Ivy Tech Community College desire to facilitate for our students. Each experience listed provides key characteristics, the suggested minimum number of hours of participation, and at least one example.

- *Key Characteristics* - the underlying design principles for the experience that should be utilized to guide development of new experiences.
  - *Suggested Minimum Number of Hours* - the best estimation of the level of participation needed to truly benefit from the experience.
  - *Examples* - this section will help to solidify how the work-and-learn experience is carried out in a practical sense.
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## Career Awareness

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### Employer Panel

- **Key Characteristic(s):**
  - Professionals are able to speak firsthand about their experience working in a particular field/career and share information related to majors, skills, and career paths that led to current position
- **Participation:**
  - Suggested minimum # hours-1 hour
  - In-person or Virtual
- **Example(s):**
  - Individuals from a hospital, a plasma bank, and an at home center participate in a conversation facilitated by an Ivy Tech staff member aimed at exposing students to various work within the healthcare industry

### Career Webinar

- **Key Characteristic(s):**
  - Helps students understand the career path from start to finish
  - Can be used to provide career related information like job search, LinkedIn optimization, etc.
  - Can be specific to one industry but generic enough to provide relevance to more than one student group
- **Participation:**
  - Suggested minimum # hours- 1-2 hour
  - Virtual
- **Example(s):**
  - Speaker provides a session to students focused on developing a social networking platform to enhance job search strategies.

## Jobsite Tour

- **Key Characteristic(s):**
  - Employer takes a small group (10-12 students) dependent on the size of the jobsite
  - A brief overview of the company, followed by a walking tour
  - Students sit down for a Q and A with an employee panel
  - Students are responsible for their own transportation
- **Participation:**
  - Suggested minimum # hours- 1.5-2 hours
- **Example(s):**
  - A group of students participate in an overview of an advanced manufacturing company, they are then led on a facility tour, and conclude their visit with a question-and-answer session in one of the company's training rooms

## Information Session - (Info Session)

- **Key Characteristic(s):**
  - The employer requests to connect with students to inform them about available positions
  - College handles all necessary logistics (virtual or in person) based on confirmed time and date
  - Students attend/visit the session based on availability to learn vital information about the employer and industry sector
- **Participation:**
  - Suggested minimum # hours- n/a
  - In-person or Virtual
- **Example(s)**
  - An insurance company sets up a table in the business hallway and shares information and pamphlets about their company with students as they move to and from their classes
  - A retail company hosts a virtual meeting to share information with students about key skills needed for success

## Workshop

- **Key Characteristic(s):**
  - A College department or office conducts a workshop or an employer requests a workshop or the College invites the employer to host a workshop
  - The College sets up a room at the pertinent building(s) at the established dates and times
  - Participants come to the workshop to learn vital information about the department and its services or about the employer
  - A workshop is more extensive than an info table: includes planned interaction to inform and equip students in meeting an objective
- **Participation:**
  - Suggested minimum # hours- 1 hour
  - In-person
- **Example(s):**
  - A construction management company schedules a 1-hour workshop to provide pertinent information about their company, available careers, and discusses the skills and competencies needed for said careers
  - Information Technology CEO presents his company and open positions with the added-value bonus of a small workshop on how to deliver outstanding customer service

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# Career Exploration

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## Guest Speaker

- **Key Characteristic(s):**
  - Helps students understand the day-to-day of the industry
  - Similar to a group “informational interview”
  - Some guest speakers might add additional “added value” content like “how to provide outstanding customer service in IT”
- **Participation:**
  - Suggested minimum # hours- 1 hour
  - In-person or Virtual
- **Example(s):**
  - Local company conducts a Zoom chat in partnership with an Ivy Tech supply chain class to discuss job opportunities and tips for the job search
  - A healthcare specialist class hosted a guest speaker to discuss tips for networking in Healthcare and provided feedback to students on their LinkedIn profiles
  - Information Technology professional shares journey from Ivy Tech to his current position in data analytics, and what the field is currently looking for in candidates

## Informational Interview

- **Key Characteristic(s):**
  - Helps students understand the day-to-day of the industry
  - Typically happens in groups
  - Employer partner provides an overview and students ask questions to learn more about the career field and to receive career advice
- **Participation:**
  - Suggested minimum # hours- 1 hour
  - In-person or Virtual
- **Example(s):**
  - A group of students meet with a local business owner to learn about entrepreneurship by asking specific questions prepared in advance
  - A student interested in design met one-on-one with an architect to ask questions about the required training and software expertise needed to be successful in the field

## Job Shadow

- **Key Characteristic(s):**
  - Focuses on career exploration
  - Student observes the day-to-day responsibilities of a given job
  - Takes place at employer worksite
  - Student as observer
  - Aligned to student program area or area of interest
- **Participation:**
  - Suggested minimum # hours- 3 hours
  - In-person or Virtual
- **Example(s):**
  - Humanities faculty facilitate a project where students spend half a day with local agency
  - A hospitality student observes the inner workings of a professional kitchen at a local restaurant

### Internship Fair

- **Key Characteristic(s):**
  - Employer/organization representatives share information in an informal setting
  - Small group or individual conversations between employers and students
  - Often leads to additional networking or interviewing opportunities for students
  - Multiple career fields or sector-specific (i.e., "Non-profit internship fair" versus "Hospitality Internship Fair")
- **Participation:**
  - Suggested minimum # hours- 1 hour
  - In-person
- **Example(s):**
  - An HVAC student learns about available work-and-learn experiences and the steps necessary to apply and secure a facilities maintenance internship

### Career Fair

- **Key Characteristic(s):**
  - Employer representatives share information in an informal setting
  - Small group or individual conversations between employers and students
  - Often leads to additional networking or interview opportunities for students
  - Multiple career fields or sector-specific (i.e., "All Majors" vs. "Information Technology")
- **Participation:**
  - Suggested minimum # hours- 1 hour
  - In-person
- **Example(s):**
  - Classes can participate as a whole and have students reflect on their experiences
  - Career fairs hosted by campus Ivy+ Career Link department

### Virtual- Career / Internship Fair

- **Key Characteristic(s):**
  - Employer representatives share information via a virtual platform
  - Participants may upload their resumes for employers to view
  - Small group conversations between employers and participants
  - Employers invite participants of interest for private chats during the fair
  - Often leads to additional networking or interviewing opportunities for the participants
  - Multiple career fields or sector-specific (i.e., "All Majors" vs. "Information Technology")
- **Participation:**
  - Suggested minimum # hours- 1 hour
  - Virtual
- **Example(s):**
  - Students hear from participating employers and then have the opportunity to join employer "breakout rooms" and have small group discussions

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## Career Preparation

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### Career Specific Class Project

- **Key Characteristic(s):**
  - Aligned to course standards or outcomes
  - Integrates key skills from a specific career field
  - Facilitated by Ivy Tech Community College faculty member
  - Often in partnership with employer or company
- **Participation:**
  - Suggested minimum # hours- determined by Ivy Tech Community College faculty member
  - In-person or Virtual
- **Example(s):**
  - Students complete career research to select top careers of interest and conduct interviews of professionals in those fields (product is often a class presentation or reflective writing assignment)
  - Students design an app to solve a local community issue

### Service Learning

- **Key Characteristic(s):**
  - Involves partnership with company or community organization
  - Addresses a larger socioeconomic or societal/civic issue
  - Tied to the student's program of study
- **Participation:**
  - 10 hours (does not need to occur in a single consecutive timeframe)
  - Same 10 hours may count for different classes
  - In-person
- **Example(s):**
  - Biology class growing plants in community garden and providing them at farmers market and food banks
  - Nursing students volunteering with community clinics and local food banks
  - Hospitality students provide service at local food banks or soup kitchens

### Employer Case Study

- **Key Characteristic(s):**
  - Problem of practice presented by company/organization
  - Group or individual students work to design a solution
  - Present solution to company/organization
  - Student(s) receive(s) feedback from company/organization
  - Incorporates opportunities for student reflection on process and solution
  - Often directly aligned to program / course standards
- **Participation:**
  - Suggested minimum # hours- N/A
  - In-person or Virtual
- **Example(s):**
  - Business students complete a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of local business
  - Students design an advertising or marketing plan for a new startup company
  - Students tasked with using Autodesk software to design a device or activity that will assist in animal enrichment for the population of long-tailed macaques at the Indianapolis Zoo

## Capstone Course

- **Key Characteristic(s):**
  - Designed to give students the chance to apply the knowledge they have acquired throughout their education to real-world situations, and to encapsulate all the learning objectives of a student's major (taken from Office of Work Based Learning and Apprenticeship)
  - Students usually take capstone courses during the final year in school (taken from Office of Work Based Learning and Apprenticeship)
  - The Capstone experience provides the opportunity for every student to practice skills that will serve them well in college and at work: critical thinking, creative problem solving, communication skills and collaboration (taken from Office of Work Based Learning and Apprenticeship)
  - Takes place at Ivy Tech
  - Mentoring from workplace practitioners is encouraged
  - Aligned to student major
- **Participation:**
  - Suggested minimum # hours- Depends on program
- **Example(s):**
  - Students work with faculty and staff to prepare a project and presentation that highlights their skills

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## Career Experience

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### Micro-Internship (Non-credit)

- **Key Characteristic(s):**
  - Short term (typically lasting 2-8 weeks)
  - Paid or unpaid
  - Project-based
  - Students working in various capacities to support company
  - Mentoring from workplace practitioners
  - Rooted in an authentic real-world context and involves students in intentional reflection on that experience, places an emphasis on the development of multiple career readiness competencies defined by NACE, and occurs within traditional classroom environments, in beyond-the-classroom settings either on or off campus, or in virtual/online modalities- (CHE)
  - Aligned to student skill set, area of interest or program area
  - Employer evaluation required
- **Participation:**
  - Suggested minimum # hours- 40 hours
  - In-Person or Virtual
- **Example(s):**
  - Serve as an intern at an architectural firm during Fall break
  - Complete a 30-day seasonal internship

### Internship (Non-credit)

- **Key Characteristic(s):**
  - Traditional Semester or Summer (typically 12-16 weeks, part or full-time- *duration based on project scope and completion*)
  - Paid or unpaid
  - Project-based
  - Students working in various capacities to support company
  - Mentoring from workplace practitioners
  - Rooted in an authentic real-world context and involves students in intentional reflection on that experience, places an emphasis on the development of multiple career readiness competencies

defined by NACE, and occurs within traditional classroom environments, in beyond-the-classroom settings either on or off campus, or in virtual/online modalities- (CHE)

- Aligned to student skill set, area of interest or program of study area
- Employer evaluation required
- **Participation:**
  - Suggested minimum # hours- 12 weeks
  - In-Person or Virtual
- **Example(s):**
  - Security Analyst Intern or Helpdesk Analyst Intern - work up to 20 hours per week for four months during the Spring semester at a local tech company
  - Apartment Maintenance Intern - Assist in diagnosing problems and making repairs in areas such as HVAC, electrical, plumbing, pool, carpentry, dry walling, exterior structural, and appliance
  - Federal Work Study Intern - aligning on campus jobs with majors and marketing to academic programs as additional internship sites/opportunity to develop experience

### Internship (Credit)

- **Key Characteristic(s):**
  - An experience that serves to synthesize a student's education and apply it to a workplace setting
  - These are usually undertaken near the end of a student's program of study so as to reflect the whole of the student's educational experience
  - Supervision is provided by an Ivy Tech Community College faculty (or Ivy+ Career Link Staff) member
  - On-site supervision is provided by an agency/company employee
- **Participation (Policy 6.14):**
  - 5 contact hours per week (250 minutes)
  - 80 contact hours per semester (4,000 minutes)
- **Example(s):**
  - Human Services has two internships which requires 160 hours and reflection papers
  - A Hospitality internship requires 80 hours of work experience and 10 hours of service hours, requires activity logs, reflection papers, evaluations, skills tests, and portfolio
  - Criminal Justice has a 4-credit hour internship class
  - Medical Assisting students complete 200 hours of hands-on physicians' office based learning their last semester enrolled in the program

### Practicum

- **Key Characteristic(s):**
  - A non-lecture based experiential application of student learning either from a particular course or from a set of courses in the discipline
  - Supervision is provided by an Ivy Tech Community College faculty member; continuous supervision is provided by an agency/company employee
- **Participation (Policy 6.14):**
  - 3 contact hours per week per credit
  - 48 contact hours per credit
- **Example(s):**
  - One of the first practicum courses for the Early Childhood AAS involves earning a national Child Development Associate (CDA) credential (students must have 480 hours of work experience before being eligible)



### Clinical (Nursing)

- **Key Characteristic(s):**
  - Student learning experiences provided in a health facility appropriate to the curriculum objectives
  - Supervision is provided by an Ivy Tech Community College faculty member; continuous supervision may be provided by a health professional
- **Participation (Policy 6.14):**
  - 3 contact hours per week (180 minutes)
  - 48 contact hours per semester (2,880 minutes)
- **Example(s):**
  - Partnership with clinical affiliates allows students to experience various types of nursing, participate in numerous caregiving opportunities, and develop and refine clinical skill sets necessary for employment as a nurse following program completion

### Clinical (Health Sciences)

- **Key Characteristic(s):**
  - Student learning experiences provided in a health facility appropriate to the curriculum objectives. Continuous on-site supervision is provided by an Ivy Tech Community College nursing or health sciences (for CNA, QMA, HHA) faculty member (60-minute hours, as per ISBN)
- **Participation (Policy 6.14):**
  - 3 contact hours per week (150 minutes)
  - 48 contact hours per semester (2,400 minutes)
- **Example(s):**
  - Respiratory Therapy students complete 320 hours of hospital based hands-on clinical their first year and an additional 640 hours their second year in the program

### On-The-Job Training (OJT)

- **Key Characteristic(s):**
  - Process of learning a trade through planned, supervised work on the job
  - Usually conducted in cooperation with a labor union
- **Participation (Policy 6.14):**
  - 20 contact hours per week (1,200 minutes)
  - 320 contact hours per semester (19,200 minutes)
- **Example(s):**
  - Students hired as welders for a local company receive specific hands-on training necessary for the role along with general workplace standards. OJT may also include going over written materials, job shadowing, and participating in classroom instruction at the workplace

### State Earn and Learn (SEAL)

- **Key Characteristic(s):**
  - Structured, but flexible programs that include an education component with embedded dual-credits and industry credentials in conjunction with a work-and-learn component- (OWBLA)
  - Can last from weeks to years depending upon employer, education, certification, or licensing requirements (OWBLA)
  - Certified through the Office of Work-Based Learning and Apprenticeship- (OWBLA)
- **Participation:**
  - 200-540 hours per year
- **Example(s):**
  - The Michigan City High School Compressed Air Academy SEAL allows students to enter Ivy Tech with 21 transferable credits aligned with Advanced Automation & Robotics Technology (AART), Industrial Technology, Process Operations, and Manufacturing & Production degree programs at Ivy Tech
  - System Administrator pathway in partnership with the Indiana Office of Technology allowing students to earn a CT in IT Helpdesk and TC in IT Support

## Registered Apprenticeship

- **Key Characteristic(s):**
  - Through the U.S. Department of Labor, registered apprenticeships include on-the-job training with accompanying study for a trade/profession resulting in a national industry certification with wage increases at specified time frames- (OWBLA)
  - Most training is done while working for an employer who helps the apprentice learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies- (OWBLA)
- **Participation:**
  - 450-900 hours total
- **Example(s):**
  - 1,000+ occupations
  - Electrician
  - Machinist
  - E.M.T.

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## References

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National Association of Colleges and Employers (NACE)

<http://www.naceweb.org/career-readiness/competencies/career-readiness-resources/>

NACE Career Readiness Competencies (also known as Employability Skills):

Career & Self-Development  
Communication  
Critical Thinking  
Equity & Inclusion  
Leadership  
Professionalism  
Teamwork  
Technology

The Indiana Commission for Higher Education (CHE)

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:1713bbe7-c539-4ed5-9ea0-0aace8f0d729>

Office of Work-Based Learning and Apprenticeship (OWBLA)

<http://www.inwbl.com/>

Ivy Tech Community College

[Policy 6.14](#)

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