

Internship Task Force
Final Report Spring 2023
Prepared by Co-Chairs

Membership

Chair(s): Libby Westley (UCC), Steve Whitmeyer (CSM), Siân White (CAL)

Members: Kirk Armstrong (CHBS), John Burgess (Faculty Affairs and Curriculum), Sam Collier (COB), Alysia Davis (Honors), Steve Grande (CSL), Arin Hawse (Academic Enrollment Management), Keith Holland (R&S), Katy Hopkins (UCC), Bayo Ogundipe (CISE), Chris Orem (OIR), Alphonso Sealey (COE), Katie Sensabaugh (CGE), Ginny Soenksen & Dave Stringham (CVPA), Kristina Oates, Nora Sutton & Nick Swartz (PCE)

Charge: This group will assess the landscape of internships and other related, similarly-named high impact practices (HIP) at the university (student teaching, clinical placement, experiential learning experience, applied learning experience, field experience, etc.) in order to understand how internships/HIPs are currently operating so that they can be consistently tracked, assessed, given appropriate support (resources and personnel), and expanded to strengthen their value and ensure all students have the opportunity to participate. The group will review the response from JMU to SCHEV's questionnaire related to internships from Spring 2022. The group will help JMU prepare to respond to additional requests from SCHEV and Governor's office related to expanding internship opportunities, and will be positioned to assist with submissions for funding that may be available from SCHEV and other entities (e.g., [Commonwealth Innovative Internship Fund and Program | Virginia State Council Of Higher Education, VA \(schev.edu\)](#)). The group will recommend ways to better centralizing, formalizing, documenting, and growing our internship operations.

Summary of Activities:

During the fall semester, the Internship Task Force (ITF) established six subgroups to address its primary tasks: defining and identifying existing work-based learning experiences at JMU, interviewing students about their internship needs and experiences, interfacing with employers about internships within their organizations, contacting other institutions about how they define and support work-based learning experiences, and applying for grant support. The ITF also prepared a presentation on internships and the task force at the November Board of Visitors meeting.

During the spring semester, the ITF tested and revised the new definition, finalized information about JMU WBLE practices, completed interviews and compiled information about peer institutions' practices, launched a snapshot survey to JMU students, and submitted a SCHEV VTOP grant application. See below for detailed reports from each subgroup.

The task force, renamed the "Work-Based Learning Experience Task Force," has been renewed for the next year.

Sub Group Activity

Defining Terms

The ITF recognizes that “internship” does not encompass all the relevant experiential learning opportunities at JMU, so a subgroup was formed to better define the terms and criteria for these opportunities. The subgroup has adopted “Work-Based Learning Experiences” as an overarching term that can encompass the majority of internship and related experiences at JMU.

Members: Steve Grande, Chris Orem, Alphonso Sealey, Steve Whitmeyer

Work Completed

The Defining Terms subgroup previously compiled existing definitions for internships and other work-based learning experiences from a variety of sources. The task force has adopted the overarching title of “Work-Based Learning Experiences” and highlighted what that encompasses in the following definition:

Definition of a Work-Based Learning Experience at JMU

A work-based learning experience (WBLE) incorporates hands-on work in an applied context that increases knowledge and skills necessary for discipline-focused career readiness.

Operational Items

To qualify as a Work-Based Learning Experience, each experience must:

1. Increase field-related knowledge and skills that are identified at the beginning of the experience.
2. Be supervised by a professional in the field who provides oversight and guides the student’s experience.
3. Occur in a context beyond a class. This can include experiences
 - a. in which a faculty member serves as the site supervisor (for example, with research or teaching assistant work)
 - b. in a course that requires students to complete a semester-long project for external partners or companies.

Notes:

- Experiences can be paid or unpaid, for-credit or not, in-person or virtual, and include, but are not limited to, internships, practicums, clinicals, research experiences, and student teaching.
- Minimum duration to be defined (by number of weeks or hours)
- Work-based experience of students who earn Credit for Prior Learning (CPL, as in an Adult Degree Program) ought to be considered even if they undertook such work without having identified the skills and knowledge sought “at the beginning of the experience.”

Continuing Work

The definition above was fine-tuned by the full membership of the task force and was also discussed with, and edited by, members of JMU leadership. In the near future we will reach out to AUHs and division leadership to solicit feedback and to verify that this definition covers WBLEs in their units and/or areas. We foresee that this definition will continue to be streamlined as members of the JMU community work with SCHEV during the next year on evaluating WBLEs at JMU and across the Commonwealth.

Appendix Included

- Task Force WBLE Definition Sources

Employer Survey

The goal for this subgroup is to understand the experiences and perspectives of employers related to internships.

Members: Keith Holland, Bayo Ogundipe, Katy Hopkins, & Sam Collier

Work Completed

In late fall, this subgroup developed and deployed a survey to a contact list of 50,000+ current and potential employers of JMU students. The subgroup received 577 surveys from a variety of organizations. The majority of respondents (84%) indicated they had an internship program. Of those responding to whether internships were paid, 77% were paid or had some kind of stipend.

Future Work

The subgroup will follow up with at least 10 of the regional organizations identified on the survey who either would like to establish an internship program or have not had a JMU student as an intern to see if there is interest in doing so.

Appendix Included: Regional Internship Program Prospects from Employer Survey

Student Survey

There are 2 main goals for this subgroup: (1) understanding the student experience around internships and (2) developing a survey to gather information about completed internship experiences (particularly those that are not tied to the formal curriculum).

Members: Libby Westley, Alysia Davis

Work Completed

The student survey was finalized and distributed in April 2023. ITF members emailed Academic Unit Heads a request to distribute the survey, which included email text for students as well as a PowerPoint slide for digital signage. The University Career Center also sent an email out through Handshake to students about the survey. Tim Miller posted about the survey on his Instagram feed. The ITF and the University Career Center funded 400 Dunkin' coupons as incentive to complete the survey. There were 890 responses to the survey. Of those responding, 55.8% had a work-based learning experience; 71% were unpaid and nearly 40% received academic credit.

Future Work Planned

The subcommittee will analyze the results of the survey and implement a process begin collecting results over Summer 2023 for May 1, 2023 to April 30, 2024.

Appendix Included

Survey, Email to Unit Heads with Digital Signage, UCC email, Instagram Post, Summary of Results

JMU Institutional Data

Members: Kirk Armstrong, John Burgess, Katie Sensabaugh, David Stringham/Ginny Soenksen, and Siân White

Summary

This subgroup gathered information about the existing work-based learning experiences across JMU through interviews with AUHs and other Unit/program leaders to better identify, label, and describe these experiences.

Actions Taken

Individual assignments of colleges included Siân White (CAL, The Graduate School), John Burgess (CISE and CSM), David Stringham (CVPA and COE), Kirk Armstrong (CHBS), and Katie Sensabaugh (COB). Additionally, Alysia Davis submitted information regarding experiences facilitated through the Honors College.

- Conducted qualitative interviews of AUHs and/or relevant faculty/staff in each academic unit across JMU, which included asking which courses they think of as experiential learning
- Cross-referenced those they named with course catalog description and compared each course with our Task Force definition. We did not identify any significant outliers
- Compiled the list of courses for a Registrar query and categorized by WBLE and subWBLEs
- Worked with Registrar to design course attributes
- Input data into Qualtrics survey – first quantitative/objective information, then qualitative answers from interviews

Next Steps and Recommendations

- Complete survey input for outstanding units in COE, COB, and CSM.
- Complete “WBLE Prefix for Query COE”
- Analyze data closely based on trends, student-focuses, tracking, focused on coordinators
- Synthesize the data and begin identifying gaps, inequities, best-practices, and needs across the colleges.
- Divide data by different constituencies (student, coordinators)
- Divide quantitative and qualitative into two different spreadsheets
- Summarize qualitative information about challenges and needs, including compensation. Note inequities
- Work with Other Institutions Group data for best practices and recommendations found
- Flesh out course titles, credit number(s), and catalog description for WBLE Queries (already completed for CISE, CSM, and CVPA) *see also “Internship Class List” in Teams General
- Talk to Stephanie West (current AUH Hart School) from Appalachian State about tracking
- Evaluate cross-disciplinary hubs like X-labs, the Institute for Innovation in Health and Human Services (IIHHS), etc.
- Use course query information to compile baseline numbers and percentages of students at JMU who completed work-based learning experiences.
- Make recommendations for infrastructure, compensation, and human-resource support we would require to implement the state requirement (some colleges have well-functioning systems in place, partly because of licensure or accreditation requirements, while others have uneven opportunities and supports in place)

Appendices Included

- JMU Institutional Data Interview Results:
 - Undergraduate Short Answers
 - Graduate Short Short Answers
- WBLE Course Prefixes for Query

Outside Institutions Data and Experience

Members: Arin Hawse, Nora Sutton, and Siân White

Summary

The subcommittee was tasked with gathering information about work-based learning experiences at other institutions, both outside and inside Virginia. Members selected institutions from the following categories: peer institutions, R2 institutions, Sun Belt institutions, and Virginia institutions. (Based on multiple recommendations, we also contacted Elon University, though it is neither a peer nor a Virginia institution.)

The group began by collecting any information that was available on the websites of 39 institutions, including not just internship or career-related information but also size, region, campus type, Carnegie classification, and so on. We then conducted qualitative interviews with 29 responsive institutions (see Appendices: "Outside Institutional Research" spreadsheet and "Outside Institution Interviews").

Findings and Preliminary Recommendations

Definitions of Experience and Terms

Most institutions have not developed and adopted one definition of these kinds of experiences. More often they rely on a menu or glossary of different experience types: co-op, internship, micro-internship, practicum, clinical, and so on. But there are some common elements: for many institutions, internships include both a work experience and a learning experience.

JMU's Work-Based Learning Experience definition (and its sub-variants) is as solid as any we have found. We should develop definitions for co-ops, micro-internships, and apprenticeships, all of which would fall under the WBLE heading. Treating Internal, Faculty-Supervised Assistantships (IFSAs) and Project-Based External Partners (PBXPs) as subsets of the WBLE experience acknowledges what work experience might look like for disciplines without a clear path to a specific job or set of jobs and demonstrates how departments have already responded to difficult market pressures by providing such professional growth opportunities for their students.

Student Surveys

Many institutions collect (or aspire to collect) work-based learning experience data through surveys, most using Handshake's survey and placement functions. The most common survey types are (1) a senior exit or final destinations survey (late Spring) and (2) a survey asking all students how they spent their prior summer (early fall).

Methods used to implement and require participation in surveys vary – some require completion to enroll in classes, to receive diplomas or transcripts, or to graduate. We recommend pushing for Senior Exit/Final Destination survey completion at a required Graduation Fair (e.g., QR code in line at mandatory table with prize drawing to drive completion rate) and building a survey into the internship assessment process (i.e. when the student and supervisor submit evaluations). College of Charleston has a 75-90% response rate to its exit interview sent to seniors four days prior to graduation.

Tracking

Overall, institutions are trying to improve tracking of these experiences, especially those completed not-for-credit. Institutions that use enrollment queries to track for-credit experiences utilize a shared course prefix or number that denotes "internships." Most institutions house their internship management in a University Career Center, but a lot of tracking takes place at the departmental level (or they duplicate each other). The most-used software is Handshake (its Experiences Module) to track for-credit internships; all interviewees acknowledged that not all internships are being captured. Others include 12Twenty and Simplicity, which can be university branded. Some institutions have

created their own system or database for tracking purposes (see Grand Valley State and Appalachian State).

Infrastructure and Support

Most institutions' work-based learning experience and career efforts live institutionally in a Career Center located in Student Affairs, but most of our interviewees mentioned that many departments had their own localized methods for finding and tracking placements. Elon University has a robust staff identified in their Student Professional Development Center, some of whom are embedded within academic units and collaborate closely with central SPDC staff.

The most successful comprehensive system will combine efforts in Student Affairs and Academic Affairs through sustained collaboration. A Career Center should be the central clearinghouse, where employers and students converge. But the Academic Affairs division, including the Office of the Registrar and faculty or student professional-development staff who know the academic disciplines, curriculum, and students, bring the specialized knowledge-set and student access that the Career Center's efforts require.

We recommend a robust framework of compensated professionals who meet and collaborate regularly, including 1-2 WBLE coordinators in the Career Center, career-trained professionals to serve as college liaisons, WBLE representatives from colleges or even individual units across Academic Affairs, and representatives from the Office of the Registrar. (UVa and Elon have interesting and functional models.) Creating a program like UVa's Internship Placement Program where students can earn course credit (variable 1-3 credits) could preclude individual programs having to incorporate the WBLE credit requirement into their majors.

Scaling and Streamlining Systems and Processes

The governor's emphasis on workforce development and the internship requirement that will likely result from SB 1280 will require JMU to provide comprehensive and regular data about students' work-based learning experiences. Virginia Tech is working on a BRIDGE program that will allow all undergraduate students to learn experientially through place-based opportunities. The typical BRIDGE experience will include research, internships, and other place-based experiences.

Ideally JMU would find or devise a university-wide system that could integrate the following functions: Employer-Student Search, Placement (applications, MOUs or other agreements, verifications or other legal issues), Process (assignments, evaluations, reflections), Tracking, and Surveying. JMU's Reengineering Madison is too far along in its process to implement a system of this kind into our CRM. We can, however, establish adaptable but university-wide processes for all of these functions so that all parties, including students, employers, faculty, and advisors, know what to do and where to go.

Messaging and Integration Campaign

To get all stakeholders (including faculty) on the same page and achieve institutional adoption of terms, definitions, and processes, a university-wide communications campaign is essential. Introducing students to the importance of completing a work-based learning experience while at JMU should happen early – e.g. through orientation or a common curriculum in the students' first

year – and continue to be discussed throughout their time at JMU. Employers, alumni, faculty, and academic coordinators should also receive regular communication to reinforce workflows for engaging with internship programming.

Next Steps

Many elements of our implementation will depend upon the findings and recommendations about the viability and cost of implementing state Bill 1280 presented in June 2024 by the to-be-formed SCHEV working group. We nevertheless have plenty to do:

- Analyze the data we have gathered more closely. Rank the institutions we have interviewed by various factors, for instance, and see what we can learn by then drilling down by size, public/private, etc. Draw any conclusions or identify patterns from demographic info (comparing public/private institutions, different sizes, different regions, etc.)
- Investigate Handshake Experiences module and whether we can find or create a software system that meets our process and reporting needs
- Work with committee currently devising a single comprehensive annual survey (Chris Orem) to integrate practices used at institutions that see high response rates
- Anticipate funding needs to support increased staff in Career Center and Office of the Registrar; increased student support for unpaid internship opportunities; compensation for coordinators across academic affairs
- Develop a system or committee for updating WBLE for-credit list for curricular accuracy
- Develop communications campaign includes workflows (for employers, alumni, WBLE coordinators, faculty and staff, students)
- Develop a curriculum to teach students to connect what they are learning and doing in each class, each semester, to broaden skills and competencies and articulate this in their own language in conversations, emails, cover letters, etc.

Appendices Included

- Other Institutions Interviews
- Other Institutions Research (spreadsheet)

Grant Initiatives

This subgroup is looking at state (SCHEV) and national (NSF) level funding opportunities for advancing and supporting ITF activities and other work-based learning activities.

Members: Keith Holland, Nick Swartz, Steve Whitmeyer

Work Completed

All members of the Grant Initiatives subgroup attended a V-TOP Information Session conducted by Lynn Seuffert from SCHEV that highlighted SCHEV funding opportunities related to their Innovative Internship Program. The task force submitted an Innovative Internship Program Round 3 proposal to the SCHEV V-TOP initiative on April 5, 2023. The proposal is entitled “Enhancing and Promoting Experiential Learning at JMU” and, if awarded, would provide funds to support task force activities during the upcoming year.

UPDATE: On May 16, 2023 we were informed via email from Lynn Seuffert that our SCHEV VTOP Innovative Internship Program Round 3 proposal was recommended for funding, with a start date of May 22, 2023. The award of \$25,00 will help support task force activities for the 2023-2024 fiscal year.

Future Work Planned

The subgroup will continue to examine other sources of external funding for experiential learning, such as the NSF Experiential Learning for Emerging and Novel technologies (ExLENT) solicitation: <https://www.nsf.gov/pubs/2023/nsf23507/nsf23507.htm>

Appendix included: submitted V-TOP Innovative Internship Program Round 3 proposal.

Table of Appendices

Subgroup	Brief Description
Defining Terms	Task Force WBLE Definition Sources
Employer Survey	Regional Internship Program Prospects from Employer Survey
Student Survey	Student Survey Final Version
Student Survey	WBLE Survey Email Request to AUHs with Digital Signage
Student Survey	Handshake WBLE Email to Students
Student Survey	Tim Miller Instagram Post from April 26, 2023
Student Survey	Summary of Results
JMU Institutional Data	JMU Inst UG Short Answers (PDF'd spreadsheet)
JMU Institutional Data	JMU Inst Grad Short Answers (PDF'd spreadsheet)
JMU Institutional Data	WBLE Course Prefixes for Query
Other Institutions	Other Institutions Interviews May 19
Other Institutions	Other Institutions Research May 19 (PDF'd spreadsheet)
Grant Initiatives	V-TOP proposal “Enhancing and Promoting Experiential Learning at JMU”

Internship Task Force
James Madison University
2022-2023

Organization	Internship/Experiential Learning Definition	Source
AAC&U	Internships are an increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting--usually related to their career interests--and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.	https://www.aacu.org/trending-topics/high-impact
NACE	An internship is a form of experiential learning that integrates knowledge and theory 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.	https://www.nacweb.org/about-us/advocacy/position-statements/position-statement-us-internships/
SCHEV	Work-based learning is an opportunity to complete meaningful job tasks in a workplace that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field. [This document] defines internship as co-curricular [at the level of] career engagement. The definition of career engagement: is an extended opportunity for participants to increase their knowledge of an identified field of interest and gain employability skills and some entry-level technical knowledge or skills. Examples include: service learning, apprenticeship readiness, pre-apprenticeships, cooperative education, internships.	SCHEV innovative internships Round3 document
Terms used at the Virginia Education and Workforce Conference (10-11-22)	Internships (focus on Paid Internships), work-based learning experiences, apprenticeships, clinical experiences, student teaching, "pathways from learning to earning"	
Bureau of Labor Statistics	Internships are temporary, supervised assignments designed to give students or recent graduates practical job training. Sometimes, internships or other experiential learning positions are built into educational programs, and students receive academic credit for completing them.	Career Outlook - Publication on BLS.gov https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm

Internship Task Force
James Madison University
2022-2023

Organization	Internship/Experiential Learning Definition	Source
indeed.com	An internship is a temporary job role that's often related to one's academic field of study or career interests. It can offer a beginner in a career field practical experience within a professional role. [Many] [i]nternships... provide college credit rather than an hourly pay rate.	https://www.indeed.com/career-advice/finding-a-job/purpose-of-internship
NSF ExLENT solicitation	Terminology: inclusive experiential learning opportunities, "learning-by-doing" experience, see figure from solicitation	https://www.nsf.gov/pubs/2023/nsf23507/nsf23507.htm
Virginia Department of Education: Virginia Law	Field experiences" means program components that are (i) conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia or accredited nonpublic schools and (ii) accredited for this purpose by external entities such as regional accrediting agencies. Field experiences include classroom observations, tutoring, assisting teachers and school administrators, and supervised clinical experiences (i.e., practica, student teaching, and internships). Field experiences are required for all programs.	Virginia Administrative Code - Title 8. Education - Agency 20. State Board of Education - Chapter 543. Regulations Governing the Review and Approval of Education Programs in Virginia
Virginia Department of Education: Virginia Law	Supervised clinical experiences. The supervised clinical experiences shall be continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall be in the endorsed area sought and under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels.	Virginia Administrative Code - Title 8. Education - Agency 20. State Board of Education - Chapter 543. Regulations Governing the Review and Approval of Education Programs in Virginia

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Michelle Viggiano	michelle@aimhumanperformance.com	AIM Human Performance	Woodbridge, VA	Summer Legal Intern, Summer Communications Intern, Summer Policy Intern.
Jennifer Street	jstreet@acdsnet.org	Alexandria Country Day School	Alexandria, VA	
Rodney Taylor	rtaylor@ameliaacademy.com	Amelia Academy	Amelia Court House, VA	Personal Trainer Intern, Wellness Coach Intern
Adyson Cook	acook@americanhospitalityta.com	American Hospitality Talent Acquisition	Richmond, VA	
Donna Honeycutt	honeycuttd@amnb.com	American National Bank & Trust Company	Danville, VA	Sales Intern (corporate internship available on an as-needed basis)
Betty Whittaker	betty.whittaker@redcross.org	American Red Cross	Henrico, VA	SLP Graduate Intern
Leida Mejia	lmejia@flyanra.com	ANRA Technologies	McLean, VA	Finance Intern
Landon Kemp	lkemp@applereit.com	Apple REIT	Richmond, VA	Teaching
Michelle Carney	mcarney@autismoutreach.org	Autism Outreach	Sterling, VA	Intern (Guest Services, F&B, etc.)
Melissa Rene	mrrene@baldwinadvisoryllc.com	Baldwin Advisory LLC	Norfolk, VA	
Nekeshia Packer-Love	nekeshia.packer-love@becn.com	Beacon Building Products	Herndon, VA	Varies by Line of Service
Kelly Davis	kelly.davis@bgllc.net	Berkley Group	Richmond, VA	Student Teacher Practicum Student
Melissa Cassady	mbc@betaprimeconsulting.com	BetaPrime Consulting	Reston, VA	Tax Intern
Kathleen McNutt	headofschool@bishopireton.org	Bishop Ireton High School	Alexandria, VA	Teacher
Melissa Henderson	melissah@bluemountaintherapy.com	Blue Mountain Therapy	Abingdon, VA	Software Developer Intern
April Strosnider	astrosnider@blueridgeeducation.org	Blue Ridge Educational Center, Inc.	Front Royal, VA	We generally have over 20 intern positions in all areas

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Katherine Henning	dr.henning@blueridgeeyecare.com	Blue Ridge Eye Care Assoc	Galax, VA	
Dr. Henry Eggleston	henry@caf2code.com	Caf2Code LLC.	Harrisonburg, VA	Software Engineer Intern, Quality Engineer Intern, User Experience Design Intern, Product Manager Intern, Marketing Intern, Finance Intern, Sales Development Representative Intern
Kathleen Nettnin	CampBethelOffice@gmail.com	Camp Bethel	Fincastle, VA	Asset Management Summer Intern
Karen Foster	kfoster@ccps.us	Caroline County Public Schools	Bowling Green, VA	Investigative Assistant
Shep Critzer	critzerss@ccps.k12.va.us	Charlotte County Public Schools	Charlotte Court House, VA	Everything from working with kids with Autism supervising camps and marketing materials.
Jessica Greene	jessica.greene@chemetrics.com	CHEMetrics, Inc.	Midland, VA	Intern
Sarah Tromly	sarahtromly@chesapeakecontrols.com	Chesapeake Controls, Inc.	Chesapeake, VA	Architecture, Landscape Architecture, Civil Engineering, Environmental Engineering, Structural Engineering, Survey
chad martin	chadmartin.cfa@gmail.com	Chick-fil-A Staunton & Waynesboro	Staunton and Waynesboro, VA	Marketing Intern, Branch Operations Intern, HR Intern, Finance Intern
Tracey Pitcock	tpitcock@clarkecounty.gov	Clarke County Parks and Recreation	Berryville, VA	Introductory Intern, Supervisory Intern, and Managerial Intern.
John Staelin	staelin@mac.com	Clay Hill Garden	Charlottesville, VA	Planning Intern
Clay Daniel	clay@clayborne.com	Clayborne Education	Charlottesville, VA	Software Engineer Intern
mallory martin	mallory.martin@colonialwebb.com	Colonialwebb	Richmond, VA	Do not know at this time
Kimberly Moore	kmoore@cca-va.org	Community Christian Academy	Charlottesville, VA	
Janet Davison	jdavison@mycri.org	Community Residences	Chantilly, VA	
NeAsa Randle	neasa@compassva.com	Compass Youth and Family Services	Norfolk, VA	Intern, MSW + speciality (i.e., generalist, etc.)

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Petra Samuels	PSamuels@concretepandp.com	Concrete Pipe and Precast LLC	Harrisonburg, VA	optometric technician, optician apprentice, summer co-op
Cindi Drake	Preschool@olamtikvah.org	Congregation Olam Tikvah Preschool	Fairfax, VA	Research Intern
Val Carboni	vcarboni@creative-va.com	Creative Office Environments	Ashland, VA	
Elizabeth Wong	ewong@crossoverministry.org	CrossOver Healthcare Ministry	Richmond, VA	Operations and logistics intern, Engineering/Product development intern.
Lori Chesson	lori.chesson@damuth.com	Damuth Trane	Chesapeake, VA	Tax intern and summer intern (audit)
Anne Glenn-Zeljeznjak	acglenn@vbschools.com	Department of Human Resources	Virginia Beach, VA	Business Intelligence Analyst
Michael Lockard	Mike.Lockard@d-and-p.museumstudio.com	Design & Production	Lorton, VA	Resident Camp Counselor, Adventure Counselor, High Ropes Coordinator
Stephanie Johnson	stephanie.j@distantmoon.com	Distant Moon, Inc	Leesburg, VA	Varies on need
katherine vroom	kathyvroomdds@verizon.net	Dr. Katherine M. Vroom, Orthodontics	Annandale, VA	Teaching interns, HR interns, Summer Camp interns
Ryan Kopf	Rkopf@drivenbehavior.org	Driven Behavioral Support	Fredericksburg, VA	Real Estate Finance Intern
Max Tankersley	etcoffice@educationaltheatrecompany.org	Educational Theatre Company	Arlington ,VA	3 Consulting Internships in the following areas: Software Development, Business Systems Analysis and Data Analysis.
Chris Fox	Chris@empoweradventures.com	Empower Adventures Middleburg	Middleburg, VA	SOAR Nurse Externship
Vanessa Olson	vanessa@empower-kids.com	emPOWER Kids	Alexandria, VA	Student Intern

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Angeal Gross	agross@essex.k12.va.us	Essex County Public Schools	Tappahannock, VA	Adventure Coordinator Summer Intern, Agriculture/Environmental/Sustainability Summer Camp Intern, Assistant Program Director Summer Camp Intern, Education Summer Camp Intern, Health Care Coordinator Summer Camp Intern, Marketing & Communications Summer Camp Intern, Music Summer Camp Intern, Religion/Theology/Faith/Chaplin Summer Camp Intern, Summer Camp Counselor
Karen Patti	kpatti@fcclainc.org	Family Career & Community Leaders Of America	Herndon, VA	Wealth Management Intern
Sharon Burleson	sburleson@falconerconstruction.com	Falconer Construction Company	Charlottesville, VA	Business Analyst Intern, Software Developer Intern, Cyber Security Intern
Rebecca Holmes	holmesrf@jmu.edu	First Baptist Church, Staunton VA	Staunton, VA	Student Teacher, Practicum Teacher, other school-related areas needing experience
Brad Jenkins	bjenkins@firstpresbhb.org	First Presbyterian Church	Harrisonburg, VA (1 of their locations)	
Don Stribling	dstribling@apps.fluco.org	Fluvanna County Public Schools	Palmyra, VA	Construction Management, Electrical Engineering, Mechanical Engineering, Graphic Design, Programming, Automation Controls Intern/Co-op
Stephanie Gatewood	sgatewood@foodservicestudio.com	Foodservice Consultants Studio	Glen Allen, VA	classroom teacher, school counselor, speech/OT/PT therapist, school social worker, school psychologist, behavior consultant, etc.
Joel McCauley	joel@freedomfitgym.com	Freedom Fit Gym	Ashland, VA	Summer/Fall/Spring Internship Opportunities are available
Wondwosson Getachew	Info@mobilegobar.com	G&G Hospitality	Charlottesville, VA	Student teacher
Laura Monahan	lmonahan@ggroupcpas.com	GOLDKLANG GROUP CPAS P.C.	Reston, VA	

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Heather Cheshire	hcheshire@goodshep.net	Good Shepherd School and Day Care	Harrisonburg, VA	They vary based on department needs, current examples include Marketing Intern, Compensation Intern, Wellness Intern.
Diane Griffin Goldberg	dgoldberg@griffinowens.com	Griffin Owens Insurance Group	Herndon, VA	Recreation Program Internship (Programming, Marketing, Event Coordination, Summer Camp Asst. Director, Program Instructors)
Jimmy Tung	tungj@hargrave.edu	Hargrave Military Academy	Chatham, VA	Assistant Horticulturalist
Daniel White	Daniel.white@hitplay.co	Hit Play	Richmond, VA	Summer Analyst
Angie Tomayko	atomayko@holycrossweb.com	Holy Cross Academy	Fredericksburg, VA	
Emily Burek	ekburek@intercepthealth.com	Intercept Health	Richmond, VA	
Susie Farmer	susie@ivycreekfoundation.org	Ivy Creek Foundation	Charlottesville, VA	
Jason Kilgo	jason@kilgoinsurance.com	Kilgo Insurance LLC	North Chesterfield, VA	Therapeutic Mentor, Intensive In-Home Clinician
Tina Rudd	trudd@kwcps.k12.va.us	King William County Public Schools	King William County, VA	Production Worker, Quality Control, Plant Office Admin, Project Technician, Maintenance, Customer Service
Robert LeMay	rlemay@lemayandcompany.com	LeMay & Company	Springfield, VA	
Christi Gillette	communications@littleexplorersdiscoveryschool.com	Little Explorers Discovery School	Crozet, VA	
Andrea Miller	millera8@magellanfederal.com	Magellan Federal	Arlington County, VA	Community-Based Counselor; Outpatient Counselor
Tabitha Pack	tpack@maplehallacademy.com	Maple Hall Academy	Lexington, VA	none at this time
Lesley Hunley	lhunley@mathews.k12.va.us	Mathews County Public Schools	Mathews, VA	
Bruce Blair	mhaaugustacounty@gmail.com	Mental Health America Of Augusta	Staunton, VA	

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Tim Morrisette	hello@morrissettemedia.com	Morrissette Media	Midlothian, VA	
Cameron Smith	csmith@mountainside-villas.com	Mountainside Villas Owners Association	McGaheysville, VA	Accounting Intern
JM Pedini	jm@norml.org	NORML		Internal Audit Interns
Adam Letizia	aletizia@nucps.net	Northumberland Co Public Schools	Heathsville, VA	Assistant
RJ Greger	greger.rj@nottowayschools.org	Nottoway County Public Schools	Nottoway, VA	2023 Summer Intern
Kaylene Landers	kaylene.landere@nursenextdoor.com	Nurse Next Door Hampton Roads VA	Newport News, VA	Accounting Intern
Bill Chapman	Bill@oakhurstinn.com	Oakhurst Inn	Charlottesville, VA	Orthodontic intern, Gap year intern, summer intern
Julie Tugwell	julie.tugwell@one-line.com	Ocean Network Express, North America	Richmond, VA	
Kelly Kapolka	kkapolka@odbco.com	Old Dominion Brush Company	Richmond, VA	Aircraft Maintenance, Flight Operations, Facilities, IT, Engineering, Logistics
RYAN PARRISH	ryanparrish@parrishagenceis.com	Parrish Agencies	Salem, VA	Administrative Intern, Marketing Intern, Summer Teaching Artist
ROBERT BARKER	rbarker@pwcgov.org	Prince William - Manassas Regional Adult Detention Center	Manassas, VA	
Courtney DesMarais	courtney@projetaviation.com	ProJet Aviation	Leesburg, VA	Adventure Guide, Team Building Facilitator, Office Assistant, Marketing Assistant
Carrington Thomson	thomson@qsmi.com	Quality Systems Management Inc.	Annadale, VA	
Stephanie Shull	sshull@rcps.org	Radford City Schools	Radford, VA	university sponsored practicums only
Desaree Watches	personnelmanager.rainbowriders@gmail.com	Rainbow Riders Child Care Center	Blacksburg, VA	Estimating Assistant, Accounting Assistant, Marketing Intern
Patrick Mauney	plmauney@rrregion.org	Rappahannock-Rapidan Regional Commission	Culpeper, VA	Sports Performance Intern

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Jennifer Wilson	Jennifer.wilson@redgategrp.com	Red Gate Group	Chantilly, VA	
Lydia Bae	hr@reggiostreehouse.com	Reggio's Treehouse, LLC	Lansdowne, VA (1 of their locations)	Various opportunities for clinical interns, communications interns, health informatics interns, etc.
Richelle Claiborne	rclaiborne@renaissanceschool.org	Renaissance School	Charlottesville, VA	Conference Intern, Programs and Adviser Professional Development Intern, Leadership Intern and Competitive Events Intern
Nick Biesecker	nb@resolute-sports.com	Resolute Sports Advisors,	Staunton, VA	Clubhouse Intern, Culinary Arts Intern, Golf Course Maintenance Intern, Professional Golf Management Intern, Sports & Recreation Management Intern, Food & Beverage Hospitality Intern
Chris Michael	cmichael@roanokecatholic.com	Roanoke Catholic School	Roanoke, VA	Field or Project Engineers for civil construction, would also consider social media/marketing, data analyst
Kadie King	kadie@rocktowncounseling.com	Rocktown Counseling LLC	Harrisonburg, VA	Student Teacher, School Counselor, Social Worker, almost any certified school position
Amanda Keffer	akeffer@ymcavbr.org	Salem YMCA	Salem, VA	Technical Internship, Economic Education Internship, Cybersecurity Internship, Assistant Examiner Intern, Economics Writing Intern, Legal Intern, Regional and Community Analysis Intern
CHERYL WIRTH	cherylwirth@schooltoursofamerica.com	School Tours Of America	Fredericksburg, VA	
Aric Alvarez	aalvarez@shaheenlaw.com	Shaheen Law Firm	Henrico, VA	
Kimberly Smith	ksmith@smithgoing.com	Smith Going & Associates	Charlottesville, VA	Varies
David Hill	davidh@southlandconcrete.com	Southland Concrete	Manassas, VA	Summer Design Intern
Kameelah Singleton	kchavis@southsidebh.org	Southside Behavioral Heal	Clarksville, VA	Exercise Science Intern

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Abbigail (Abbie) Moore	abbigail20@vt.edu	Southwest Virginia 4-H Educational Center	Abingdon, VA	Marketing Intern, Broadcast Intern, Sports Management
Mark Mosdell	Mmosdell@spencerhagerandmosdell.com	Spencer Hager & Mosdell, PC	Roanoke, VA	Marketing assistant. Digital marketing. Social media assistant
Sherry Ruffing	sherry@spengavirginia.com	SPENGA Ballston	Arlington, VA	Analyst
Debra Schmid	debra@stauntonmontessori.org	Staunton Montessori School	Fishersville, VA	
Lisel Bruscia	lisel@steamda.com	STEAM Discovery Academy	Charlottesville, VA	Internship - Auditor Assistant
Angela O'Grady	angie@stellapop.com	StellaPop	Reston, VA	classroom assistants
Seth Petersen	petersen.seth@gmail.com	STR Software	Richmond, VA	
Rachel Nicely	rachel.nicely@sustainbldgs.com	Sustainable Building Partners	Fairfax, VA	Student Teacher, Practicum Teacher, School Psychology Intern, Behavior Specialist Intern, etc...
Teffany Henderson	teffany.henderson@tapintohope.org	TAP-Total Action For Progress	Roanoke, VA	
Elizabeth Hall	elizabeth@tasteva.com	TASTE	Virginia Beach, VA	
Tom Cooper	Tom@telemediabroadcasting.com	Telemedia Broadcasting Inc WGRQ/WGRX	Fredericksburg, VA	Student PT, Student PTA, Student OT, Student OTA, Student SLP
Madison Eades	gm@danvillebeehotel.com	The Bee Hotel	Danville, VA	
Jeff Bandy	jeff.bandy@lynchburgva.gov	The City Of Lynchburg, Virginia	Lynchburg, VA	
Jeff Bandy	jeff.bandy@lynchburgva.gov	The City Of Lynchburg, Virginia	Lynchburg, VA	School Counselor, School Social Worker, School Psychologist, Occupational Therapist, Physical Therapist, Speech Pathologist
Cara Metcalf	cmetcalf@covenantschool.org	The Covenant School	Charlottesville, VA	

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Rebecca Lilly	thegreenhousecfc@gmail.com	The GreenHouse Christian Learning Center	Waynesboro, VA	Marketing intern, coaching (basketball) intern, programs through Averett Univ and Danville CC
Susan Flinn	themusicstudio@aol.com	The Music Studio	Stafford, VA	Student Teacher, Practicum Student
Timothy Pierson	tim@piersonrealestate.com	The Tim Pierson Home Sales Team Of Keller Williams	Falls Church, VA	Content Development and Marketing Intern
Joyce Buskey	irene@3RTC.com	Three Rivers Treatment Center	Kenbridge, VA	
Donna Rathe	donna@tinydancers.com	Tiny Dancers	Fairfax, VA	
Laura Irwin	laura@topofthetown.co	Top Of The Town Meeting And Reception Venue	Arlington, VA	LCSW, educator, recreation therapist, life coaches, grant writers, therapeutic riding instructors, university riding instructors, program administrators etc.
Ben Wallen	benw@trinitygc.us	TRINITY Group Construction, Inc.	Herndon, VA	Golf Pro Shop Intern, F&B Intern
Dakota Bowley	dbowley@ummnorva.org	Union Mission Ministry/Hope Haven	Virginia Beach, VA	Rooms (Housekeeping & Front Desk) Intern, Food & Beverage Intern, HR Intern, Sales Intern, Engineering Intern
Shannon Gerard	shannon_gerard@vaep.uscourts.gov	United States District Court, Eastern District Of Virginia	Richmond, VA	
Dino Pignotti	dpignotti@urban-ltd.com	Urban, Ltd.	Annandale, VA	Business Operations Intern
Carl Chenoweth	cchenoweth@valleymarveltax.com	Valley Marvel Tax & Accounting Services, LLC	Harrisonburg, VA	Student Teacher
Kimberly Sysak	kim.sysak@vbrick.com	VBrick Systems	Herndon, VA	Teacher/Student Teacher

Employer Survey Regional Results Fall 2022

Name	Email Address	Name of Organization	Located in VA	Position Title
Judy Cunningham	info@vintonhistorymuseum.org	Vinton Historical Society, Inc	Vinton, VA	Mental Health Case Management, Developmental Disabilities Case Management, Infant & Toddler Program – Occupational Therapy, Speech Therapy, Physical Therapy and Service Coordination, Summit House – Psychosocial Rehabilitation, Information Technology, Children’s Services – School-based mental health program, Family Care Coordination & outpatient therapy, Adult Outpatient Therapy – Mental Health & Substance Abuse service, Arbor House – Crisis Stabilization Unit
Tamara Hinchey	tamara.hinchey@vadoc.virginia.gov	Virginia Department of Corrections	Stafford, VA	Independent Living (Youth Aging Out of Foster Care) Intern
Shanda Hill	shanda.hill@vadoc.virginia.gov	Virginia Department of Corrections - Cold Springs CCAP	Stafford, VA	
David Poole	dpoole@vpap.org	Virginia Public Access Project	Richmond, VA	Student Teaching
Debra Goodier	debra@wareriverconsulting.com	Ware River Consulting LLC	Gloucester, VA	
John Keane	jkeane@wellbornwright.com	Wellborn + Wright	Richmond, VA	Analyst Intern; Developer Intern
Mary Downey	mdowney@williamsmullen.com	Williams Mullen	Richmond, VA	Intern
Kirsten Rhodes	kirsten@wnrn.org	WNRN	Charlottesville, VA	Winery Intern, Event Intern
Margaret Ashburn	mashburn@wsls.com	WSLS	Roanoke, VA	
Maggie Cusumano	mentor@ylfr.org	Youth Life Foundation Of Richmond	Richmond, VA	Tax Intern, Audit Intern, Summer Intern

Appendix: Work Based Learning Experience Student Survey Spring 2023

Work Based Learning Experience Student Survey Spring 2023

Please enter your JMU email address.

Between May 1, 2022 and April 30, 2023, did you participate in a *work-based learning experience* according to all of these criteria?

- The experience allowed you to apply and increase knowledge or skills necessary for work in a career field
- A professional in the field provided oversight/guidance or mentoring
- Work-based learning experiences may also be known by these terms: internship, practicum, clinical, student teaching, undergraduate research, fellowship, or externship.

Yes, No

Between May 1, 2022 and April 30, 2023, how many of the previously-defined experiences did you complete?

Please provide the following information about the organization of your first experience.

Name of organization, City , State

How many total hours did you spend in this experience?

What time of year did this experience take place?

Summer, Fall, Spring, Other

What was the format of your experience?

Fully in-person, Fully virtual/remote, Hybrid/mix of in-person and virtual

Was this a paid experience?

Yes, No

How did you find out about this experience?

University Career Center

Career Fair (5)

Handshake (4)

Faculty member helped me locate it (2)

Options were provided through a JMU course (1)

Family connection (7)

Other (3) _____

Did you receive college credit for this experience? Yes, No

For what course did you receive credit?

Appendix: Email Request Distributed to AUHs through ITF Members

Sent 4/17 with a reminder request on 5/1

Subject: Action Requested by Wed: Distribute Work-Based Learning Survey
Greetings Internship Task Force Members,

We are ready to launch the Work-Based Learning Survey and need your help. As soon as possible, but by **Wednesday, April 19th**, would you please send unit heads in your college or area this message (modify as you wish) to enlist faculty help distributing the survey and encouraging students to complete it? Our goal is to collect the information before students leave for the semester. THANK YOU for your help!

EMAIL TO UNIT HEADS

Subject: By April 21: Please Help Distribute Work-based Learning Student Survey

JMU's Internship Task Force needs information about how many of our students completed work-based learning experiences (for example, internships, practicums, clinicals, assistantships, etc.) between May 1, 2022 and April 30, 2023. We will gladly share aggregated information about your unit, college, etc.

We need help from you and your faculty. Here are several ways to distribute the survey.

1. Faculty post the attached slide in classes between now and May 3.
2. Post the slide on Digital Signage, as applicable
3. Send the survey link to your students directly from the unit.
4. Faculty email their advisees a version of the message below encouraging students to complete this information

EMAIL TO STUDENTS (modify as you wish)

Subject: Help Shape (INSERT YOUR DEPARTMENT) Students' **College-to-Career** Experiences

Hello Students (or Advisees),

We want to help (INSERT YOUR DEPT NAME) students transition successfully from college to career by understanding current work-based experiences and opportunities (such as internships, practicums, clinicals, assistantships, etc).

We want to know about your experience, including if you haven't had such experiences yet! Please complete the 2-minute survey below on your computer or mobile device by **May 3, 2023**.

https://jmu.co1.qualtrics.com/jfe/form/SV_5axF5kz0RlefTuW

Attachment

Whether you've had a internship before
or not, we want to hear from you!

SURVEY ABOUT WORK-BASED EXPERIENCES

TAKE THIS 2-MINUTE SURVEY BY
MAY 3RD FOR A CHANCE TO WIN A
COUPON FOR DUNKIN'

Scan the QR code or visit
<http://bit.ly/3KWfkLC>

QUESTIONS? EMAIL WESTLEEK@JMU.EDU



Appendix: Handshake WBLE Email To Students

Email Sent Wed. 4/26 at 8 p.m. The email had a 17.8% open rate and a 1.5% click rate.

Subject: Ever Had an Internship, Research, Practical or Clinical Experience?



Tell Us Whether (or not!) You've Had an Internship, Research, Practicum, or Clinical Experience

By [completing this 2-minute survey](#) whether or not you've had a work-based learning experience (internship, clinical, research, assistantship, practicum experiences, etc.), you'll be entered to win a **free Dunkin' Donuts coupon**. We're giving *hundreds* away!

Your response will help us understand work-based learning experiences at JMU and ultimately help students transition successfully from college to career.

[Take the Survey](#)

Thank you for your help!

Libby Westley
Director, University Career Center
westleek@jmu.edu

Appendix: Tim Miller Instagram Post from April 26, 2023

Whether you've had a internship before
or not, we want to hear from you!

SURVEY ABOUT WORK-BASED EXPERIENCES

TAKE THE 2-MINUTE SURVEY AT THE
LINK BY MAY 3RD FOR A CHANCE TO
WIN A COUPON FOR DUNKIN'

QUESTIONS? EMAIL WESTLEEK@JMU.EDU



Survey Responses By College and School Year

	No WBLE	Yes WBLE	Respondents
CAL	72	75	147
Freshman	18	1	19
GR	1	2	3
Junior	20	23	43
Senior	16	32	48
Sophomore	17	17	34
CHBS	165	136	301
Freshman	38	13	51
GR	3	26	29
Junior	49	25	74
Senior	33	56	89
Sophomore	42	16	58
CISE	13	25	38
Freshman	1	4	5
GR		1	1
Junior	1	7	8
Senior	3	12	15
Sophomore	8	1	9
COB	45	59	104
Freshman	11	5	16
GR	3	3	6
Junior	13	22	35
Senior	5	18	23
Sophomore	13	11	24
COE	28	55	83
Freshman	3	1	4
GR	3	18	21
Junior	6	15	21
Senior	4	16	20
Sophomore	12	5	17
CSM	32	134	166
Freshman	9	14	23
Junior	6	41	47
Senior	7	46	53
Sophomore	10	33	43
CVPA	18	26	44
Freshman	4	3	7
GR		1	1
Junior	3	4	7
Senior	4	13	17
Sophomore	7	5	12
JMU	1		1
Freshman	1		1
UNST	2	4	6
Junior	1		1
Senior		4	4
Sophomore	1		1
Totals	376	514	890

Work Based Learning Courses Identified in Student Survey Spring 2023

136L	Chem 399a
287L	Chem 480
288L	Chem class labs
351 lab	CHEM LABS
352L	CHEM136L
390B	Chem390
400	Chem390A
401	Chemistry
402	Chemistry 135
403	Chemistry 136
495, 496, 497a	Chemistry Biology
64	Chemistry classes and research
AAAD 400	Chemistry labs
AAAD 401/489	CIS 361
Advanced molec	Clinical Medicine
All labs	Counseling Practicum
All my lab classes and research lab	CSD 539
All of my labs.	CSD 582
Analytical	CSD 583 Speech Practicum
Analytical lab	CSD 819, CSD 829
Analytical Lab, PChem Lab	Design Elective course
ANTH 499 A, B, C	ECED 443
arcd internship requirement	EDUC 200
ART INTERNSHIP	EDUC 470/471
ARTH	ELED 321
ARTS 400 in the fall, ARTH 495 in the spring	ELED 322
ATEP 653	ELED 400
ATEP 664	ELED 480
BIO 495	ENG 294
BIO 499A	EXED 474
BIO496	Field Placement
Bio499	Field Placement
Biology	Field Placement (PSYC 495)
Capstone	Gen ed
CHEM	GEO 400
Chem 135L and 136L	GEOL 497
Chem 136L	GEOL 499A, 499B, and 499C
Chem 287/288	HIST 640
CHEM 287L	HM222
CHEM 288 L	HON 300
CHEM 352	HON 300: Teaching Honors for TA's
CHEM 368L	Honors 499A, 499B, 499C
Chem 380	Honors Capstone
Chem 390	Honors Research or Experience Course

Work Based Learning Courses Identified in Student Survey Spring 2023

Hospitality Management	PHYS498R
HSA internship	POSC 495
HTH 315	POSC 498
IB 294	POSC495
IDLS 486	Practicum
IECE practicum	Practicum
inorganic chemistry	Practicum II
Intro Field Work (I think it was PSYC 202?)	Problems in Chen
IPE 313	PSYC 202
KIN 371	PSYC 203
KIN 381	PSYC 203, PSYC 499 A-C
KIN 429	PSYC 301 and 401
KIN 481	PSYC 402
Kin381	PSYC 403
Lab	PSYC 404
LEAD 891	PSYC 495
Management Internship	PSYC 499A
MIED 211	PSYC 778
MKTG 494	PSYC 882 - Doctoral Practicum in Counseling
MSSE	psyc202
MSSE 101	PSYC403
MSSE 371	psyc495
MSSE 470	Psych 403: Independent study in Psychology
MSSE 471: Field Experience in Middle Grades Education	Research
MSSE 480	Research
MSSE 481H	Research lab
MSSE 571	Research lab and pchem lab
MSSE 571H: Field Experience in High School Social Studies	SCOM 318
MSSE 650	SCOM capstone credit
MSSE 690	SCOM internship credit
MSSE471, 1 credit	SMAD 295
MUED 480	SMAD 395
MUI 492	SOWK 481 & 482
NSG 326	SRM 282
NSG 352: Clinical Applications and Reasoning I	SRM 482
NSG 356: Clinical Applications and Reasoning II	SRM Practicum
NSG452L	srm282
Occupational Therapy Fieldwork Level 1 III	Student teaching
organic chem	Study abroad requirement
Organic/Inorganic Laboratory	TESL 681
Organic/Inorganic Laboratory 2	THEA 207
OT 555	THEA204
PHYS 387	WRTC 495
PHYS 498	

WBLE Respondents All Undergraduates

	No WBLE	Yes WBLE	Total Respondents	% with a WBLE	Total in College	Knowledge Rate	#unpaid	%unpaid	% Credit
CAL	71	73	144	50.69%	3243	4.44%	55	75.34%	31.51%
CHBS	162	110	272	40.44%	5549	4.90%	94	85.45%	39.09%
CISE	13	24	37	64.86%	2121	1.74%	13	54.17%	4.17%
COB	42	56	98	57.14%	5005	1.96%	23	41.07%	26.79%
COE	25	37	62	59.68%	1204	5.15%	32	86.49%	45.95%
CSM	32	134	166	80.72%	1233	13.46%	94	70.15%	56.72%
CVPA	18	25	43	58.14%	1067	4.03%	19	76.00%	32.00%
	363	459	822	55.84%	19422	4.23%	330	71.90%	39.87%

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXP Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CAL	Communication Studies	Ugrad	Yes	Yes	Yes	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Students	Yes
CAL	English	Ugrad	Yes	Yes	No	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Students	Yes
CAL	Foreign Language, Literatures, and Cultures	Ugrad	Yes	Yes	Yes	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	No	Faculty Mentor	Yes
CAL	History	Ugrad	Yes	Yes	No	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Students	Yes
CAL	Justice Studies	Ugrad	Yes	Yes	Yes	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Students	Yes
CAL	Media Arts and Design (SMAD)	Ugrad	Yes	Yes	No	Practicum working at in-house media 295/395	Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	Yes
CAL	Philosophy/Reli gion	Ugrad	Yes	Yes	No	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	No	Students	Yes

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXP's Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CAL	Political Science	Ugrad	Yes	Yes	Yes	No	Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Students	Yes
CAL	Sociology & Anthro	Ugrad	Yes	Yes	Yes	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	No	Students	Yes
CAL	Writing, Rhetoric & Technical Communic	Ugrad	Yes	No	Yes	NO	Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	Yes, Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	Yes
CHBS	Communication Sciences & Disorders	Ugrad	No											
CHBS	Health Professions- Dietetics	Ugrad	Yes	No	Yes		Both On- and Off- Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Faculty Mentor	Yes
CHBS	Health Professions- Health Services Administration	Ugrad	Yes	No	Yes		Off-Campus	For credit	Both Paid & Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Faculty Mentor	Yes
CHBS	Health Sciences	Ugrad	Yes	Yes	No	Special projects (internal); Student research (HTH 408)	Both On- and Off- Campus	For credit	Unpaid	No, Not Required	No, Not Required	No	Faculty Mentor	Yes

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXPs Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CHBS	Kinesiology	Ugrad	Yes	Yes	No	N/A	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	Yes, Required	Yes (see long tab for compensation)	Faculty Mentor	Yes
CHBS	Nursing	Ugrad	Yes	No	No	N/A	Off-Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Faculty Mentor	Yes
CHBS	Psychology	Ugrad	Yes	Yes	Yes	N/A	Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Faculty Mentor	No
CHBS	Social Work	Ugrad	Yes	No	Yes		Both On- and Off- Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Students	Yes
CISE	Computer Science	Ugrad	Yes	Yes	No		Both On- and Off- Campus	Both Credit & No Credit	Paid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	No
CISE	Engineering	Ugrad	Yes	No	No	Externally funded capstone projects	Off-Campus	Not-for- Credit	Paid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Students	No
CISE	Integrated science	Ugrad	Yes	Yes	Yes	Capstone projects that can include external funding partners	Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	Yes, Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	No

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXP Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CoB	Accounting	Ugrad												
CoB	CIS & BSAN	Ugrad	Yes	Yes	Yes	No	Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	No, Not Required	No, Not Required	No	Students	No
CoB	Finance	Ugrad	Yes	No	Yes	no	Off-Campus	Not-for- Credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Students	No
CoB	HART	Ugrad	Yes		Yes		Both On- and Off- Campus	For credit	Both Paid & Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Students	Yes
CoB	IB	Ugrad	Yes	No	No	no	Off-Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	No	Students	No
CoB	Management	Ugrad												
CoB	Marketing	Ugrad	Yes	Yes	Yes	No - but there are other experiential learning methods that wouldn't be classified as a WBLE	Both On- and Off- Campus	For credit	Both Paid & Unpaid	Yes, Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	No
CoB	Economics	Ugrad	Yes	Yes	Yes	Yes	Both On- and Off- Campus	Not-for- Credit	Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Faculty Mentor	No

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXP's Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CoE	Educational Foundations and Exceptionalities	Ugrad	Yes	Yes	Yes	Practicum and student teaching--close to "project- based courses with community partners" but more highly regulated due to VA licensure concerns	Both On- and Off- Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Other (see long tab)	Yes
CoE	Early, Elementary, & Reading	Ugrad												
CoE	LTLE (Human Resource Development minor)	Ugrad	Yes	Yes	Yes		Both On- and Off- Campus	For credit	Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Other (Please Explain)	Yes
CoE	Middle, Secondary, & Math Education	Ugrad	Yes	Yes	Yes	Microteaching: teaching to each other (experiential within a course)	Both On- and Off- Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Other (see long tab)	Yes
CoE	Military Science	Ugrad												
CSM	Biology	Ugrad	Yes	Yes	Yes		Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	Yes, Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	No
CSM	Geology and Enviro Science	Ugrad	Yes	Yes	Yes		Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	Yes, Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	No

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXPs Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CSM	Physics and Astronomy	Ugrad	Yes	Yes	Yes		Both On- and Off- Campus	Both Credit & No Credit	Both Paid & Unpaid	Yes, Required	No, Not Required	No	Other (see long tab)	No
CSM	BioChem/Chem	Ugrad												
CSM	Math/Stats	Ugrad												
CVPA	School of Art, Design, & Art History	Ugrad	Yes	Yes	Yes		Both On- and Off- Campus	For credit	Unpaid	No, Not Required	Yes, Required	Yes (see long tab for compensation)	Other (see long tab)	No
CVPA	School of Music	Ugrad	Yes	Yes	Yes		Both On- and Off- Campus	For credit	Both Paid & Unpaid	Yes, Required	Yes, Required	Yes (see long tab for compensation)	Other (see long tab)	Yes
CVPA	School of Theatre and Dance	Ugrad	Yes	Yes	Yes		Both On- and Off- Campus	For credit	Unpaid	No, Not Required	No, Not Required	Yes (see long tab for compensation)	Other (see long tab)	No

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXPs Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CAL	Communication Studies	Grad	Yes	Yes	No	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes, see compensation long answer	Students	Yes
CAL	English (MA)	Grad	Yes	No	No	No	On-Campus	Not-for- Credit	Paid	No, Not Required	No, Not Required	Yes, see compensation long answer	WBLE Coordinator	Yes
CAL	History	Grad	Yes	No	No	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes, see compensation long answer	Students	Yes
CAL	Political science (MA)	Grad	Yes	No	Yes	No	Off-Campus	For credit	Both Paid & Unpaid	Yes, Required	No, Not Required	Yes, see compensation long answer	WBLE Coordinator	Yes
CAL	Public Administration (MPA)	Grad	Yes	No	No	No	Off-Campus	For credit	Both Paid & Unpaid	Yes, Required	Yes, Required	Yes, see compensation long answer		Yes
CAL	Writing, Rhetoric and Technical Communication	Grad	Yes	Yes	No	No	Both On- and Off- Campus	For credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes, see compensation long answer	Students	Yes
CHBS	Communication Sciences & Disorders	Grad	Yes	No	No	N/A	Both On- and Off- Campus	For credit	Both Paid & Unpaid	Yes, Required	Yes, Required	Yes, see compensation long answer	Faculty Mentor	Yes
CHBS	Graduate Psychology	Grad	Yes	Yes	No	N/A	Both On- and Off- Campus	For credit	Both Paid & Unpaid	Yes, Required	Yes, Required	Yes, see compensation long answer	Other (Please Explain)	Yes

COLLEGE	UNIT	UG/ GRAD	WBLE DEF	Internal Faculty Supervised Asstships	PBXPs Project Based External Partners	Any Def Outliers?	On, Off Campus or both	Credit, no- credit, both	Paifd Unpaid, both	Req'd?	Reqd for Accredit or Certific?	Designated Coord?	Who finds experiences	Require MOU?
CHBS	Health Professions-Athletic Training	Grad	Yes	No	No		Both On- and Off-Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes, see compensation long answer	Faculty Mentor	Yes
CHBS	Health Professions-Occupational Therapy	Grad	Yes	No	No		Both On- and Off-Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes, see compensation long answer	Faculty Mentor	Yes
CHBS	Health Professions-Physician Assistant Studies	Grad	Yes	No	No		Off-Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes, see compensation long answer	Faculty Mentor	Yes
CHBS	Nursing	Grad	Yes	No	No		Off-Campus	For credit	Paid	Yes, Required	Yes, Required	Yes, see compensation long answer	Students	Yes
CoE	LTLE (Education Leadership Graduate Program)	Grad	Yes	No	Yes	Internship in Educational Leadership graduate program provides administrative field experiences and support for students in Masters in Educational Leadership or in Educational Leadership Certificate Program.	Off-Campus	For credit	Unpaid	Yes, Required	Yes, Required	Yes, see compensation long answer	Faculty Mentor	Yes
Other	The Graduate School	Grad	Yes	Yes	No	No	Both On- and Off-Campus	Both Credit & No Credit	Both Paid & Unpaid	No, Not Required	No, Not Required	Yes, see compensation long answer	WBLE Coordinator	Yes

Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
CAL	POSC	493	WBLE	UG	
CAL	POSC	494	WBLE	UG	
CAL	POSC	495	WBLE	UG	
CAL	POSC	495W	WBLE	UG	
CAL	POSC	496	WBLE	UG	
CAL	POSC	496	IFSA	UG	
CAL	POSC	690	WBLE or IFSA	GR	
CAL	POSC	696	WBLE	GR	
CAL	POSC	697	WBLE	GR	
CAL	WRTC	328	WBLE	UG	
CAL	WRTC	336	WBLE	UG	
CAL	WRTC	480	PBXP	UG	
CAL	WRTC	484	PBXP	UG	
CAL	WRTC	486	PBXP	UG	
CAL	WRTC	488	PBXP	UG	
CAL	WRTC	495	WBLE	UG	
CAL	WRTC	701	WBLE	GR	
CAL	PHIL	495	IFSA	UG	
CAL	REL	493	IFSA	UG	
CAL	REL	495	WBLE	UG	
CAL	SMAD	295	WBLE? Practicum	UG	
CAL	SMAD	395	WBLE Adv practicum	UG	
CAL	SMAD	495	WBLE	UG	including JMU in LA
CAL	JUST	356	PBXP	UG	
CAL	JUST	401	WBLE	UG	
CAL	JUST	404	PBXP	UG	
CAL	JUST	405	IFSA	UG	

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IFSA = Internal Faculty-Supervised Assistantships

FLRP= Faculty Led Research Project (Internal)

FMPP= Faculty Mentored Practical Project

Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
CAL	CRJU	401	WBLE	UG	
CAL	ENG	294	WBLE or IFSA	UG	
CAL	HIST	340	WBLE	UG	
CAL	HIST	360	IFSA	UG	
CAL	HIST	640	WBLE	GR	
CAL	GER	490	WBLE	UG	
CAL	SPAN	375	PBXP	UG	
CAL	SPAN	492	PBXP	UG	
CAL	SPAN	493	PBXP	UG	
CAL	SPAN	494	WBLE	UG	
CAL	SPAN	495	WBLE	UG	
CAL	SPAN	496	WBLE	UG	
CAL	SPAN	490S	WBLE	UG	Salamanca, aka IDLS 486S
CAL	ANTH	389	PBXP	UG	
CAL	ANTH	485	IFSA	UG	
CAL	ANTH	486	WBLE	UG	
CAL	SOC	492	WBLE	UG	
CAL	SCOM	495	WBLE	UG	
CAL	SCOM	390	IFSA	UG	
CAL	SCOM	301	IFSA	UG	
CAL	SCOM	335	IFSA	UG	
CAL	SCOM	450	PBXP	UG	
CAL	SCOM	461	PBXP	UG	
CAL	SCOM	462	WBLE	UG	
CAL	SCOM	695	IFSA	GR	
CAL	SCOM	701	WBLE	GR	
CAL	SCOM	Bluestone Communications SCOM 460, then 462 or 318 (see above)	WBLE	UG	

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Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
CAL	SCOM	ICAD	WBLE	UG	
CAL	SOC/ANTH	Archaeology Field School - 4credits, likely 494 above	WBLE	UG	
CAL	SMAD	Media Organizations Breeze, BreezeTV, WXJM, 295, 395	WBLE	UG	
CHBS	ATEP	520	WBLE	GR	
CHBS	ATEP	521	WBLE	GR	
CHBS	ATEP	632	WBLE	GR	
CHBS	ATEP	652	WBLE	GR	
CHBS	ATEP	653	WBLE	GR	
CHBS	ATEP	664	WBLE	GR	
CHBS	HSA	454	WBLE	UG	
CHBS	NUTR	490	WBLE	UG	
CHBS	NUTR	446	PBXP	UG	Frequently collabroates with community partner to develop new products
CHBS	NUTR	690	WBLE	GR	New program (will begin May/ August 2023)
CHBS	NUTR	691	WBLE	GR	New program (will begin May/ August 2023)
CHBS	NUTR	692	WBLE	GR	New program (will begin May/ August 2023)
CHBS	NUTR	612	PBXP	GR	New program; Will collabroates with community partner to develop new products
CHBS	OT	600	PBXP	GR	
CHBS	OT	555	WBLE	GR	
CHBS	OT	645	WBLE	GR	
CHBS	OT	655	WBLE	GR	
CHBS	OT	665	WBLE	GR	
CHBS	OT	675	WBLE	GR	
CHBS	OT	680	PBXP	GR	Research project capstone (completed with external community partner)
CHBS	PA	670	WBLE	GR	
CHBS	PA	671	WBLE	GR	
CHBS	PA	672	WBLE	GR	
CHBS	PA	673	WBLE	GR	
CHBS	PA	674	WBLE	GR	

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Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
CHBS	PA	675	WBLE	GR	
CHBS	PA	676	WBLE	GR	
CHBS	PA	677	WBLE	GR	
CHBS	PA	678	WBLE	GR	
CHBS	PA	679	WBLE	GR	
CHBS	PA	680	WBLE	GR	
CHBS	KIN	381	WBLE	UG	
CHBS	KIN	481	WBLE	UG	
CHBS	KIN	480	WBLE	UG	
CHBS	KIN	473	WBLE	UG	
CHBS	KIN	474	WBLE	UG	
CHBS	KIN	681	WBLS	GR	
CHBS	KIN	683	WBLE	GR	
CHBS	HTH	315	IFSA	UG	
CHBS	HTH	390	IFSA	UG	
CHBS	HTH	391	IFSA	UG	
CHBS	HTH	490	IFSA	UG	Varies, depends on topic and instructor
CHBS	HTH	495	WBLE	UG	
CHBS	HTH	499	IFSA	UG	Varies, depends on topic and instructor
CHBS	SOWK	481	WBLE	UG	
CHBS	SOWK	482	WBLE	UG	
CHBS	GERN	495	WBLE	UG	
CHBS	IPE	313	WBLE	UG	Communiuty Care Network course, also can be IFSA or PBXP
CHBS	FAM/NPS	375	PBXP	UG	Grant Writing for Agencies (students work with external agencies to write grants)
CHBS	NPS	400	WBLE	UG	
CHBS	PYSC	401	IFSA	UG	
CHBS	PYSC	403	IFSA	UG	
CHBS	PYSC	461	PBXP	UG	Study abroad
CHBS	PYSC	261	PBXP	UG	Study abroad
CHBS	PYSC	202	IFSA	UG	
CHBS	PYSC	203	IFSA	UG	

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FMPP= Faculty Mentored Practical Project

Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
CHBS	PYSC	402	IFSA	UG	
CHBS	PYSC	493	IFSA	UG	
CHBS	PYSC	495	WBLE	UG	
CHBS	NSG	352L	WBLE	UG	
CHBS	NSG	355L	WBLE	UG	
CHBS	NSG	356L	WBLE	UG	
CHBS	NSG	357L	WBLE	UG	
CHBS	NSG	451L	WBLE	UG	
CHBS	NSG	452L	WBLE	UG	
CHBS	NSG	453L	WBLE	UG	
CHBS	NSG	456	WBLE	UG	
CHBS	NSG	466	WBLE	UG	
CHBS	NSG	671	WBLE	GR	
CHBS	NSG	672	WBLE	GR	
CHBS	NSG	673	WBLE	GR	
CHBS	NSG	676	WBLE	GR	
CHBS	NSG	677	WBLE	GR	
CHBS	NSG	678	WBLE	GR	
CHBS	NSG	679	WBLE	GR	
CHBS	NSG	771	WBLE	GR	
CHBS	NSG	772	WBLE	GR	
CHBS	NSG	773	WBLE	GR	
CHBS	CSD	470	IFSA	UG	
CHBS	CSD	471	IFSA	UG	
CHBS	CSD	581	WBLE	GR	
CHBS	CSD	582	WBLE	GR	
CHBS	CSD	583	WBLE	GR	
CHBS	CSD	682	WBLE	GR	
CHBS	CSD	683	WBLE	GR	
CHBS	CE	650	WBLE	GR	
CHBS	CSD	519	WBLE	GR	

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FMPP= Faculty Mentored Practical Project

Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
CHBS	CSD	539	WBLE	GR	
CHBS	CSD	619	WBLE	GR	
CHBS	CSD	629	WBLE	GR	
CHBS	CSD	639	WBLE	GR	
CHBS	CSD	700	IFSA	GR	
CHBS	CSD	719	WBLE	GR	
CHBS	CSD	717	IFSA	GR	
CHBS	CSD	718	IFSA	GR	
CHBS	CSD	729	WBLE	GR	
CHBS	CSD	817	IFSA	GR	
CHBS	CSD	818	IFSA	GR	
CHBS	CE	850	WBLE	GR	
CHBS	CSD	917	IFSA	GR	
CHBS	CSD	918	IFSA	GR	
CHBS	CSD	920	IFSA	GR	
CHBS	PSYC	661	IFSA	GR	
CHBS	PSYC	778	WBLE	GR	
CHBS	PSYC	790	WBLE	GR	
CHBS	PSYC	878	WBLE	GR	
CHBS	PSYC	895	WBLE	GR	
CHBS	PSYC	695	WBLE	GR	
CHBS	PSYC	790	WBLE	GR	
CHBS	PSYC	882	WBLE	GR	
CHBS	PSYC	892	WBLE	GR	
CHBS	PSYC	853	IFSA	GR	
CHBS	PSYC	752	IFSA	GR	
CHBS	PSYC	768	IFSA	GR	
CHBS	PSYC	852	IFSA	GR	
CHBS	PSYC	864	IFSA	GR	
COB	ACTG	594	WBLE	GR	

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Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
COB	CIS	434	WBLE / PBXP	UG	
COB	CIS	361	WBLE	UG	
COB	CIS	498	WBLE	UG	study abroad - special topics: international consulting
COB	COB	300A	WBLE	UG	
COB	COB	300B	WBLE	UG	
COB	COB	300C	WBLE	UG	
COB	COB	300D	WBLE	UG	
COB	ECON	488	WBLE / PBXP	UG	Depends upon instructor (Smith and Nevue yes, Sameni and Subrik no)
COB	ECON	394	WBLE	UG	
COB	HM	222	WBLE	UG	
COB	HM	244	WBLE	UG	
COB	HM	252	WBLE	UG	
COB	HM	310	WBLE	UG	
COB	HM	333	WBLE	UG	
COB	HM	362	WBLE	UG	Semester in Florence *Italian Gustatory - pair wine, food, menus, cooking, etc for Hospitality Management. This seems applied
COB	HM	417	WBLE	UG	
COB	HM	440	WBLE	UG	plan a real event
COB	HM	444	WBLE	UG	
COB	HM	498	WBLE	UG	study abroad: Content of course varies
COB	IB	294	WBLE	UG	
COB	IB	494	WBLE	UG	
COB	MGT	472	WBLE / PBXP	UG	
COB	MGT	467	WBLE	UG	
COB	MGT	494	WBLE	UG	
COB	MKTG	385	WBLE / PBXP	UG	PBXP depending upon instructor (Atav and Naletelich yes)
COB	MKTG	430	WBLE / PBXP	UG	students do 3 sales role plays with actual companies, and get a lot of mentoring from instructors and company reps
COB	MKTG	470	WBLE / PBXP	UG	PBXP depending upon instructor (Parker and Collins yes)

WBLE = 3 criterion
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Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
COB	MKTG	380	WBLE	UG	Depends upon instructor (Kozak yes)
COB	MKTG	384	WBLE	UG	
COB	MKTG	410	WBLE	UG	
COB	MKTG	465	WBLE	UG	Depends upon instructor (Derby yes)
COB	MKTG	477	WBLE	UG	
COB	MKTG	494	WBLE	UG	
COB	MKTG	498	WBLE	UG	
COB	MKTG	499A	WBLE	UG	
COB	MKTG	499B	WBLE	UG	
COB	MKTG	499C	WBLE	UG	
COB	SRL	685	WBLE	GR	
COB	SRL	690	WBLE	GR	
COB	SRM	282	WBLE	UG	
COB	SRM	377	WBLE	UG	
COB	SRM	482	WBLE	UG	
CISE	GEOG	490	FLRP or WBLE	UG	Can be an internship, study abroad or research project
CISE	GEOG	495	WBLE	UG	
CISE	ISAT	490	FLRP	UG	Could have external partners
CISE	ISAT	491	FLRP	UG	Could have external partners
CISE	ISAT	492	FLRP	UG	Could have external partners
CISE	ISAT	493	FLRP	UG	Could have external partners
CISE	MATS	498R	FLRP	UG	Course shared by multiple programs in CISE and CSM
CSM	ASTR	498R	FLRP	UG	
CSM	BIO	493	WBLE	UG	
CSM	BIO	494	WBLE	UG	
CSM	BIO	497	FLRP	UG	
CSM	BIO	697	FLRP	GR	
CSM	BIOT	494	WBLE	UG	
CSM	CHEM	494	WBLE	UG	
CSM	CHEM	497A	FLRP	UG	

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Appendix WBLE Course Prefixes for Query

College	Department	Course Number	Definition (Above)	UG/GR	Notes
CSM	CHEM	497B	FLRP	UG	
CSM	CHEM	497C	FLRP	UG	
CSM	ENVT	301	WBLE	UG	
CSM	GEOL	494	WBLE	UG	
CSM	GEOL	497	FLRP	UG	Research Course
CSM	ISCI	450A	FLRP	UG	
CSM	MATH	497	FLRP	UG	
CSM	MATS	498R	FLRP	UG	Course shared by multiple programs in CISE and CSM
CSM	PHYS	498	FLRP	UG	
CSM	PHYS	498A	FLRP	UG	
CSM	PHYS	498R	FLRP	UG	
CVPA	ARCD	496	WBLE	UG	
CVPA	ART	496	WBLE	UG	
CVPA	ART	595	WBLE	GR	
CVPA	ARED	480	WBLE	UG	
CVPA	ARED	496	WBLE	UG	
CVPA	ARTH	495	WBLE	UG	
CVPA	ARTH	595	WBLE	GR	
CVPA	DANC	480	WBLE	UG	
CVPA	DANC	495	WBLE	UG	
CVPA	ARTS	300	WBLE	UG	
CVPA	ARTS	400	WBLE	UG	
CVPA	INDU	496	WBLE	UG	
CVPA	MUS	493	FMPP	UG	
CVPA	MUS	495	FMPP	UG	
CVPA	MUED	480	WBLE	UG	
CVPA	MUI	492	WBLE	UG	
CVPA	THEA	480	WBLE	UG	
CVPA	THEA	495	WBLE	UG	

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Outside Institution Interviews

Arkansas State – Dylan Tedder

- They are using the 12twenty software along with handshake to complete assessment. Handshake does not allow for good tracking of students. They are able to use the assessment data to reference and report on different outcomes. Allows to send out surveys and have more aggressive campaigns.
- Have a “graduation fair (not exact word used)” that is mandatory for all graduates. They use that “fair” to survey students about first destination data and HIP data (internships and experiential learning).
- See Internships as something that the students find and work for. See practicums, student teaching and clinicals as something that is set up for the students through the program and not viewed as an internship. Do look to NACE for the definition, but as far as tracking.

College of Charleston – Jim Allison

- Faculty track for credit internships. Not for credit internships are not tracked.
- Do use handshake which can track internships, but not students.
- Have an exit survey sent to all students 4 days from graduation (around rehearsal day). This is to collect HIP’s as well as first destination data. They have a 75-90% response rate.
- They include students teaching as internship, but not practicum. They use the 6 HIP from NSSE.
- Elon is an institution that has really figured this out. It is a requirement for all students and it is engrained into the culture. Went from 7 FTE’s in that unit to 22 FTE’s now. Pam Brumbaugh used to track all experiential learning herself.
- The best way to track is to require it and then it becomes a “for credit” experience and can be tracked through the student system.

Appalachian State University – Les Miller

- App State developed software: Internship Inventory. It is only for “credit bearing” internships. They do not track internships that are not for credit.
- When the student gets approved for an internship, it goes into the inventory and then the \$12 liability insurance policy is placed on the students account (\$3,000,000 in coverage).
- The internship courses are 3900, 4900, and 5900 (so two course numbers for internships).
- 2021/2022 year they had 9500 experiential learning – classified by internships, field experience, practicum, clinical and student teaching.

Coastal Carolina University – Karen Arnie

- They use handshake solely for internships and internship surveys.
- They help students find internships across the nation or internationally. They assist in helping students with their search.
- CCU tracks credit and the entire internship process through handshake (experience module). One the student has an internship offer they plan to accept; they submit all necessary

information on handshake (student code of conduct, final student evaluation). The employer also uses handshake to agree to memorandum of understanding that goes to the faculty member who will oversee the internship process for the student.

- The faculty member looks over the learning contract and employer information. They fill out information regarding how many credits the internship should go for in accordance with the program requirements and credits.
- It is then reviewed by the Registrar's office, and they determine credits and enrollment or notify if a department needs to submit special documentation.
- More details can be found here: <https://www.coastal.edu/internships/>

University of Texas Arlington –

- Mostly an employer facing internship program, increasing their economic development relationship with local businesses.
- They desire(d) to create a talent/job pipeline.
- They track data but not for student credit – just so they are informed on which businesses they helped and what their job needs were (this is done in a spreadsheet).
- It has developed so much that local and non-local businesses are coming to UTA and asking for training (similar to micro-credentialing). This increases economic development partnerships for the university.

Marshall University – Rodney Sanders

- Currently looking at internships at Marshall.
- Currently use handshake and use the experience feature.
- Ideal to have all the colleges use handshake for everything.
- If the internships are not for credit – where are they going, what are they doing and are they getting paid. - working with all colleges on board.
- There are still departments that know about it and are not sharing information with Career Services – currently working to improve this.
- Envision a website with a dashboard, having a big marketing push.
- Discovered that internships, coops, practicums all mean different things to different people. Currently working to define – work experience.

University of South Alabama – Natalie Weston

- At the institution as a whole, there are required experiences for the major. Academic credit – some paid, some not paid.
- Register through cooperative education and internship. 0 credit course – paid outside academic programs.
- Consider student teaching, practicum, clinical separate.
- There is another department that have 0 credit internships
- Track through handshake using the experience module.
- Handshake is like linked in for college students.
- Institutional effectiveness does an exit interview on all students.
- First destination surveys to students after they graduate.

University of Massachusetts Lowell – Greg Denon

How does your institution define internships or related work-based experiences? Are there other terms they use?

- internships part or full time in summer, part time during semester
- Some academic, for credit
- Independent – non credit, non curricular
- Internships, practicum, industrial experience, co-op (ft employment, really long 6 mos, instead of taking classes) – most common in STEM, Business, some health care, human services, journalism publishing
- “career-connected” work experience – getting students to be able to describe their regular job in a way future employers would count
 - Trying to get more internship language into student work space
 - Difference with that kind of work, though, is that there’s no specific supervision or resident expert

Do you track such experiences, and if so, how? (follow-up might be about whether they "count" or track experiences not taken for credit)

- Working toward tracking – started “experiences module” of Handshake, right now for credit-bearing only *learning about using it for non-credit
- His office tracks co-ops
- All others by academic departments

Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else)

- Embedded survey in all Business courses – what did you do during the summer.
- Trying to put it in when they enroll for fall classes
- Banner or Oracle are possible – concerns, though, about popping up when they’re trying to register, don’t want to mess them up

Old Dominion University – Lisa Moser (lmoser2odu.edu)

How does your institution define internships or related work-based experiences? Are there other terms they use?

- Often determined in the department, 10-week 50-hours 0-credit course with UNIV heading
- Internship: 1 time, paid or unpaid, work experience
- Coops: continuing, usually paid
- Micro internships: short term, project-based, use Parker Dewey platform <https://www.parkerdewey.com>
- Practicums: field assignments (health, education, required and coordinated in house)

Do you track such experiences, and if so, how? (follow-up might be about whether they "count" or track experiences not taken for credit)

- Currently standing up something right now at university level
- Program coordinators track (especially for required)
- Handshake "Experiences Module", might become a requirement for students to log their experience. Currently creating a guide
- Have to plan approvals, evaluation, questions, do you want a contract, expectations

Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else)

- Senior assessment survey – when they apply for graduation, must be done to get a diploma and transcripts. Managed through assessment office, registrar handles holds
- Just a snapshot in one moment
- Some departments do their own exit interviews, often for accreditation.

Part of 757 Regional Internship Collaborative (in 757 area code) -- <https://ww1.odu.edu/asis/757-collaborative> , showcasing virtual internships, especially micro internships

Most Virginia institutions use handshake. *wants to share data, please!

Grand Valley State – Troy Farley

How does your institution define internships or related work-based experiences? Are there other terms they use?

- They are using the term "experiential education", inclusive of internship, clinical, practicum coop (internship means one thing). Baked into curriculum some require it. Some of them don't take it for credit – they have the option but don't want to. If they don't need the credits they don't want to pay for it.
- Not too many unpaid internship. His office reaches out to unpaid to get a stipend or a nominal rate.
- Career Services Internship Award giving away \$15-20,000 per year doing a nonprofit internship – give \$500 stipend. Good branding to students. Provost gives some money and student affairs gives some
- Internship recognition lunches
- Faculty/staff internship mini grant up to \$5000, create internships or bring employers, always a deliverable ** creativity

Do you track such experiences, and if so, how? (follow-up might be about whether they "count" or track experiences not taken for credit) Two ways:

- Through using a class number 390, 490 *use Banner System but it doesn't track, student, company, pay
- Internship Management System: IMS technology-based report. Faculty sends email to student and employer but automatic emails – student commits to this, learning objectives, employer sends it back, then student can sign up, then automatic survey. **They developed it.** Hired professional to build passed on needs. Not selling it though happy to share more as needed. (This interview could've been much longer, he had lots to share.)

Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else)

- Analog survey – response rate 55-60% rate “First Destination Survey” – ends up a little skewed by those who come to the Career Center. Progressive - every week bringing employers to campus to interact. Careers are University responsibility not the unit.
- Spend too much time on polishing individuals – employers just want to talk to them. Don’t critique their resume too much

Illinois State – Megan Patterson

How does your institution define internships or related work-based experiences? Are there other terms they use?

- They focus on considering it all as experiential learning, because of grants. They try to make sure internship
- If student outside of classroom learning things through experience, it counts. Most for academic credit,
- but a few do it not for academic credit. To build network, resume, experience not for credit .pretty motivated

Do you track such experiences, and if so, how? (follow-up might be about whether they "count" or track experiences not taken for credit)

- This is her major goal – a centralized location – they “Hire a Red Bird” (Simplicity application). Requires student to enter their information, credit or no credit. Better than going to each academic department.
- Happy with the product itself? Yes it’s the only one she’s ever used. They also use it for job and internship postings, taking notes on student or employers meetings. Evaluations for internships (self-eval – transferrable skills, internship site eval by student, and/or employers of students, all using NACE 8 transferrable skills), mass emails

Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else)

- See above. Academic departments may have a separate tool (for hard skills specific to the area), but they also use it

University of Miami Oxford – Steve Wayne

18,000, then 3 satellite campuses

How does your institution define internships or related work-based experiences? Are there other terms they use?

- As long as it’s related to their major, they count it for academic credit. If it’s just work in the shoe store in the mall, it wouldn’t count.
- In-house work on-campus, they can do it for money or academic but not both.
- Off campus you can be paid and get it for credit.
- Practicums or clinicals

- Independent studies with professor is not an internship – same number across the whole university 340 9prefix is in the department)
- Professor is instructor of record, and they have to design with the student. Professor checks in and then a reflection paper at the end.
- Verified with employer, midpoint check-in with student and employer, and then another employer and student survey

Do you track such experiences, and if so, how? (follow-up might be about whether they "count" or track experiences not taken for credit)

- Documented in Handshake, a lot of it automated, handles all the survey – all the ones for academic credit
- Students finding it on their own but just for money, then they don't have to enter anything in Handshake. So those aren't tracked.

Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else)

- They don't send a survey right now but know they should

Notes About Internships Virginia Director's meeting on 1/4/2023

1. Do you have a coordinator specifically for Work-Based Learning Experiences (such as internships)? Is that coordinator in a Career Center or somewhere else?
2. How does your institution define internships or related work-based experiences? Are there other terms you use?
3. Do you track such experiences, and if so, how? Do you have systems for gathering and storing information about these experiences? (follow-up might be about whether they "count" or track experiences not taken for credit)
4. Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else?)
5. Do you have data yet about specific outcomes, i.e. connecting their internship system to (1) increased enrollments overall, (2) increased enrollments in underenrolled majors, (3) student retention and time to degree, (4) alumni engagement, (5) fundraising efforts?

George Mason University

1. Decentralized by academic depart, not in career center
2. not using "internship". Use work-based, experiential learning (to include internships, research, practicum, field placement,
3. no, hodge podge mix where something is
4. no
5. No

Christopher Newport University

1. Yes 1 | career center, also in academic departments
2. experiential learning which can include: internships, study abroad, service, undergraduate research
3. rising senior survey and post destination survey
4. Summer survey
5. No

Longwood University

1. doesn't track or require internships, some depts require, but there is no tracking within depts, academic advisors track, COE—student teaching, COB used to have internship person, but that person left and hasn't been replaced
2. want to use experiential learning, in the old curriculum got away from internship
3. no
4. No answer
5. No

Virginia Military Institute

1. no, use the term work based, 2 career staff at VMI total so no one fully internship centered, COB has internship coordinator
2. all of it interchangeably
3. survey of students
4. No answer
5. No

William and Mary

1. we will have a director, assistant, coordinator and career coach for internship soon—positions have been approved.
2. internship or applied learning, president uses work based
3. simplicity, experiential learning model
4. applied learning survey
5. No

Radford University

1. decentralized model so coordinator is with faculty, used to have a part-time position but that position isn't there anymore
2. has been using experiential learning but moving to WBL
3. credit bearing only. Registrar
4. No answer, 5. No

University of Mary Washington

1. had one and no longer have one. Hoping VTOP funded regional representation
2. Life after UMW, work-based learning, work and learn, internships, experiential learning, beyond classroom research and everything else, has noncredit internship program
3. registrar
4. internship evaluation
5. No

Virginia Tech

Tracking system – 3900 course for academic department will be tracking system, create plan and submit. Someone will have to review and approve and then reflection and assessment

University of Virginia

Do you have a coordinator or office designated specifically for Work-Based Learning Experiences (such as internships)? Is that coordinator in a Career Center or somewhere else?

- Not all internships go through career center – some siloed ones within departments
- Career Center manages Internship Placement Program
 - Been around since the 1970s
 - Focus is Undergrads – academic internships
 - Career Center cultivates employer relationships and internship placements
 - They are the go-to for employers seeking interns from UVA
 - Career Center also initiates recruitment and selection process – sends finalists to employers for final interviews
 - They place about 250-350 students/year
 - There is a course component to the IPP
 - Also support students who self-source internship and need course credit
- Career Center also posts internships on Handshake, which is where students find the majority of internships

How does your institution define internships or related work-based experiences? Are there other terms you use?

- UVA went through an exercise of developing a definition and glossary of terms required for SCHEV/VTOP grant
- Defined experiential learning broadly
- Glossary included the following terms: Apprenticeship, capstone, clinical, co-ops, education abroad, externships, federal work study, field experience, internships, micro-internships, practicum, project-based learning, research, service-based learning, student employment

Do you track such experiences, and if so, how? Do you have systems for gathering and storing information about these experiences?

- Track the programs managed by Career Center
 - Career Center IPP program has central depository
- But others facilitated by departments are difficult to track down
- No central assessment of experiences

How is course credit for internships tracked and awarded? By/through the department? Is that process standardized across the institution?

- Registrar does not tag courses with an internship component
- UVA's stance is that academic credit is not awarded for internship experiences
- For IPP - credit is awarded for the work in the class that includes the reflection on the internship

Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else?)

- First Destinations Survey
 - Built buy-in from other groups at university by asking, Who has been impactful in your career planning?
 - They send a note to that person
- Summer Plans Survey
 - Goes to anyone who's engaged in Handshake (about 80% of students)
 - 9-12,000 responses
 - Asks where they'll be, what they'll be doing for the summer (includes internships and jobs)
 - Also asks, Do you need help finding something else?
 - Use the data in other ways – for instance, UVA hosts nationwide events through the summer and will invite students based on their location
 - Value proposition of events is an incentive to respond
 - Will also use data to target employer relations in specific areas
 - Sent in March/April

Do you have data yet about specific outcomes, i.e. connecting their internship system to (1) increased enrollments overall, (2) increased enrollments in under enrolled majors, (3) student retention and time to degree, (4) alumni engagement, (5) fundraising efforts?

- Have some raw data from last 5-6 years from summer plans survey that could be tied to outcomes data from departments/majors
- There hasn't been a true assessment plan using the raw data from IPP or summer plans survey
- Know one-off outcomes, qualitative

- Trying to be more intentional with relating internships to NACE Career Readiness competencies
 - Ask the employers what competencies they need
 - Incorporating assessments for competencies into recruitment and placement processes
 - Students complete pre-assessment and post-assessment to rate themselves on the competencies before and after the experience, but they haven't done anything with that data

*if a Virginia institution: How will Senate Bill 1280 (studying requiring every undergraduate to complete a for-credit Work-Based Learning Experience) affect your current processes?

- UVA is a VTOP grant holder so they know there's a connecting between VTOP money and SB 1280 but not sure how or what yet
- Monitoring SCHEV's interests and SB 1280...
 - But without much planful intentionality
- They know VTOP and SCHEV are instituting funding mechanisms to support internships – grant funds, staffing
 - VTOP wants to increase internships by 100,000

Elon University – Amber Moser

Do you have a coordinator specifically for Work-Based Learning Experiences (such as internships)? Is that coordinator in a Career Center or somewhere else?

- There are staff who direct/support internships placed in schools/colleges
 - Some directors report through Career Center, some report through school/college
 - All collaborate closely – go to staff meetings, etc.
- Amber is director of internships in school of communications
- Manages internships for 5 of 6 undergraduate majors
- Multifaceted role – all undergrads in COM are required to do one internship for academic credit to graduate (COM3985)
 - Serves as instructor of record for that class – grading, curriculum, etc.
 - Approves/supervises internships for students
 - Supports students in looking for internships.
 - Staff do not place interns but can help with their search – Elon job center
 - Students can complete the internship fall, winter, spring, or summer terms
- Other directors are similar but some don't 'teach' the internship class
 - But they do approve/support the internships
- Not all majors require internships
 - Those that do have different credit hour requirements
- Any student can go to career center to find internship

- Anyone in career center can support students with finding an internship

How does your institution define internships or related work-based experiences? Are there other terms you use?

- Elon has an experiential learning requirement (ELR), which is one component
 - Students must complete 2 of the 5 to graduate: internship, service learning, leadership, study abroad, and research
 - <https://www.elon.edu/u/academics/core-curriculum/experiential-learning/>
- But there is not one standard definition for internship or ELR for the university
- Also missing a singular staff person or office that manages all ELRs
 - There is an Experiential Education Advisory Committee who supports ELRs
- Uses internship definition based on NACE's guidelines when speaking with employers

Do you track such experiences, and if so, how? Do you have systems for gathering and storing information about these experiences?

(follow-up might be about whether they "count" or track experiences not taken for credit)

- Students register their internships in Elon job network (similar to Handshake)
- Amber uses this system to track the company/organization, responsibilities, work hours, supervisor information
 - Student enters internship into job network and has supervisor sign off on form to register for the 3985 class
- Tracks data through 3985 courses (via Registrar's office)
 - Isn't always accurate because students can go abroad to complete internships and that data sometimes takes a while to update in the student's transcript

Do you survey students and if so through what mechanism? (at what point in their career, is it tied to graduation application or something else?)

- Complete an internship assessment
 - Sent to all students who complete internship
 - Except those abroad doing an internship
 - Asks who was your instructor, what school are you in, did you feel safe, did it align with your major, did it challenge you to do your best work?
- Uses NACE guidelines to devise questions
- Also includes questions specific to schools (skip logic)

Do you have data yet about specific outcomes, i.e. connecting their internship system to (1) increased enrollments overall, (2) increased enrollments in under-enrolled majors, (3) student retention and time to degree, (4) alumni engagement, (5) fundraising efforts?

- In signing up for the Elon job network students are required to create their own learning goals

- Conducts a midterm check-in call during the internship and asks about learning goals
 - Also asks supervisor if the student met those goals
- Formally tracks NACE competencies – in internship assessment
- In the School of Communications, they use the Elon 11 – comms principles
 - Amber devises learning goals for her class based on those
 - Ask about them in supervisor evaluation for internship students

Handshake Information

<https://support.joinhandshake.com/hc/en-us/articles/360026399454-Career-Services-Training-Videos>

Institution	Website	Size	Carnegie Classification	State	Rural/Urban	Public or Private	Region	Dedicated Internship Office	Institutional Location
Peer Institutions (OIR)									
Appalachian State University (Also SBC)	https://www.appstate.edu/	20,023	M1	NC	Rural	public	South East	No Falls under the Career Development Center Jennifer Shaffer-Interim Director (828) 262-2180 careercenter@appstate.edu. Les Miller	Student Affairs
College of Charleston	https://cofc.edu/	10,384	M2	SC	Urban	public	South East	No Dedicated Internship office Falls under Career Center 843.953.5692 Jim Allison allisonjm@cofc.edu- Executive Director	Support Services
Grand Valley State University	https://www.gvsu.edu/	23,350	D/PU	MI	Rural	Public	Midwest	No Dedicated Internship office Falls under Career Center (616) 331-3311 farleytr@gvsu.edu Troy Farley-Director. Internship Recognition Lunchs. Faculty/staff internship mini grant up to \$5000 to create internships or bring employers, always a deliverable	Student Affairs

Institution	Website	Size	Carnegie Classification	State	Rural/Urban	Public or Private	Region	Dedicated Internship Office	Institutional Location
Illinois State University	https://illinoisstate.edu/	20,720	R2	IL	Urban	Public	Midwest	No Dedicated Internship office, falls under Career Center 309-438-2200	Student Affairs
Miami University-Oxford	https://www.miamioh.edu/	18,880	R2	OH	Rural	Public	Midwest	No Dedicated Office, Career Services https://miamioh.edu/regionals/student-life/career-services/internships/index.html 513-727-3390	Enrollment Management & Student Success
Sun Belt									
Arkansas State University	https://www.astate.edu/	13,106	R2	AR	Urban	Public	South East	No, Career Services 870-972-3025 https://www.astate.edu/a/careers/students_and_alumni/become-a-candidate/internships/index.dot Dylan Tedder	Student Affairs
Coastal Carolina University	https://www.coastal.edu/	10,118	M1	SC	Suburb	Public	South East	No, Career Services 843-349-2341 https://www.coastal.edu/internships/forstudents/ . Karen Arnie	
Marshall University	https://www.marshall.edu/	11,958	R2	WV	Urban	Public	South East	No, Career Education 304-696-2370, Rodney Sanders	Academic Affairs

Institution	Website	Size	Carnegie Classification	State	Rural/Urban	Public or Private	Region	Dedicated Internship Office	Institutional Location
Old Dominion University	https://www.odu.edu/	24,286	R1	VA	Urban	Public	South East	No, Career Development Services 757-683-4388 (office) Lisa Moser - Part of 757 Regional Internship Collaborative - showcasing virtual internships, especially micro internships. [talk more, share info]	Student Engagement and Enrollment Services
University of South Alabama	https://www.southalabama.edu/	14,224	R2	AL	Suburb	Public	South East	No, Career Services (251) 460-6188, Natalie Weston	Academic Affairs
University of Texas Arlington	https://www.uta.edu/	48,072	R1	TX	Urban	Public	South West	No, Career Center 817-272-2932 david.powers@uta.edu	Student Affairs
Troy University	https://www.troy.edu/	16,497	M1	AL	Rural	Public	South East	No, Career Services (334) 670-3217	Academic Affairs
R2 Universities									
Ball State University	https://www.bsu.edu/	21,597	R2	IN	Suburb	Public	Midwest	No, Career Center 765-285-1522	Student Affairs

Institution	Website	Size	Carnegie Classification	State	Rural/Urban	Public or Private	Region	Dedicated Internship Office	Institutional Location
Bowling Green State University- Main Campus	https://www.bgsu.edu/	18,142	R2	OH	Rural	Public	Midwest	No, Career Center 765-285-1522	Academic Affairs
University of Memphis	https://www.memphis.edu/	22,205	R2	TN	Urban	Public	South East	No, Career Services (901) 678-2239	Academic Affairs
Sam Houston State University	https://www.shsu.edu/	21,912	R2	TX	Rural	Public	South West	No, LEAP Center and Departmental	Academic Affairs
Eastern Michigan University	https://www.emich.edu/	16,294	R2	MI	Suburb	Public	Midwest	No, Departmental Bonnie Wethington 734-487-1795	
University of Massachusetts- Lowell	https://www.uml.edu	18,150	R2	MA	Urban	Public	North East	No, Career and Co-op Center, 978-934- 2355, Greg Denon	Student Affairs
College of William and Mary	https://www.wm.edu/	8,939	R2	VA	Suburb	Public	South East	No, Career Development & Professional Engagement (757) 221-3231 Andrew (Andy) Kandell 757-221-3232	Student Affairs

Institution	Website	Size	Carnegie Classification	State	Rural/Urban	Public or Private	Region	Dedicated Internship Office	Institutional Location
Virginia Schools									
Virginia Tech	https://www.vt.edu/	37,024	R1	VA	Rural	Public	South East	No, Career and Professional Development (540) 231-6241	
Christopher Newport University	https://cnu.edu/	4,868		VA	Urban	Public	South East	No, Center for Career Planning (757) 594-8887 Logan Staton - logan.staton.cnu.edu 757.594.8286	Division for Enrollment & Student Success
George Mason University	https://www.gmu.edu/	39,000	R1	VA	Suburb	Public	South East	No, University Career Services (703) 993-2370	
Virginia Commonwealth University	https://www.vcu.edu/	28,919	R1	VA	Urban	Public	South East	No, VCU Career Services (804) 828-1645	Strategic Enrollment Management and Student Success

Institution	Website	Size	Carnegie Classification	State	Rural/Urban	Public or Private	Region	Dedicated Internship Office	Institutional Location
University of Virginia	https://career.virginia.edu/	17,000	R1	VA	Suburb	Public	South East	Career Center supports Internship Placement Program, other internships coordinated by departments and students	Student Affairs
Longwood University	http://www.longwood.edu/	3,486		VA	Rural	Public	South East		
Virginia Military Institute	https://www.vmi.edu/	1,652		VA	Rural	Public	South East	2 career staff total at VMI, no one internship-centered. cOB has internship coordinator	
Radford University	https://www.radford.edu/	6,513		VA	Rural	Public	South East	decentralized - coordinator with faculty - used to have PT position but no longer	
University of Mary Washington	https://www.umb.edu/	3,660		VA	Suburb	Public	South East	had one but no longer. Hoping for VTOP-funded regional representation	
Other									
Elon University	https://www.elon.edu/u/spdc/	7,100		Nc	Suburb	Private	South East	Career Center supports internship searches, dedicated directors in schools/colleges	Academic Affairs

Institution	Definitions of experiences	Credit v No Credit	Paid v Unpaid	Data Tracking on internships	Survey?
Peer Institutions (OIR)					
Appalachian State University (Also SBC)		Credit being earned is up to the department, All students must have a 2.0 or higher GPA to take part in an internship	Paid Internships are allowed and specific paying internships are listen on career center websitr	Developed software - internship inventory. It is only for credit bearing internships. When a student is approved it goes into the internship and the student gets a \$12 - \$3,000,000 liability insurance policy. 2021/2022 - 9500 experiential learning experiences.	
College of Charleston	student teaching is included in their internship definition but practicum is not.	Some academic departments offer academic credit for internship participation. Contact your academic dept to see if this is an option & to learn more.	Some academic departments offer academic credit for internship participation. Contact academic dept to see if this is an option & to learn more.	Handshake to track internships, but not students. Faculty track for credit internships, not for credit internships are not tracked. Found that the best way to track is to require it and then it becomes for credit and can be tracked.	Have an exit survey that is sent to student 4 days from graduation. This is to collect HIP as well as first destination data. 75-90% response rate.
Grand Valley State University	"experiential education", which includes internships, clinicals, practicum, coop.	Students must submit an intership agreement form to the departments for credit approval. Some don't want to pay for credits, just want experience	Full time/ Part time interships are up to the students along with if its paid or not. Very few unpaid - his office coordinates stipends or a nominal rate. Career Services Internship Award -- gives \$1500 stipends (total of \$15,000-20,000) - from Provost & Student Affairs.	Two ways: Through class numbers 390 & 490. Use Banner System but doesn't track student, company, pay. Also homemade Internship Management System - IMS technology-based report. Faculty email to student and employer but automatic emails -- commitment, objectives, employer sends it back, student signs up, automatic survey. They hired professional to develop it. Not for sale but happy to talk about more.	Analog survey - response rate 55-60% "First Destination Survey" - skewed to those who come to career center. Every week bring employers to interact -- careers are university responsibility, not unit responsibility. *Don't spend too much time polishing the students - employers just want to talk to them

Institution	Definitions of experiences	Credit v No Credit	Paid v Unpaid	Data Tracking on internships	Survey?
Illinois State University	Micro-Internships - short-term, paid, professional assignments that are similar to those given to new hires or interns. Wide-ranging def of experiential learning because of grants - if student outside of classroom learning things from experience, it counts.	Most for academic credit but a few not credit		This is her main goal. They use a Simplicity application branded as "Hire a Red Bird" (or Hire a Duke). Requires student-entered info, credit no credit. They also use it for job and internship postings, taking notes on meetings with students or employers. Evaluations for internships (sel-eval - transferrable skills, internship site eval of student, and/or employers of students, all using NACE 8 transferrable skills), mass emails	They use the Simplicity application. Academic departments might do their own specific thing, but they also use the same application
Miami University-Oxford	An internship is an opportunity that combines learning with work and offers a unique experience for career exploration. The essential component is that as you are working, you have structured and intentional objectives to learn about a career field.	Both credit and non-credit available. (As long as related to major, it counts for credit.)	Both paid and unpaid available. (In-house work on campus - either credit or pay; off campus can get credit and pay)	handshake - a lot of it automated, handles all the surveys (at least those for academic credit). Students who find their own for money & not for credit aren't tracked	Don't currently send a survey but know they should.
Sun Belt					
Arkansas State University	An internship is a structured educational experience; which incorporates related work experience as a regular part of a college student's curriculum. Practicums, student teaching and clinicals are experiences set up for the student as part of the program. Do look to NACE for the definition.	Both credit and non-credit available.	Both paid and unpaid available.	Handshake is not the best for tracking students, but does allow for more aggressive survey campaigns.	Using 12twent software along with handshake to complete assessment. Have a graduation fair that is mandatory for all graduates - survey students about first destination data and HIP data.
Coastal Carolina University	To gain professional skills and explore career paths.	Both credit and non-credit available.	Both paid and unpaid available.	Through Handshake and faculty/department tracking Handshake for tracking and surveying. Employer accepts MOU through handshake.	Through Handshake.
Marshall University	Internships, Micro-internships - currently working to define internship, etc.	Both credit and non-credit available.	Both paid and unpaid available.	Through Handshake, experience module	

Institution	Definitions of experiences	Credit v No Credit	Paid v Unpaid	Data Tracking on internships	Survey?
Old Dominion University	An internship is an opportunity to gain work experience while receiving college credit for your major. Internship is 1-time, paid or unpaid (10-week, 50 hour, 0-credit UNIV course); co-ops continuing, paid; Micro-internships : short term, project-based, use Parker Dewey platform; practicums : field assignments	Both credit and non-credit available.	Both paid and unpaid available.	Use UNIV heading. Program coordinators track (especially for required experiences). Currently standing up something now using Handshake Experiences - might become a requirement for students to log experience. Creating a guide now, to include approvals, evaluation, questions, contract, expectations	Senior Assessment Survey when they apply for graduation -- must be complete to get diploma and transcripts. Managed through assessment office, Registrar handles the holds. Some departments do their own exit interviews, too, especially those accredited.
University of South Alabama	Internships are closely monitored work experiences that integrate degree-related knowledge to practical real-world experience. student teaching, practicum, clinical are considered outside of the internship arena.	Both credit and non-credit available.	Both paid and unpaid available.	Through Handshake, experience module	Institutional effectiveness does an exit interview on all students. First destination surveys are sent to students after they graduate.
University of Texas Arlington	Goal is to increase partner roles by promoting them (businesses). Micro-internships are short-term, paid, professional assignments, similar to those given to new hires or interns, 20-40 hours of total work across 2-4 weeks and can be completed remotely.	No Credit	Both paid and unpaid available - determined by employer.	They do track in a spreadsheet but not for student data but employer data to determine the local businesses they have helped with economic development/partnership.	
Troy University	Internships are important experiential learning opportunities where students can experience the workforce while evaluating their personal fit with their chosen career field.	Credit	Both paid and unpaid available.		
R2 Universities					
Ball State University	To gain valuable experience, build your professional network, or determine if you're on the right career path	Both credit and non-credit available.	Both paid and unpaid available.	Through University Career Link	

Institution	Definitions of experiences	Credit v No Credit	Paid v Unpaid	Data Tracking on internships	Survey?
Bowling Green State University- Main Campus	Internships or Cooperative Education (Co-ops) - Has a Co-op 50 (zero credit) course that is a collaborative effort between the University, students and employers. https://www.bgsu.edu/career-center/students-and-alumni/experiential-learning.html	Both credit and non-credit available.	Both paid and unpaid available.		
University of Memphis	Internships are typically one-time work or service experiences related to your major or career goal.	Both credit and non-credit available.	Both paid and unpaid available.	They track and do everything through Handshake	
Sam Houston State University	Gain pre-professional work experience to provide them with the opportunity to gain experience in a particular career field. Internships also supplement academic classes and are frequently used to earn college credit, gain real-life experience and to decide on/opt out of a certain vocation	Both credit and non-credit available.	Both paid and unpaid available.		
Eastern Michigan University		Both credit and non-credit available.	Both paid and unpaid available.		
University of Massachusetts-Lowell	Has some kind of supervision by resident expert: Internships (some academic, some for credit), practicum, industrial experience, "co-op" (FT, longer, instead of classes); "career-connected"	Both credit and non-credit available.	Both paid and unpaid available.	Have started using Handshake Experiences for credit-bearing only (so far); internship office tracks co-ops, and all otehr experiences tracked by departments	Embedded survey in all Business courses. Trying to integrate it into fall enrollment (using Banner or Oracle), but some concerns about pop-up servey interfering with
College of William and Mary	internship and "applied learning", president uses "work-based"	Both credit and non-credit available.	Both paid and unpaid available.	Simplicity, experiential learning model	applied learning survey

Institution	Definitions of experiences	Credit v No Credit	Paid v Unpaid	Data Tracking on internships	Survey?
Virginia Schools					
Virginia Tech	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 or cooperative education experience.	Both credit and non-credit available.	Both paid and unpaid available.	Tracks overall numbers, not much else. BRIDGE program initiative aims to improve the student experiential learning process and may track data. https://teaching.vt.edu/bridgeexperiences1.html	
Christopher Newport University	An internship is an intentional, structured experience where the employer/host and the student intern develop projects and tasks that benefit the organization and help the student meet his or her objectives for learning and skill development.	Both credit and non-credit available.	Both paid and unpaid available.	Survey sent to rising seniors asking about previous summer experiences from Center for Career Planning. Additional follow-up may occur at department level.	Summer survey
George Mason University	Internships are work experiences that provide students with practical knowledge in a particular field or area of study. They are a type of hands-on, experiential learning that occurs in a professional work setting, in-person, or virtual for a specified period of time.	Both credit and non-credit available.	Both paid and unpaid available.	No, hodge-podge mix where something is	No
Virginia Commonwealth University	Internships are designed to be exploratory - a great chance for you to learn about a potential career field or organization before committing to a full-time job. The most effective internships are project-based and connected to your field of study or career interests. Internships, externships, and research experience available.	Both credit and non-credit available.	Both paid and unpaid available.	I was told that individual professors and departments may do data tracking	

Institution	Definitions of experiences	Credit v No Credit	Paid v Unpaid	Data Tracking on internships	Survey?
University of Virginia	Completed a glossary of terms and definition for SCHEV / VTOP grant. Use the following terms: Apprenticeship, capstone, clinical, co-ops, education abroad, externships, federal work study, field experience, internships, micro-internships, practicum, project-based learning, research, service-based learning, student employment	Credit & non-credit available. UVA's stance: students not awarded academic credit for internship but can receive course credit for career center's Internship Placement Program class and the work it requires, including a reflection on the internship.	Paid and Unpaid available	Career Center tracks data related to their Internship Placement Program but there's no central depository for all internship experience data. Departments that facilitate internships might be tracking but it's decentralized.	
Longwood University	Want to use "experiential learning", old curriculum got away from "internship"			Not tracking - some academic advisors track (COE student teaching). COB used to have dedicated person but left, no replacement	No answer
Virginia Military Institute	use "Work based", all the terms interchangeably			survey of students	
Radford University	Was "experiential learning" but now WBI - work-based instruction			credit-bearing only, through registrar	No answer
University of Mary Washington	"life after UMW", work-based learning, work and learn, internships, experiential learning, beyond classroom research and everything else, has noncredit internship program			registrar	internship evaluations
Other					
Elon University	Not one standard definition. Experiential learning requirement is one component.	Both credit and non-credit available.	Paid and Unpaid available	Internship assessments completed upon student's completion of internship academic course. Uses job network to track student-set	

Enhancing and Promoting Experiential Learning at JMU

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Siân White
Associate Dean, College of Arts and Letters
James Madison University

Amount Requested: \$25,000



Steven J. Whitmeyer

4/5/2023

Date

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ENHANCING AND PROMOTING EXPERIENTIAL LEARNING AT JMU

EXECUTIVE SUMMARY

In September 2022, James Madison University (JMU) President, Jonathan Alger, and Provost of JMU, Dr. Heather Coltman, assembled an Internship Task Force comprised of faculty and representatives from across the colleges and administrative units at JMU. The charge for the task force was to evaluate the current landscape of internships and other experiential learning opportunities for students at JMU, identify and address any barriers to student participation in these opportunities, and develop a comprehensive plan to enhance these opportunities and promote future experiential learning initiatives.

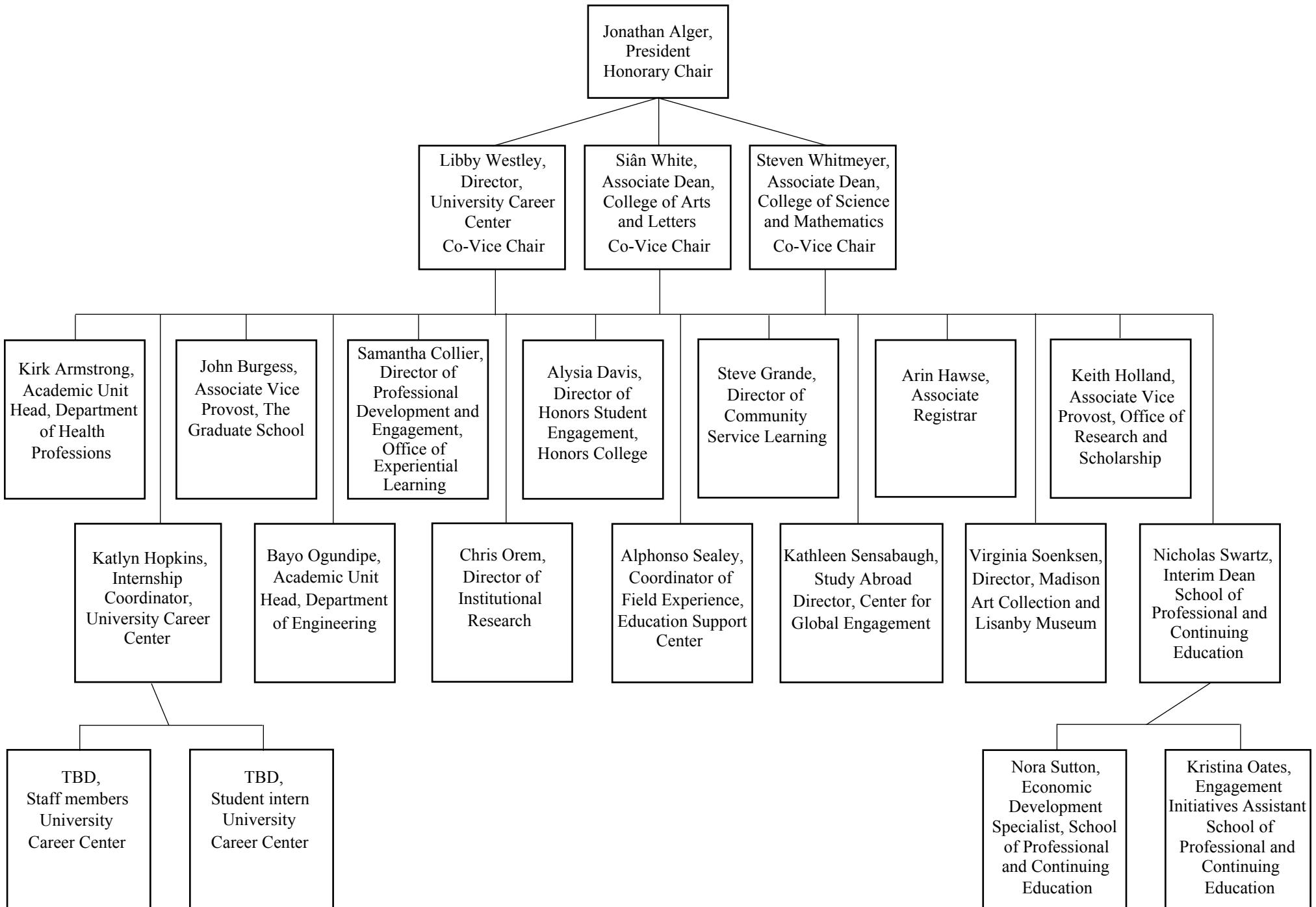
The following products will be produced by the task force:

- A more inclusive definition of internship-style experiences across the university, now represented as “Work-Based Learning Experiences” (WBLEs). This is completed.
- A compilation of existing institutional data on WBLEs at JMU
- Surveys of students on their experiential learning activities and opportunities
- Surveys of employers and industry professionals on internships opportunities and experiences
- A compilation of data about WBLEs at other institutions
- A plan for longer-term data collection and archiving WBLEs for JMU students, including assessment of the effectiveness of those experiences

These efforts will result in the following outcomes:

- recommendations for department- and college-level best practices for facilitating work-based learning experiences (WBLEs)
- recommendations for facilitating connections between students and hosts of WBLEs
- a review document that includes suggested strategies for inclusion of V-TOP student resources within WBLEs (through colleges and/or Career Services).

This initiative will bring together students, faculty, and administrative representatives from JMU along with leaders from the community to collaboratively enhance and promote experiential learning partnerships that will benefit the university, the broader community, and the Commonwealth.



BRIEF HISTORY

James Madison University has a long history of providing curricular and extra-curricular experiential learning opportunities for students. These include, but are not limited to, paid and unpaid internships with external partners, independent research experiences with JMU faculty and other professionals, educational practicums and student teaching field experiences, and clinical experiences and practicums in health and behavioral studies. However, as an institution, JMU has not yet implemented an effective structure or mechanism for cataloguing and assessing the full range of experiential learning opportunities for students across the university.

To better understand the scope of existing opportunities at JMU, identify and address inequities that may exist, and develop recommendations to enhance these opportunities for JMU students, JMU provost Heather Coltman and JMU Vice President of Student Affairs Timothy Miller assembled an Internship Task Force comprised of faculty and representatives from across the colleges and administrative units at the institution. The charge for this group is summarized below:

This group will assess the landscape of internships and other related, similarly-named high impact practices (HIP) at the university (student teaching, clinical placement, experiential learning experience, applied learning experience, field experience, etc.) in order to understand how internships/HIPs are currently operating so that they can be consistently tracked, assessed, given appropriate support (resources and personnel), and expanded to strengthen their value and ensure all students have the opportunity to participate. The group will make recommendations related to better centralizing, formalizing, documenting, and growing internship operations at JMU.

Early work by the Internship Task Force focused on better defining what constitutes an experiential learning opportunity for undergraduate and graduate students at JMU. Current efforts of this task force focus on determining the range of these experiences at the university, whether the experiences are paid or unpaid, whether they are for credit or not-for-credit, and what percentage of the student population takes advantage of these opportunities. In addition, the task force recognizes that barriers to participation in these experiences likely exist for some students, and ongoing work will include identifying these barriers and strategizing approaches to removing them.

The task force is also reaching out to industry professionals across the Commonwealth to understand their needs for internships and other experiential learning opportunities, and to articulate best practices for these experiences. The overarching goal for this initiative is to develop a coordinated, university-wide strategy for enhancing experiential learning opportunities for students at JMU, in order to better serve the students as well as industry professionals in facilitating a well-prepared future workforce for the Commonwealth and beyond.

INTERNSHIP TASK FORCE

Internship Task Force Members:

Jonathan Alger	President, James Madison University	Honorary Chair
Libby Westley	Director of the University Career Center	Co-Vice Chair
Siân White	Associate Dean, College of Arts and Letters	Co-Vice Chair
Steven Whitmeyer	Associate Dean, College of Science and Mathematics	Co-Vice Chair
Kirk Armstrong	Academic Unit Head, Department of Health Professions	
John Burgess	Associate Vice Provost, The Graduate School	
Samantha Collier	Director of Professional Development and Engagement, Office of Experiential Learning	
Alysia Davis	Director of Honors Student Engagement, Honors College	
Steve Grande	Director of Community Service Learning	
Arin Hawse	Associate Registrar	
Keith Holland	Associate Vice Provost, Office of Research and Scholarship	
Katlyn Hopkins	Internship Coordinator, University Career Center	
Kristina Oates	Engagement Initiatives Assistant, School of Professional and Continuing Education	
Bayo Ogundipe	Academic Unit Head, Department of Engineering	
Chris Orem	Director of Institutional Research	
Alphonso Sealey	Coordinator of Field Experience, Education Support Center	
Kathleen Sensabaugh	Study Abroad Director, Center for Global Engagement	
Virginia Soenksen	Director, Madison Art Collection and Lisanby Museum	
Nora Sutton	Economic Development Specialist, School of Professional and Continuing Education	
Nicholas Swartz	Interim Dean, School of Professional & Continuing Education	
TBD	Two staff members from the University Career Center to develop draft assessment plan	
TBD	Student Summer intern, University Career Center, to work with survey data	

WORK PLAN

The Internship Task Force, with members listed above, meets bi-monthly as a full group to assess progress on the initiatives outlined in the paragraphs below. Task Force subgroups meet as needed between the full group meetings to advance their specific initiatives. The task force co-chairs meet approximately quarterly with members of JMU leadership, and participate in other external events as appropriate. To date, other events have included participation in the Virginia Education and Workforce Conference in October 2022, and participation in the JMU Board of Visitors (BOV) meeting in November 2022, during which BOV members were provided with a summary of the Internship Task Force goals and progress.

To enhance and promote experiential learning opportunities at JMU, the Internship Task Force has identified several key initiatives to address during the grant period, including defining and identifying existing work-based learning experiences at JMU, interviewing students about their internship needs and experiences, interfacing with employers and industry professionals about internships within their organizations, and contacting other institutions to understand how they define and support work-based learning experiences. To advance these initiatives, the task force has formed several subgroups with specific charges for continued work as outlined below:

1. Defining Terminology related to Internships and Other Work-based Learning Experiences

The Internship Task Force recognizes that “internships” do not encompass all the relevant experiential learning opportunities at JMU. Thus, the task of this subgroup was to better define the terms and criteria for these opportunities. The subgroup compiled existing definitions for internships and other work-based learning experiences from sources such as the AAC&U, NACE, SCHEV, the Bureau of Labor Statistics, and the National Science Foundation. Evaluation of these (and other) sources, made it apparent that the term “internship” did not fully reflect all of the work-based learning experiences that are currently available to students at JMU. In order to better reflect the experiences available to our students, the subgroup has adopted “Work-Based Learning Experiences” as an overarching term that can encompass the majority of internship and related experiences at JMU.

Key elements of a Work-Based Learning Experience (WBLE), as identified by the subgroup, include:

1. It increases knowledge and/or skills related to an identified field or career of interest. The knowledge and/or skills to be gained are identified at the beginning of the experience.
2. It occurs in an applied setting (e.g. workplace, gallery, laboratory, performance hall, virtual setting.)
3. It is supervised and/or provides professional mentoring.

Continuing work by the subgroup will identify specific work-based experiences that exist for JMU students, whether they are for credit or not for credit, and whether they are paid or unpaid. This will involve using data compiled by the JMU Institutional Data and Student Survey subgroups (#2 and #3 below.)

2. Compiling Existing Institutional Data on Work-based Learning Experiences at JMU

This subgroup is tasked with gathering information about existing work-based learning experiences across JMU and will conduct interviews with academic unit heads and other JMU leaders to better identify, label, and describe these experiences. Interviews will include gathering information about current processes and infrastructure for managing placements and contracts. Subgroup members will audit and conduct stakeholder interviews with academic unit heads and/or internship coordinators in academic units across the university. Once this data is collected, subgroup members will compare the Work-Based Learning Experiences definition (see #1 above) to the opportunities available to students in each unit to see which experiences fit the definition and to identify outliers or subcategories.

During the grant period, work will continue by synthesizing the data and identifying gaps, inequities, best practices, and needs across JMU colleges and units.

3. Surveying JMU Students on Experiential Learning Activities and Opportunities

The principal tasks for this subgroup are to: 1) understand student experiences with internships and other work-based learning experiences, and 2) develop a survey to gather information about completed internship experiences, including those that are not tied to a formal curriculum. Work to date by this subgroup included hosting breakfasts for JMU students to gather information and feedback through survey forms and conversations. Additional in-person sessions will be conducted to collect data from students across all colleges at JMU, including from first- and second-year students, who were not well-represented in the earlier data collection efforts. In addition, the subgroup has prepared a survey for students to collect data about their internship experiences. This survey will be distributed to students at the end of the Spring 2023 semester.

During the grant period, survey data and results will be collated and categorized by a student intern during Summer 2023. Other future initiatives of the subgroup will include soliciting feedback and developing an implementation strategy for a yearly survey about internship experiences to be completed by students.

4. Surveying Employers and Industry Professionals on Internship Opportunities and Experiences

The goal for this subgroup is to better understand the experiences and perspectives of employers and industry professionals regarding internships and other work-based learning experiences. Initial work by the subgroup included the development and deployment of a survey to an extensive list of current and potential employers of JMU students. This will be followed by contacting employers that have been on the JMU campus for career fairs, interviews, or information sessions. The aim of these interactions is to identify how employers perceive work-based learning experiences and to explore ways to enhance these opportunities for JMU students.

During the grant period, survey data and results will be collated and categorized by a student intern during Summer 2023. In addition, the subgroup will follow up with organizations that have indicated an interest in hosting JMU students as interns to facilitate these experiences. This will

include analyzing identified challenges to creating and maintaining an internship program and proposing resources to address these challenges.

5. Surveying Data and Experiences of Other Institutions

This subgroup is tasked with reaching out to peer and other academic institutions, including other institutions in the Commonwealth, to identify how they define internships and other work-based learning experiences, where the experiences are housed institutionally, and whether and how they are tracked. Data gathering is primarily focused on phone interviews. Initial contacts suggest that most institutions face similar challenges to what JMU faces, and that professionals at other institutions are generous and eager to share ideas.

During the grant period this subgroup will continue to gather information from Virginia public institutions, and then analyze the qualitative responses to identify areas of commonality and successful practices, and to assess where JMU's challenges and practices stand relative to peers.

Other Planned Initiatives During the Grant Period

1. The Internship Task Force will meet with the JMU Associate Provost for Inclusive Strategies and Equity Initiatives, Dr. Narketta Sparkman-Key, and the JMU Associate Vice President for Diversity, Equity and Inclusion, Dr. Brent Lewis, to identify equity gaps for work-based learning experiences for some JMU students. A subgroup of the Internship Task Force will be tasked with developing strategies to address those gaps as part of a broader, inclusive approach to providing JMU students with opportunities to participate in work-based learning experiences.

2. Kristina Oates from the School of Professional and Continuing Education will work with Internship Task Force members and staff to develop a longer term, sustainable approach for data collection and archiving of work-based learning experiences (WBLEs) at JMU. This would ultimately incorporate a strategy for assessing the effectiveness of WBLEs for JMU students, and include a method to help students assess and reflect on their WBLEs. Assessment tools would be designed in collaboration with assessment professionals from the JMU University Career Center.

Planned Deliverables that Will be Produced by this Initiative

By the end of the grant period, the Internship Task Force intends to produce the following reports and products for the JMU Senior Leadership team and the broader community:

- recommendations for department- and college-level best practices for facilitating work-based learning experiences (WBLEs), including a document for that lists suggested strategies for inclusion of V-TOP student resources within WBLEs
- recommendations for facilitating connections between students and hosts of WBLEs
- recommendations for streamlining search, expectation, and contract processes for WBLEs that are currently managed by a variety of infrastructure systems in academic units
- a draft plan for tracking students' WBLEs, including:
 - a quantitative information-gathering system
 - a qualitative survey and deployment plan
 - a plan for assessing the effectiveness of students' WBLEs that would include a mechanism to help students reflect on and articulate their WBLEs

MILESTONES AND TIMELINE

Work that Preceded the Grant Period

Sept. 2022	Internship Task Force assembled by JMU Senior Leadership Initial meeting of task force and identification of task force subgroups
Oct. 2022	Participation in the Virginia Education and Workforce Conference
Oct. - Dec. 2022	Preliminary tasks by task force subgroups, including defining relevant terminology, gathering institutional data and data from students, and interfacing with employers and other institutions.
Nov. 2022	Presentation by JMU leadership to the Board of Visitors on current work and future plans for the Internship Task Force
Jan. – Apr. 2023	Link the JMU definition for work-based learning experiences with existing and potential future high-impact learning experiences for undergraduate and graduate students at JMU

Timeline for Proposed Work During the Grant Period

May – June 2023	Complete surveys, interviews, and audits of work-based learning experiences at JMU and at various comparable institutions Complete additional phases of student surveys and interviews
June – Dec. 2023	Complete surveys and interviews with employers and industry professionals Collate all data collected by the task force and spearhead a longer-term data-collection and archiving system for ongoing use by the institution. <ul style="list-style-type: none">• Kristina Oates from the School for Professional and Continuing Education• Student Summer intern from the University Career Center Develop a plan for disseminating V-TOP internship resources to students Develop a plan to assess JMU students' WBLEs. This would incorporate a method for student self-reflection on their work-based learning experiences and prepare materials for future employers that describe and document their experiences
Oct. 2023	Host a workshop at JMU for employers interested in providing work-based learning experiences for JMU students. JMU faculty and students with interest in work-based learning experiences would also participate

- Jan. 2024 Prepare a report on this project to Enhance and Promote Experiential Learning at JMU, including the following components:
- Recommendations for department- and college-level best practices for facilitating work-based learning experiences
 - Recommendations for facilitating connections between students and hosts of work-based learning experiences
 - A plan for tracking students' work-based learning experiences across JMU
 - A plan for approaches to help students reflect on and articulate their work-based learning experiences for future employers
- April 2024 Project Report presented to JMU Senior Leadership team for approval
Final Project Report submitted to SCHEV
- May 2024 Implementation of plans as detailed in the Final Project Report

CONCLUSION

JMU has a long-standing commitment to providing internships and other work-based learning experiences (WBLEs) to students in departments and colleges across the university. However, we recognize that these experiences have not been well-documented to date, and thus there may be inequities in the accessibility of WBLEs for some students. The Internship Task Force (ITF), assembled by senior leadership to assess the existing WBLE landscape at JMU and make recommendations for enhancing the availability of such opportunities, has already undertaken significant work to categorize existing WBLEs at JMU, to survey JMU students for their experiences, and to survey employers and industry professions for their internship experiences and goals. External support for this continuing effort would significantly advance our ability to collect and collate survey data, and to use this data to develop longer-term mechanisms to promote and assess WBLEs at JMU and address inequities in access to such opportunities. Support for this initiative would facilitate collaborations of JMU administrators, faculty, and students with industry professionals to serve the ultimate goal of enhancing and promoting experiential learning opportunities for students that would strengthen workforce development and benefit the university, the broader community, and the Commonwealth.

BUDGET AND BUDGET NARRATIVE

Budget

Support Staff	Approx. Hours Committed	Salary Cost	FICA	Total
Kristina Oates	760	\$12,500	\$956	\$13,456
Undergraduate Student	300	\$4,500	\$345	\$4,845
Total				\$18,301
Other Direct Costs				
JMU-Hosted Workshop	-	\$3,699	-	\$3,699
Professional Development for Assessment Specialists		\$3,000	-	\$3,000
Total				\$6,699
Total Project Costs				\$25,000

Budget Narrative

Administrative Support - \$12,500

Support for Kristina Oates from the JMU School for Professional and Continuing Education to collate data collected by the task force and spearhead a longer-term data collection and archiving system for ongoing use by the institution.

Summer Student Support - \$4500

Funds are requested to hire a JMU student for Summer 2023 to log and process student and employer survey data. 30 hours/week for 10 weeks @ \$15/hour.

FICA - \$1301

FICA on salaries at the rate of 7.65%

Total Salaries & Wages - \$18,301

JMU-Hosted Workshop for Employers, Faculty, and Students - \$3699

Funds are requested for a workshop hosted at JMU in October, 2023 for employers interested in providing work-based learning experiences for JMU students. JMU faculty and students with interest in these experiences would also participate.

Professional Development for Assessment Specialists - \$3000

Funds are requested for two assessment professionals from the JMU University Career Center to attend professional development workshops to develop a draft assessment plan for experiential learning opportunities at JMU.

Total Participant Support Costs - \$6699