

1. **Apprenticeship:** An earn-while-you-learn training model that combines on-the-job training, job-related education, and a scalable wage progression.
 - a) **Registered Apprenticeship:** An adult educational program that is registered with the U.S. Department of Labor’s Bureau of Apprenticeship and Training. The traditional program is designed for adults; however, it may be linked to an approved youth apprenticeship program in grades 11-12 with a minimum student age requirement of 16 years old.
 - b) **Youth Apprenticeship:** A structured program giving youth at least age 16 or older an opportunity to earn while they learn. This forward-focus program combines classroom instruction with one to two years of on-the-job training with an end result in a “certification of mastery of a specific technical skill.” A youth apprenticeship may matriculate to a registered apprenticeship after high school. High school completion is a requirement of the program.
2. **Cooperative Education (Co-Op):** A structured training program for high school level students requiring a written contract and training plan between the high school and sponsored worksite. The program coordinates secondary studies with a job role in a field related to the academic and/or technical education objectives. The written training and evaluation plans guide workplace activities in coordination with classroom instruction. Students receive course credit for their Co-Op completion. Academic credit, compensation, and activities are district specific and may vary within the course of study.
3. **Internship:** A progressive, school-coordinated experience that places students in real workplace environments so that they develop and practice career-related knowledge and skills needed for a specific level job. An internship provides hands-on experience in a particular industry or occupation related to a student’s career interests, abilities, and goals. A learning contract outlines the expectations and responsibilities of the high school and worksite including a specified number of hours in the training agreement. The high school intern works regularly during or after school in exchange for the worksite mentor’s time in teaching and demonstrating. An internship usually lasts 3-6 months, depending on hours of completion requirements. Internship may or may not include financial compensation. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor. Throughout the internship, the supervisor evaluates the student and the school representative evaluates the student through on-site visits. Academic credit, compensation, and activities are district specific and may vary with the course of study.
4. **Job Shadowing (On-Site)** is a method of short-term, school-coordinated career exploration in which the student is introduced to a particular job role or career by being paired, one-on-one, with an employee at the worksite. The student “shadows” (follows) the employee for a specified time to better understand and observe work expectations and requirements of a variety of job tasks. Job shadowing is less intensive than the other WBL methods and is

usually the first form of worksite assignment given to a student. Prior to job shadowing, the student should receive formalized instruction about careers and the process of career choice, develop appropriate questions to ask, and know the expectations as related to school rules and guidelines for grooming, dress, and behavior in the workplace. On-Site Job Shadowing does not provide any form of course credit. A classroom speaker is not considered a job-shadowing experience.

5. **Job Shadowing (Virtual)** provides work-based learning opportunities for students everywhere in the state, especially in rural areas with limited business partner accessibility due to distance or lack of worksite locations to meet student needs. A virtual shadowing experience is assessed for components that constitute quality virtual shadowing, including but not limited to the following: virtual tour of worksite with content provided, the capability to conduct question/answer exchanges, the overall quality of the site's features, and the length of the experience. As with all quality WBL experiences, some type of product reflection should be required from the student. Each virtual experience should include preparation, engagement, and reflection. Virtual shadowing site examples: MicroCareerBursts and VirtualShadow.org.
6. **Mentoring:** An experience that engages a student with a particular worksite employee who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the student (protégé) for an additional one to two years. Mentoring experiences seek to build a long lasting relationship during which the mentor and student work on personal development and interpersonal skills. Mentoring does not provide any form of course credit.
7. **School-Based Enterprise:** A program focused on the development of a small business created, managed, and operated by students in a school setting. The venture supports the development of academic, technical, and entrepreneurial skills in an applied academic environment. It involves goods and/or services produced by the students as a part of their educational program. A school-based enterprise provides opportunities for students to explore and experience basic business and entrepreneurial practices through business-related school activities, including starting a small business. Enterprises may be undertaken on or off school grounds. Example: On-site Coffee Shop. **The Virtual Enterprise (VE) course is not considered a school-based enterprise, WBL experience. Each VE enrolled student receives course credit for completing the VE course; therefore, the experiences are meeting the standards and curriculum requirements to successfully complete the VE course.**

- 8. Service Learning:** A method in which the student engages in community-service work for a specified number of hours in order to gain developmental experience. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and development of personal, workplace-readiness, academic, and citizenship skills. With close adult supervision, students work on specific activities each week during or after school to develop work skills and life skills and learn how to behave in work situations. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service Learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA). NACSTA outlines the four stages of requirement: Preparation, Action, Reflection, and Celebration. A one-time community service event does not count for a service learning WBL experience. Typically, Service Learning does not provide any form of course credit. Exception: Service Learning Course.
- 9. Structured Field Study:** A front-loaded experience with a purpose sponsored by a certified teacher providing opportunities for students to explore different workplaces. The field study is hosted by a representative at the worksite. During the field study, students observe, ask questions, and learn from the experience of being on an actual worksite. Students are well-prepared beforehand to ask questions about employment opportunities, qualifications of job roles, job descriptions, benefits associated with worksite employment, types of services provided, and general information about the place of employment and its mission. All field studies should be followed up with debriefing activities such as classroom discussion, reports, and follow-up letters to worksite hosting the experience.
- 10. Work-Based Learning Credit Bearing Course:** A structured, stand-alone course that is taken in a Career and Technology Education (CATE) Classification of Instructional Programs (CIP)-coded program. Each work-based learning course (credit-bearing) has an assigned CATE course code, and guidelines must be followed in order to award the unit of credit upon successful completion of the course. The student is supervised by a content-specific, certified teacher. The Work-Based Learning credit-bearing course must be a part of the student's major and/or IGP. Curriculum standards and employability skills are specific to the CATE course and must be mastered during the work-based experience and documented. Graded assignments are required and in alignment with course standards. Regularly scheduled worksite visits are conducted by the supervising teacher and documented. All required paperwork between the high school and sponsoring worksite is completed and kept on file. **This experience is NOT documented on the Work-Based Learning page in PowerSchool.** These experiences are captured by their course codes. The course is held accountable to the supervising instructor and approved through the South Carolina Department of Education (SCDE), Office of Career and Technology Education's (OCTE) designated Program Education Associate. (Refer to pp. 9-10 for details and a complete listing of course codes).