

## ACT Foundation Work and Learn Research

***This document provides comprehensive lists on the types of work and learn approaches, characteristics of work and learn approaches, types of data being collected, and examples of federal, state, institutional, and employer policies.***

Of the 30 million students in the United States, 28% of high school students, 72% of undergraduate students, and 82% of graduate students work at least part-time while going to school (U.S. Census Bureau, 2013). These students are considered “working learners” and according to the ACT Foundation are defined by the ways in which they integrate their professional goals and personal life, take interest in applying and practicing what they learn, exhibit problem-solving ability, and express a viewpoint that connects and intermingles personal aims, learning, and work (ACT Foundation, 2014).

Not all working learners possess each of these qualities, as each working learner has a unique set of circumstances and individual characteristics that may fall outside the bounds of the ascribed definition. For example, financial necessity rather than professional goals often dictates the work experiences of the working learner. But we are nonetheless interested here in better understanding the approaches to working and learning in which intentional connections are forged between a student’s program of study and the type of work experience he or she seeks and secures. Better understanding the commonalities across the population of working learners allows institutional leaders and practitioners, employers, and policymakers the opportunity to make informed decisions regarding effective work and learn approaches that align with the needs of this population.

Although work and learn approaches often vary in type, structure, cost, and outcomes, we aim to identify and address shared characteristics of these approaches in order to better understand the current landscape of work and learn in the United States and to give counsel to support more intentional, robust approaches to working and learning. For this project, Public Agenda conducted a comprehensive examination of peer-reviewed literature associated with working and learning, reviewed trade materials and reports, and conducted a series of interviews with institutional practitioners, employers, and students. We then triangulated the information and findings from the research and developed four comprehensive lists:

1. Types of work and learn approaches
2. Characteristics of work and learn approaches
3. Topical questions and examples of data being collected in work and learn experiences
4. Examples of federal, state, institutional, and employer policies for work and learn experiences

Through this research, it is evident that a number of different work and learn approaches exist, some of which successfully marry career acceleration and educational attainment. The aim of these lists is to inform the content of a survey to be administered to those involved in work and

learn situations on the educational, employment, and policy side of work and learn opportunities that will collect data on the types and characteristics of work and learn programs in the United States.

### **List #1: Types of Work and Learn Approaches**

This list serves to categorize the variety of work and learn approaches. The categorizations attempt to define each approach by general characteristics in order to minimize “context-specific” qualifiers that complicate the opportunity for broader analysis of the similarities and strengths of each type of work and learn approach.

It is also important to note that each working and learning approach varies in its level of formality. Additionally, the required time commitment, credentials awarded, compensation, and alignment to a student’s educational and career goals can vary across each approach. The second list, *Characteristics of Work and Learn Approaches*, further details differences between each approach.

#### **Apprenticeships**

An apprenticeship allows one to obtain “a recognized credential while gaining on-the-job experience” (ApprenticeshipCentral, 2016 p. 1). Gardner and Bartkus (2010) further note that an apprentice is “attached” to an employer and spends considerable time in the workplace. Attached is defined as “shadowing” in this instance, indicating that apprentice and employer often spend a great deal of time together. According to the U.S. Department of Labor (n.d.), apprenticeships must provide “organized instruction designed to provide the apprentice with knowledge in technical subjects related to the occupation,” and it is recommended that at least 144 hours annually be spent on instruction alone. An apprenticeship is typically full-time and can last for a year or more (Gardner & Bartkus, 2010).

#### **Cooperative Education**

Cooperative education allows students to work for multiple periods of time in work that is aligned with the student’s major or career goal (National Association of Colleges and Employers, 2016). While cooperative education programs take place in the college or university setting, they can take place in high school as well. Generally, students alternate between full-time student and full-time employee in a position related to their subject in order to obtain a degree as well as a significant amount of work experience. Students completing a co-op often acquire at least one year of work experience related to their career before completing their degree. Co-ops are almost always paid positions, and most are associated with some form of academic credit.

#### **Faculty-Led Research**

Faculty at academic institutions often have research opportunities separate from main coursework that they enlist students’ help with. Undergraduate research experiences give students opportunities to participate in an ongoing research experience with a faculty member and is a way for students to “start a research career, learn a discipline’s research methodology, build key professional relationships with faculty members, and lay the foundation for more advanced projects” while being enrolled and progressing through regular coursework (Northeastern University, 2014, p.1).

Previous research has found numerous benefits to this approach for students and faculty. “Students who are actively involved in research with a faculty members are more likely to make connections and complete their degree at that institution” (Soltano, Meyer, & Larrivee, 2016, pp. 38–45). According to this study, graduate students are typically compensated for their participation in these part-time opportunities, but the undergraduate students in this study were not typically paid (Soltano, Meyer, & Larrivee, 2016). Additionally, Soltano, Meyer, and Larrivee (2016) also found that the opportunities are supplemental to curriculum and do not offer academic credit. While these findings emerged from this study, it is important to note that compensation and academic credit policies differ from department to department and institution to institution.

### **Internships**

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” (NACE, 2011, p.1). Internships can occur both inside educational institutions (such as with faculty-led research) and outside the institution (such as in a for-profit or not-for-profit organization).

### **Practicum**

A practicum “links theory with practice by providing regular structured and supervised opportunities for students to apply and test knowledge, skills, and attitudes, developed largely in campus-based studies, to the real world...” (Price, 1987, p. 9). Practicums place a strong emphasis on linking academic knowledge with real-world application while being carefully assessed by a senior member of the field. A practicum does not necessarily lead to a credential, although certain types of practicums such as residencies do culminate in a credential (American Society of Health-System Pharmacists, n.d).

For the purposes of this research, we categorized residencies, clinical rotations, externships, and clerkships as a practicum approach. For the purposes of this report, they will be treated as subcategories within the practicum approach.

### **Residencies**

The aim of a medical residency is to ready recent graduates of medical school for independence in practicing medicine. An important requirement for medical residencies is meaningful interaction with patients and close supervision (Ulmer, Wolman, & Johns, 2009). A residency approach is typically utilized in medical professions but is also beginning to emerge in other science and technology fields. Generally speaking, residencies often last three to seven years.

### **Clinical Rotations**

Clinical rotations are also commonly used in medical professions to give students real-world experience while being directly supervised by a senior manager in their field. These differ from residencies in that rotations are typically one to four months long compared with the much longer term of a residency (Gardner & Bartkus, 2010).

### **Externships**

An externship is a short-term<sup>1</sup> workplace-training program offered to students as part of a course of study. Externships exist in a range of fields, including teaching (Luft & Vidoni, 2000), nursing (Mang, 2011), and law (Terry, 2014). Many externship opportunities tend to take place during the summer (Luft & Vidoni, 2000; Mang, 2011). A legal externship may be defined as “courses in which a significant part of the learning relies on students either representing clients or performing other professional roles under the supervision of practicing lawyers or observing or assisting practicing lawyers or judges at work” (Terry, 2014). Legal externs may either receive pay or academic credit, but not both unless under specific circumstances of demonstrated need (Gardner & Bartkus, 2010). Students often utilize externships in order to give them real-world experience in a preferred area of expertise (Gardner & Bartkus, 2010).

### **Clerkships**

Clerkships are most commonly postgraduate positions for those holding a law degree with a judge in federal or state court. These placements are meant to gain practical workplace experience in the courtroom. This is most often used in the legal field and is not related to clinical rotations (Gardner & Bartkus, 2010).

### **Service learning/volunteering**

Service learning/volunteering “incorporates community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community” (Campus Compact, 2015, p. 1). What differentiates service learning from internships, co-ops, and externships is the explicit focus of students’ work to provide service that is of benefit to the community. This form of work is typically unpaid, though some programs offer academic credit and other programs like AmeriCorps provide living stipends.

### **Work-study**

Work-study is a form of work and learn that is generally funded through the state or federal government. The Federal Work-Study (FWS) program exists to “stimulate and promote the part-time employment of students who are enrolled as undergraduate, graduate, or professional students and who are in need of earnings from employment to pursue courses of study at eligible institutions” (Higher Education Act of 1965, Sec. 441. 42 U.S.C. § 2751). Students that are deemed eligible for work-study generally work part-time on or off campus for employers deemed eligible in positions that may or may not be related to their field of study or career interests (U.S. Department of Education, 2014).

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<sup>1</sup> Some examples of externships last for about 2–3 weeks (Luft & Vidoni, 2000), while others have unspecified time lengths.

## List #2: Characteristics of Work and Learn Approaches

List #2 builds on List #1 and provides more details about the characteristics of work and learn approaches. In order to compare the various work and learn approaches, we thought this list is more suitable as a table, so that readers can look across the different work and learn approaches and quickly see the similarities and differences. Additionally, List #2 can be used by working learners to compare the types of opportunities to determine best fit; it can also allow institutional practitioners and employers to compare the types of opportunities and flexibility needed for attracting and retaining high-quality working learners. The variables used within the table are operationally defined directly below.

### Operational Definitions

**Time commitment.** Existing research (e.g., list research examples) suggests that the time commitment associated with a work and learn approach is an important consideration and can have implications for student outcomes. Typically, models utilize the following time commitments:

- o Part-time—fewer than 35 hours per week
- o Full-time—35 hours or more
- o Set time—a specific or tracked number of hours, weeks, semesters, years, etc.

**Credentials.** Some work and learn approaches lead to a recognized credential, which can include certificates, associate's degrees, bachelor's degrees, master's degrees, and terminal degrees. Certificates and degrees are awarded by an institution of higher education accredited by one of the 85 recognized accrediting organizations (Council for Higher Education Accreditation, 2013). Some other recognized credentials (e.g., a residency certificate) are issued by third-party groups like the American Society of Health-System Pharmacists to bodies other than institutions such as medical clinics. A credential can be defined as a “verification of an individual’s qualification or competence issued by a third party with the relevant authority to issue such credentials” (U.S. Department of Labor, n.d.) and a recognized credential as one in which the third party is considered a reputable accreditor. Some work and learn approaches do not lead to a recognized credential but provide recognized job skills training that are valuable for an individual’s career/future goals. The table indicates if a work and learn approach is credit-bearing or non credit-bearing.

**Compensation.** Compensation varies across the various work and learn approaches (Gardner & Bartkus, 2010). Typically, models align with one of the following earning characteristics:

- o Funded
  - Wage-based employment and stipends for work completed.
  - Tuition assistance/remission (also sometimes referred to as “education assistance”) is additional funding beyond typical workers’ earnings provided by some employers to working learners. Some examples include institutions of higher education and, more specifically, the United Parcel Service (United Parcel Service, 2016).
  - Housing, meals, relocation subsidies, bonuses, and other benefits are sometimes (although rarely) provided by employers to working learners.

Some companies that provide such benefits include Google, Apple, and Microsoft (Hoyt, 2014).

- Not funded
  - Unpaid experiences are taken on either formally or informally, while a student attends an academic institution or seeks professional development in a new area. While not being monetarily compensated, some students do earn academic credit.

**Alignment to a student’s educational and career goals.** Alignment between a student’s educational and career goals best occurs when a student’s goals, needs, and strengths are accounted for in both work and learn parts of a student’s experience in a complementary way.

**Primary setting.** The setting for a student’s work can occur within his or her educational institution or elsewhere.

Work and Learn Types	Earnings		Time Commitment			Credentials		Alignment to Goals		Primary Setting	
	Funded	Not funded	Part time	Full time	Hours tracked	Credit-bearing	Non-credit-bearing	Career	Educational	Institution	External
Apprenticeship	X			X	X	X		X			X
Cooperative Education	X			X	X	X		X	X		
Faculty-led Research & Projects											
Undergraduate	X	X	X		X	X	X	X	X	X	
Graduate	X	X	X		X	X	X	X	X	X	
Internship	X	X	X	X	X	X	X	X	X	X	X
Service Learning / Volunteering		X	X		X	X	X	X			X
Practicum											
Externship	X <sup>2</sup>	X <sup>3</sup>	X		X	X <sup>4</sup>	X <sup>5</sup>	X	X		X
Residency	X			X		X		X	X	X	X
Clinical Rotation / Clerkship	X	X		X	X	X	X	X	X		X
Work-study	X		X		X	X	X	X	X	X	

**\*Note:** If a box is left unchecked, it is either because it is not the typical or frequently observed characteristic or because there is insufficient information to determine what is typical in that topic area. This table references Gardner and Bartkus (2010).

<sup>2</sup> Legal externs may receive either pay or academic credit but may not receive both unless subject to extreme circumstances such as greatly demonstrated financial need (Gardner & Bartkus, 2010).

<sup>3</sup> Note that legal externs may receive either pay or academic credit but may not receive both unless subject to extreme circumstances such as greatly demonstrated financial need (Gardner & Bartkus, 2010).

<sup>4</sup> Id.

<sup>5</sup> Id.

### List #3: Topical Questions and Examples of Data Being Collected in Work and Learn Experiences

Students, institutional practitioners, and employers each have goals for their participation in work and learn experiences, and the collection and use of data are invaluable components of these experiences in order to measure progress toward established goals and outcomes.

Table 1 provides a list of topics, and for each topic we have included the most relevant questions for each of the key stakeholder groups (i.e., students, institutional practitioners, and employers). Table 2 provides examples of data being collected on or by each stakeholder group.

**Table 1: Stakeholder Questions**

Students	
<i>Question Topic Area</i>	<i>Questions</i>
Funding and time	<ul style="list-style-type: none"> <li>• Will this work and learn opportunity meet living wage requirements?</li> <li>• Will this work prevent success with the student’s education, primary job, or other responsibilities?</li> <li>• Does this work and learn opportunity have reasonable expectations for my time?</li> </ul>
Professional development	<ul style="list-style-type: none"> <li>• Is there a protocol in place at the educational institution or employer for conducting professional development meetings with the student within the work and learn opportunity?</li> <li>• Are there opportunities in place for a student to conduct meaningful work beyond administrative duties in this work and learn opportunity?</li> </ul>
Labor market outcomes	<ul style="list-style-type: none"> <li>• Does the work and learn opportunity correlate with successful job placement?</li> </ul>
Academic outcomes	<ul style="list-style-type: none"> <li>• Does the work and learn opportunity correlate with positive academic outcomes?</li> </ul>
Non-cognitive outcomes	<ul style="list-style-type: none"> <li>• Will this work and learn opportunity provide opportunities to test and strengthen a student’s grit (i.e., persistence and resilience)?</li> </ul>
Institutions	
<i>Question Topic Area</i>	<i>Questions</i>
Enhances learning for the student	<ul style="list-style-type: none"> <li>• Do our work and learn opportunities correlate with positive academic outcomes?</li> <li>• Are there particular programs that do better than others?</li> </ul>

	Particular demographics that perform better than others?
Meets educational requirements	<ul style="list-style-type: none"> <li>Do students complete their coursework on time?</li> <li>Does our credit-bearing work and learn opportunity effectively align with competencies associated with equivalent, traditional coursework?</li> </ul>
Offers faculty an opportunity to engage	<ul style="list-style-type: none"> <li>How do faculty rate the quality of our working learners' work?</li> <li>How do faculty engage with working learners?</li> <li>How do faculty monitor their working learners' progress?</li> </ul>
<b>Employer</b>	
<i>Question Topic Area</i>	<i>Questions</i>
Finding and hiring talent	<ul style="list-style-type: none"> <li>What do working learners offer us?</li> <li>What is our retention for working learners?</li> <li>How do we recruit working learners?</li> </ul>
Cultivating needed skill sets	<ul style="list-style-type: none"> <li>How do we rate the quality of our working learners' work?</li> <li>How do we engage with working learners?</li> </ul>
Reducing turnover	<ul style="list-style-type: none"> <li>Are there processes in place for professionally developing our working learners?</li> </ul>
Community	<ul style="list-style-type: none"> <li>What do our working learners do for the community?</li> </ul>

**Table 2: Examples of Data by Stakeholder Groups**

<b>Stakeholder Group</b>	<b>Examples<sup>6</sup> of Data Being Collected</b>
Students	<ul style="list-style-type: none"> <li>Self-assessment of work experiences—pre-work assessment</li> <li>Self-assessment of work experiences—midpoint assessment</li> <li>Self-assessment of work experiences—post-work assessment</li> <li>Job offers/placements from employers and acceptance rate by students</li> <li>Perceived level of preparedness entering the job market</li> </ul>
Institutions	<ul style="list-style-type: none"> <li>Satisfaction data from students on work experience and the employer</li> <li>Satisfaction data from students on working with the institution on</li> </ul>

<sup>6</sup> Examples of data collection come directly from interviews with students, institutional actors, and employers conducted through this research project.

	<p>the work and learn experience</p> <ul style="list-style-type: none"> <li>• Satisfaction data from employer on the student (content knowledge and soft skills)</li> <li>• Satisfaction data from employer on working with the institution</li> <li>• Hiring/job opportunities data from employer</li> <li>• Job attainment/placement data from students</li> <li>• Workforce skills and preparedness of students as experienced by employers</li> <li>• Workforce skills and preparedness of students as experienced by students</li> </ul>
Employers	<ul style="list-style-type: none"> <li>• Satisfaction data on students and their skill sets (content knowledge and soft skills)</li> <li>• Satisfaction data on working with the institution</li> <li>• Job offers and acceptances provided to students</li> </ul>

**List #4: Examples of Federal, State, Institutional, and Employer Policies for Work and Learn Experiences**

List #4 details examples of the most prominent federal, state, institutional, and employer policies that affect work and learn experiences.

**Federal policies**

The following federal policies encompass a wide variety of aspects in relation to working and learning programs—including but not limited to minimum wage, working age, service learning, internships, work-study, and work-learning-service. All of the policies are drawn directly from U.S. Code, and a significant amount is drawn specifically from the Fair Labor Standards Act and Higher Education Act, which are embedded within U.S. Code. It should be noted, however, that this is not an exhaustive list of existing policies and further research is needed in this area.

<b>Federal Policy Topic</b>	<b>Policy Details</b>
<b>Federal Minimum Wage</b>	<p>Since July 24, 2009, the federal minimum wage for covered nonexempt employees is \$7.25 per hour ("Minimum Wage," 2015). This is relevant for all working learners whose work positions are benchmarked to the federal minimum wage, such as work-study positions. It should be noted that internships and service learning are not tied to federal minimum wage according to federal policy.</p> <p>"Minimum wage: Employees engaged in commerce; home workers in Puerto Rico and Virgin Islands; employees in American Samoa; seamen on American vessels; and agricultural employees. Every employer shall pay to each of his employees who in any workweek is engaged in commerce or in the production of goods for commerce, or is employed in an enterprise engaged in commerce or in the production of goods for commerce, wages at the following rates: (1) except as otherwise provided in this section, not less than— (A) \$5.85 an hour beginning on the 60th day after May 25, 2007; (B) \$6.55 an hour, beginning 12 months after that 60th day; and (C) \$7.25 an hour, beginning 24 months after that 60th day." (<a href="#">29 U.S.C. § 206 (2011)</a>)</p>
<b>Federal Regulations on Working Age</b>	<p>The Fair Labor Standards Act (2011) sets 16 as the minimum age for most work, although it allows people aged 14–16 to work in occupations other than manufacturing as long as the Department of Labor has deemed work has not interfered with their learning. This is significant to the working learner population in that it provides age parameters on who may and may not be considered a working learner (i.e., above age 14).</p> <p>"'Oppressive child labor' means a condition of employment under which (1) any employee under the age of sixteen years is employed by an employer (other than a parent or a person standing in place of a parent employing his own child or a child in his custody under the age of sixteen</p>

	<p>years in an occupation other than manufacturing or mining or an occupation found by the Secretary of Labor to be particularly hazardous for the employment of children between the ages of sixteen and eighteen years or detrimental to their health or well-being) in any occupation, or (2) any employee between the ages of sixteen and eighteen years is employed by an employer in any occupation which the Secretary of Labor shall find and by order declare to be particularly hazardous for the employment of children between such ages or detrimental to their health or well-being; but oppressive child labor shall not be deemed to exist by virtue of the employment in any occupation of any person with respect to whom the employer shall have on file an unexpired certificate issued and held pursuant to regulations of the Secretary of Labor certifying that such person is above the oppressive child-labor age. The Secretary of Labor shall provide by regulation or by order that the employment of employees between the ages of fourteen and sixteen years in occupations other than manufacturing and 4 Sec. 203(l)(2) mining shall not be deemed to constitute oppressive child labor if and to the extent that the Secretary of Labor determines that such employment is confined to periods which will not interfere with their schooling and to conditions which will not interfere with their health and well-being.” (29 U.S.C. § 203 (2011))</p>
<p><b>Federal Government’s Policy on Internships<sup>7</sup></b></p>	<p>The federal government defines an internship as a voluntary service provided by a student conducted for educational opportunity that is uncompensated and not meant to replace current employees. This is relevant to many working learners whose educational institutions may require an internship competent for graduation yet need to work for pay to live. In order to connect working and learning, many working learners choose work-study or co-op programs over internships as defined here.</p> <p>“For the purpose of this section, ‘student’ means an individual who is enrolled, not less than half-time, in a high school, trade school, technical or vocational institute, junior college, college, university, or comparable recognized educational institution. An individual who is a student is deemed not to have ceased to be a student during an interim between school years if the interim is not more than 5 months and if such individual shows to the satisfaction of the Office of Personnel Management that the individual has a bona fide intention of continuing to pursue a course of study or training in the same or different educational institution during the school semester (or other period into which the school year is divided) immediately after the interim.</p> <p>Notwithstanding <a href="#">section 1342 of title 31</a>, the head of an agency may accept, subject to regulations issued by the Office, voluntary service for the United States if the service—</p> <p>(1) is performed by a student, with the permission of the institution</p>

<sup>7</sup> This policy applies only to those working within the federal government.

	<p>at which the student is enrolled, as part of an agency program established for the purpose of providing educational experiences for the student;</p> <p>(2) is to be uncompensated; and</p> <p>(3) will not be used to displace any employee.” (<a href="#">5 U.S.C. § 3111 (2016)</a>)</p>
<p><b>Federal Policy on Work-Study</b></p>	<p>The Economic Opportunity Act of 1964 first established the College Work-Study Program, later renamed the Federal Work-Study (FWS) Program. The act stipulated that the government would provide funds to assist institutions with the operation of a part-time employment program for low-income enrolled students; it also established that the funding would be determined by a state-by-state allotment formula.</p> <p>The program was subsequently relocated into the Higher Education Act of 1965 and transferred from the U.S. Department of Labor to the U.S. Department of Health, Education, and Welfare.<sup>8</sup></p> <p>As defined by federal legislation, the purpose of the FWS Program is to:</p> <p style="padding-left: 40px;">...stimulate and promote the part-time employment of students who are enrolled as undergraduate, graduate, or professional students and who are in need of earnings from employment to pursue courses of study at eligible institutions, and to encourage students receiving federal student financial assistance to participate in community service activities that will benefit the Nation and engender in the students a sense of social responsibility and commitment to the community. (Higher Education Act of 1965, Sec. 441. 42 U.S.C. § 2751)</p> <p>Federal Work-Study is open to undergraduate, graduate, and professional students as long as they have financial need, though it only provides part-time employment while a student is enrolled in school.</p> <p>The U.S. Department of Education stipulates that if a student attends a proprietary school like a for-profit institution, “there may be further restrictions on the types of jobs you can be assigned” (“Work-Study Jobs,” 2012).</p>
<p><b>Taxable Federal AmeriCorps Awards</b></p>	<p>AmeriCorps is encompassed under the National Service Trust umbrella, which all participants are entitled to a national service educational award, which can be used to pay an institution or participating lender for educational expenses. In this way, working in a national service capacity is linked to educational opportunities.</p> <p>“Provision of approved national service positions: As part of the provision of assistance under subsection (a), and in providing approved national service positions under subsection (b), the Corporation shall—</p> <p style="padding-left: 40px;">(1) approve the provision of national service educational awards described in division D of this subchapter for the participants who</p>

<sup>8</sup> The U.S. Department of Education was not established until 1981.

	<p>serve in national service programs carried out using such assistance; and  (2) deposit in the National Service Trust established in <a href="#">section 12601(a) of this title</a> an amount equal to the product of—  (A) the value of a national service educational award under <a href="#">section 12603 of this title</a>; and  (B) the total number of approved national service positions to be provided or otherwise approved.”(42 U.S. Code § 12571 (2016))</p> <p>Notably, even though AmeriCorps members are not making an income during their year of service, “the IRS determined that payments made with an education award are considered to be included in a member's taxable income in the tax year the payment was made to the school or loan holder” (“Segal AmeriCorps Education Award,” 2016).</p>
<p><b>Federal Funding for Service Learning</b></p>	<p>U.S. Code provides funding to educational institutions for their community service-learning programs. There are two main uses for the funds, the first to provide compensation to students engaged in service learning and the second to fund staff and other resources to maintain such programs and opportunities for students at the school. This is notable for working learners, as many community service opportunities are commonly viewed as unpaid. Yet this policy clearly articulates that federal funds may be used for compensation of students participating in service-learning programs.</p> <p>“Community service learning: Each institution participating under this part may use up to 10 percent of the funds made available under <a href="#">section 1096(a) of title 20</a> and attributable to the amount of the institution’s expenditures under this part to conduct that institution’s program of community service-learning, including—  (1) development of mechanisms to assure the academic quality of the student experience,  (2) assuring student access to educational resources, expertise, and supervision necessary to achieve community service objectives, and  (3) collaboration with public and private nonprofit agencies, and programs assisted under the National and Community Service Act of 1990 [<a href="#">42 U.S.C. 12501</a> et seq.] in the planning, development, and administration of such programs.</p> <p>Off-campus community service  (1) Grants authorized: In addition to funds made available under <a href="#">section 2753(b)(2)(A) of this title</a>, the Secretary is authorized to award grants to institutions participating under this part to supplement off-campus community service employment.  (2) Use of funds: An institution shall ensure that funds granted to such institution under this subsection are used in accordance with <a href="#">section 2753(b)(2)(A) of this title</a> to recruit and compensate</p>

	<p>students (including compensation for time spent in training and for travel directly related to such community service).</p> <p>(3) Priority: In awarding grants under this subsection, the Secretary shall give priority to applications that support postsecondary students assisting with early childhood education activities and activities in preparation for emergencies and natural disasters.</p> <p>(4) Authorization of appropriations: There are authorized to be appropriated to carry out this subsection such sums as may be necessary for fiscal year 2009 and each of the five succeeding fiscal years.” (42 U.S.C. § 2756a (2016))</p>
<p><b>Federal Work-Learning-Service Policy</b></p>	<p>For educational institutions that possess a requirement of work-learning-service for enrollment and graduation of its students, the federal government has provided funds to assist in the maintenance of these programs. Also notable is the clause that funding may be used to fund students via self-help payments or credits. Throughout the research thus far, there has yet to emerge an institution with such a requirement—and as such is a recommendation for further study.</p> <p>“The purpose of this section is to recognize, encourage, and promote the use of comprehensive work-learning-service programs as a valuable educational approach when it is an integral part of the institution’s educational program and a part of a financial plan which decreases reliance on grants and loans.</p> <p>In addition to the sums appropriated under subsection (f) of this section, funds allocated to the institution under this part and part E of this title [<a href="#">20 U.S.C. 1087aa</a> et seq.] may be transferred for use under this section to provide flexibility in strengthening the self-help-through-work element in financial aid packaging.</p> <p>Activities authorized: From the sums appropriated pursuant to subsection (f) of this section, and from the funds available under paragraph (1), eligible institutions may, following approval of an application under subsection (c) of this section by the Secretary—</p> <ul style="list-style-type: none"> <li>(A) support the educational costs of qualified students through self-help payments or credits provided under the work-learning-service program of the institution within the limits of part F of this title [<a href="#">20 U.S.C. 1087kk</a> et seq.];</li> <li>(B) promote the work-learning-service experience as a tool of postsecondary education, financial self-help, and community service-learning opportunities;</li> <li>(C) carry out activities described in section <a href="#">2753</a> or <a href="#">2756</a> of this title;</li> <li>(D) be used for the administration, development, and assessment of comprehensive work-learning-service programs, including— <ul style="list-style-type: none"> <li>(i) community-based work-learning-service</li> </ul> </li> </ul>

	<p>alternatives that expand opportunities for community service and career-related work; and</p> <p>(ii) alternatives that develop sound citizenship, encourage student persistence, and make optimum use of assistance under this part in education and student development;</p> <p>(E) coordinate and carry out joint projects and activities to promote work service learning; and</p> <p>(F) carry out a comprehensive, longitudinal study of student academic progress and academic and career outcomes, relative to student self-sufficiency in financing their higher education, repayment of student loans, continued community service, kind and quality of service performed, and career choice and community service selected after graduation.</p> <p>Application: Each eligible institution may submit an application for funds authorized by subsection (f) of this section to use funds under subsection (b)(1) of this section at such time and in such manner as the Secretary, by regulation, may reasonably require.</p> <p>Match required: Funds made available to work colleges pursuant to this section shall be matched on a dollar-for-dollar basis from non-Federal sources.</p> <p>Definitions: For the purpose of this section—</p> <p>(1) the term ‘work college’ means an eligible institution that—</p> <p>(A) has been a public or private nonprofit, four-year, degree-granting institution with a commitment to community service;</p> <p>(B) has operated a comprehensive work-learning-service program for at least two years;</p> <p>(C) requires students, including at least one-half of all students who are enrolled on a full-time basis, to participate in a comprehensive work-learning-service program for at least five hours each week, or at least 80 hours during each period of enrollment, except summer school, unless the student is engaged in an institutionally organized or approved study abroad or externship program; and</p> <p>(D) provides students participating in the comprehensive work-learning-service program with the opportunity to contribute to their education and to the welfare of the community as a whole; and</p> <p>(2) the term ‘comprehensive student work-learning-service program’ means a student work-learning-service program that—</p> <p>(A) is an integral and stated part of the institution’s educational philosophy and program;</p>
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	<p>(B) requires participation of all resident students for enrollment and graduation;</p> <p>(C) includes learning objectives, evaluation, and a record of work performance as part of the student’s college record;</p> <p>(D) provides programmatic leadership by college personnel at levels comparable to traditional academic programs;</p> <p>(E) recognizes the educational role of work-learning-service supervisors; and</p> <p>(F) includes consequences for nonperformance or failure in the work-learning-service program similar to the consequences for failure in the regular academic program.</p> <p>Authorization of appropriations: There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2009 and each of the five succeeding fiscal years.” (42 U.S.C. § 2756b (2016))</p>
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### State policies

The following state policy examples encompass a variety of aspects in relation to working and learning programs—including but not limited to minimum wage, internships and apprenticeships, work-study and co-op, and experiential education policy. It should be noted, however, that this is not an exhaustive list of existing policies and further research is needed in this area.

State Policy	
State Policy Topic	Policy Details
<b>State Minimum Wage Laws</b>	<p>While the federal minimum wage is set at \$7.25 per hour, 29 states and D.C. offer a minimum wage higher than that. Five states do not require a minimum wage, and 16 states offer the federal minimum wage or less. According to the Department of Labor, “Federal minimum wage law supersedes state minimum wage laws where the federal minimum wage is greater than the state minimum wage. In those states where the state minimum wage is greater than the federal minimum wage, the state minimum wage prevails” (Minimum Wage Laws in the States, 2016). The highest minimum wage rates are in California (\$10), Massachusetts (\$10), and D.C. (\$10.50)<sup>9</sup> (Minimum Wage Laws in the States, 2016).</p>

<sup>9</sup> Note that on June 27, 2016, D.C. signed into law the Fair Shot Minimum Wage Amendment Act of 2016, which will increase the minimum wage to \$15 an hour by 2020. Currently, minimum wage stands at \$10.50 (Hicks, 2016)

**Consolidated State Minimum Wage (MW) Update Table<sup>10</sup>**

<i>Greater than federal MW</i>	<i>Equals federal MW of \$7.25</i>	<i>Less than federal MW</i>	<i>No MW Required</i>
AK - \$9.75	IA	GA - \$5.15	AL
AR - \$8.00	ID	WY - \$5.15	LA
AZ - \$8.05	IN		MS
CA - \$10.00	KS		SC
CO - \$8.31	KY		TN
CT - \$9.60	NC		
DC - \$10.50 <sup>11</sup>	ND		
DE - \$8.25	NH		
FL - \$8.05	OK		
HI - \$8.50	PA		
IL - \$8.25	TX		
MA - \$10.00	UT		
MD - \$8.25	VA		
ME - \$7.50	WI		
MI - \$8.50			
MN - \$9.00			
MO - \$7.65			
MT - \$8.05			
NE - \$9.00			
NJ - \$8.38			
NM - \$7.50			
NY - \$9.00			
NV - \$8.25			
OH - \$8.10			
OR - \$9.25			
RI - \$9.60			
SD - \$8.55			
VT - \$9.60			
WA - \$9.47			

<sup>10</sup> Effective Date: 01/01/2016

<sup>11</sup> Ibid.

	WV - \$8.75			
	<b>29 States + DC</b>	<b>14 States</b>	<b>2 States</b>	<b>5 States</b>
(Minimum Wage Laws in the States, 2016)				
<p><b>State Internship and Apprenticeship Policy</b></p>	<p>States have their own definitions apart from U.S. Code for terms such as “internship” and “apprenticeship,” although they seem to have been created more for the sake of redundancy than innovation. California State Code defines these terms in the following ways:</p> <p style="padding-left: 40px;">“Apprenticeship training program’ means a comprehensive plan containing, among other things, apprenticeship program standards, program regulations, related and supplemental instruction course outlines, and policy statements for the effective administration of that apprenticeship training program, in accordance with Chapter 2 (commencing with Section 200) of Title 8 of the California Code of Regulations.</p> <p style="padding-left: 40px;">‘Internship training program’ means a planned series of educational training activities, paid or unpaid, in a specific or general occupational field.” (Cal. Edc Code § 79144 (1998))</p> <p>In addition to this definition, the State of California has also required a partnership between the State’s Community College System and Department of Industrial Relations to offer innovative apprenticeship training programs.</p> <p style="padding-left: 40px;">“To the extent that sufficient federal funds and other resources are available, the Division of Apprenticeship Standards of the Department of Industrial Relations, in partnership with the California Community Colleges Chancellor’s Office, shall develop and implement innovative apprenticeship training demonstration projects in high-growth industries in emerging and transitioning occupations that meet local labor market needs and that are validated by current labor market data.” (Cal. Edc Code § 79148 (2015))</p> <p>In regard to working learners, another notable passage from California State policy is in reference to meeting the workforce demands through workplace training programs. This is important to working learners as it delineates both an awareness and a commitment to working and learning options for California students.</p> <p style="padding-left: 40px;">“The Legislature hereby finds and declares as follows:</p> <p style="padding-left: 80px;">(a) A consensus exists among employment training professionals, economists, and industry experts concerning the serious mismatch that has developed between labor force skills and the needs of employers.</p> <p style="padding-left: 80px;">(b) Workplace skills training is most effective within a real</p>			

	<p>workplace environment.</p> <p>(c) Private sector industry internships and apprenticeship models successfully focus employment training on a specific job or set of skills, thereby meeting the precise needs of the labor market.</p> <p>(d) Many high-growth industries, such as new media and biotechnology, are particularly suited to worksite-based learning because skills required by those industries involve the use of costly equipment and require continual upgrading.” (Cal. Edc Code § 79140 (1998))</p>
<p><b>State Work-Study</b></p>	<p>Similar to federal policy, many states have their own definition of “work-study.” One example is provided by California State Code, which defers to Federal Work-Study definitions. In this way, while it is important to check state policies for differences in regard to how they handle work-study guidelines, it would be largely accurate to defer to federal policy on this particular topic.</p> <p>“The California State Work-Study Program is hereby created to provide eligible college and university students with the opportunity to earn money to help defray their educational costs, while gaining valuable experience in educationally beneficial or career-related employment. The California State Work-Study Program shall be administered by the Student Aid Commission.” (Cal. Edc Code § 69951 (1986))</p> <p>“Any postsecondary educational institution currently eligible to participate in state-funded student financial aid programs pursuant to this chapter or in federal financial aid programs shall be eligible to be selected to participate in the California State Work-Study Program.” (Cal. Edc Code § 69952 (1986))</p>
<p><b>State Cooperative Vocational-Technical Education Policy</b></p>	<p>According the Pennsylvania State Code, cooperative education is defined in the following manner:</p> <p>“Cooperative vocational-technical education—A planned method of instruction developed through a signed cooperative arrangement among school representatives, students, parents, and employers in the community to provide students with an opportunity to alternate in-school academic and vocational-technical instruction in entry-level paid employment in an occupational field, in which the student’s total occupational work experience is planned, coordinated, and supervised by the school in close cooperation with the employer.” (4 PA Code § 4.3 (2014))</p> <p>Furthermore, the state policy mandates cooperative vocational-technical education “as appropriate” and “when available” in general vocational-technical programs. This is significant for working learners that choose vocational options, as it forces education providers to offer paid cooperative opportunities, thus connecting working for pay and learning.</p>

	<p>“Vocational-technical education programs must consist of a series of planned academic and vocational-technical education courses that are articulated with one another so that knowledge and skills are taught in a systematic manner. When appropriate, vocational-technical education programs must adopt, in program areas for which they are available, industry-recognized skills standards and may also include cooperative vocational-technical education and participation in vocational student organizations to develop leadership skills.” (4 PA Code § 4.31 (2008))</p>
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### **Institutional policy**

Institutional and system policies on co-ops and internships are provided from five institutions and one system: Drexel University, Hagerstown Community College, Salt Lake Community College, Temple University, University of Cincinnati, and University System of Georgia. An important finding from the qualitative interviews is that none of the institutions interviewed have an experiential learning requirement for graduation, but institutions do have department and/or program-specific policies and requirements for graduation. The examples provided here highlight how institutions are working to apply academic credit and/or pay for these experiences. It should be noted, however, that this is not an exhaustive list of existing policies and further research is needed in this area.

Institutional Policy Topics	Policy Details
<p><b><i>Institutional Cooperative and Internship Policies</i></b></p>	<p><b><i>Drexel University.</i></b> To be eligible for co-op, the student must be a full-time student, making academic progress (see below), in a cooperative education concentration. The student must also accumulate a total of 24 credits over the two (2) terms prior to his or her scheduled co-op terms.</p> <p><b>CO-OP 101 Requirement</b></p> <p>The Steinbright Career Development Center (Steinbright) offers a mandatory class for all co-op students that provides the tools necessary to participate and succeed in Drexel University’s Cooperative Education Program.</p> <p>This class is designed to enhance resume-building skills, interviewing techniques, independent job-search strategies, and methods in navigating the web-based system SCDCOnline. All students must satisfactorily pass this required course before they can participate in any part of the co-op process.</p> <p><b>Academic Progress</b></p>

	<p>Although a student may register for full-time credits each term, he/she must also pass the majority of his/her classes to maintain academic progress. As outlined below, every student must satisfactorily complete a specific amount of credits each term to move up in classification by the end of each academic year.</p> <table border="1" data-bbox="483 436 1432 814"> <thead> <tr> <th data-bbox="483 436 748 541"><b>5-Year Co-op Plan</b></th> <th data-bbox="748 436 992 541"></th> <th data-bbox="992 436 1198 541"><b>4-Year Co-op Plan</b></th> <th data-bbox="1198 436 1432 541"></th> </tr> <tr> <th data-bbox="483 541 748 573"><i>Classification</i></th> <th data-bbox="748 541 992 573"><i>Credits</i></th> <th data-bbox="992 541 1198 573"><i>Classification</i></th> <th data-bbox="1198 541 1432 573"><i>Credits</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="483 573 748 604">Freshman</td> <td data-bbox="748 573 992 604">0–39.5 credits</td> <td data-bbox="992 573 1198 604">Freshman</td> <td data-bbox="1198 573 1432 604">0–39.5 credits</td> </tr> <tr> <td data-bbox="483 604 748 636">Sophomore</td> <td data-bbox="748 604 992 636">40–70 credits</td> <td data-bbox="992 604 1198 636">Sophomore</td> <td data-bbox="1198 604 1432 636">40–96 credits</td> </tr> <tr> <td data-bbox="483 636 748 709">Pre-Junior</td> <td data-bbox="748 636 992 709">70.5–96 credits</td> <td data-bbox="992 636 1198 709">Junior</td> <td data-bbox="1198 636 1432 709">96.5–129.5 credits</td> </tr> <tr> <td data-bbox="483 709 748 783">Junior</td> <td data-bbox="748 709 992 783">96.5–129.5 credits</td> <td data-bbox="992 709 1198 783">Senior</td> <td data-bbox="1198 709 1432 783">130–999 credits</td> </tr> <tr> <td data-bbox="483 783 748 814">Senior</td> <td data-bbox="748 783 992 814">130–999 Credits</td> <td data-bbox="992 783 1198 814"></td> <td data-bbox="1198 783 1432 814"></td> </tr> </tbody> </table> <p>If a student does not enroll in enough courses or fails courses, he or she is in jeopardy of not making academic progress and not being eligible for co-op. Steinbright will require a student to bring a new academic plan to our office, outlining when he/she would make up the classes he/she failed/withdrew from so that a new co-op cycle can be projected (“CO-OP Job Search and Registration Policies,” 2016).</p>	<b>5-Year Co-op Plan</b>		<b>4-Year Co-op Plan</b>		<i>Classification</i>	<i>Credits</i>	<i>Classification</i>	<i>Credits</i>	Freshman	0–39.5 credits	Freshman	0–39.5 credits	Sophomore	40–70 credits	Sophomore	40–96 credits	Pre-Junior	70.5–96 credits	Junior	96.5–129.5 credits	Junior	96.5–129.5 credits	Senior	130–999 credits	Senior	130–999 Credits		
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<p><b>Using Current Work Sites for Internship or Academic Credit</b></p>	<p><b>Hagerstown Community College.</b> Hagerstown Community College has a policy that allows students to use current work sites as internship sites for academic credit. Three caveats apply to this policy:</p> <ol style="list-style-type: none"> <li>1) <i>The student must be acquiring significant new skills or knowledge related to the academic field of study, and/or</i></li> <li>2) <i>The student must be developing a recently learned skill or applying recently learned knowledge related to the academic field of study, and/or</i></li> <li>3) <i>The student must be receiving increased levels of responsibility and /or expanded duties within the company or organization and these responsibilities or duties must be related to the academic field of study.</i> (Hagerstown Community College, 2016)</li> </ol>																												
<p><b>Using Current Work Sites for Internship or Academic Credit</b></p>	<p><b>Salt Lake Community College.</b> Students at Salt Lake Community College are eligible to use their current job or internship as a means to get academic credit (Salt Lake Community College, 2016). The following criteria must be met in order for students to be eligible:</p> <ul style="list-style-type: none"> <li>• Student has completed the required prerequisite courses (prerequisites vary by major).</li> <li>• Student has paid employment related to his or her academic major and he or she is working 20+ hours per week, or he or she is participating in an internship related to his/her major for 10 to 20 hours per week.</li> <li>• There are opportunities for the student to participate in new learning activities at the student’s current position or internship,</li> </ul>																												

	<p>and the new learning activities are directly related to your major.</p> <ul style="list-style-type: none"> <li>• A student’s job/internship supervisor agrees to support, supervise, and evaluate the student’s course objectives.</li> <li>• The course will be supervised and evaluated by an SLCC faculty member.</li> </ul> <p>All participating individuals (student, employment supervisor, and supervising faculty member) sign the course agreement form.</p>									
<p><b><i>Institutional Cooperative and Internship Policies</i></b></p>	<p><b><i>Temple University.</i></b> Temple University’s co-op program policy is optional and is determined by individual colleges within Temple University. One example is that of the College of Engineering’s Bachelor of Science in Electrical Engineering degree (Temple University, 2016).</p> <p><i>The degree of Bachelor of Science in Electrical Engineering with the optional Cooperative Education Program may be conferred upon satisfactory completion of a minimum of 130 semester hours of credit with a minimum GPA of 2.0 overall and in the major. Students must also score a minimum grade of C- in each of the following courses before they can take other junior and senior level courses:</i></p> <table border="0" style="margin-left: 40px;"> <tr> <td><i>ECE 2332</i></td> <td><i>Principles of Electric Circuits</i></td> <td style="text-align: right;"><i>4</i></td> </tr> <tr> <td><i>ECE 2612</i></td> <td><i>Digital Circuit Design</i></td> <td style="text-align: right;"><i>3</i></td> </tr> <tr> <td><i>ECE 3512</i></td> <td><i>Signals: Continuous and Discrete</i></td> <td style="text-align: right;"><i>4</i></td> </tr> </table> <p><i>(Bachelor of Science in Electrical Engineering with CO-OP, 2012–2014)</i></p>	<i>ECE 2332</i>	<i>Principles of Electric Circuits</i>	<i>4</i>	<i>ECE 2612</i>	<i>Digital Circuit Design</i>	<i>3</i>	<i>ECE 3512</i>	<i>Signals: Continuous and Discrete</i>	<i>4</i>
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<p><b><i>Institutional Cooperative and Internship Policies for Washington, D.C., Experiences</i></b></p>	<p><b><i>University of Cincinnati.</i></b> Through the University of Cincinnati, undergraduate students can apply to participate in an internship experience through The Washington Center (TWC) (University of Cincinnati, 2016). The academic policy for this program is as follows:</p> <ul style="list-style-type: none"> <li>• Students will earn up to 15 University of Cincinnati credits for their experience in The Washington Center, provided they pass their Washington Center coursework with a grade of C or higher.</li> <li>• Credits will be earned as free electives but may be applied toward program or major requirements with the prior approval of the college or department. Students should speak with their major advisor or department head to discuss special arrangements before attending The Washington Center.</li> <li>• Included in the total 15 credits, students who entered the University Honors Program in or after fall 2007 will fulfill two honors experiences through The Washington Center. Students who entered the University Honors Program in or prior to summer 2007 will fulfill 6 general honors credits and 3 special topics credits.</li> <li>• Interns work four and one-half days per week and attend one</li> </ul>									

<p><b><i>Institutional Cooperative and Internship Policies</i></b></p>	<p>academic class per week.</p> <p><b><i>University System of Georgia.</i></b> The University System of Georgia (USG) awards credit for participating in working and learning opportunities such as internships and practicums. Instead of being awarded a grade, USG uses this system when credentialing:</p> <p><i>The “S” symbol on a transcript indicates that credit has been given for completion of degree requirements other than academic coursework. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the USG chief academic officer for approval. (USG Board of Regents, 2009)</i></p> <p>Not awarding a letter grade contributing toward a student’s grade point average (GPA) could have positive or negative consequences for a working learner. If a student excels in the workspace, his or her demonstrated knowledge there will not be reflected in his or her transcript. However, recognizing the work environment and educational institution environment as unique and separate experiences may call into question the suitability of assigning a letter grade in evaluating a working learner’s performance.</p>
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**Employer policy**

The following employer policies include examples of policies on advancement, hiring unpaid interns, apprenticeships/on-the-job training, and tuition assistance/remission. It should be noted, however, that this is not an exhaustive list of existing policies and further research is needed in this area.

<p><b>Employer Policy Topics</b></p>	<p><b>Policy Details</b></p>
<p><b><i>Career &amp; Education Advancement</i></b></p>	<p><b><i>CVS.</i></b> In order to support the growth and expansion of the company, the CVS Workforce Initiatives team created a policy (i.e., Career Pathways Support Policy) to enable low-skilled workers to advance from entry-level to a number of in-demand, skilled positions within the organization (CVS, 2016). According to the policy, employees can pursue continuing education, which leads to national certification as a pharmacy technician, or higher education leading to a degree in pharmacy, supported by tuition assistance.</p>

<p><b>Hiring Unpaid Interns</b></p>	<p><b>Duke University.</b> Duke University has a policy that anyone, including retirees, students, alumni, or others, may provide volunteer service or perform internship activities (Duke University, 2014). According to Duke University Policy Number: 02.12, the institution can hire unpaid interns. Individuals who wish to volunteer for the purposes of educational or professional interest as part of a formal or informal educational program must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• The internship, even though it includes actual operation of the facilities of the employer, is similar to training that would be given in an educational environment.</li> <li>• The internship experience is for the benefit of the intern.</li> <li>• The intern does not displace regular employees but works under close supervision of existing staff.</li> <li>• The employer that provides the training derives minimal or no immediate advantage from the activities of the intern and on occasion its operations may be temporarily impeded.</li> <li>• The intern is not necessarily entitled to a job at the conclusion of the internship.</li> <li>• The employer and the intern understand that the intern is not entitled to wages for the time spent on the internship.</li> <li>• The individual is not eligible for any Duke benefits, including unemployment or workers' compensation.</li> </ul> <p>Examples of this include:</p> <ul style="list-style-type: none"> <li>• High school students who are learning about research either as part of a project for which they are receiving class credit at their school or because they have an interest in it as a career field.</li> <li>• College students who volunteer their time to increase their knowledge and skills through hands-on training when a part-time paid position or independent study (for credit) is not an option.</li> </ul>
<p><b>Apprenticeships/On-the-Job Training</b></p>	<p><b>Ford Motor Company.</b> The UAW-Ford Joint Apprentice Program is designed for employees with the desire and ambition to attain higher goals (Ford Motor Company, 2016). It prepares individuals to become certified skilled tradespersons. It pays while you learn and, upon completion, provides a way for newly graduated journeypersons to achieve higher pay and greater job satisfaction and can even point the way to additional career opportunities.</p> <p>All full-time seniority Ford Motor Company employees interested in earning a position on the facility's Apprentice Eligibility List must successfully complete the Industrial Readiness Certificate Program (IRCP). This program consists of three standardized, non-accredited courses completed through the local approved college or the online provider. Successful completion is on a Pass/Fail basis—75% and higher is passing.</p>

<p><b>Tuition Assistance/Remission</b></p>	<p><b>State of Illinois.</b> The State of Illinois provides for tuition assistance to “serve as a management tool for the development of employees and for the attainment of agency goals. It should be administered as a mechanism through which mutual advantages are gained by both the employee and the State” (State of Illinois, 1995). Provisions for tuition assistance are offered to full-time state employees and include up to 100% tuition and lab cost reimbursement at public institutions and 80% at private institutions.</p>
<p><b>Hiring Unpaid Interns</b></p>	<p><b>The Hartford.</b> All internships are paid, unless the Employment Law Unit provides advance approval for unpaid status. The following policy applies when using unpaid interns (The Hartford, 2016).</p> <p>When using an unpaid intern, hiring managers must be able to show that the intern is being "compensated" by receiving academic credit in relationship to the work. To demonstrate that the work was for academic purposes and that the internship relates to an academic deliverable, hiring managers must adhere to the following:</p> <ul style="list-style-type: none"> <li>• Obtain official documentation from the school prior to the start of the internship period. Understand the kinds of coursework the intern is taking and tailor assignments so they directly relate to the intern's studies.</li> <li>• Confirm with the school that the intern will receive course credits toward completion of a degree or certificate if the student successfully completes the internship. In this regard, obtain a letter from the school indicating that the work involved in the internship has been approved as relevant to the intern's coursework.</li> <li>• The school should require the student to prepare a report on the work experience and submit it to a faculty member. This reaffirms the educational purpose of the work. Ask for a copy of this report for your own records, with a copy to Human Resources. This is important documentation that later may be needed as evidence of the educational usefulness of the work, if this is ever called into question.</li> <li>• Identify the learning objectives before the start of the internship period. The goal of the internship should be to learn and not to make money for the intern or the employer. We should be teaching the intern a skill or providing knowledge about our business or industry.</li> <li>• The internship relationship should have a defined beginning and end.</li> <li>• The internship may require supervisory critiques, such as the completion of brief questionnaires furnished by the school.</li> <li>• As a general rule, unpaid interns should spend no more than 50 percent of their time performing work ordinarily done by regular employees. Do not fit interns into job descriptions used for employees. Their assignment should be outside the scope of the</li> </ul>

	<p>written description.</p> <ul style="list-style-type: none"> <li>• You should not guarantee unpaid interns a job upon completion of the internship or graduation from school, as this tends to strengthen a claim that the intern was an employee.</li> <li>• Intern supervisors or sponsors should take precautions to ensure confidential information is not accessible to interns without the intern’s execution of a nondisclosure agreement.</li> <li>• Talent Acquisition has responsibility for ensuring that the intern signs a nondisclosure agreement before beginning the internship.</li> </ul>
<p><b><i>Tuition Assistance/Remission</i></b></p>	<p><b>University System of Maryland.</b> The University System of Maryland (USM) supports the general policy of tuition remission for the spouses and dependent children of USM Faculty and Exempt and Nonexempt Staff Employees on Regular or Retired Status, by its constituent institutions, on an intra- and inter-institutional basis (University System of Maryland, 2015).</p>
<p><b><i>Tuition Assistance/Remission</i></b></p>	<p><b>UPS.</b> To assist employees in furthering their educational development, UPS offers the Tuition Assistance Program (TAP) (United Parcel Service, 2016). An ongoing effort to recruit, retrain, and develop qualified individuals, TAP ensures that UPS will continue to grow as a company, prosper as a business, and excel as a global service.</p> <p>In the United States, tuition assistance is available to:</p> <ul style="list-style-type: none"> <li>○ Full-time non-union employees</li> <li>○ Part-time management employees</li> <li>○ Part-time union employees</li> </ul>

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