

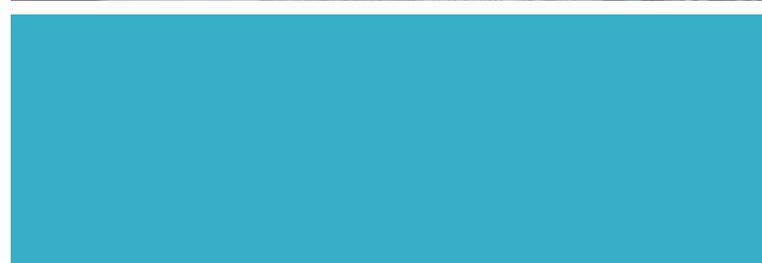


**UNG** | UNIVERSITY of  
NORTH GEORGIA™

THE MILITARY COLLEGE OF GEORGIA®

CENTER FOR TEACHING, LEARNING,  
AND LEADERSHIP

**Work-Based Learning Career Toolkit**



## Work-Based Learning Career Toolkit

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## 1. Introduction and Definitions

### Definition of Work-Based Learning (WBL)

Work-Based Learning is an educational practice that intentionally integrates academic instruction with authentic, real-world work experiences designed to develop students' academic, technical, and employability skills in alignment with industry needs and career pathways. The Association of American Colleges and Universities (AAC&U) recognizes WBL as a vital component of experiential learning and High-Impact Practices (HIPs), which are educational strategies shown to benefit college students from many backgrounds. WBL encompasses various forms of learning that occur in real work environments, such as apprenticeships, internships, traineeships, and on-the-job training. These experiences often combine workplace learning with classroom-based education, providing a comprehensive framework for skill development.

### Key Characteristics of Work-Based Learning

- **Real-World Application:** Learning takes place in actual work settings, allowing participants to apply academic knowledge to real-life tasks.
- **Skill Development:** Participants acquire both technical and soft skills relevant to specific industries, enhancing employability.
- **Collaborative Partnerships:** Effective WBL programs involve collaboration between educational institutions, employers, and community organizations to provide meaningful learning experiences.
- **Structured Learning:** WBL experiences are intentionally designed with clear learning objectives, supervision, and assessment to ensure educational value.

### Common Forms of Work-Based Learning

- **Apprenticeships:** Structured programs combining on-the-job training with classroom instruction, leading to recognized qualifications. \*See the appendix for some common forms of apprenticeships.
- **Internships:** Short-term work experiences that allow individuals to gain exposure to a particular industry or role.

- **Traineeships:** Programs designed to provide individuals with the skills and experience needed to secure employment or apprenticeships.
- **On-the-Job Training:** Training provided at the workplace during the performance of actual job tasks.

### Benefits of Work-Based Learning

- **Enhanced Employability:** Participants develop competencies that are directly applicable to the workforce.
- **Career Exploration:** Individuals gain insights into various career paths, aiding in informed decision-making.
- **Academic Relevance:** WBL bridges the gap between theoretical knowledge and practical application, enriching the educational experience.
- **Community Engagement:** Strengthens ties between educational institutions and local industries, fostering community development.
- **Additional Benefits:** WBL fosters professional networking and connections, boosts student motivation and confidence, and enhances career outcomes—contributing to stronger institutional reputations.

#### › Professional Connections

WBL provides structured opportunities for students to interact with industry professionals, build mentorships, and grow social capital. These relationships can open doors to internships, references, and future job leads, enhancing the student's person-job fit and career trajectory.

#### › Increased Student Motivation and Confidence

By engaging in real-world projects, students see the direct relevance of their classroom learning. This practical application boosts their motivation and self-efficacy—students build confidence through positive performance and feedback, which in turn fuels stronger performance and persistence.

#### › Improved Career Outcomes and Institutional Reputation

Hands-on WBL experiences help students develop employability and technical skills that make them job-ready, often translating to better hiring

outcomes post-graduation. Strong career-aligned learning pathways bolster institutional reputation and make the school a more attractive choice for future students.

## 1.1 Purpose and Scope of the Toolkit

This WBL toolkit provides UNG faculty, administrators, and students with practical resources to develop, launch, and assess experiential learning programs. It integrates UNG's HIPs framework and Career Services priorities to student outcomes and career readiness. This toolkit supports the development of WBL opportunities that enhance student learning outcomes, career readiness, and post-graduate success.

## 1.2 Alignment with UNG's High-Impact Practices (HIPs) Framework

UNG emphasizes HIPs to deepen student engagement and learning. WBL is a key HIP, providing students with real-world experiences that complement academic learning. This toolkit aligns WBL initiatives with UNG's HIPs framework to ensure consistency and effectiveness. WBL is a cornerstone of the institution's HIPs framework. WBL bridges academic learning with real-world experiences, enabling students to apply classroom knowledge in professional settings. This approach not only enhances student engagement but also fosters the development of essential skills such as critical thinking, problem-solving, and effective communication.

UNG's commitment to HIPs is evident in its strategic efforts to integrate WBL across curricula. The university has scaled HIPs to ensure that all students participate in high-impact experiences during their academic journey. Faculty and administrators are supported through training programs, such as the "UNG's Elements of High-Impact Practices" course available via D2L, which equips them with the tools to effectively implement and assess WBL initiatives.

## Work-Based Learning as a High-Impact Practice

WBL is a high-impact educational practice that bridges classroom instruction with real-world work experiences. It enables students to apply academic and technical knowledge in professional settings, fostering the development of essential employability skills.

By engaging in supervised work experiences—such as internships, apprenticeships, or job shadowing—students gain practical insights and competencies relevant to their career aspirations. Incorporating WBL into educational programs aligns with high-impact practices, promoting student engagement and success. By providing structured, real-world experiences, WBL prepares students for meaningful careers and lifelong learning.

## Core Components of Effective WBL Programs

According to the [U.S. Department of Education's WBL Toolkit](#), comprehensive WBL programs encompass three critical components:

### 1. Alignment of Classroom and Workplace

**Learning:** Ensuring that students can directly apply academic concepts and technical skills in real work environments.

### 2. Application of Academic, Technical,

**and Employability Skills:** Providing opportunities for students to practice and refine skills essential for workplace success.

### 3. Support from Classroom or Workplace Mentors:

Offering guidance and feedback from educators and industry professionals to enhance learning outcomes.

## Structure and Expectations

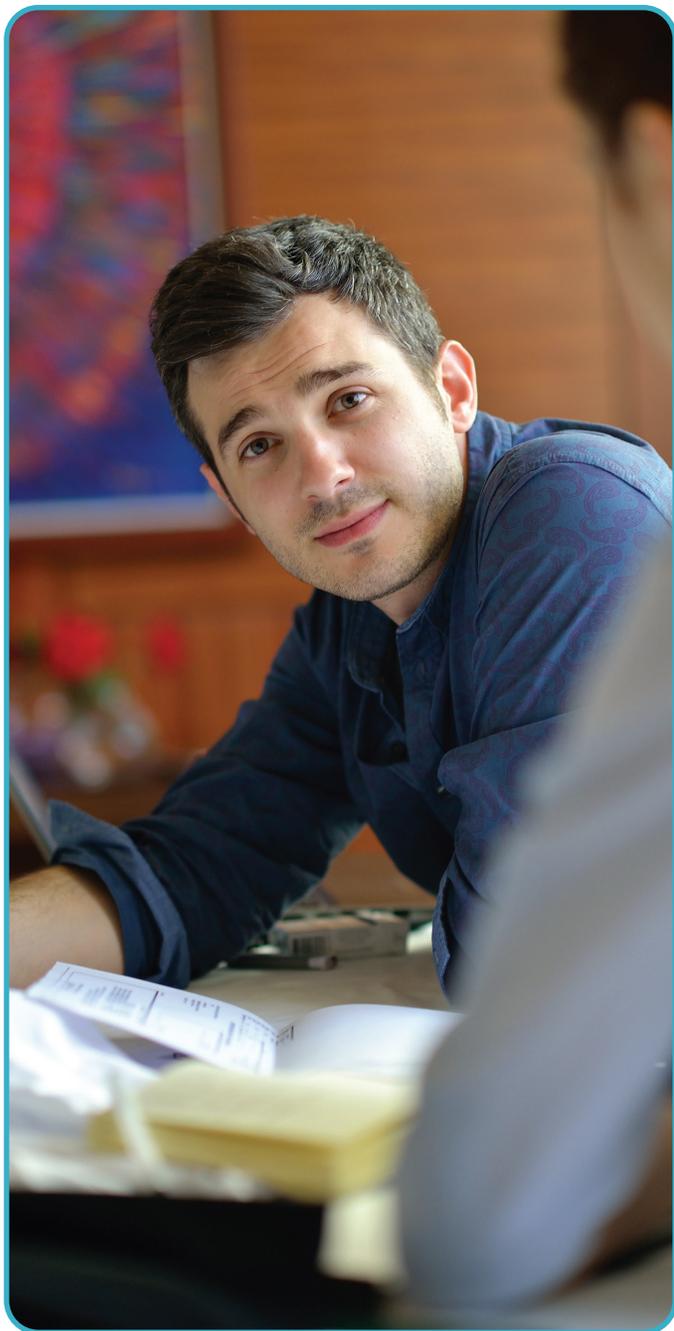
WBL experiences are typically credit-bearing and require a significant investment of time and effort over an academic term. Students are expected to engage in direct work experiences, under the supervision of organizational mentors, to apply and expand their learning. These experiences should be structured with clear learning objectives and outcomes, often culminating in a project or paper approved by a faculty member.

## Reflective and Academic Integration

Integral to WBL is the incorporation of reflective practices, such as journaling or regular discussions, allowing students to connect their work experiences with academic learning. Faculty and workplace supervisors provide ongoing, constructive feedback to support student growth and ensure the integration of experiential learning with academic goals.

### 1.3 Overview of Work-Based Learning at UNG

WBL encompasses internships, co-ops, service learning, and other experiential opportunities that connect classroom instruction with practical work experiences. These programs are designed to prepare students for successful careers by developing essential skills and competencies.



## 2. Foundations of Work-Based Learning

### 2.1 The Career Development Continuum: Awareness, Exploration, Preparation

- **Career Awareness:** Activities that expose students to various career options and industries.
- **Career Exploration:** Opportunities for students to investigate specific careers through job shadowing, informational interviews, etc.
- **Career Preparation:** Hands-on experiences like internships and co-ops that prepare students for employment.

### 2.2 Essential Elements of Quality WBL Programs

High-quality WBL programs are anchored by several essential components that support meaningful student learning and career readiness. Effective WBL programs should include:

- Clear learning objectives aligned with academic and career goals.
- Structured supervision and mentorship.
- Opportunities for reflection and feedback.
- Assessment of student learning outcomes.

First, clear learning objectives—aligned with both academic standards and career goals—should be established at the outset to guide expectations and outcomes. Next, **structured supervision and mentorship** ensure students receive ongoing guidance from both academic and workplace mentors; this creates a support network that fosters growth, accountability, and alignment across contexts. **Opportunities for reflection and feedback**—such as reflection journals, site visits, presentations, and regular check-ins—allow students to make sense of their experiences, self-assess progress, and deepen learning. Finally, **assessment of student learning outcomes** through tools like supervisor evaluations, portfolios, performance demonstrations, and academic assessments, enable documentation of achievement and inform continuous improvement.

Together, these elements—learning objectives, mentorship, reflective practice, and robust assessment—form the foundation of effective, engaging, and credible WBL programming that prepares students both academically and professionally.

## 2.3 Integration with UNG's Institutional Goals and Student Success Initiatives

WBL supports UNG's commitment to student success by providing experiential learning opportunities that enhance academic achievement, career readiness, and post-graduate success.

Career Services supports faculty member WBL efforts through consultation, site visits, and data collection, as well as providing student support for internship searches, optimization of WBL, and communicating developed competencies. **Career Services** may serve as an initial point of contact for students experiencing challenges during their WBL experiences including conflicts with employers or concerns about workplace conduct.

Additionally, the Center for Undergraduate Research and Creative Activities (CURCA) and Center for Teaching, Learning, and Leadership (CTLL) serve respectively as a resource for students and faculty. CURCA offers opportunities for undergraduates to boost their progress and get involved with research. The center offers grants, programs, and events throughout the year including the Annual Research Conference. CTLL is a central hub for professional development opportunities across the university, working with other departments, centers, and colleges to bring these opportunities to faculty and teaching staff.

## 3. Designing and Implementing WBL Programs

### 3.1 Steps for Program Development

- 1. Identify Objectives:** Define the goals and outcomes of the WBL program.
- 2. Develop Partnerships:** Collaborate with employers and community organizations.
- 3. Design Curriculum:** Integrate WBL into academic programs with appropriate coursework.
- 4. Establish Policies:** Create guidelines for student participation, assessment, and supervision.
- 5. Implement and Evaluate:** Launch the program and assess its effectiveness regularly.

### 3.2 Establishing Partnerships with Employers and Community Organizations

Building strong partnerships involves:

- Identifying mutual goals and benefits
- Developing clear communication channels
- Creating formal agreements outlining roles and responsibilities

### 3.3 Legal and Ethical Considerations (e.g., Memoranda of Understanding (MOU), Liability, Compliance)

Ensuring compliance with legal and ethical standards involves:

- Drafting Memoranda of Understanding (MOUs) with partners
- Addressing liability and insurance requirements
- Adhering to labor laws and institutional policies

### 3.4 Incorporating WBL into Academic Curricula

Incorporating WBL into academic curricula involves strategically blending real-world experiences with classroom instruction to enhance student engagement and skill development. This can be achieved by **embedding experiential components**—such as site visits, simulations, or industry projects—into existing courses, allowing students to apply theoretical knowledge in practical contexts. Institutions may also **develop new courses** specifically designed around hands-on experiences, internships, or service learning. To ensure educational coherence and effectiveness, **WBL activities should be intentionally aligned with course learning outcomes and integrated into assessment methods.** This reinforces both academic rigor and career readiness.

## 4. Student Engagement and Preparation

### 4.1 Preparing Students for WBL Experiences

For academic internships, students must complete the Internship Learning Agreement (or a department-specific form) after receiving an internship offer. This form outlines the students' responsibilities and learning outcomes and must be signed by the student, faculty internship

supervisor, and site supervisor. Once all signatures are obtained, the faculty supervisor will register the student for the corresponding internship course.

A student may be required to do additional preparation. Preparation may include workshops on professional skills and **workplace expectations, guidance regarding setting learning goals and objectives, and orientation sessions covering program requirements and logistics.**

#### 4.2 Developing Work-Readiness Competencies

The focus of preparation should be on building skills such as **communication and teamwork, problem-solving and critical thinking, adaptability, and professionalism.** WBL experiences offer an ideal platform for students to cultivate the eight National Association of Colleges and Employers (NACE) Career Readiness Competencies: Critical Thinking, Communication, Teamwork, Technology, Leadership, Professionalism, Career & Self Development, and Equity & Inclusion. These competencies, defined by NACE, form a foundational skill set that employers across industries expect in college-educated graduates and serve as a “new career currency” for success in the workplace and lifelong career management.

Through real-world internships, co-ops, practica, or applied projects, students hone **critical thinking** by analyzing workplace challenges, making sound decisions, and interpreting data within its context. They build **communication** by learning to articulate ideas clearly and listen actively across diverse audiences, strengthen **teamwork** by collaborating with peers and workplace partners, resolve conflict, and adapt to changing roles. Additionally, they develop **technology proficiency** by leveraging digital tools ethically and efficiently to complete tasks.

In addition, students enhance **leadership** through initiating, managing, and completing projects, demonstrate **professionalism** by showing integrity, accountability, dependability, attention to detail, and a strong work ethic, and engaging in **career and self-development** by reflecting on strengths and weaknesses, setting career goals, seeking feedback, and networking deliberately. Additionally, students practice **equity and cross-cultural engagement** by engaging with others from different

backgrounds, advocating for inclusive practices, and adapting to diverse environments.

<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined>

#### 4.3 Reflective Practices and Continuous Learning

Reflective practices are essential to maximizing the learning outcomes of WBL experiences. They encourage students to engage in regular **journaling and self-assessment**, which fosters deeper personal insight and helps them connect their experiences to academic and career goals. Structured **feedback sessions with supervisors and faculty** provide valuable guidance, reinforcing strengths and identifying areas for growth. Additionally, these practices create opportunities for **peer sharing** through **discussion forums**, promote collaborative learning, and allow students to gain diverse perspectives on workplace challenges and successes. Together, these practices support a cycle of continuous learning and professional development. Faculty and instructors can consistently encourage students to reflect through **journaling and self-assessment, regular feedback sessions with supervisors and faculty, and discussion forums combined with peer sharing.**

#### 4.4 Support Services and Resources for Students

**Career Services** supports students in developing effective strategies for finding WBL opportunities. Career Services can help students navigate internship listings and job postings through online platforms, including UNG’s dedicated career and internship platform. The platform allows students to build profiles, upload resumes, search and filter internship listings, follow employers, save searches, and receive tailored job recommendations based on their interests and majors. Career Services also maintains a database of past internship placements and offers personalized consultation appointments to help students explore viable opportunities. These services and resources equip students with the tools and institutional support necessary to successfully identify and secure meaningful WBL experiences at UNG. Additionally, students have access to career advising, resume and interview preparation, and academic tutoring.

## 5. Faculty and Administrator Resources

### 5.1 Roles and Responsibilities in WBL Facilitation

- **Faculty:** Design and oversee WBL components, assess student learning, and collaborate with partners.
- **Administrators:** Support program development, ensure policy compliance, and allocate resources.

### 5.2 Professional Development Opportunities

Ongoing professional development is critical for educators and coordinators involved in WBL to ensure high-quality and impactful experiences for students. Faculty and staff should actively seek and participate in training focused on **best practices in experiential learning** to effectively design and facilitate meaningful WBL opportunities. Training in **assessment and evaluation methods** equips educators with tools to measure student progress and program effectiveness. Additionally, learning strategies for **partnership development** and management strengthens collaboration with industry and community partners, ensuring sustainable and mutually beneficial relationships that enhance the overall WBL program. Professional development can be enhanced further when faculty and instructors engage in continuing education by requesting and participating in training about **best practices in experiential learning, assessment and evaluation methods, and partnership development and management.**

### 5.3 Accessing UNG's Elements of High-Impact Practices Course via D2L

Faculty can enhance their understanding of HIPs by enrolling in the “Elements of High-Impact Practices” course available through UNG’s D2L platform. For more information, contact the [Center for Teaching, Learning, and Leadership \(CTLL\)](#) or visit <https://ung.edu/high-impact-practices/index.php>



### 5.4 Utilizing Institutional Support Systems

Utilize institutional support systems by leveraging on-campus resources such as:

- **The Center for Teaching, Learning, and Leadership (CTLL)**
- **Career Services** for employer connections, search preparation, and for training regarding student coaching
- **The Office of Academic Affairs** for policy guidance

## 6. Assessment and Evaluation

### 6.1 Measuring Student Learning Outcomes

Assessments should evaluate:

- Achievement of learning objectives
- Development of professional skills
- Student reflections and feedback

### 6.2 Evaluating Program Effectiveness

Use metrics such as:

- Student satisfaction and engagement levels
- Employer feedback and partnership success
- Post-graduation employment rates

### 6.3 Feedback Mechanisms for Continuous Improvement

Implement regular reviews and solicit input from all stakeholders to refine and enhance WBL programs.

### 6.4 Reporting and Documentation Standards

Maintain accurate records of:

- Student participation and performance
- Partnership agreements and activities
- Assessment results and program evaluations



## 7. Sustainability

To promote the long-term sustainability of WBL initiatives, institutions, departments, and faculty can take intentional steps to document, share, and build upon their efforts. Developing and disseminating case studies and best practices that highlight impactful student engagement in community leadership projects not only fosters civic responsibility but also demonstrates the practical value of WBL. Collecting success stories from various departments can help showcase the wide range of effective WBL models and can encourage cross-disciplinary learning and innovation. Sharing lessons learned and actionable recommendations—such as overcoming logistical challenges or strengthening employer partnerships—provides valuable guidance for continuous improvement. Finally, identifying strategies for scaling successful models ensures that WBL will become an integral and enduring component of the institution's academic mission.

To chart the path forward and promote WBL sustainability, the following briefly describes actions institutions, departments, and faculty may develop, share, and document:

- **Case Studies and Best Practices:** that exemplify successful WBL by engaging students in community leadership projects, fostering civic responsibility, and enhancing practical skills.
- **Success Stories from Various Departments:** highlight departmental initiatives that have effectively integrated WBL, showcasing diverse approaches and outcomes.
- **Lessons Learned and Recommendations:** share insights on challenges faced, solutions implemented, and strategies for successful WBL integration.
- **Scaling and Sustaining Effective WBL Models:** discuss methods for expanding WBL programs and ensuring their long-term sustainability within the institution.

## 8. Tools and Templates

Providing accessible tools and templates is essential for streamlining the design, implementation, and evaluation of WBL programs. This section includes practical resources—such as Sample MOUs to formalize partnerships and clarify roles between institutions and employers. Student application and evaluation forms support the recruitment and assessment process, ensuring alignment with learning objectives. Faculty and employer guides offer clear expectations and best practices to facilitate effective supervision and mentorship. Additionally, checklists for program implementation help stakeholders plan, launch, and monitor WBL activities with confidence and consistency. Links to samples and templates are provided below to support adaptation and ease of use across diverse educational settings.

### 8.1 Sample Memoranda of Understanding (MOU). Clinical Agreements

[https://ung.edu/legal/legal-affairs/clinical-agreements.php?utm\\_source=chatgpt.com](https://ung.edu/legal/legal-affairs/clinical-agreements.php?utm_source=chatgpt.com)

### 8.2 Student Application and Evaluation Forms

- **Internship Learning Agreement Form**

[https://ung.edu/career-services/\\_uploads/files/internship-learning-agreement-form.pdf?t=1771871224808](https://ung.edu/career-services/_uploads/files/internship-learning-agreement-form.pdf?t=1771871224808)

The official UNG form is used by Career Services for academic-credit internships or co-op placements. This includes sections for student and site information, learning outcomes, and signatures from all parties.

- **Discipline-Specific Application Forms:**

- › **Political Science / International Affairs Internship Application**

[https://ung.edu/political-science-international-affairs/\\_uploads/files/int-appl.pdf?utm\\_source=chatgpt.com](https://ung.edu/political-science-international-affairs/_uploads/files/int-appl.pdf?utm_source=chatgpt.com)

Required for students in the program; includes details on prerequisites and procedures.

- › **Strategic & Security Studies International Internship Application**

[https://ung.edu/political-science-international-affairs/\\_uploads/files/internship-information-forms/ssst-internship-application-form.pdf?utm\\_source=chatgpt.com](https://ung.edu/political-science-international-affairs/_uploads/files/internship-information-forms/ssst-internship-application-form.pdf?utm_source=chatgpt.com)

Includes the international evaluation form that supervisors use to assess student performance.

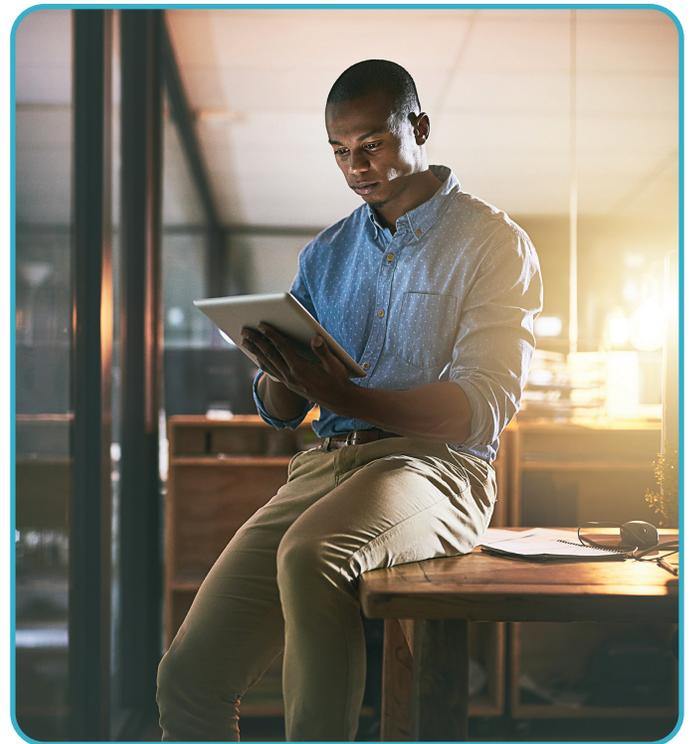
### 8.3 UNG Career Services Internships

1. **Internship learning agreement:**

[https://ung.edu/career-services/\\_uploads/files/internship-learning-agreement-form.pdf?t=1753727658550](https://ung.edu/career-services/_uploads/files/internship-learning-agreement-form.pdf?t=1753727658550)

2. **Faculty and Student Website Support:**

<https://ung.edu/career-services/online-career-resources/internships/index.php>



## 9. Resources and References

### 9.1 Internal UNG Resources

- **Career Services**

<https://ung.edu/career-services/faculty.php>

Not only a resource for students and alumni, UNG Career Services (UCS) also serves as a resource for faculty and staff. Check out the ways UCS may help and contact any to request any additional assistance.

- **Center for Undergraduate Research and Creative Activities (CURCA)**

<https://ung.edu/curca>

CURCA offers opportunities for undergraduates to boost their progress and get involved with research. The center offers grants, programs, and events throughout the year including the Annual Research Conference.

- **Center for Teaching, Learning, and Leadership (CTLL)**

<https://ung.edu/center-teaching-learning-leadership/index.php>

The Center is a central hub for professional development opportunities across the university, working with other departments, centers, and colleges to bring these opportunities to faculty and teaching staff.

- **Elements of High-Impact Practices course via D2L.**

For more information contact Center for Teaching, Learning, and Leadership (CTLL) or visit <https://ung.edu/high-impact-practices/index.php>

- **Presidential Awards**

<https://ung.edu/academic-affairs/faculty-awards/presidential-awards.php>

This program offers awards in two categories — semester and special initiative awards - to provide extraordinary institutional support for faculty and staff to pursue new and innovative ideas that support UNG in fulfilling its mission

### 9.2 External Toolkits and Guidelines

#### **Georgia Association of Colleges and Employers (GACE): Experiential Learning Resources**

Georgia Association of Colleges and Employers. (n.d.). *Experiential learning resources*. GACE.

Retrieved July 10, 2025, from

<https://www.gace.org/Experiential-Learning-Resources>

#### **National Association of Colleges and Employers**

<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined#competencies>

#### **Work-Based Learning Toolkit**

Office of Career, Technical, and Adult Education. (2017).

*Work-Based learning toolkit*. U.S. Department of Education.

<https://cte.ed.gov/wbltoolkit/index.html>

#### **ConnectED Work-Based Learning Continuum**

ConnectED: The National Center for College & Career

A comprehensive framework outlining stages of WBL, from career exploration to internships.

<https://connectednational.org/learn/key-resources/work-based-learning/>

#### **Advance CTE: Work-Based Learning Framework**

Advance CTE and AIR provide a research-based framework to design and scale high-quality WBL experiences.

<https://careertech.org/document/work-based-learning-and-cte/>

#### **Jobs for the Future (JFF): Work-Based Learning Framework**

Offers guidance for integrating WBL into career pathways and ensuring equity and quality.

<https://www.jff.org/work/apprenticeship-work-based-learning/>

#### **New Skills for Youth: Work-Based Learning Guide**

Produced by Education Strategy Group, this guide supports state and local leaders in scaling high-quality WBL.

<https://edstrategy.org/focus-area/work-based-learning/>

## **National Governors Association (NGA): Work-Based Learning Policy Toolkit**

A policy-oriented guide for developing state-level WBL strategies and partnerships.

<https://www.nga.org/work-based-learning/>

### **9.3 References**

Advance CTE & American Institutes for Research. (2016). *Work-Based Learning Framework*. <https://careertech.org/resource/experiential-work-based-learning-in-career-pathways/>

ConnectED: The National Center for College & Career. (n.d.). *Work-Based Learning Toolkit*. <https://edstrategy.org/how-do-we-expand-postsecondary-credit-for-work-based-learning-in-high-school/>

Georgia Association of Colleges and Employers. (n.d.). *Experiential Learning Resources*. Retrieved July 10, 2025, from <https://www.gace.org/Experiential-Learning-Resources>

Jobs for the Future. (n.d.). *Work-Based Learning Framework*. <https://www.jff.org/resources/work-based-learning-framework/>

National Association of Colleges and Employers. (n.d.). *Career Readiness Competencies*. <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined#competencies>

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University of North Georgia. (n.d.). *High-Impact Practices at UNG*. Retrieved from <https://ung.edu/center-teaching-learning-leadership/hips.php>

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# Appendices

## 10. Appendices

### Work-Based Learning Apprenticeships in Education, IT, and Healthcare

- Sample Work-Based Learning Apprenticeships: Supporting Features and Potential Impact
- Apprenticeship Examples/Proposed Models: Tailored for Education, IT, and Healthcare
  - A. Teacher Apprenticeship Pathway (Education)
  - B. Cybersecurity and IT Apprenticeships
  - C. Nursing and Allied Health Apprenticeships

### Work-Based Learning Apprenticeships: Templates

*(See section 8.3 UNG Career Services Internships)*

- Template 1: Employer Memorandum of Understanding (MOU)
- Template 2: Student Apprenticeship Onboarding Form
- Template 3: Apprenticeship Program Evaluation Rubric

### Work-Based Learning Apprenticeships in Education, IT, and Healthcare

#### ◆ Sample Work-Based Learning Apprenticeships

*Tailored for Education, IT, and Healthcare*

#### Overview

This section offers sample materials to support the development and implementation of university-level apprenticeships in high-demand fields such as Education, Information Technology (IT), and Healthcare. It includes editable templates for employer agreements, student onboarding, and program evaluation.

Apprenticeships combine classroom instruction with structured, paid, and on-the-job training. These programs allow students to earn while they learn, address workforce shortages, and create clear pathways to degree completion and career placement. UNG is uniquely positioned to grow apprenticeship opportunities through strategic partnerships that meet local workforce needs and align with students' academic and career goals.

### 💡 Supporting Features for Apprenticeships

Component	Details
Credit for Prior Learning	Students earn credit for job-based competencies
Faculty Mentorship	Academic advisors and instructors align coursework with workplace tasks
Employer Collaboration	Co-develop job descriptions, evaluation rubrics, and co-curricular modules
Financial Aid Alignment	Apprenticeship wages+ federal work-study + scholarships (e.g., HOPE)
DEIA Integration	Target underrepresented rural students, veterans, and first-gen populations

### 📈 Potential Impact

Goal	How Apprenticeships Help
Boost retention and graduation rates	Financial and career motivation tied to real-world experience
Support regional workforce development	Strengthens local education, tech, and health sectors
Enhance high-impact practices (HIPs)	Combines service learning, internships, and capstone experiences
Increase equitable access	Paid models support rural, first-gen, and nontraditional learners

### Next Steps for Implementation

1. **Identify local/regional employer partners** in education, IT, and healthcare
2. **Map existing coursework** to Department of Labor apprenticeship frameworks
3. **Develop articulation agreements** and pilot programs through CE or academic departments
4. **Create a centralized WBL/apprenticeship office or coordinator**
5. **Leverage funding** from state initiatives, workforce boards, or federal apprenticeship grants

### Recommendations for Program Launch

- Conduct stakeholder briefings with department chairs and local employees
- Secure seed funding or grants (e.g., USDOL Apprenticeship Grants)
- Launch pilot programs in high-need counties/regions
- Integrate into UNG's High-Impact Practices (HIPs) practice and Center for Teaching, Learning, and Leadership.

### Apprenticeship Models Overview

Field	Model	Key Partners
Education	Teacher Apprenticeship Pathway (“Grow Your Own”)	Local school districts, Georgia PSC
IT and Cybersecurity	Paid Apprenticeship with employer-partnered roles	NSA, regional employers, Department of Labor
Healthcare	Clinical Apprenticeship with health systems	NGHS, long-term care facilities, local clinics



## Appendix A.

### Apprenticeship Examples (or Proposed Models)

#### 1. Teacher Apprenticeship Pathway (Education)

- **Model:** “Grow Your Own” teacher pipeline program
- **Partners:** Local school districts (e.g., Hall, Lumpkin, Gilmer Counties), Georgia PSC
- **Structure:**
  - › Students work as paraprofessionals or apprentice teachers
  - › Complete coursework at UNG (B.S. in Early Childhood, Secondary Ed, etc.)
  - › Earning licensure and classroom experience concurrently
- **Benefits:**
  - › Solves teacher shortages in rural districts
  - › Provides income while completing a degree
  - › Build long-term retention in local school systems



## Appendix B.

#### 2. Cybersecurity and IT Apprenticeships

- **Model:** Credit-bearing apprenticeship combining UNG’s cybersecurity programs with employer-sponsored training
- **Partners:** NSA, North Georgia employers, U.S. Dept. of Labor
- **Structure:**
  - › Students placed in part-time cybersecurity or IT support roles
  - › Aligned with A.S./B.S. in Information Systems, Cybersecurity, or Applied Computer Science
  - › Industry certifications (e.g., CompTIA, CISSP) embedded in curriculum
- **Benefits:**
  - › Builds cybersecurity workforce pipeline for federal/state agencies
  - › Supports UNG’s status as an NSA Center of Academic Excellence
  - › Opens pathways for underrepresented students in tech

## Appendix C.

#### 3. Nursing and Allied Health Apprenticeships

- **Model:** Clinical apprenticeships through local hospitals and healthcare systems
- **Partners:** Northeast Georgia Health System, Long-Term Care facilities
- **Structure:**
  - › Apprentices employed as CNA/Patient Techs while completing RN/BSN or health science degrees
  - › Clinical hours count toward degree requirements
  - › Paid experience plus mentorship from preceptors
- **Benefits:**
  - › Addresses nurse shortages in rural healthcare
  - › Reduces debt burden for students in clinical majors
  - › Promotes retention in local healthcare systems

## Template 1: Employer Memorandum of Understanding (MOU)

*[Editable – Customize for each partner]*

### Memorandum of Understanding (MOU)

This MOU establishes a partnership between **[University of North Georgia]** and **[Employer Partner Name]** to offer a structured apprenticeship program in **[Field: Education/IT/Healthcare]**.

#### Objectives:

- Provide students with paid, supervised work experience
- Align on-the-job training with academic coursework and competencies

#### Employer Responsibilities:

- Provide meaningful, supervised job responsibilities
- Participate in student evaluations and feedback
- Ensure compliance with Department of Labor apprenticeship standards (if applicable)

#### University Responsibilities:

- Coordinate course alignment and credit recognition
- Assign faculty liaisons for academic mentoring
- Support student tracking and evaluation

#### Duration:

From **[Start Date]** to **[End Date]**, renewable by mutual agreement

#### Signatures:

**Employer Representative:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**UNG Representative:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Template 2: Student Apprenticeship Onboarding Form

*[Editable – Student-Facing]*

### UNG Apprenticeship Program: Student Onboarding Form

**Student Name:** \_\_\_\_\_

**Academic Program/Major:** \_\_\_\_\_

#### Apprenticeship Field:

Education       IT       Healthcare

**Employer Site:** \_\_\_\_\_

**Start Date:** \_\_\_\_\_

**End Date:** \_\_\_\_\_

**Primary Mentor/Supervisor:** \_\_\_\_\_

**Emergency Contact Info:** \_\_\_\_\_

#### Expectations:

- Attend work consistently and communicate absences
- Engage in reflection assignments or progress reports
- Maintain professionalism and confidentiality at the worksite

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Template 3: Apprenticeship Program Evaluation Rubric**

*[Editable – Joint use by faculty/employer]*

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Needs Improvement (1)</b>
Technical/Field-Specific Skills				
Communication/Teamwork				
Initiative/Problem-Solving				
Professionalism/Dependability				
Academic Integration/Reflection				

**Evaluator Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

**Employer Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# UNG

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