The University of North Carolina
at Greensboro

JACKSON LIBRARY

CQ

no. 1392

UNIVERSITY ARCHIVES

GOINS, VALERIE JEAN. Service-Learning Internships: Speech Communication in the Community. (1976) Directed by: Dr. John Lee Jellicorse. Pp. 134

The purpose of this study was to investigate the advisability of service-learning internships as an institutional strategy within the curriculum of the Speech Communication Division, Department of Drama and Speech, UNC-Greensboro. The thesis was that this type of curriculum option would be an effective means of preparing speech communication students for careers in business and the community. A second thesis was that this option would become increasingly necessary as social, economic, and demographic trends constrain traditional career selections of speech communication students.

Analyses of current trends established the need for a service-learning program in the Speech Communication Division. A service-learning model suitable for implementation was created.

Both theses were validated. The recommended model was projected into a planning scheme and schedule.

SERVICE-LEARNING INTERNSHIPS: SPEECH COMMUNICATION IN THE COMMUNITY

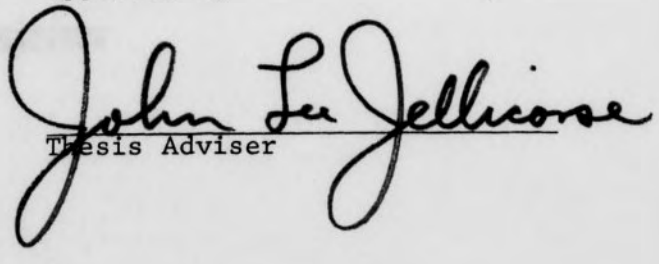
by

Valerie Jean Goins

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Greensboro
1976

Approved by



Thesis Adviser

APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Thesis Adviser John Lee Jellicorse

Committee Members L. Dean Fadely

James B. Snow

April 12, 1976
Date of Acceptance by Committee

ACKNOWLEDGEMENTS

I would like to express my appreciation to the faculty of the Speech Commmunication Division, Dr. Thomas Tedford, Dr. Ethel C. Glenn, and Dr. L. Dean Fadely, and the Head of the Department of Drama and Speech, Dr. John Lee Jellicorse, for their encouragement and enlightening instruction. Mrs. Betty Swift, Divisional secretary and my typist, deserves special thanks for her wit and patience--essential ingredients for completion of this project.

TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ACKNOWLEDGEMENTS	iii
CHAPTER	
I. CONTINGENCIES FOR CHANGE	1
The Liberal Arts in Transition	2
Demographic, Social and Economic Factors	5
Speech Communication Education	12
Recent Innovations	15
Service-Learning as a Type of Experiential Education	19
Service-Learning Purposes and Designs	25
Service-Learning Successes	30
II. REVIEW OF RELEVANT EXTANT SERVICE-LEARNING PROGRAMS	37
Regional Leadership in Service-Learning	37
The North Carolina Internship Office	40
The University Regional Program in Appalachian North Carolina	44
Service-Learning at UNC-Greensboro	47
A Case Study: Speech Communication Skills in Action	53
III. A SERVICE-LEARNING PROGRAM FOR UNC-GREENSBORO SPEECH COMMUNICATION DIVISION	64
The Department of Drama and Speech	67
Student Evaluation of the Speech Communication Division	70
Future Plans of Drama and Speech at UNC-Greensboro	75
Current Opportunities for Field Work	76
IV. THE PROPOSED SERVICE-LEARNING MODEL	83
The Planning Phases	84
The Purpose of the Speech Communication Service-Learning Program	87
Long-Term Student Objectives	89
Long-Term Organizations Objectives	96

503560

CHAPTER Page

IV. The Speech Communication Division's Objectives 102
Short-Term Organizational Objectives 107
Planning Details 110

V. SUMMARY 119

BIBLIOGRAPHY 122

APPENDICES 129

CHAPTER I

CONTINGENCIES FOR CHANGE

> Two facts and a relation joining them is and should be an invitation to generalize, to extrapolate, to make a tentative intuitive leap, even to build a tentative theory. The leap from mere learning to using what one has learned in thinking is an essential step in the use of the mind.[1]

The purpose of this study is to assess the feasibility of implementing a service-learning program within the Division of Speech Communication, the Department of Drama and Speech, The University of North Carolina at Greensboro. Proposals, curriculum changes or additions require preliminary analyses of existing institutional, departmental, and divisional goals and operations. The service-learning model proposed here is recommended for its propensity to effectively achieve educational goals of the Department.

The utility of a service-learning program in this specific case (UNC-Greensboro) depends upon recognition of the communication as a valid learning environment. The learner's perception of the "relation between two facts" occurs in an environmental context. In traditional academic settings--libraries, laboratories, classrooms--students have only limited opportunities to apply theory

---

[1]Jerome Bruner, On Knowing (Cambridge: Belknap Press, 1964), p. 124.

directly to "real world" problems. Students have few chances to observe events occurring in non-traditional settings. Service-learning programs enhance the learning process: the student's base of experience is broadened to include the community. The student's perception of the "relation between two facts" as he observes them operating in the community can add another dimension to his integration of knowledge. The "leap from learning to using what one has learned in thinking" becomes necessary for survival in a complex age.

The Liberal Arts in Transition

Higher education institutions have historically performed the tasks of transmitting cultural values, heritage, and mores to the younger generation. The needs of a changing society become the impetus for change in higher education. Lewis B. Mayhew, a member of the Carnegie Commission on Higher Education, describes the situation thusly:

> It is a truism--although one frequently overlooked, ignored or even repressed--that the curriculum of higher education is determined by its structure, which in turn, rests on the needs of society. Higher education, like all other forms of education--is a social institution designed to provide services to society that created it. At times, social needs change, and society asks its institutions to assume new responsibilities. Unless the institution involved does shift to accommodate such new orientations, it loses its viability and effectiveness.[2]

---

[2]Lewis B. Mayhew, Colleges Today and Tomorrow (San Francisco: Jossey-Bass, 1971), p. 108.

The process of restructuring educational objectives and programs to meet new needs forces educators to look at the situation pragmatically. Appraisal of many courses and prescribed curricula reveals the growing demand for new operational mechanisms and philosophies which encourage alternative learning.

Within the last decade, a variety of experiential education programs have been implemented in formerly traditional liberal arts schools. These programs encompass a wide range of learning experiences in the community which are possible for students choosing to participate.

Experiential education is an umbrella term, describing a variety of educational strategies designed to broaden students' vision through experience. Peter Meyer and Sherry Petry, editors of the proceedings of a conference on off-campus education sponsored by the Southern Regional Education Board, write:

> Experiential education is composed of the methods and content of a process which utilizes the actual or potential experiences of learners for the development of human, life affirming skills and capacities, a form of learning not entirely new to the American academic order, which recognizes the worth of the direct nature and content of experiences, as well as the growth achieved by reflection upon and inferences drawn from that experience.[3]

Experiential education programs recognize the essential phenomenonological aspect of learning through methodological

---

[3]Peter Meyer and Sherry Petry, Off-Campus Education: An Inquiry (Bethesda, Md.: ERIC Document Reproduction Service, ED 080 052, 1973), p. 7.

and substantive strategies designed to maximize students' opportunities for experiences.

Service-learning, as a kind of experiential learning, did not "spring forth full blown from Dewey's forehead," like Edmund J. Gleazer, Jr. satirizes.[4] Gleazer is the program director for internship projects in Washington's community colleges. Academic recognition for work experiences, while not alien to the liberal arts, has been less accepted in humanities than in the scientific disciplines.

Since the 1960s, experiential education and service-learning programs have increased rapidly. It is difficult to gauge the growth pattern statistically. The diversity of program designs makes classification unwieldy, and programs increase too rapidly for accurate tabulations. The editors of the Guide to Alternative Colleges and Universities describe this phenomenon:

> . . . the past decade has seen a major trend develop in higher education. New schools with new ideas are opening, and old schools are trying to look young--describing their "innovative" programs on page one of their catalogs. The words innovative, experimental and alternative are becoming household terms. What does this mean?
>
> It means that things are happening so fast that it is hard to keep up with them. . . .
>
> Some of the things we wrote about may not even exist by the time you read these pages.[5]

---

[4]Edmund J. Gleazer, Jr., "The Emergence of the Community College as a Center for Service-Learning," Synergist 4 (Spring 1975): 12.

[5]Wayne Blaze, et al., Guide to Alternative Colleges and Universities (Boston: Beacon Press, 1974), n.p.

The popularity of service-learning programs can be viewed as part of the changing educational philosophy, but other societal factors interface its continued effectiveness as a curriculum option. Service-learning, as a type of experiential education, provides many pedagogical benefits for students and teachers, and service benefits to the community. These advantages will be explored in later sections of this chapter. As the primary influence affecting expansion of service-learning programs is economic, an evaluation of current market trends is important here.

Demographic, Social and Economic Factors

Academic institutions derive their support from the larger society. Whether publicly or privately financed, colleges and universities must be responsive to the needs and wishes of their supporting communities. Society's complex problems demand immediate resolution; despite the apparent "knowledge explosion," societal problems persist. Traditional liberal arts institutions must consider society's future needs in training students for professional roles. Characteristics of both the student population and society shape curriculum decisions.

Quantitatively and qualitatively, college enrollments of the 1970s are markedly different from previous generations. Demographic and economic indicators make these changes in college enrollments more lasting.

The perceived status of a college degree and its actual market value, in terms of life-long earning potential, make college enrollment a highly desired goal for many persons, not only for those persons of college age but also for growing numbers of the adult population as well. The "baby boom" of the 1940s has had a major impact on the rising numbers of persons enrolled in college through the late 1960s and mid 1970s. The recent decline in the birth rate threatens to limit the continued expansion of the public schools, at all levels. Census reports indicate the effect of this trend:

> Elementary school enrollment (grades one through eight) has declined since the early 1970s, reflecting decreases in the population of elementary school age rather than changes in the proportions enrolled. . . . The number of births has been decreasing since the early 1960s, resulting in smaller cohorts entering elementary school each year. The fertility decline has not yet affected high school enrollment since these smaller cohorts have not yet reached high school age and it will not affect college enrollment until around 1980.[6]

The current national enrollment decline in collegiate populations is being offset by the large numbers of non-traditional and adult students enrolling. Federal and state governments in the 1960s implemented educational legislation, recognizing the principles of educational quality constitutionally guaranteed all United States citizens. Civil rights statutes made it possible for

---

[6]"School Enrollment--Social and Economic Characteristics of Students: October 1974," Standard Education Almanac 1975-1976, 8th ed. (Chicago: Marquis Academic Media, 1975), p. 18.

students of all races, creeds, and colors to attend public institutions; sex discrimination barriers are also being removed. Federal loan and grant programs offer assistance to students whose lack of financial resources might have kept them from pursuing higher education.

In addition to the governmental mandates which have opened college classrooms, many colleges and universities have begun projects aimed at introducing adult students or educationally disadvantaged students to the academic world. Extension education and continuing education programs are part of this trend.

Locally, many colleges and universities have programs targeted at this new student group. Guilford College's Urban Center is comprised nearly totally of adult students, who pursue their education along with their careers. Within two years of its creation, UNC-Greensboro's Office of Adult Education has filled its enrollment quota with a maximum enrollment of 500 persons. UNC-G's curriculum has also undergone changes to compensate for its adult and non-traditional enrollments. As the institution reports, "We have steadily shifted our regularly scheduled courses to late afternoon and evening hours, and response from students in the community has been emphatic (Enrollments have increased more than 20%)."[7] The Five Year Plan

---

[7]The Five Year (1975-1980) Long Range Plan (Greensboro, N. C.: University of North Carolina, 15 October 1975, p. 21.

notes UNC-G's intent to continue revamping its curriculum so that a larger portion of the undergraduate curriculum is available to this student group.

These trends and developments have an indelible effect upon the kinds of curriculum decisions colleges will make in the future. As enrollments level, the development of new programs will have to be based on two factors: the needs of a more heterogeneous student group, and the economic contingencies affecting students, higher education institutions, and society.

Spiraling inflation mars the nation's economic health at the midpoint of the decade. Economic advisors do not forecast any immediate relief from the high levels of unemployment that accompany the inflationary spiral. Graduates of four-year colleges and universities face an unpleasant reality in the current employer's market. Even those graduates who possess technical skills and training may not be in demand when they enter the labor market. Liberal arts graduates usually do not have the advantage of entering the job market with the skills which employers perceive as saleable. As a consequence, these persons are feeling the full effects of the economic conditions. Changing Times annual survey of 135 leading companies and governmental agencies reveals the liberal arts graduates' unfortunate positions: "Again at the bottom of the list

of positions employers seek to fill are liberal arts degrees, but at least the demand remains the same as the last two years."[8]

Traditionally, liberal arts graduates have sought careers in secondary or college teaching. Employment opportunities in teaching range presently from being closed to very restricted. The situation does not appear to be temporary: the availability of teaching positions depends in part upon the economy and demographic trends. The status of teacher employment opportunities is summed up in a National Education Association report:

> The numbers of qualified teacher education graduates ready to enter teaching will exceed the numbers of openings for them each year between 1971 and 1979. . . .
> The major change in the supply-demand equation is the dramatic increase in the numbers expected to complete preparation to teach: the annual supply of teacher education graduates is more than twice as large as in the late 1950's.[9]

The oversupply of teachers without jobs is perhaps more aptly described as a glut. From 1971 to 1975, 110,500 experienced teachers will be unable to find jobs teaching, and the numbers will increase to 172,000 between 1975 and 1980.[10] Even if educational systems would decrease the

---

[9]"Teacher Job Shortage Ahead," National Education Association Research Bulletin 49 (October 1971): 72.

[10]James Montgomery, et al., "The Teacher Surplus: Facing the Facts," Phi Delta Kappan 54 (May 1973): 627.

student-teacher ratio and employ teachers with proper certification credentials, the oversupply would not decrease appreciably.

The same trend towards limited employment in teaching is evident in higher educational institutions. As the declining birth rate and a recession economy affect secondary schools, so higher education institutions feel the impact upon their staff requirements. Occupational Outlook capsules the situation for students contemplating careers as college teachers:

> Through the mid-1980's as demand is slowing, the number of both master's and Ph.D degree recipients are expected to grow rapidly. Consequently, a smaller proportion of each year's degree recipients will be needed for college teaching.[11]

What alternatives are viable for persons who had planned on teaching as a career goal? The Outlook suggests that "an increasing proportion of prospective teachers will have to seek nonacademic jobs. Alternative opportunities will exist in government and industry which have traditionally competed with colleges and universities for Ph.D.'s and holders of master's degrees."[12] The arenas of government, business, and industry may hold possible opportunities for liberal arts students, yet they will have to

---

[11]U.S. Bureau of Labor Statistics, Occupational Outlook Handbook (Washington, D.C.: Government Printing Office, 1974-1975), p. 210.

[12]Ibid.

compete with technically and professionally geared graduates for a limited number of positions.

Colleges and universities are scrutinzing curriculums in an effort to redesign instructional strategies to provide education responsive to societal needs. The efforts of educators in the 1970s will be to reorient traditional theoretical coursework for the increasing need of career education and training. Alva C. Cooper, Director of the College Placement Council, says:

> The College Placement Council is not advocating that liberal arts colleges be turned into trade schools. What must be found are the means to make the liberal arts graduates more competitive in the labor market, particularly in reference to entry level positions.[13]

The merging emphasis on career education has led many liberal arts institutions to consider experiential education programs as potential vehicles for new instruction joining theory and its application.

There exists a great need for educational programs combining the elements of application with information learned in the traditional classroom setting. Experiences bridging the worlds of work and academia heighten students' career awarenesses and help them clarify their career goals. Personal development in the area of career selection broadens students' choices about their futures.

---

[13]"For '75 College Grads: Who'll Get the Jobs and Where," U.S. News and World Report 21 April 1975, p. 62.

Speech Communication Education

Contemporary speech communication education is also changing directions along with the other liberal arts disciplines. The speech communication student feels the same influences and forces as other liberal arts students. The curriculum options and changes occurring in speech communication departments nationwide are the result of these factors. Speech educators are increasingly aware of the need for immediate changes in speech curriculums.

A re-examination of the discipline's educational objectives and the methods it uses to achieve those objectives is necessary for the discipline's survival. The speech communication student had the option of choosing a teaching career if he so desired. Richard C. Huseman, professor of speech at the University of Georgia, notes that the outward changes and contingencies operating in liberal arts education also affect speech communication education:

> . . . changes in the demand for teachers is altering that market as well as many others. Many students who complete an undergraduate major in speech communication must face the same market in business and governmental sectors of the economy as the business major.
>
> We must face the possibility of losing undergraduate majors in speech communication to other departments unless we can provide training consistent with the demands which the economy is now making upon the university and its students.[14]

---

[14]Richard C. Huseman, "Work Experience Programs for Speech Communication Students," Bulletin of the Association of Departments and Administrators in Speech Communication 12 (April 1975): 21.

Besides teacher preparation, speech communication education has a history of training students for public service in legal, ministerial, and governmental professions and in business communications. With a projected oversupply of teachers facing liberal arts graduates, speech communication students and educators will need to strengthen the non-teaching courses.

The speech communication profession is giving its notice that education innovations are necessary. Reports of the national and regional speech communication associations offer little evidence to the contrary. In an editorial comment, James Gibson, editor of the Central States Speech Journal, describes the impact of the economy on recent graduates:

> The recent SCA and CSSA Conventions offered a painful reminder of a basic premise of a free market society: supply and demand. Anyone who observed the long lines of job seekers and the comparatively small numbers of prospective employers could not help but feel compassion.[15]

The imbalance between the number of position seekers and the positions secured is not easily reconciled. As the current inflationary economic cycle continues, compassion fails to soothe unemployed or underemployed graduates. Loren Reid, in a survey of the speech profession in Central States Speech Journal, says, ". . . if a person cannot get

---

[15]James W. Gibson, "The Academic Marketplace: Another Case of Overkill?" Central States Speech Journal 24 (Summer 1973), n.p.

a job, he cannot support himself, much less self-actualize himself."[16]

Field reports of communication careers in the community are appearing more frequently in speech journals and in discussion seminars at regional and national speech conventions. An example of the "new careers" focus is a set of articles in the Central States Speech Journal, describing the kinds of communication skills and techniques one uses as an ombudsman. Eugene Vasilew, who held a post as ombudsman at the State University of New York at Binghampton, emphasizes how necessary communication abilities are in competent performance of job duties:

> An ombudsman's job is comprised of listening, asking questions, reporting (orally or in writing), making analyses of arguments, making rhetorical analyses, persuading, evaluating evidence, explaining, advising, researching, and recommending. Every item in that list is itself, or directly involves, a speech communication skill.[17]

Career options for the trained, capable and creative communications student are many and diverse. Consumer and citizen advocates are variants of the ombudsman's role, and are only a few of the career possibilities. James Montgomery spearheaded a national survey of the teaching market for the Phi Delta Kappan. He sounds a warning to

---

[16]Loren Reid, "The Status and Strengths of the Profession," Central States Speech Journal 24 (Summer 1974): 104.

[17]Eugene Vasilew, "Speech Communication and Ombudsmanic Skills," Today's Speech 21 (Summer 1973): 10.

all institutions, schools and departments whose curriculums have been geared toward teacher education:

> The remedial efforts which must be proposed are of staggering magnitude. But responsible individuals and institutions must not be dissuaded or discouraged from takin action now, before the crush really comes.[18]

The Speech Communication Association is spearheading development of a two-pronged approach to future speech education. The SCA's 1974 Summer Conference focused on articulating and assessing communication competencies and on cultivating communication career development.

The SCA Summer Conference dialogue participants identified communication competencies need in job performance. The Conference study sessions concluded that communicative abilities determine one's qualification for particular jobs. Employers and professionals participating in the Conference listed the ability to communicate as a prerequisite for hiring and as an essential for performance of job duties in fields such as management, industry, criminal justice, and law enforcement. The SCA mandate stresses the relationship between communication competencies and teacher preparation. Speech communication students who elect noneducational careers will exercise communication skills in their jobs, and those students who choose teaching careers will need to be aware of the way in which communication skills are used in a wide

---

[18]Montgomery, p. 62.

range of professions so that they may better instruct their students. Don C. Allen, a Speech Communication Association Conference participant from the University of Wisconsin, says, "teachers must be prepared to teach interviewing, listening, interpersonal communication, problem-solving, and questioning" in a career communications context.[19] The SCA conferees urge speech communication educators to provide students with curriculum offerings that stimulate students' professional development in non-education careers.

Recent Innovations

Speech communication departments across the country are changing their curriculums. Two recent developments in speech communication curriculums are the additions of organizational communication courses and internships.

Organizational communication guides student's inquiry into the flow of information within large groups, especially those in corporate structures. Organizational communication students analyze the communication variables operating in the organizational situation and try to improve the organization's efficiency by streamlining the

---

[19]Patrick Curtis Kennicott and L. David Schuelke, eds., Career Communication: Directions for the Seventies. Proceedings of the Speech Communication Association Summer Conference (8th, Chicago, Ill., July 6-8, 1972); Bethesda, Md.: ERIC Document Reproduction Service, ED 068 999, 1972), p. 68.

communication networks within the organization. The rate at which speech departments have developed courses in organizational communications corresponds to the downturn in the education employment market. Cal Downs' and Michael Larimer's national survey of speech departments shows that of the sixty schools across the country offering organizational communication, sixty percent have originated within the last five years. Downs and Larimer note that organizational communication courses are justifiable additions to traditional curriculums. Not only is organizational communication a legitimate area for theoretical consideration, but it also provides training geared to "prepare students for diverse job opportunities" in the trend for communication graduates to find jobs outside education.[20]

Organizational communication courses focus on the study of operational principles in nonacademic settings. Instructional strategies used in teaching organizational communication do reflect its nonacademic focus. Although Downs and Larimer report that most of the courses are taught in seminars and lectures, a growing number of schools are beginning internship programs. According to their 1973 survey, twenty-four of the sixty schools with organizational communication courses utilize internship programs; fifty-nine

---

[20]Cal W. Downs and Micahel Larimer, "Status of Organizational Communication in Speech Departments," Speech Teacher 23 (November 1974): 325-329.

percent of these had been in operation a year or less, and sixteen percent were four years old, while only one was more than four years old.[21] The concurrent development of internship experiences with organizational communication coursework highlights the flexibility of many speech communication departments in attaining changed educational objectives.

Internship programs in speech communication are not restricted to those operating as a facet of organizational communications coursework. Presently, little information is available on the extent to which speech communication internship programs are being utilized nationally. At this juncture, the drive to establish internship programs as a regular curriculum option is concentrated upon the articulation of a cogent philosophical rationale. Andrew Wolvin, Richard Huseman, and Charles Porterfield argue from similar positions.[22] The thrust of their arguments is that experiential education is philosophically consistent with speech communications' educational heritage and goals,

---

[21]Ibid., p. 328.

[22]Andrew D. Wolvin and Kathleen M. Jamieson, "The Internship in Speech Communication: An Alternative Educational Strategy," Today's Speech (Fall 1974): 2-10; Charles Porterfield, "The Work Experience Program in the Department of Speech at Appalachian State University," Bulletin of the Association of Departments and Administrators in Speech Communication 12 (April 1975): 28-29; and Richard Huseman, pp. 21-22.

and that experiential education is an economically viable alternative in the face of current and projected trends. These reports cite similar benefits of internship programs in providing needed public servies to localities and regions, enhancing students' integration of theory and practice of communication processes and expanding students' career developments.

Speech communication internship programs have proven thus far to be feasible instructional strategies, with unique capacities to achieve multiple aims. Andrew Wolvin and Kathleen Jamieson cite numerous ways in which the University of Maryland's speech communication internship program relates the university's service with student's learning in the opportunities present in the area:

> Because of our proximity to the nation's capital, our internship program undoubtedly has a unique complexion. In the past three years we have placed interns in federal, state and local governmental offices, in national and state-wide political campaigns, in non-partisan political campaigns . . . groups, in state and county school systems, in area colleges and corporations.[23]

The experiential learning sites are abundant and rich for University of Maryland students. Tasks which communication students have completed include training canvassers, legislative research, survey construction, directing public relations in political campaigns, and organizing speaker's

---

[23]Wolvin and Jamieson, p. 6.

bureaus--utilizing theoretical knowledge about communication theory, persuasion, media, and public address. Students participating in these internship programs apply their communication skills in performing specific tasks and in investigating problems germane to their academic interests.

Regional, statewide, and local developments of internship programs, particularly for speech communication students, are explored in the next chapter. These programs report similar pedogogical benefits for students, while simultaneously providing service for the community.

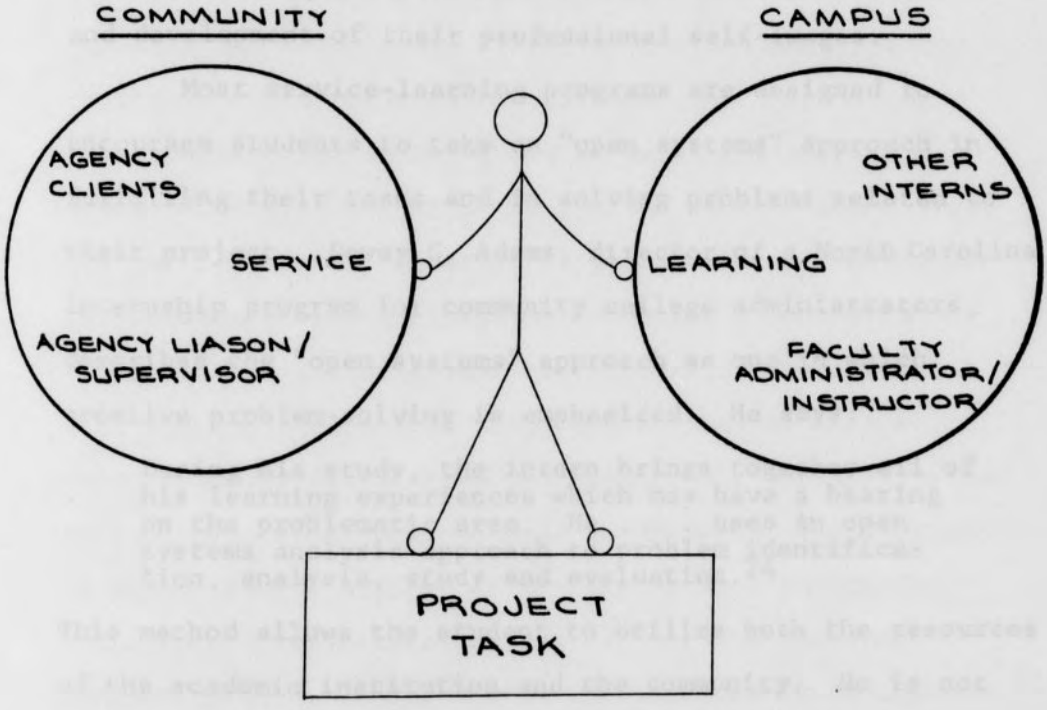
These two curriculum developments signify the willingness of speech educators to approach curriculum changes with positive, cosntructive attitudes and changes. These reorientations represent educator's efforts of calibrate philosophy with instruction to better achieve educational objectives in a time of change.

Service-Learning as a Type of Experiential Education

The term service-learning, as used in this thesis, describes an academically sanctioned curriculum program that facilitates student participation in community agencies and organizations. The student's placement in the new learning site is usually for the duration of an academic quarter or semester. The time that the student

spends in the agency or organization corresponds approximately to the number of academic credit hours he receives for his work. For example, if the student receives three hours of credit for his service-learning experience, he generally would spend a minimum of fifteen to eighteen hours a week in the agency and in an academic seminar. The student's role in the agency is not a professional one. He performs a task, and in doing so, achieves dual purposes: he provides a needed public service and also has the opportunity to synthesize his knowledge of theory with its operation in a real world setting.

The service-learning model proposed here for the Division of Speech Communication, Department of Drama and Speech, UNC-Greensboro, is patterned after the service-learning model that the North Carolina Internship Office has used with great success. (See the following diagram.)


COMMUNITY
CAMPUS
AGENCY CLIENTS
SERVICE
AGENCY LIASON/ SUPERVISOR
LEARNING
OTHER INTERNS
FACULTY ADMINISTRATOR/ INSTRUCTOR
PROJECT TASK

This model encourages balanced interaction among students, the academic institution, and community. Its experiential dimensions help students to broaden their understanding of theory, as they have opportunities to observe theories operating in community settings. Reports of speech communication students' participation in service-learning programs affirm the effectiveness of this strategy. Students usually experience personal growth and development of their professional self-images.

Most service-learning programs are designed to encourage students to take an "open systems" approach in fulfilling their tasks and in solving problems related to their project. Dewey C. Adams, director of a North Carolina internship program for community college administrators, describes the "open systems" approach as one in which creative problem-solving is emphasized. He says:

> During his study, the intern brings together all of his learning experiences which may have a bearing on the problematic area. He . . . uses an open systems analysis approach to problem identification, analysis, study and evaluation.[24]

This method allows the student to utilize both the resources of the academic institution and the community. He is not limited in the methods or ways he may choose to solve problems.

---

[24]Dewey A. Adams, The Internship--An Innovative Approach to Providing Continuing Leadership for North Carolina's Community Colleges (Bethesda, Md.: ERIC Document Reproduction Service, ED 019 933, 1967), p. 4.

For many students, the role of observer rather than actual problem solver may be important. As an observer, the student is still expected to report his perceptions and awarenesses of operational principles. Frequently, the observer defines problems conceptually and tries to resolve them through theoretical applications.

Although each service-learning program has its own specific set of goals and objectives, most share common purposes and predicates. Peter Meyers and Sherry Petry of the Southern Regional Educational Board define the most consistently stated goals of service-learning programs. Such programs help the student examine and develop his own lifestyle. Experiences gained in the context of service-learning stimulate the student's capacity to interpret the learning that has occurred. The service-learning experience also helps the student develop a cross-cultural perspective and examine his personal value system. The final goal of most service-learning programs is to assist the student in developing problem-solving skills and interactional skills.[25] Service-learning programs provide students with the benefits of experience in a community arena. Although other agents participating in service-learning programs benefit from the experience, students are the primary beneficiaries.

---

[25]Meyer and Petry, p. 8.

A comprehensive survey of service-learning and experiential education programs on national, regional, state, and local levels yielded information that most of the programs were based upon a common belief in the importance of experience in the learning process. Program objectives are usually clearly stated; the student's personal development is specifically defined in terms of career development. Agencies coordinating internship programs with educational institutions have special interests in exposing students to the kinds of career opportunities available in government and community life. Students' exposure to careers in agencies will hopefully influence students to choose public service careers after graduation. Meyer's "personal development" more often means, specifically, career development that occurs as a result of a student's participation in an internship program. The Resource and Development Internship Program goals indicate this accent on pre-professional career development:

> By providing practical experience within the educational process, RDIP believes theory and reality can be given equal importance in the mind of the intern so that he is better able to work effectively, with a minimum of emotional problems and culture shock, when he begins his professional career on a fulltime basis.[26]

---

[26]Resource Development Internship Project, Bloomington, Indiana. Handbook for Professional and Administrative Internships (Bethesda, Md.: ERIC Document Reproduction Service, ED 070 397, 1972).

These primary goals are consonant with those of contemporary liberal education.

Locally, the University of North Carolina at Greensboro is committed to provide the kind of education that offers students the best preparation for future careers. The institutional objectives speak of the wider range of choices its students may need:

> In order for the undergraduate curriculum to be truly liberalizing, it must provide students with the broadest possible set of choices. . . . A comprehensive university, in our view, is one in which students can realistically base their choice of major and subsequent career on a broad range of options which are visible to them. Some additions to our undergraduate program in the liberal arts and sciences and in the professional schools will be necessary in order to provide this breadth.[27]

Students within the Speech Communication Division, Department of Drama and Speech, have many choices already available to them, as a review of existing programs indicates. The unique benefits of a service-learning program for speech communication students are not yet available to undergraduate or graduate students in the Speech Communication Division. Its potential for enhancing the development of students' careers and academic inquiries warrant further study for its proposed use at UNC-Greensboro.

Service-Learning Purposes and Designs

Taken to its most general interpretation, experiential education recognizes all life experiences as

---

[27]The Five Year Plan, pp. 10-11.

valid and worthy of academic credit. What does this mean for most liberal arts institutions which traditionally award degrees upon the successful completion of a specified number of credit hours? Some experiential education programs award credit hours towards degree requirements, on the basis of the individual's life experiences--which may have occurred prior to the person's enrollment in the academic curriculum and in nonacademic settings.

External degree programs represent the kind of experiential education programs in its most liberal interpretation. External degree programs do not require the student to be on campus for the majority of the learning experience. The academic insitution determines the criteria that the student's life experiences must meet. Such external degree programs typically review applicants' career histories, achievements, and failures, and assess knowledge and competency.

The Union of Experimenting Colleges and Universities, a consortia of schools, gives the major impetus for external degree programs across the country. For purposes of contrast and comparison, an external degree program operating under the auspices of the State University of New York will be described here.

The Empire State College, Saratoga Springs, New York, is a branch of the State University of New York. From its inception, Empire State has offered an alternative

valid and worthy of academic credit. What does this mean for most liberal arts institutions which traditionally award degrees upon the successful completion of a specified number of credit hours? Some experiential education programs award credit hours towards degree requirements, on the basis of the individual's life experiences--which may have occurred prior to the person's enrollment in the academic curriculum and in nonacademic settings.

External degree programs represent the kind of experiential education programs in its most liberal interpretation. External degree programs do not require the student to be on campus for the majority of the learning experience. The academic insitution determines the criteria that the student's life experiences must meet. Such external degree programs typically review applicants' career histories, achievements, and failures, and assess knowledge and competency.

The Union of Experimenting Colleges and Universities, a consortia of schools, gives the major impetus for external degree programs across the country. For purposes of contrast and comparison, an external degree program operating under the auspices of the State University of New York will be described here.

The Empire State College, Saratoga Springs, New York, is a branch of the State University of New York. From its inception, Empire State has offered an alternative

route to a college degree for persons who either chose or needed a nonresidential degree program. The Empire State program has many outreach centers throughout New York State. Ten thousand students are expected to enroll by 1980. Prospective students first contact the outreach centers, where they are screened to validate the individual's choice in selecting the external degree option. After formal application to SUNY and Empire State, counselors work with the students, designating the number of credit hours to be awarded on the basis of exam results and life experiences. Thirty credit hours is the maximum number of hours that can be awarded in this way. Empire State does not operate on a tratidtional semester basis. Instead, students draw monthly contracts stating each person's expected progress toward their degree programs (A.A., A.S., B.A., B.S.). Students can work either on campus or on other SUNY campuses. Academic sanction in external degree programs, like the Empire State program, has not been exerted during the time that the person had the experiences which are later recognized with academic credit.[28]

For internal degree students, service-learning possibilities are diverse. Although each of the following program strategies is valuable for students, none offer the benefits particular to the service-learning model proposed here. The following program designs are excluded from this study.

---

[28]Blaze, et al., pp. 95-96.

Independent study is characteristically academic. Students pursue special interests with a minimum of interaction and guidance with the faculty advisor. The student usually completes a term project or report, with no required field experience.

In community building projects, students seek social change through experience. The premise of these programs is that through community organization, students build interpersonal relationships that are meaningful to their projects.

Students attend class for a portion of the year in cooperative education programs. For the remainder of the term, the students work in business, industry, or the community. This practice is common in professional schools where academic commitments may stretch beyond the normal four years.

In work-learning programs, the work aspect is designated as a required part of coursework. The type and amount of work expected of the student is stated in the syllabus. The work component is evaluated, graded, and assigned credit, but is not as highly integrated into the coursework as is the service component of service-learning.

Work study programs are administered through the Federal College Work-Study Program. Funds are administered

through the institution's financial aid offices. The chief disadvantage of these programs is that its participants often hold menial jobs and do not integrate their tasks with learning.

Work-experience internships are frequently summer jobs, or temporary employment, in which students perform tasks with close supervision. Program objectives focus on acquainting students with agency work; students usually work a full day in the agency and attend class weekly.

Students in professional training internships are expected to use technical skills in fulfilling highly specific project assignments. Emphasis is on sharpening students' professional skills.

Field work in the academic major permits concurrency of theory and practice. This kind of experience usually stresses professional levels of competency in the last semesters of the students' academic career.

Student teaching immerses the students in a thoroughly community institution, the public schools. Students must complete a period of work in this setting to satisfy certification requirements. Student teachers' interaction with the nonacademic community is minimal, however.

This list represents the spectrum of possible program designs. Although each of these is valid according to its own purposes and design, the service-learning model

as proposed here offers a means of integrated field and classroom experiences tailored to the needs of the Department and students.

Service-Learning Successes

To what degree have service-learning programs successfully achieved educational goals? This question is central to the argument for adoption of a speech communication service-learning program. Since Departmental goals mirror the general aims of liberal education, it is unlikely that a co-curricular program unable to deliver intended benefits to the liberal arts student would prove useful for the speech communication student. A thorough search for accurate and reliable data revealed a remarkable dearth of quantitative or qualitative data. The weight of available evidence indicates, however, that service-learning programs do meet the goals of contemporary liberal arts education and speech education.

Most writers attribute the lack of evaluative data to the outstanding feature of service-learning. Its emphasis on field experience has created testing and evaluation problems for many program directors and researchers. The multiplicity of variables present in the interinstitutional settings has thus complicated the research task.

Lack of proper evaluative criteria has also been cited as a central problem in gaining significant information about the outcomes of service learning programs. David Kiel, who has worked as an intern and consultant for both the NCIO and SREB, has been singularly successful in designing an evaluative tool that measures learning in multiple dimensions and settings.[29] Kiel's multidimensional tool correlates program objectives with outcomes. A majority of evidential sources were biased towards high expectations of service-learning.

The best sources of information about the educational success of service-learning programs are based upon experiences within the South and especially in North Carolina. Both the southern region and North Carolina have been national leaders in developing service-learning models in area municipalities and in higher education.

The Southern Regional Education Board and the North Carolina Internship Office have a long history of involvement with service-learning programs. Administrators working in these organizations are keenly aware of the importance of evaluative data. Even though these agencies perceive the need for evaluative data, the bulk of evidence continues to be of the "proof is in the pudding" type. William R.

---

[29]David H. Kiel, Student Learning Through Community Involvement: A Report on Three Studies of the Service-Learning Model (Bethesda, Md.: ERIC Document Service, ED 080 051, 1972).

O'Connell, Jr., the SREB internship program director, describes these reports:

> The success of these service-learning internships has been largely judged on the basis of enthusiastic response to the idea and testimony of successful experiences. The demand from students for opportunities to participate have outstripped the ability of any program administrator to supply positions. Agencies that once host interns under this plan are anxious to have more, even when required to invest additional program funds. Some colleges have officially established service-learning internships as part of their academic offerings.[30]

Argument from sign is, of course, an ancient form of reasoning. In this instance, inferences drawn from visible and audible indicators suffice as valid measures of program success. The rapid proliferation of service-learning programs in North Carolina is due in part to the enthusiastic response given to service-learning programs. Initiation of new programs, however, requires more substantial kinds of proof.

Robert Sigmon, the North Carolina Internship Office Director during its period of rapid expansion, feels that enthusiasm alone was insufficient in explaining the popularity of service-learning programs. Sigmon's criteria measure the humanistic dimensions of service learning:

1. Are students dealing with indigeneous community needs? In other words, does the problem or task have a sense of human importance about it?

---

[30]William R. O'Connell, Jr., Service-Learning As A Southern Strategy for Innovation in Undergraduate Education (Bethesda, Md.: ERIC Document Reproduction Service, ED 067 970, 1973), p. 9.

2. Are we meeting these needs in interinstitutional ways? Are university officials, agency officials and other public bodies cooperating through the internship process?

3. Are we raising the level of dialogue about the quality of life within the university, the community, and the agency? Are the questions "what is worth knowing?" and "what is worth doing?" being pursued with any vigor at all.

4. Are students beginning to deal with their own experience as interns and developing an awareness of the significance of experiential learning as a lifestyle possibility?[31]

These criteria, Sigmon suggests, should be used as a general guide for program evaluation, in conjunction with specific criteria focusing on individual program goals.

Most of the studies of service learning programs have been conducted under the auspices of the North Carolina Internship Office, and the Southern Regional Education Board. Robert Sigmon and Nancy Mayer tested the 1973 North Carolina state government interns and supervisors and found that ninety-seven percent of the supervisors believed the internship experiences contributed valuable services to the state. Eighty-seven percent of

---

[31]Robert L. Sigmon, Service-Learning: An Educational Style (Bethesda, Md.: ERIC Document Reproduction Service, ED 086 076, 1974), p. 19.

the interns shared that opinion. In the same survey, eighty-nine percent of the supervisors queried believed that the interns accomplished their project goals. Eighty-eight percent of the interns also felt a high degree of satisfaction with their work. Thus this study demonstrated that all four criteria listed above had been met.[32]

Heather Hoose, a former intern for NCIO, identified the influence of service-learning on interns after a lapse of two to six years since the interns' intitial participation in the program. Sixteen of twenty former interns held public service jobs at the time of their interviews with Hoose. In retrospect, the former interns noted high levels of job satisfaction when both the academic major and internship were related. Hoose reported that "research internships offer students general information" while "direct service organization internships tended to motivate students to work within the community to solve its problems." Over half of the former interns noted that the service-learning experience had "increased their motivation to continue their educations." Hoose's study points up the relationship of career goals and education: eight of the former interns received direct job offers as a result of their internship experiences. Five were offered jobs direlated to their intern assignments. Nine experienced a

---

[32]Robert L. Sigmon and Nancy Mayer, Preliminary Report on Questionnaire Data from Summer 1973 Intern and Supervisor Participants in North Carolina State Government Internship Programs (Raleigh, N. C.: North Carolina Internship Office, 1973).

change in career and/or educational objectives through realization and discovery of actual career preferences after the exposure period. As stated earlier, the real thrust of personal development in service-learning is career development, especially that oriented towards public service. Hoose's study reinforces this finding.[33]

Kiel's multidimensional study of learning outcomes was also conducted with the NCIO's assistance. Kiel studied one hundred interns, twenty-two faculty counselors, and twenty-eight agency supervisors who represented one-third of the participants in the 1970 North Carolina service-learning programs. The learning benefits which accrued as a result of service-learning participation are described as follows. First and most significantly, students developed more hopeful and knowledgeable attitudes towards community problem-solving. Interns felt their participation to be a highly positive learning experience. Second, their participation in the program increased their motivations to work and learn in communities. Third, their service-learning experiences extended students' opportunities for personal learning in the realm of action.

---

[33]Heather Hoose, Service Learning Internships (Raleigh, N. C.: North Carolina Internship Office, March 1974).

[34]Kiel, p. 43.

Kiel's study was based on a tripartite schema, designed to test correlation of certain factors (age, background, socio-economic status) which existed prior to the experience. Dimensions of the learning environment common to all interns, such as the pay rate, job duties, and institutional settings, comprised a second category. A third level involved analysis of the transactions and personal relationships between intern, supervisor, and counselor. Kiel's study limits the number of variables studied, but does reflect the multidimensional nature of the service-learning experience.

These reports support the service-learning program administrators, interns, and community participants who continue to advocate this means of increasing student learning and practice in applying theory to community life. The needs of students, institutions, and community are met as the students mesh knowledge with action. As will be seen in the following chapter with the outline of relevant extant service-learning programs in North Carolina, students have in increased opportunities for self-discovery and career development.

CHAPTER II

REVIEW OF RELEVANT EXTANT SERVICE-LEARNING PROGRAMS

Experiential education programs have expanded in scope and number nationwide since the 1960s. Higher education institutions in the southern states have been leaders in implementing and successfully coordinating experiential learning projects. The expansion of internship and field placement programs has been accomplished through the coordinated efforts of higher education institutions, state governments, and regional educational planning boards. New programs are more easily initiated through liaisons with these different agents, and continued program success depends upon these strong ties.

Regional Leadership in Service-Learning

Internship programs have developed in a catalytic manner. The Oak Ridge Internships sparked the Southern Regional Education Board's (SREB) interest and participation in expanding the internship opportunity to more students. The SREB, in turn, stimulated North Carolina's education and state government leaders to establish the North Carolina Internship Office. The NCIO, as a clearinghouse and coordinator, provides technical assistance to North Carolina colleges and universities which desire

this type of alternative for their students. This survey should indicate several aspects of internships and service-learning programs common to most schools and colleges within the region.

The original push for internship programs began at the local level. The Atomic Energy Commission, Oak Ridge, Tennessee, and the Tennessee Valley Authority, and the Oak Ridge Associated Universities (ORAU) worked together over the past two decades (1950-70) to administer internship programs. ORAU developed a program in 1966 for majors in nuclear sciences. In 1966, thirty-nine interns were placed. The following year, SREB assumed the administrative tasks of internship assignments.

SREB is an educational organization of fifteen member states. Its primary task is to advocate progressive change in higher education. SREB's adoption of the ORAU program helped satisfy its organizational goals. SREB's first venture with the ORAU program was successful. SREB then concentrated its efforts in program expansion. From 1967 to 1969, SREB maintained a centralized role in implementing internship programs within its fifteen state jurisdiction. SREB's role in establishing the NCIO was part of the plan to establish state-level coordinating offices.

SREB was successful in its evangelism. Many institutions desired experiential curriculum options and

outstripped SREB's capacity to coordinate program expansion over a wide geographical area. In 1969, SREB chose to decentralize its efforts. SREB's concern since that time remains with the establishment of state-level internship offices, such as the NCIO. Five states in the SREB area have set up coordinating offices.

Financial support for the SREB internship expansion comes from a variety of sources. The Economic Development Administration, Office of Economic Opportunity, Coastal Plains Regional Commission, Appalachian Regional Commission, Tennessee Valley Authority, and the Department of Labor have, at different times, been the benefactors of SREB programs. In 1969, the Economic Development Administration began funding the development of regional programs across the country. The SREB goals, objectives, and strategies served as patterns and guidelines for these new offices. SREB is one of several regional educational boards across the country which have spearheaded the drive to increase internship programs. For example, the Western Interstate Commission for Higher Education (WICHE) serves thirteen western states in much the same way as SREB works in the south.

Regional educational and governmental agencies have a special interest in expanding service-learning opportunities. Internships are a way to encourage students to consider careers in government and public service.

Also, internships recognize well qualified, superior students and add another dimension to their educational experience. Interns provide major services to communities as additional manpower, in many cases volunteer manpower. Internship projects carried out at the regional level are a macrocosm of the activity and involvement of internships at the state level. In some instances, larger universities assume the role of the state in coordinating program administration.

The North Carolina Internship Office

When the SREB decided to decentralize its activities in 1969, the organization began an experiment in North Carolina to test the effectiveness of a state level program. The NCIO was selected as the experimental station, since the SREB had great success with previous pilot internships projects in North Carolina. NCIO's second Director, Robert Sigmon, notes that governmental interest in the service-learning concept was a major factor in North Carolina's selection as a prototype site. A third factor was a Fall, 1968, survey of eight North Carolina colleges. Students expressed strong interest in the planned internship projects. On March 19, 1969, the NCIO was opened in the North Carolina Department of Administration.

Organizational responsibility for NCIO was routed through the Board of Higher Education, in the State

Department of Instruction. NCIO was an affiliate of the University of North Carolina's Center for Continuing Renewal of Higher Education. Since July 1, 1972, NCIO has been an arm of the UNC Division of Academic Affairs, but continues to receive fiscal support and office space from the Department of Administration. The duality of organizational structure affords NCIO contact with both state government and educational institutions. The Board of Higher Education maintains its interest in NCIO's affairs and endorses its activities as state-level co-ordinator. The Board of Higher Education resolved August 20, 1971, to encourage schools and colleges to consider granting academic credit "where experience is properly supervised and related to the academic program on campus."[1]

North Carolina public officials have consistently sanctioned interns' placements in various state government departments. Governor Holshouser expresses continued support for service learning on behalf of state government:

---

[1]Robert L. Sigmon, Service-Learning Internships: How to Realize the Possibilities and Make the Most of Them (Bethesda, Md.: ERIC Document Reproduction Service, 1974), p. 4.

> As a matter of policy, the Governor and the Department of Administration encourage the fullest use of students to achieve an increased productivity of state government departments and to provide distinctive public service-learning opportunities for young citizens of North Carolina.[2]

Support from the state's top executive is especially important in uncertain economic times.

Holshouser's recognition of the mutual benefits possible for students, academia, and government is echoed by other top officials. James Harrington, former Secretary of the North Carolina Department of Natural and Economic Resources, focuses on the career development and in-service training internships offer:

> It may be that this association in state government this summer might excite some interest on your part for possible service in state government. If that be the case [sic] we'd be interested in talking with you. We have regular turnovers and regular recruitment of highly qualified people to fill a number of jobs. I'm not recruiting. But I'm just saying that we are receptive to respond to your interests, if you have it. So don't hesitate to let that interest be known.[3]

Harrington's speech illustrates the interest of state government in training college students as future public servants.

Just as the SREB decentralized its program development in 1969, the NCIO is now attempting to localize the

---

[2]North Carolina Internship Office, State Government Leaders Encourage and Support Student Involvement (Raleigh, N. C.: n.d.), p. 1.

[3]Ibid., p. 2.

development of internship programs on the initiative of each school, college, or university desiring such programs. NCIO will function as an advisor, ready to offer technical assistance if the municipality, college, or university requests assistance. The NCIO does not intend to discontinue its efforts to encourage the development of experiential education programs, but will direct its staff's energies towards maintaining NCIO's original mandate, focused on four areas: stimulating and fostering new programs, conducting research about internship experiences, examining long-range program goals, and long range planning. Gail Knieriem, the present NCIO director, states that the NCIO will continue its advocacy and assistance functions. The NCIO, she continues,

> . . . will join with other divisions of the newly-formed Youth Involvement Office to plan more service-learning opportunities for North Carolina's young people. We envision a central clearinghouse where high school and college students, both undergraduate and graduate, can meet to exchange information and share experiences which contributed to their personal growth.[4]

NCIO's primary function in the future will be to assist college administrative personnel who want to implement service-learning programs suited to their locality's needs and wishes. NCIO's assistance in planning or implementing a service-learning program at UNC-Greensboro would most

---

[4]Interview with Gail Knieriem, Director of the North Carolina Internship Office, Raleigh, N. C.: 7 August 1975.

likely be in the areas of budget (identifying possible sources for funding) and goal formulation.

The NCIO supervises many different types of service-learning programs in North Carolina. The programs described here are examples of the NCIO's work in university regional models, at Appalachian State University, and in urban-university models, such as the UNC-Greensboro Political Science Internships. NCIO's relationship to these programs is illustrated, and more information about speech communication internships and service-learning programs will help to clarify the program design suggested for UNC-G's speech communication students.

The University Regional Program in Appalachian North Carolina

In Appalachia, North Carolina, six colleges and universities pool resources in a consortia which includes Appalachian State University, Mars Hill College, John C. Campbell Folk School, the University of North Carolina at Asheville, Western Carolina University, and Warren Wilson College. These schools share ideas, program designs, and strategies in providing experiential learning opportunities for students. The University Regional Program is a loose federation of member schools. Each school develops its programs according to its needs. Program designs are diverse, from the total experiential

curriculum at Mars Hill to the university-wide internship option at ASU.

Speech communication students at both ASU and Mars Hill have the opportunity to participate in an experiential learning program if they so choose. A brief description of these two programs gives another view of the wide range of possible program designs, and indicates the precedents locally for speech communication internships.

ASU's university-wide internship program has been in operation since 1971. In 1972, the ASU Department of Speech began to investigate the feasibility of joining other departments in this venture. Its three divisions, Speech Communication, Theatre, and Broadcasting, all participate in the internship program.

Charles Porterfield, Chairperson of the Appalachian Speech Department, cites the financial inconsistency of the program as its major problem. Second to it are the difficulties encountered in placing speech communication students. The four benefits of the program, however, offset disadvantages of the experience:

> It helps the student affirm or reject his career choice. The experience seems to stimulate student responsiveness, once he returns to the more traditional college classroom. The student's work experience frequently results in a job offer to the intern from the supporting agency. A final benefit of the ASU program is that it enables the faculty to better assess what skills graduates need to know in today's job market.[5]

---

[5]Charles Porterfield, "The Work Experience Program in the Department of Speech at Appalachian State University," Bulletin of the Association of Departments and Administrators in Speech Communication 12 (April 1975): 28.

The ASU internship program offers its students the option to combine practical work experience with their academic endeavors, and it has thus far been successful in enhancing both students' learning and career development.

Mars Hill College, a private church supported school in Mars Hill, North Carolina, is also a member of the University Regional Program. Mars Hill's participation in experiential learning is perhaps more extensive than any other institution in North Carolina. The school's whole curriculum has been rewritten to incorporate experiential learning as a key to student competency. James Thomas, Chairperson of the Department of Theatre Arts at Mars Hill, heartily endorses his institution's involvement in experiential learning. He says the rationale behind his department's participation is

> . . . simply that we cannot provide on-campus experiences for the transitions to the professional world. . . . we seek to provide an opportunity for each student to work in a professional situation under controlled circumstances.[6]

Again, the impetus for internship programs for speech communication majors is specifically its impact on students' career development.

Mars Hill's program design allows students to move totally off the college campus during the internship period. Two Mars Hill students currently working in the experiential

---

[6]James E. Thomas, personal letter, 7 October 1975.

program are interning for a semester at the Arena Stage in Washington, D.C., and with the Barn Dinner Theatre in Greensboro, North Carolina. During the summer of 1973, a Mars Hill speech communication major participated in the UNC-Greensboro Summer Internships in Politics and Government and worked in the offices of the North Carolina Civil Liberties Union.

The programs at ASU and Mars Hill are different in design, scope, and purpose. Yet both work within the larger structure of service-learning and provide positive benefits for their student participants. Service-learning can be highly flexible, to meet the local institution's needs. The NCIO helped establish each program; once each reached effective operational levels, NCIO assumed its roles as liaison and consultant.

Service-Learning at UNC-Greensboro

The experiential opportunities available on the UNC-Greensboro campus are too diverse for description here. Two programs operating at UNC-Greensboro, the Social Work field placement (under the sponsorship of the Department of Sociology) and the Political Science Summer Internships (sponsored by the Department of Political Science) are the best examples of local programs whose structures and functions are closest to the proposed speech communication service-learning program. Again, detailed information about each program's design is contained in the second appendix.

The Department of Sociology at UNC-G has made a field placement program part of its curriculum since 1942. In 1972, UNC-Greensboro joined with North Carolina A and T University, Greensboro, North Carolina, to offer a coordinated field placement project. Faculty members from both schools enter into the project cooperatively, pooling teaching and supervisory efforts. The faculties act as one unit. The faculty members from one school may counsel and guide students from the other school. Students' field placements are designed to meet the educational objectives of both institutions, and also the certification standards of the national professional agency, the Council on Social Work Education. Students' direct and personal involvement in the internship period is mandatory. Students gain actual work experience in practicing social work techniques and skills in "real world" settings.

The Social Work program is called a "field learning experience." As the survey of the many possible program strategies in Chapter I indicated, students in field programs usually assume a preprofessional role for a trial period.

Successful completion of the field experience is necessary for a student's classification as a Social Worker I (a North Carolina state employment category) upon graduation. Also, the field placement program is necessary to

maintain UNC-Greensboro's accreditation with the Council on Social Work Education. Students' participation in the program has an important pay-off in job hunting. Virginia Stevens, the program director, emphasizes, "Career opportunities are better when graduates begin looking for jobs and can indicate professional, on-the-job experiences such as our field program provides."[7]

The UNC-Greensboro Department of Political Science sponsors two on-going experiential learning programs. During the regular academic year, students can enroll in a three-hour course and observe operations of local government offices or agencies. On some occasions, interns have assigned tasks within the agency which are usualy related to their problems or observation topics. Students present their findings in journals and term papers.

The Political Science Department's second program is operated during the summer sessions. "Summer Internships in Government and Politics" is classified as an urban-university model in the NCIO listings. In this program, students are involved in the agency's work to a much greater degree than are students in the regular term internships. The summer program is an intensified work experience, combining academic inquiry with field assignments. Interns participate in weekly or biweekly on-campus

---

[7]Interview with Virginia Stevens, Director of Field Placement Program at the University of North Carolina, Greensboro, N. C.: 7 August 1975.

seminars in addition to their regular forty-hour work week in the agency.

The Summer Government program goals resemble the SREB and other regional sponsors' goals. The program's rationale states that internships have a significant role in training effective leaders in community affairs and government. Educational benefits are cited, but the primary thrust is to develop leadership in government and citizenry.

The Greensboro program first began in the summer of 1973. The NCIO assisted the program director, Jim Svara, in designing the structure, locating participants, and securing funds. While the state's capital is in Raleigh, many other areas in North Carolina have potentially stimulating community learning environments. Guilford County has two larger city governmental units, Greensboro and High Point, and several smaller town units, along with a unified country commissioner form of government. Adjacent urban centers in Forsyth and Alamance Counties multiply the possible resources for a urban-university program. To discover and explore the range of possible opportunities, the NCIO helped to form a Task Force on Student Internships. United Community Services of Greensboro, an umbrella organization for social service agencies, coordinates the Task Force. The Task Force utilizes the collective strengths of the faculty and students from its

five member schools, UNC-Greensboro, North Carolina A and T., Guilford, Bennett, and Greensboro College, in cooperation with administrators from agencies and the schools. The Task Force continues to assess community needs and institutional capabilities for meeting their needs through internship programs.

The Task Force identified significant demand for student interns in local government. The Task Force continues to cross index each school's programs and the numbers of participating students. Agency personnel join faculty supervisors in matching community needs with academic programs. Svara notes that program administrators' greatest problems are in locating internship placements. He says, "There is the obvious problem of competing with all the other experiential learning programs in other colleges and those within the Consortia."[8] Financial requirements of many internship programs (intern stipends) exacerbate the problem of finding adequate placements.

During the first summer of the Summer Government and Politics' Operation, interns who worked in private agencies were not paid. In 1974, however, costs for non-public agency interns were underwritten through the Chancellor's Excellence Fund. Despite these problems,

---

[8]Interview with James Svara, Director of the Summer Internships in Politics and Government, Department of Political Science, University of North Carolina, Greensboro, N. C., 6 August 1975.

the summer program is popular. Internships are awarded on a competitive basis.

As the program has operated for only two years, the full impact of its benefits to students and the Greensboro community is not fully known. Svara comments, "These kinds of judgments can't really be assessed during the space of the internship period itself, or immediately afterwards."[9]

Student responses to the experiences gained in internships are far-reaching. In a final report on the 1974 program Barbara Barnes, the program administrator, summed up the interns' reactions: "Every intern has said they are learning more this summer than they evey expected to learn."[10] Students' motivation to participate in the program are similiar to those noted in other internship programs. Seventy-seven percent of the 1974 interns wanted to explore career possibilities; the same number reported they found careers in public service attractive. Svara states, "These outcomes more than justify the investment made in the interns now."[11]

---

[9]Ibid.

[10]Barbara Barnes, "Internship Administrator Report," Department of Political Science, University of North Carolina, Greensboro, N. C., 3 July 1974. (Typewritten.)

[11]Interview with James Svara.

Students state that they "learned about the political process not as a conceptual abstraction but rather as a real life progression of interacting groups, forces, institutions and ideas of which they were a part."[12] The interns also experienced changes in their self images.

A Case Study: Speech Communication Skills in Action

This case study of the author's participation in the 1974 Summer Internships in Government and Politics (sponsored by the UNC-Greensboro Political Science Department) describes the program's operation, the author's academie and field experiences, objectives, tasks, and achievements, and illustrates a new dimension of learning experiences for speech communication students. The author's placement in the internship program was a vista from which she began to see the exciting possibilities for Speech Communication majors in community settings.

The Summer Internship Program in Government and Politics is distinctly local. Students enrolled in the colleges and universities within greater Greensboro and Guilford County, and Guilford County residents enrolled in school elsewhere, are eligible to participate. Rising juniors and seniors are given preference. Also, political science or government majors are usually most suited to the types of internship assignments available.

---

[12]Ibid.

When the writer applied, she had just completed her first year of graduate studies in the Master of Arts program in General Speech. She received a B.A. in English from UNC-Greensboro in May, 1973, with cognate studies in social science, history, and drama and speech. While her career objectives prior to participation in the internship program were uncertain, the author had considered public policy administration as a possible alternative to teaching. Reports of internship experiences from friends who had been interns encouraged her to explore the opportunity for practical experience.

Barbara Barnes, the program administrator, had secured several placements with agencies which had not participated in the program before. The agency with which the writer worked, the National Conference of Christians and Jews, was a new participant. The problems and successes encountered in this experience should provide insight and constructive solutions to problems others might have in initial experiences.

The National Conference of Christians and Jews, headquartered in New York City, is a social service agency. It was formed in 1928 in response to widespread defamatory anti-Catholic sentiment surrounding Al Smith's presidential campaign. Its goals upon organization were primarily to eliminate religious and ethnic prejudice. Since then, NCCJ has broadened its program goals to include racial and

intercultural education, police-community relations, and human and family relations. NCCJ is a private, non-profit organization, funded through private donations.

NCCJ regional headquarters are located in Greensboro. In an effort to diversify the agency's program areas, the NCCJ Board of Directors suggested that NCCJ initiate a human relations training program for high school students. The NCCJ staff at that time consisted of an executive director, Ronald M. D. Cruickshank, and an administrative assistant, Michele Bullock. The present levels of NCCJ program development required the full attention of the staff, so the prospect of utilizing a student intern seemed a viable solution to the manpower problem. NCCJ decided to participate to benefit from the additional manpower.

Information about the intern assignment with NCCJ described the intern's role as a coordinator of a pilot project in human relations training for high school youth. The job description was vague because NCCJ had not clearly set forth the project objectives. The position seemed challenging and interesting to the author and she was eager to apply her theoretical knowledge about group dynamics in the kind of experience NCCJ outlined.

The director and intern specified divisions of labor, responsibilities, and organizational relationships.

The NCCJ Board of Directors held final approval for the camp plans. They had already determined the rationale for the pilot project. The project was designed to stem numerous disturbing incidences of violence in public schools in North Carolina.

The NCCJ Executive Director was designated as the person who would have primary financial responsibility for the camp. He would have the task of securing operating funds. With the help of the intern, the Executive Director would recruit both student conferees and adult facilitators.

The intern who worked for NCCJ would serve as the program coordinator. This person would formulate specific program objectives. The curriculum design and execution would be chiefly the intern's responsibility. Any clerical tasks and public relations work related to the project were also part of the intern's duties.

These tasks were discussed and mutually agreed upon, yet not formally stated in either a memorandum or contract. The actual tasks that were necessary to achieve project goals greatly exceeded those listed above. As both the agency personnel and intern were new to the internship program, no one had a realistic idea of the amount of work entailed in making the pilot project a reality.

Within the Summer Internship Program, the roles of agency supervisor and intern varied widely. Some fellow interns were given little or no personal responsibility

for determining project objectives. Some interns were closely supervised and had few opportunites for independent decision-making. Supervisor-intern relationships ranged from close tutelage to rare encounters.

The first problem encountered was determining the project objectives. The NCCJ Board of Directors wanted the human relations training to focus on communications, problem-solving, and leadership development. How could all of these topics be combined in a unified way in the space of one week?

The author decided to try to develop a curriculum centered on communication theory as it relates to perception. In this way, the positive self-concepts needed for leadership could be developed as part of intrapersonal and interpersonal communication interactions.

The campers' ages, fourteen through seventeen, were another factor affecting program design. Prior to mapping any specific program goals, these questions had to be answered: What are these students' interests? What instructional modes can capture the multi-dimensional focus the agency seeks? How can we directly involve students in the learning process?

The solution seemed to be a game-oriented instructional strategy that could simultaneously cultivate group trust levels and build the resources of the group for subsequent discussion periods. This approach allowed a

building block progression through many abstract concepts that would have been less effectively presented through the traditional lecture method. The final instructional package included adaptations of well-known communication experiments and games, such as NASA's "Lost on the Moon," and some which she created. All the materials had to be appropriate to the campers' ages and the length of time available for each group session. After publishers granted permission for use of copyright materials, the writer had to reorganize and rewrite exercises so that both adults and students could easily use them.

Several training sessions were held to acquaint the adult counselors with the instructional materials and camp routine. The first days of the conference were truly "baptisms by fire," but the rites of initiation illustrated the flexibility needed in teaching.

Campers were recruited through personal written and verbal contact with school officials, youth agencies, and members of the North Carolina Human Relations Commission. Thirty young people, ages fourteen to seventeen, from eight North Carolina cities and towns, attended the camp. Their potential leadership ability, peer leadership recognition, and motivation to improve school-community relations were the criteria for their selection. Once the participants were selected, it was necessary to secure parental permission, doctors' examinations, and assist in transportation arrangements.

programs indicates, students are often given higher priority for later employment by the same agencies they worked for as interns. Experiences gained as an intern in 1974 provided a firmer base of operation for the 1975 project.

As the camp was a pilot project, there were few precedents to follow in the administrative aspects of the program. The intern discovered she needed more knowledge about budgeting, fiscal planning, and grantsmanship. NCCJ had not included the youth camp as part of its regularly scheduled and funded program events. During the fundraising campaign, the intern found herself using what expertise she already had in creative ways: theoretical became functional under situational demands. The camp's projected budget had been set at over $10,000. At the time the intern began her project, only $200 was in the camp account.

Obviously, the budget had to be reduced. The campsite was moved from a private institution to a public one, greatly reducing the cost projection. The intern investigated other funding sources. Persuasive theory was activated in a telethon to four hundred North Carolina businessmen, previously contacted by letter. Over $500 was added to the camp account through this means. A local foundation awarded $1,200 in seed money to the pilot program. Grantsmanship is a necessary administrative skill.

Public acceptance of the program depended upon good, timely press and media coverage. NCCJ had excellent

relationships with local newspapers and television stations. The writer appeared on two midday talk shows on Golden Triangle area television stations. She also wrote news releases about the program. These were excellent opportunities to test the intern's ability to communicate information in ways appropriate to each medium. Many people contacted the NCCJ office and requested additional information about the conference.

The academic phase of the internship consisted of a weekly four-hour seminar. The seminar instructor enlisted the twenty interns' assistance in developing seminar programs relating urban political topics with the internship project areas. Usually, a panel of interns picked a specific problem for investigation and invited public officials and administrators to the class meetings. Seminars began with a problem or issue statement, and interns and invited guests worked towards resolution of the problem. On other occasions interns met with citizen groups who were advocating special issues. Through the seminars, many interns joined forces and worked on community projects other than those within their specific assigned areas. One substantial effort of this kind was the involvement of most of the interns in the formation of a local emergency feeding program when the local government made the transition to food stamps.

Corollary readings in urban politics were recommended, but not required. The instructor felt that the intensity of a forty-hour work week and the high levels of expected performance made rigorous academic requirements unrealistic. Students were asked to record their reactions and experiences daily in journals and diaries. These were evaluated at the end of the program. Also, interns filed written evaluations, project reports, and summaries with the course instructors.

The relationship between the academic institution and the community became more evident as the summer progressed. The internship program was mutually dependent on both agencies and the school. Faculty advisors and agency personnel were excellent counselors.

The writer entered the internship program believing that its primary benefit would be in providing her with much needed job experience. Yet she began to realize new areas related to speech communication. At the summer's end, she was able to review the project and draw some tentative conclusions about her observations and experiences. She had a whole set of problems and subject areas she wanted to explore when her graduate studies resumed.

Speech communication as a discipline came alive during the course of the internship. Not only did the author see its broader relationships with the social sciences, its pragmatic applications in political systems

and organizations, but also she began to see the extent to which speech communication interacts with every aspect of community life. The experience convinced her that speech communication students can use communication dynamics to improve the quality of community life.

CHAPTER III

A SERVICE-LEARNING PROGRAM FOR UNC-GREENSBORO SPEECH COMMUNICATION DIVISION

Analysis of program proposals occurring within the institutional framework of public colleges and universities must involve a consideration of advantages versus costs. The transition of liberal arts schools towards pragmatic curriculums operates under a set of serious economic constraints. Policy suggestions become reality when their advocates show the proposals' resiliency to balance the constraints, and fulfill continuously desirable educational goals.

Educational insitutions enjoyed a breadth of choices during the 1950s and 1960s growth. As enrollments surged, new faculty members were hired, new programs initiated and old ones expanded. An extended recession, coupled with inflation, continued to exert a visible impact on the kinds of curriculum choices possible within the range of an institution's economic capabilities. Although the desire for educational improvement continues with the demands of society and a heterogeneous student population, the ultimate shaping influence is economic. The Carnegie Commission stresses the stringency of this exigency:

> The difficulty in achieving budgetary flexibility is likely to become even more critical in the 1980s, when total enrollment in higher education is expected to become essentially stationary (unless the impact of the decline in the college age population is more than offset by the increased enrollment of adults). If overall enrollment is stationary, institutions will face problems in attempting to convince federal, state and private agencies that increased funds will continue to be needed to cover rising costs of education per student--let alone adopt new programs. The budgets of institutions of higher education are likely to be very tight and yet adoption for changing programmtic needs will continue to be of critical importance.[1]

Program proposals geared to economic contingencies have a greater probability of actualization if its advocates have given attention to continuous attainment of educational goals. The curriculum innovation that builds upon the existing program strengths will be more effective in reaching these goals. The proposed service-learning model for the Speech Communication Division is constructed with this intent.

Experiential education has become an increasingly viable alternative nationally. To argue successfully for its implementation in a specific case, here at UNC-Greensboro, it is necessary to project its potential within the Department and Division. Advocacy on this level makes the Carnegie Commission's message very apparent: program adoption follows a careful assessment of existing program costs, benefits, and effectiveness within the framework of

---

[1]The Carnegie Commission on Higher Education, The More Effective Use of Resources (New York: McGraw-Hill, 1972), p. 93.

current and future institutional objectives. The strength of the existing divisional programs makes it obvious that the lack of service-learning for speech communication students does not constitute a serious defect in the Drama and Speech curriculum, nor the classic harm of "students dying in the streets." Yet adoption of the service-learning option under review is warranted on the basis of its capacity to enhance significantly the achievement of educational goals in a comparably effective manner.

Lewis B. Mayhew, a leader in curriculum reform, sets forth guidelines for planning curriculum proposals. His guidelines have been used here as a tool in obtaining the kinds of information needed to justify this program. Mayhew and his co-author, Patrick Ford, suggest assessment of the existing and hypothetical situation with attention to:

1. Students' characteristics, traits, desires, needs
2. Graduates' performance, characteristics, attitudes, and reflections about college experiences
3. Faculty members' ability, interests, development, and motivations
4. Cost of courses, departments, divisions, recruitment, and overall operation
5. Expectations of those who use the product of the college
6. Expectations of larger society
7. The changing character of society, and more importantly, the rate and direction of change
8. Practices elsewhere and assessment of experiences, gains and losses
9. Patterns of progress throughout college years.[2]

The latter four evidential topics comprise the background material on change previously discussed. The following

---

[2]Lewis B. Mayhew and Patrick J. Ford, Changing the Curriculum (San Francisco: Jossey-Bass, 1971), p. 15.

sections will evaluate the other factors as they are pertinent.

The Department of Drama and Speech

The Department of Drama and Speech is one of the most rapidly expanding departments within the College of Arts and Sciences, UNC-Greensboro. The diversity of programs offered through the three divisions, Theatre, Speech Pathology and Audiology, and Speech Communication, enrich the life within academic and local communities. Students are increasingly attracted to the Department. Undergraduate majors have increased eighty-one percent from 1968 to 1974; graduate majors have increased thirty-five percent during the same time period.[3] Development of the graduate program has been accomplished within the last decade. Faculty and students within the Department recognize, however, the need for continued self-evaluation and assessment to assure growth patterns capable of maintaining present high standards of excellence.

The Department's strength is in its unified approach to the study of human communication. Each division stresses communication dynamics germane to its special interests, yet the curricula of each operates within the larger framework of interdepartmental educational objectives. These goals

---

[3]The Five Year (1975-1980) Long Range Plan (Greensboro, N. C.: University of North Carolina, 15 October 1974).

encourage students to develop an integrated understanding of communication principles.

The Department states its four-fold purposes:

1. To fill the needs of students desiring to think critically and creatively as they develop as liberally education people living in a complex society in which oral communication and artistic creation are constantly, rapidly growing in significance as factors controlling personal success

2. To fill the needs of students for preprofessional programs leading to a variety of professions including: speech pathologists, audiologists, teacher of drama and speech in the secondary school, theatre director, designer, actor, as well as college teacher of drama, speech, and speech pathology and audiology. The programs are also of interest to students preparing for careers in public relations, industrial communications, the ministry and broadcasting

3. To provide graduate study to students in the field of theatre, speech pathology and audiology, and general speech (which includes the area of rhetoric and public and address). . . .

4. To offer a variety of services and cultural opportunities to the people of the state. The Drama division offers the adult productions of UNC-G Theatre, children's productions of the Theatre for Young People and the Repertory Touring Theatre, summer stock at Parkway Playhouse (Burnsville, N. C.) and touring plays. The Speech Pathology and Audiology Division offers the services of the University Speech and Hearing Clinic Center and assists clinics of area public and private schools and hospitals. The Speech Communication Division offers assistance to area high school and college forensics director in planning programs in debate, persuasive speaking and related activities.[4]

---

[4]Catalogue, University of North Carolina at Greensboro, p. 141.

These goals bridge divisional objectives, linking the scholarship and service of each to the Department's benefit and to UNC-Greensboro and regional areas. Developing students' communicative skills and awarenesses on both theoretical and practical levels, is a top priority. One's ability to communicate is a survival skill, necessary for self-expression, wise and clear decision-making, and development of creative approaches to problem-solving. Communicative ability is also a survival skill in an economic sense. The Department emphasizes its students' professional maturation, which brings personal fulfillment and employment. The Department's reciprocal relationship with local and regional communities extends students' opportunities to develop their skills in a variety of settings, providing services to the people of North Carolina and the Southeast. The Department's programs and curriculums are grounded in this philosophy and practice. The energies of faculty and students in the Department are directed towards re-evaluation and renewed impetus to maintain the high caliber of education in the future.

Each division has a number of curricular and co-curricular policies and programs designed to fulfill these goals. At this juncture, it is not meaningful to describe and assess each division's programatic goal achievements. Persons interested in the future plans of the Theatre and Speech Pathology and Audiology Divisions

can find the details in the Five Year Plan (the self-study document compiled by UNC-Greensboro.) These two divisions have extensive opportunities for their students who desire "real world" practice and experience on the stage and in the clinic. These settings provide students with chances to mesh theory with practice, and are especially integral to students' professional development and competence.

Since the focus of this study is upon the Speech Communication Division, it is appropriate to ascertain the degree to which the current curricula and programs offer students the same sort of opportunities for experiential education in a heterogeneous, community-based setting. In this examination, recall the unique qualities of experiential education programs in contrast to traditional methods. Service-learning facilitates student participation in nonacademic settings. Its assignments in the field lead students to encounter events not ordinarily met in academic settings. The academic institution provides a backdrop, a frame of reference, but the students' milieu and learning experience is in the community.

Student Evaluation of the Speech Communication Division

Two surveys provide indicators and information about the division's goals and program effectiveness. Anita D.

Taylor, a graduate student in the Speech Communication Division, is surveying current students (graduates and undergraduates) and former degree recipients within the Department. Her survey provides students' and graduates' input into a review of Departmental and Divisional programs.

Taylor used several questionnaires, for each of the specific population queried. The survey results have not been formally presented yet, as some responses continue to filter in. Therefore, a quantitative report of the survey would not be accurate or complete. Taylor's study includes input from all three divisions, but since the Speech Communication Division is the area of study here, information about the other two Divisions is not included.

Taylor's purposes were to ascertain how well students and graduates felt their university educations prepared them for careers and how the Department might improve its curriculum. To date, results indicate most respondents are pleased with the quality of education available to them. Speech Communication students praised the Division and Department, but on balance felt as if the Division's curriculum could be strengthened with the addition of experiential education opportunities.

Speech Communication students said they were motivated to enroll in the major out of "sheer interest." A second motivational factor was "future prospects for occupational employment."

Speech Communication degree recipients and students rate their experience within the Division as satisfactory in fulfilling their personal educational goals. Respondents' comments go beyond the categorical in answer to the question, "How do you feel your Drama and Speech background has helped you?"

--My own research in theories of evidence I apply daily

--Design training, children's drama, public speaking background, all needed and helpful

--It helped me get the job.

All persons agreed unanimously that their educations have been important to their development, personally and professionally.

Persons surveyed praised the quality of interpersonal relationships they shared with the faculty. Students and graduates wrote that the "most satisfactory aspects of their association with the Department" were:

--Forensics competition

--Working with Dr. Glenn

--Diversification in my area

--Having to complete so many hours in another area (drama)

--Excellent classroom experience

--Personal contact with the faculty, due to the small size of the department

--Small, friendly classes, excellent professors, studies mature and worthwhile

--Coursework under Dr. L. Dean Fadely; Dr. Tedford's personal interest and help.

--Working with professors in speech: Dr. Fadely, Dr. Tedford, and Miss England.

The plaudits are many, but perhaps the students' well-engrained sense of ethos compelled them to look more closely at their curriculum evaluations.

Students noted some dissatisfaction when queried about the degree to which they believed their academic preparation helpful for occupational needs. Responses to "What was the least satisfactory aspect of your experience?" have some negative tones:

--Speech pathology course--ugh

--Not feeling that the course of study was well-planned

--Not enough communication courses offered

--Pure hell of having to write my thesis so that it didn't sound like me

--Lack of variety in courses offered in any one semester

--Job placement help; requirement of thesis or language or statistics for M.A.

--Thesis, limited choice of instructors, Drama-Speech dichotomy, lack of intellectual stimulation in some courses

--Lack of variety of courses in my field; I would have liked courses in interpersonal, group discussion, public speaking on a graduate level.

The judgments of preparation for professional careers were made in a constructive manner. The critical and creative minds of the respondents suggested many possible solutions to the problems they cited.

Taylor's question, "what do you think the UNC-Greensboro Department of Drama and Speech could do to better prepare its graduates for employment" became a veritable suggestion box:

> --Hit them with the cruel realities of the jobless world ahead of them. All is not college U.S.A. More practical experience in their chosen fields.
>
> --I think students need more practical courses designed solely for them
>
> --For the General Speech sequence, the Department should offer more courses relative to communication, public relations and journalism
>
> --Do more field work (observations, interviews, practicums) in area of specialization and others
>
> --Offer a greater variety of courses
>
> --Give them internship programs in various institutions; broaden their perspectives in where to seek possible employment
>
> --Offer more methods courses, courses in curriculum design and/or innovation, more variety in instructors
>
> --This depends on the individual. If someone is going into education, his needs would be different from the person interested in public relations (or some other application of the principles).

The message is clearly for increased field experiences and placements during the course of the traditional academic study. The "Catch-22" phenomena of job seeking--applicants cannot get jobs without experience, and experience comes with a job--is real to the recent graduates and current undergraduates.[5]

---

[5]Anita Diane Taylor, "Departmental Evaluation, 1975," Department of Drama and Speech, University of North Carolina, Greensboro, N. C., 1975. (Typewritten.)

Future Plans of Drama and Speech at UNC-Greensboro

The faculty of the Drama and Speech Department engaged in the University's self-study (presented formally in the Five-Year Plan). In the review of existing curricula and programs, the Department looks to the future to make the changes and program additions that will ensure that student, institutional, and community needs continue to be met with the same excellence currently offered. The Five-Year Plan charts the Department's future directions for growth; its proposals recognize many of the observations that students made in response to the Taylor questionnaire.

The Department envisions four degree options that would better satisfy the educational needs and goals of students, the University's growth as a comprehensive urban institution, and the community. Plans for change affect the Speech Communication Division.

At the undergraduate level, a sequence of courses in film, radio, and television headlines the plans for B.A. and M.A. curriculums in Mass Communication. Additionally, the Department hopes eventually to initiate an M.F.A. in Arts Administration and a Ph.D. in Communication Arts and Sciences. The rationale for these new programs is grounded in part upon the changing career orientations of students and the community's needs. Also, these curriculum

plans recognize the value of interdisciplinary work in achieving flexibility. Future curriculum and degree options emphasize students' developments as professionals as necessary and desirable.

Current Opportunities for Field Work

Currently, the Speech Communication Division has two co-curricular programs which incorporate the philosophy and method of experiential education. Review of these programs will help to determine the degree to which present programs meet current educational goals of the Division and Department and the degree to which these programs are expected to meet future educational needs and objectives.

The teacher education component has recently undergone extensive evaluation and change. The Drama and Speech Department and the Speech Communication Division are leaders in the statewide development of competency-based teacher education. The North Carolina State Department of Public Instruction, Raleigh, North Carolina, has charged each higher education institution with the responsibility of judging each individual's competency in certification petitions. Competency-based evaluation demands assessment of student performances above and beyond the specified theoretical knowledge.

In the past, a student's grade of "C" indicated average learning of materials. Competency-based instruction requires students to perform skills at predetermined

behavioral levels. This approach is individualized and aims to reduce the possibility that prospective teachers could leave the college classroom without being able to perform the very skills that they instruct others to perform.

One manifestation of the changes that the competency-based curriculum has had on the Department's teacher education program is the requirement of pre-student teaching experiences. Students must now complete four satisfactory experiences with young people prior to their formal entry into the teacher education program.

Also, as a part of the current Drama and Speech course in teaching methods, students must spend four observation periods in public schools. Although the observations encourage teacher education students to be more aware of the school as an institution, students do not perform any specified tasks or learning objectives during the observation period.

The student teaching experience is itself classified as a kind of service-learning program. State certification requirements usually limit the student teacher's scope of activity to the school setting. The interinstitutional cooperation and exchange that are a feature of service-learning internships are not usually a feature of student teaching. The experiences gained while student teaching, however, are an essential part of the speech communication curriculum for students who plan to teach.

Students who choose nonteaching sequences, or those prospective teachers seeking diversification, need similar kinds of experiential opportunities to gain awarenesses and skill performances expected upon graduation. What program alternatives exist for students who plan to pursue careers in law, the ministry, counseling, or broadcasting? Do current programs facilitate students' educational growth along the service-learning guidelines?

The Forensic Association of the Drama and Speech Department is the second experiential education program currently functioning within the Speech Communication Division. The Forensic Association is open to all UNC-Greensboro students. Students have the opportunity to learn the theories of argumentation, debate, oral interpretation, and public speaking. These skills are further applied in competitive intercollegiate tournaments.

The Forensic Association's goals specify the kinds of learning that its affiliates may expect:

1. It will lead the student to investigate significant contemporary problems in their complexity with a sophistication far beyond ordinary undergraduate research
2. It will provide the student with knowledge of the theory and technique of logical analysis, in such areas as the theory of issues, the nature and tests of evidence, processes of inference, the structure of argument, and the detection and prevention of logical fallacies.[6]

---

[6]Forensic Association of the University of North Carolina at Greensboro, "Constitution," January 1976. (Mimeographed.)

These objectives clarify the relationship between theoretical learning and its pragmatic application. Students do not learn to analyze arguments logically without also creating, framing, and presenting arguments.

The fabric of everyday life is woven with and through language. The potential for investigating its various uses and abuses if far too great to be mapped through any means, academic or nonacademic. The UNC-Greensboro Forensic Association has had to make many choices about the directions its programs will take in furthering the study of communication. The Forensic Association, as most co-curricular porgrams, must make its decisions with regard to the educational philosophy of the department, school program director, economics, interest, and intellectual ability of its student participants.

Most collegiate forensic associations combine theory and practice in a competitive laboratory. Teams and individuals develop their theoretical knowledge in the classroom, or in after-calss meetings, testing their skills and knowledge in competition. Argumentation, as a genre of rhetoric, is particularly suited to competitive practice. L. Dean Fadely, Director of the UNC-Greensboro Forensic Association, has stated:

> If the Forensic Association were fully, or even better, equipped in terms of financial resources and personnel, the program could diversify and include an increased number of nonacademic practicuums.[7]

---

[7]Interview with L. Dean Fadely, Director of the Forensic Association, UNC-Greensboro, July 1975.

The goal of the intercollegiate forensic tournament is to provide unity of theory, practice, and performance, but its setting is not normally community-based.

In 1974-75, approximately thirty-five students actively participated in the UNC-Greensboro Forensic Association. (This is the most recent academic year for which complete results are available, and according to Dr. Fadely, was "on balance, a reasonably typical year.") Eleven were Drama and Speech majors, and eight were students who, although not majors, had taken at least one course in the Drama and Speech Department.[8] The UNC-Greensboro teams traveled 22,000 miles and won 99 awards. The Forensic Association also sponsors students' involvement in the community, as time and personnel allow. Currently, the Association is working with Bicentennial Youth Debates and junior and senior high school debate programs throughout the Triad area. Again, the Forensic Association responds to these requests when time and people are available.

The demands of the program's administration at its present level of involvement preclude its likely development into extensive, community-based learning. Here, as in the teacher education program, opportunities for inter-institutional exchange are limited, as are the students' range of choice and action within the learning sites.

Both the teacher education program and the Forensic Association offer opportunities for students. Both hold

---

[8]Ibid.

potential for further community-based learning, but the current program levels tax faculty members to the maximum. Each program is targeted to fulfill a special function in a specific setting. The teacher education program necessarily excludes students who have noneducational career plans. The Forensic Association encourages all students to participate, and through no lack of diligence on its leadership's behalf, does not have the operational capacity to expand its activities into community settings.

Changing career orientations increase the need for institutions to provide the kind of education which best prepares students for the demands of the professional roles they will fulfill. As pointed out in the previous chapter, the experiential education concept has been successfully used as a means of tying together the theoretical knowledge and competencies gained in the classroom with those avenues for application and performance outside the classroom. One experiential learning strategy in particular, service-learning, has been explored here as a structural means through which students may move their learning sites to the community.

First, the community offers the academic institution and the student opportunites to observe the "real world" operation of communication dynamics. Second, the community setting can reveal possible applications of communication theories. Third, the community provides

interinstitutional dialogue about the performance and practice of communication skills and techniques. Fourth, the community setting stimulates students' awarenesses of regional needs for communication professionals in various community and business organizations. Fifth, students have an opportunity to return to the classroom and acquire new skills or expand their present skills, based upon their field experiences. Internships generate demands for new knowledge, as well as integrate current knowledge with action.

Students within the UNC-Greensboro Department of Drama and Speech have a diversity of programs that accomplish these benefits. Yet, as the preceding analysis shows, students in the Speech Communication Division do not have a co-curricular option with the special features of a community-based, service-learning program. These possible benefits can enrich the essential educational development of speech communication students as professionals in today's and tomorrow's marketplace.

CHAPTER IV

THE PROPOSED SERVICE-LEARNING MODEL

The Department of Drama and Speech and the Speech Communication Division have earned national and regional prominence for their achievement of educational goals. Existing co-curricular programs are an integral part of the Department's success in providing experiences geared to students' professional training and institutional and community needs. The Department and Divison are committed to continuous self-study and evaluation of curriculums and programs to ensure excellence. Departmental and institutional policy statements endorse additional programs, if needed, to provide students with a broader set of choices for their futures.

No program with the specific design of the service-learning program exists in the Speech Communication Division. Although co-curricular programs currently operating within the Division provide a wide range of experiences and benefits for participants, these programs are not intended to accomplish the objectives of service-learning programs. Speech professionals are moving into the community for career opportunities. Employment trends call for a departure from traditional theory-oriented instruction.

The model that NCIO recommends for service-learning programs is only a skeletal framework. Further development of the model is necessary to ensure its workability as a curriculum option in this specific instance. As preceding surveys of existing service-learning programs indicate, clarity of purpose is vital to a program's operational success. The model presented here recognizes the relationships between criteria and evaluative processes.

The Planning Phases

The "planning by objectives" method has been used here as a planning and management tool to formalize the service-learning proposal. PBO is a four-step process used to systematize and organize. Daniel J. Sorrells, director of an administrative internship program, attributes the difficulties experienced by some service-learning programs to a lack of planning. Hopefully, the use of PBO will reduce the likelihood of errors here.[1]

The four steps in PBO are all interrelated. At the first level are purpose statements. The purpose statement sets forth the sponsoring organization's interest in the program's establishment and is intended to give the sponsoring organization an "on-going sense of direction."

---

[1]Daniel J. Sorrells, The Administrative Internship As An Out-of-Class Methodology in Leadership Development (Bethesda, Md.: ERIC Document Reproduction Service, ED 080 064, 1973), p. 6.

The purpose statement is not intended to specify goals; its terms are general and impossible to measure fully. The sponsoring organization here is the UNC-Greensboro Speech Communication Division.

The purpose statement is a subset of the grand purpose. The grand purpose corresponds to the institutional, departmental, and divisional goals delineated in earlier chapters. The focus in this chapter is on crystallizing the specific program purposes and the secondary plans necessary to realize the purpose.

At the second level, long-term objectives specify intended program outcomes in the not-so-immediate future. Both long- and short-term objectives in the PBO schema have three centers--the sponsoring organization and the clients--who are recipients of the services of the program. Clients are the speech communication students eligible for participation and also the community agencies, businesses, and organizations. Organizational objectives stipulate the kinds of resource gathering and program structure necessary to provide the intended benefits to clients. Departmental and divisional responsibilities are defined in terms of client needs. Short-term objectives direct the more immediate administrative steps which secure institutional approval of the program. Short-term objectives target priorities, clarify organizational structures and relationships, and state secondary planning details.

Criteria are useful in gauging the effectiveness of both long- and short-term objectives. The PBO approach incorporates four criteria. Objectives should be feasible, dated, measurable, and indicate that an acceptable level of achievement has been attained.[2] Objectives stated in these terms should provide a realistic framework for implementation.

The fourth and final step in the PBO process involves planning details. These are tasks which must be stated in the language of the guidelines prescribed above. Planning details do not note the fine day-to-day tasks involved, just the major aspects of a direction.

This approach is helpful in mapping out the varied aspects of the proposed service-learning program. The NCIO and SREB service-learning goals are echoed in this proposal. To reiterate, the ideal service-learning program should assist students in examining and developing their personal life-styles. Also, service-learning programs help students develop their capacities to interpret experiences and learning. Students in service-learning begin to appraise theirs and others' cultural value systems. Students also develop their problem-solving skills. These aims are interwoven in the fabric of the model here.

---

[2]Action, Planning By Objectives: A Manual for People Who Work With Student Volunteer Programs (Washington, D.C.; Government Printing Office, June 1974), p. 25.

The Purpose of the Speech Communication Service-Learning Program

The proposed service-learning program will serve speech communication students enrolled in the Department of Drama and Speech, University of North Carolina at Greensboro. The community area served will encompass greater Greensboro-Guilford County (both municipal and unincorporated areas). The service-learning program provides both academic structure and sanction for community-based experiential learning during the regular fall and spring academic terms. A student's participation in the program should provide him with opportunities to observe communication dynamics operating in nontraditional, nonclassroom settings. Third, the student's experience should lead him to apply communication theories through the completion of the service project. Fourth, the student's experience should fulfill a public need and use communication to improve the quality of community life and human relationships. Fifth, the service-learning experience should develop the student's career awarenesses about communication in the community.

The service-learning program is not designed to provide students with a cooperative work-study project nor a professional-level apprenticeship. As a co-curricular option, the service-learning program seeks balance between the worlds of academia and the community.

The student's participation in the program places him in a new and different learning environment, adding other dimensions to the speech student's educational development.

This service-learning model places high priority on learning in a public needs-based framework. Although students are expected to experience a developing sense of career opportunities and possibilities, the humanistic orientation of the program is primary. Kiel's study shows that a majority of students participating in service-learning programs were motivated to perform a service rather than to explore vocational possibilities.[3] In cases where the program purpose and design were not clarified and stipulated as either service- or vocationally-oriented, students experienced some confusion and frustration about their roles in the agencies and felt less satisfied with the outcomes of their experiences. If speech communication students at UNC-Greensboro desire a shift of emphasis towards job and career exploration, the program administrator and sponsoring division should suggest participation in a program that has career development as a primary purpose. This service-learning program is intended to be consistent with the University's

---

[3]David H. Kiel, Student Learning Through Community Involvement: A Report on Three Studies of the Service-Learning Model (Bethesda, Md.: ERIC Document Reproduction Service, ED 080 051, 1972), p. 22.

strong heritage of inquiry and investigation in the liberal arts.

Long-Term Student Objectives

The primary group which will reap the benefits of the internship are speech communication students who elect to participate in the program. Most service-learning programs report that participants are students of at least junior standing. Seniors and graduate students also participate in internships in equal numbers. Based on precedent and personal experience, the service-learning program should be offered as an upper division course. Participation would then be limited to juniors, seniors, and graduate students, all of whom would have demonstrated sufficient competence in the areas of interpersonal, small group communication, public or persuasive speaking, and argumentation. In addition, students should have a minimum overall grade point average of 2.5 to assure a high level of student performance in the agency. Students should also be selected for their abilities to think independently and make decisions.

The student client group is not restricted to students who have declared majors or minors in speech communication or drama-speech. Students from other divisions within the Department or from other schools and departments in the University should be encouraged to

participate. Area schools and colleges which have students interested in the program should also be informed and encouraged to enroll their students through consortia arrangements or cross-registration. In the event that the service-learning program is filled past its desired capacity of twenty students, UNC-Greensboro Speech Communication majors should be given preference in enrollment.

The student clients have many needs to be considered in designing this instructional strategy. The set of prescriptives which follows takes these needs into account. Each student who chooses to participate in the service-learning program should have at least one worthwhile experience within a community agency or organization within the course of his study at UNC-Greensboro. This experience should be conducted under the auspices and sponsorship of the Speech Communication Division. The student's experience in the agency, organization, or business should be formally arranged, preferably through a contractural statement agreed upon by all parties involved. This contract should stipulate the parameters of the intern's placement within the agency, clearly stating the voluntary nature of the student's service in the agency. The student should be responsible for securing liability insurance. Also, the contract should state the terms of both service and learning components. The contract should also describe project duties and responsibilities and the

student's role in the agency. The responsibilities of the agency supervisor should be defined in the contract.

The student's primary concern within the agency is usually understanding what role behaviors are expected of him. As the RDIP Handbook states, the "professional judgment and experience that is the stock and trade of a good consultant is something that the intern typically lacks."[4] The academic institution should clarify the different kinds of role expectations possible in the course of an internship. For instance, the intern may fill a primary observational function, or he may actually be involved in the execution of tasks. Although he may experience a combination of job roles, at no time would he be expected by either the academic institution or the agency to perform with the expertise of a consultant. Yet the student needs to make decisions independently so that he may develop his sense of responsibility. The agency supervisor and the faculty administrator should be readily accessible for consultation and conference. During the internship period, the student should be considered a representative of the Speech Communication Division, not as an employee or agent of the community organization.

---

[4]Resource Development Internship Project, Bloomington, Indiana, Handbook for Professional and Administrative Internships (Bethesda, Md.: ERIC Document Reproduction Service, ED 086 068, 1974), p. 17.

A student representing the University should have the sponsorship and support of the institution to attain the possible benefits. The institution should provide both structure and sanction for the learning experience.

Academic sanction includes a recognition of service-learning through the awarding of credit hours. For this proposal, a ration of approximately six hours in the field per one hour of credit is appropriate and consistent with other UNC-Greensboro intern programs. Interns need a strong support system in addition to the administrator. Other faculty members are valuable participants in the process, as they provide another channel for feedback and evaluation. Kiel found that the "learning impact of the internship is greatly reduced by the lack of appropriate follow-up when the student returns to campus."[5] The input of all faculty members in seminars and faculty-student meetings can strengthen the bond between the intern's on- and off-campus experiences.

Within the academic structure, students' needs pertain to both service and learning phases. The learning phase described here refers to the seminars and presentations that will occur on campus currently with the service off-campus. The faculty counselor's job is to coordinate the two phases and unite them into a whole. The faculty counselor should purposely guide students in their

---

[5]Kiel, p. 49.

cultivation of new awarenesses and observations. This guidance occurs primarily in the campus setting, in seminars and group meetings when interns share their new perspectives.

The Division faculty members and the faculty administrator have many administrative decisions regarding the student's participation in the program. To assist in making those decisions and plans, further student needs are mapped out.

Students participating in the program should be properly screened and selected for enrollment. Agency placements should recognize students' interests, motivations, strengths, weaknesses, and available time. Students should, whenever possible, have clearly outlined criteria and objectives for their particular project or internship assignment. While each project is necessarily different from all others, certain characteristics are common to all. Role expectations and duties should be capsuled in a contractural agreement specifying student, agency, and academic responsibilities.[6] Communication channels should remain open among all persons involved so that review and evaluation are on-going, not static or haphazard.

Students also need opportunities to interpret experiences for others and for themselves. Through such

---

[6]See Appendix I.

sharings, students can individually and as a group member examine conceptual issues in speech communication as a result of their field experiences. Students in the service-learning program should have a variety of feedback channels. Verbal communication and group interaction are desirable and useful ways to increase understanding of the wide range of experiences noted by the student group. Students should also be encouraged to report their experiences and project results in written form, articulating the solutions or theoretical applications which occurred.

David Kiel's study underscores the multidimensional nature of service-learning. Standardized methods of testing and evaluation do not always measure the affective as well as cognitive learning that occurs as a result of participation in the program. Attitudinal and behavioral changes can be assessed through careful description of prior skills and desired terminal competencies. Faculty members should be flexible in their evaluations of interns.

Throughout the semester, students' evaluations should chart their progress in terms of their quality of performance in completing project tasks, successful presentation of the term report, and participation in seminars and class meetings. Flexibility should be the key to the success of the instructional component. Interns may opt for problem-solving approaches, observational reports, or a combination of approaches compatible with the

placement task requirements and the terms of academic sanction. Whatever focus is chosen, students should be encouraged to understand communication as it is applied and is operative in the community settings.

Students' needs can, in conclusion, be translated into long-term objectives to assist the Division in designing a plan which meets these needs as well as the community organizations' needs. These long-term objectives should be operative by the program's target date, fall, 1977. Students enrolled in the speech communication curriculum, Department of Drama and Speech, should have the option to participate in at least one service-learning experience conducted within the structure and sanction of the sponsoring educational institution. The service-learning placement in the community organization should be done in accordance with guidelines set forth by the academic institution. The tasks designated for interns should be of significant value to both the intern and the organization and should offer challenge and motivation for students within the range of their abilities. The terms of the internship placement should be outlined in a contract and agreed upon by the student, agency, and academic representatives. Both the faculty administrator and the agency supervisor should be available to work closely with students, offering guidance, support, and advice when the need arises.

Long-Term Organizational Objectives

The academic institution fulfills agency needs in order to obtain maximum benefits for the institution's primary client group, the students. Analyses of existing intern programs from an agency perspective, however, show that the school provides services which are functionally dependent upon the agency's manpower needs.

Agencies' primary interest in service-learning programs is in its potential manpower. Agencies prefer students who are well qualified, independent, mature, self-motivated, and interested in performing a public service.

Most agencies, businesses, and organizations prefer to identify their own needs for public service intern assignments. Robert Sigmon reports that seventy-five percent of agencies surveyed stated they choose to define their needs and then work in cooperation with the school to define projects in terms of specific learning objectives.[7] Businesses, agencies, and organizations operate to provide certain services to their client groups in the community; thus, it is understandable that they have this priority. Student placements are viewed for their possible

---

[7]Robert L. Sigmon and Nancy Mayer, Preliminary Report on Questionnaire Data from Summer 1973 Intern and Supervisor Participants in North Carolina State Government Internship Programs (Raleigh, N. C.: North Carolina Internship Office, 1973), p. 15.

use in assisting the agency or business to better perform its services for the client group.

The agencies' manpower needs and the students' learning needs must be juxtaposed and incorporated into a strategy balancing both sets of needs. That agencies operate with this manpower orientation results in a wide variance in the kinds of role assignments and behaviors expected of interns. In some instances, interns assume an observer role. In such cases, the interns' direct interactions would be less than the interns whose agency placement demands an actual work function. Yet, an intern can fulfill several different roles within the course of a single service-learning assignment. The intern may feel confused if he is not made aware of the factors influencing his project. Cal Downs remarks upon the flexibility interns need:

> Intern tasks are usually generated by the needs of the sponsoring organizations. Two schools indicate that their interns are only observers; two say theirs are researchers; and two have interns who are actually engaged as workers. The most general response, however, calls for the intern to work in some observer-researcher-worker combination.[8]

The community organizations need to be informed about the skills that speech communication students have and the

---

[8]Cal W. Downs, "Internships in Organizational Communication," Bulletin of the Association of Department and Administrators in Speech Communication 12 (April 1975): 30.

possible ways in which speech communication students can assist in the organization's on-going work. For example, perhaps the local community has a counseling agency the volunteer staff of which provides emergency counseling for callers. The agency would likely need to know what speech communication students could do within the agency's operational framework. The faculty administrator could provide materials sketching speech students' abilities to train volunteers in listening skills. The agency may then be stimulated to perceive its needs in a communications perspective. The student who may subsequently be placed in this agency may need to assume a variety of roles to complete his project assignment. The intern may first observe the operation of the current counseling and referral service to determine its qualities. A sample survey of agency clients might then be useful to ascertain how the agency might improve its services to callers. The actual training program would call for the intern to work as a counselor, thus applying communica- theories in a pretest. Before the intern actually trains the volunteers in listening skills, his preliminary work may have included observation, inquiry, and creation-- and perhaps even completion of clerical tasks necessary to attain the larger goal.

The actual definition of internship project objectives is done in cooperation with the agency supervisor.

The statement of objectives follows the agencies' manpower needs, as well as the students' learning needs, interests, and capabilities. The project is framed in the service-learning perspective so that the task and service components precede with a set of common learning objectives.

At this time, the agency should also state the accommodations needed for the intern's stay. The agency needs to identify the physical space, equipment, materials, and supplies it anticipates the intern will need to work. Also, the agency needs to determine whether or not it can provide such materials.

Agency staff are concerned about the intern's learning, not only his potential as an added source of manpower. Interns and agency personnel can learn from one another if the agency gives careful consideration to the ways in which it handles the intern-supervisor relationship. The supervisor has the major responsibility for reviewing the intern's progress on the service-learning project and for counseling the intern about any problems or questions that may arise.

Usually the agency supervisor doubles as the agency liaison with the sponsoring school. Most agencies cannot afford two persons' time. The agency needs to gauge the approximate amounts of time available for supervisory tasks. Unfortunately, no information was available

in the literature on the normal amounts of time consumed for supervision. A minimum amount of time would be, perhaps, two to three hours weekly. During this time, the intern and supervisor can confer on the project's progress, work together on any problems encountered and evaluate the experience as it occurs.

The arrangements most suitable and feasible for the agency should be communicated to the sponsoring institution and stated in the contractural agreement. The agency's commitment to both the sponsoring organization and the intern should be clearly stated. The agency's expectations for the project should be contained within the contract if possible. This definition should place the internship assignment within the time frame of the academic semester and should be looked at carefully prior to the intern's placement to see if it is in fact realistic for the time limits. Project objectives should be included in the contract or appended to it so that the intern has a general idea about what the school and the agency require of him.

These organizational needs can be stated as long-term, client-centered objectives that allow the sponsor to determine its future actions. In sum, the objectives for the second client group are stated as follows.

Nine months prior to the target date (fall, 1977) the faculty program administrator should contact agencies

to begin tentative communication about possible service-learning projects for speech students. This can be achieved through surveys and personal contact, and should be done from this date forward. Agencies should have adequate descriptive information about the speech communication curriculum and program. This will help assure the availability of internship assignments. At this time, agencies need information from the Department about the service-learning program design, concept, and strategy. The agencies also need details about speech communication students' skills and training. At this time, agencies could also use possible suggestions for projects with a communications focus, considering agency needs.

Six months prior to fall, 1977, community organizations should work in concert with the faculty program administrator to formalize plans for the placements. First, agencies should indicate their willingness and abilities to provide materials, equipment, and space that the intern needs to complete his assignment. Agencies should specify manpower needs and describe the type of individual whom they believe most suited to that task.

Three to six months prior to fall, 1977, the agencies and administrator need to agree upon project objectives and to state them within the parameters of the service-learning framework. Two to four months before the internship begins, the contract should be

formalized. It should include the agencies' expectations of both the school and the student, the intern's role in the agency, project guidelines, time limitations, the intern's academic responsibilities, and the agency's commitment to the program.

The Speech Communication Divisions Objectives

The objectives stated here are important for the learning and service benefits. The Speech Communication Division serves as the administrative liaison between the two client groups. The Division has the major responsibility for coordinating the learning component of the program. Although student learning occurs in the community, the links between experience and theory are strengthened in the academic setting. Guidelines and objectives stating the relationships and responsibilities shared among students, organizations, and university will enhance the quality of the program for all parties involved.

The overlap of each group's purposes, needs, and actions should be recognized so that the administrative unit can design its plans to meet common goals. Barret MacDougall, director of the WICHE program cites difficulties encountered when the program had poorly defined objectives:

> No orientation or attempt was made to indicate either to the student or the agency what their responsibilities were with respect to each other or to WICHE in 1971. Several of this year's (1972) interns told me

> that they did not know what to expect from the program. All they knew was that they had been accepted by a certain agency to carry out a certain project in some location. They did not know who was to be in charge of the program at the agency, how they were to be paid, when they would receive travel allowances, what quality of report was expected, who had the responsibility for having it printed, who would pay for the printing, or any other number of small problems which come up in the process of trying to get two people who do not know each other to put forth a joint effort to satisfy a third party.[9]

The Division needs some operational guidelines to assure that the needs and goals of both client groups can be attained.

The Division, as sponsor, will have the duties of coordinating instruction and administrative aspects of the program. The program should be operative by fall, 1977. Within a two-year period, it is likely that student enrollment will reach the recommended maximum level of twenty students per semester.

An additional faculty member will be necessary to administer the program. This individual will have dual responsibilities in the program's administration and in seminar instruction. The projected schedule of faculty appointments is outlined in the Five Year plan. As part of the Department's plans to expand degree programs to include both a B.A. and M.A. in Mass Communication, several new faculty members will be hired. John Lee Jellicorse,

---

[9]Barrett MacDougall, Oregon's WICHE Internship Program (Bethesda, Md.: ERIC Document Reproduction Service, ED 071 600, 1973), p. 5.

Head of the Drama and Speech Department, states that the most feasible option would be the hiring of a doctorate to fill the position of internship coordinator who would also have teaching duties in either mass communication or communication theory and research. The salary requirement would be in the area of $15,000.[10]

The benefits of hiring a person with a doctorate to administer the program are many. This person would have a thorough understanding of speech communication principles, expected of an advanced degree recipient. Since the service-learning experience would be offered as an upper division course, a Ph.D. would be better able to assist graduate students participating in the program. The seminars, class sessions, and reports that are part of the academic dimension could be developed in more depth with an advanced degree holder. The person hired to perform these duties should have experience in the kinds of community communications that students will encounter in fulfilling terms of their assignments and placements.

In addition to hiring the program administrator, the Division will need to develop and maintain a support system within the faculty. At the time of program initiation, plans should be made for regularly scheduled monthly meetings of faculty and students in open seminars. At these seminars, interns would be encouraged to share their

---

[10]Interviews with John Lee Jellicorse, Head, Department of Drama and Speech, University of North Carolina, Greensboro, N. C., July 1975.

experiences and progress. The seminars should be a means of opening communication channels for all faculty, staff, and students who at some time may choose to participate in the program. The open meetings should provide another vehicle for input and information exchange between students and faculty. Seminars are also a means of generating awareness and interst in the Department's activities. Faculty members could glean needed information about the program from these seminars that would be helpful in advising interested students. These seminars would be another way to share the work of the Department with the College of Arts and Sciences and the whole academic community.

With the Division's direction and support, the program administrator should have a preliminary survey of agencies and organizations completed at least nine months prior to the fall, 1977, target date. This survey would identify the agencies' manpower needs. Within six months of the target date, the program administrator should meet with the agency supervisors to formalize the placements and to frame the placement objectives with the service-learning perspective. The contractural agreement stating expectations, responsibilities, and commitments should be readied two to four months prior to fall, 1977.

The program administrator should arrange an orientation meeting for the interns at the beginning of each semester. The orientation meeting should focus on what the students can expect in the agency and in the academic seminar. If it is possible, the students and agency supervisors should have an opportunity to interview one another before the placements formally begin. If this is not possible, the program administrator should make sure that all interns meet with their supervisors as soon as they can.

All interns participating in the program should also attend the seminars and meetings occurring weekly on campus. The seminars should include discussions on topics germane to speech communication in community settings and should emphasize theoretical perspectives gained after experience and observation in the field. Established standards for work (in addition to the internship project) should be shared with the student group at the beginning of the semester. Although requirements for each individual will vary, a term paper or project presentation should be a required part of the student's participation in the program. Due to the differences in each person's project duties and responsibilities, the faculty administrator should monitor each person's set of learning objectives to ensure that the common instructional goals are being met. Student evaluation should be done by

both the agency supervisor and the faculty administrator, and should be a continual process.

The faculty administrator should have final authority for evaluation of the intern's performance and learning gained through the experience. The administrator should conduct the exit interviews with all interns and agency personnel to determine satisfactory levels of project completion.

Short-Term Organizational Objectives

The long-term objectives merged the interests and needs of the two client groups. These long range targets will not be achieved unless several secondary immediate objectives are acted upon. The faculty administrator is obviously important in the program's success. His appointment is critical to the program's implementation and maintenance.

The administrator should be hired no later than spring of 1977. Preferably, he should be hired by fall, 1976, so he can become acquainted with the local community (if he is from another area). Once he assume his position, he should immediately begin to coordinate the following plans.

The community agencies and organizations should be surveyed to introduce the agency personnel to the internship program and to the concepts of communication it

embodies. The administrator should personally contact all of the agencies surveyed to present materials about the program and to discuss suggested service projects with agency staffs. Each organization should be requested to select one person to serve as a liaison with the school.

This person would not have to serve as the intern's direct supervisor, but would be the on-going contact for initial and subsequent interactions. First contact with the agencies should begin no later than six months before the program's implementation.

The faculty administrator should encourage the agency liaisons to target their specific manpower needs six to nine months before fall, 1977. As the internship program will operate each semester, agency personnel should be encouraged to record as many possible projects or placements as they desire. The manpower needs should be placed in a priority rank. At this stage, a basic outline of the kinds of skills required for the tasks would be helpful.

Once the agency liaison persons have designated their manpower needs, the faculty administrator should meet with them again to develop the needed work into a service-learning project. Project objectives, written within the educational guidelines suggested throughout this thesis, should be formalized six months before the

program begins. The contract should be carefully scrutinized to ensure that the placement is a realistic and worthwhile expenditure of time. Its terms must be a result of careful study for nine months prior to the program's inception.

Communication with prospective interns should begin nine months prior to their enrollment. A survey of current majors and minors can be an effective tool in ascertaining the extent of students' interests and of projected course enrollment.

Student applications should be sought at the midpoint of the spring, 1977, semester. Information and materials about the program should be posted for three weeks before the application deadline. Within one month after the deadline, the faculty coordinator should screen applicants through a review of their records, written expressions of interest, and motivation (assessed during a face-to-face interview). Students selected for participation in the program should be notified formally by letter within two weeks after the interviews. The process of screening and application should be scheduled so that students will know their status prior to pre-registration.

Accomplishment of the short-term objectives are the primary duty of the program administrator. His

hiring is a necessary first step in formally initiating the processes of interaction with both agencies and students. The planning details delineate the steps that the present faculty of the Speech Communication Division must pursue to actuate immediate and short range plans.

Planning Details

Achievement of programs purposes and objectives hinges upon the approval and endorsement of the proposal on behalf of the Division, Department, and College of Arts and Sciences. First, the Speech Communication Division must study the proposal and determine its merits before the Department can consider these recommendations.

The Speech Communication Division should appoint a student-faculty committee to study this proposal. The committee should decide whether or not the program should be adopted and schedule its implementation accordingly. Divisional and Departmental review should be completed by June, 1976; if the program is approved by that date, then the requests for the faculty position could become part of the annual budget request. If the Department supports the program and includes it in its fiscal reports, it will then be subject to final approval by the Dean of the College of Arts and Sciences.

As soon as the support of the program is certain, the Division and Department should begin their search for a faculty administrator. Notices of the new position should be circulated throughout the region in early 1976. The position should also be listed with the job placement bureau at the annual meeting of the Southern Speech Communication Association in San Antonio, Texas in April, 1976.

Until a faculty administrator is hired, the Divisional Director should appoint a person (either faculty or student) to gather information about students or agencies interested in participating in the program. Such information should be compiled in a file for ready reference.

The four-step process used here meshes the needs of agency, student, and academic institution in a strategy designed to carry out the purposes and goals of the service-learning program as effectively as possible. The program administrator has a major responsibility in completing objectives vital to the program's success. Before the proposal is finally reviewed by the Division or Department, it will be helpful to anticipate any conceptual, structural, and organizational problems which could hinder the program's development.

Huseman, Downs, Porterfield, Svara, and Stevens state that the major problem in maintaining internship programs is securing adequate service-learning assignments in community agencies and organizations.[11] This proposal seeks a flexible approach--in both service and learning dimensions--which can circumvent the likelihood of exhausting intern placements. In this plan, the faculty administrator is encouraged to dialogue with agency personnel and provide them with information about possible communication tools helpful in operating the agency or business. If this is done concurrently with the agency manpower survey, agencies will have an easier job of identifying service assignments suitable for both the agency and students. Also, the suggested liaison with Greensboro consortia and the North Carolina Internship Office would further expand the possibilities for speech communication students' participation in experiential learning. Many of the NCIO-sponsored internships require communication expertise of interns.

---

[11]Richard C. Huseman, "Work Experience Programs for Speech Communication Students," Bulletin of the Association of Departments and Administrators in Speech Communication 12 (April 1975): 22; Cal W. Downs, "Internships in Organizational Communication," Bulletin of the Association of Departments and Administrators in Speech Communication 12 (April 1975): 30; Charles Porterfield, "The Work Experience Program in the Department of Speech at Appalachian State University," Bulletin of the Association of Departments and Administrators in Speech Communication 12 (April 1975): 29; interviews with Svara and Stevens.

The design of most NCIO internships requires the students' full participation in the project, usually for a semester or summer term. The faculty administrator could refer students who desire this kind of internship experience to the NCIO programs, and could share this information with UNC-Greensboro students through bulletins or seminar announcements.

One reason that contacts with community agencies are difficult to maintain is the amount of time and energy required of the faculty administrator. These limitations of human capacities are frequently mentioned as the next major barrier to effective programming. Ideally, the internship program would be coordinated through the efforts of both a faculty counselor and a faculty administrator. The faculty counselor would have primary responsibility for coordinating the field learning experiences with the seminar discussions and preparation of reports or investigations. The administrative duties could be done by a parttime staff person or graduate assistant, freeing the faculty member to visit agencies and spend time with students in consultation. Until the funds become available for two staff positions, the program administrator will have to combine those duties with the instructional ones. The model proposed here could be easily adapted to accommodate additional staff personnel if monies become available.

Accounts of existing staff levels within the UNC-Greensboro Political Science and Sociology Departments make the current demands upon faculty administrators clear.[12] The program administrator should be given three hours release time for his responsibilities in the internship program, reducing his teaching load each semester to a maximum of nine hours (three courses). Formulations of time expenditures per student fluctuate from program to program, and depend upon the kind of format used in the program. For the proposed model, it appears that the program administrator's time will be divided between agency visitations and meetings with students, either in formal seminars or informal conferences. The faculty administrator should visit the agency bimonthly for one half-hour each visit. If the enrollment in the service-learning program is 15 to 20 students, the amount of time spent in agency visitations alone could range between 60 to 80 hours per semester. The seminar, meeting one and a half hours weekly, would require approximately three hours preparation of contracts, grading, and the ongoing work

---

[12]Interviews with James Svara, Director of the Summer Internships in Politics and Government, Department of Political Science, University of North Carolina, Greensboro, N. C., 6 August 1975, and Virginia Stevens, Director of Field Placement Program at the University of North Carolina, Greensboro, N. C. 7 August 1975.

involved in readying agencies and students for the upcoming semester's program.

The third most commonly cited problem in service-learning programs is communication with students and agencies. Although communication professionals are not exempt from the breakdowns and failures that so often characterize our communication efforts, it should be a challenge to the faculty administrator to open communication channels for the benefit of all persons involved. The student-faculty seminars and agency staff meetings suggested in these guidelines are the best means for reducing confusion and sharing information. Other tools helpful for the administrator are brochures, use of a highly visible bulletin board in the Taylor Building, and publicity of the program through the departmental newsletter, the Carolinian, the UNC-Greensboro News Bureau, and the Greensboro Daily News, and Greensboro Record. Prompt letters and telephone communications with interested students and agency personnel are as important as verbal, face-to-face contacts.

A fourth problem encountered in internship programs is the payment of interns for services performed. Again, economic uncertainties exacerbate this problem to an even greater extent currently. As the Division, Department, and University do not have any additional sources of funding from which interns salaries may be financed, it is

unrealistic to suggest that the institution provide compensation for interns' services. The usual source for intern salaries is the individual agency or organization. Funding varies even within the agencies: one student may be placed with a nonprofit agency, experiencing its own budget woes, while another may work in a Fortune 500 company. The organizations are obviously not on equal economic footing with one another. Solicitations of funds would result in an inequity of payments to interns. The expense of time involved in seeking monies from foundations, and the uncertainty of funding from private sources from semester to semester, makes this source of compensation unwise.

For these reasons, interns within the speech communication program should serve within community agencies and businesses on a volunteer basis. Students' knowledge that volunteer service is a feature of the internship program would not vary from semester to semester, and this kind of policy consistency would minimize problems in human relationships that could arise if interns were paid at some times and not others. Kiel's study indicates that a majority of students who participated in service-learning programs were motivated to perform a service to a higher degree than they were motivated to make money.[13] As the speech communication program will utilize students

---

[13]Kiel, p. 46.

as volunteers, the students whose motives are strictly economic will be discouraged from participating.

These four problems, agency placements, communications, limitations of time and money, do inhibit the effectiveness of internship programs and limit the benefits available to the client groups. Despite these problems, the proposed service-learning model's implementation is not structurally impaired or blocked. The planning strategy compensates for each of these possible problem areas.

There is no current policy prohibiting the adoption of this proposal. On the contrary, curriculum revision and innovation within the University's scope of planned expansion are heartily encouraged on paper and in reality. Dean Robert L. Miller of the College of Arts and Sciences said he believe this kind of service-learning program to be a "valid and valuable dimension of contemporary liberal arts education." He recommended review of five areas to increase the proposal's chances of approval. The proposal should explain in detail how much money the program will require for initial operation and standards which delineate the characteristics of an effective service-learning program. The criteria will be used in evaluating the program's success. The evaluation process should also specify the measurement of student learning. Third, the proposal should include a means of monitoring the program as an

on-going evaluation process. Fourth, the proposal should express the Division's faculty consensus that the program is conceptually and structurally sound.[14] The foregoing proposal and planning schema attempt to answer these questions as fully as possible.

---

[14]Interview with Robert L. Miller, Dean of the College of Arts and Sciences, University of North Carolina, Greensboro, N. C. 5 August 1975.

CHAPTER V

SUMMARY

In the first half of this decade, the speech communication professions have become a more visible and viable force in the community. The study and practice of speech communication is moving from the traditional classroom to community sites. Field experiences provide both the speech communication student and teacher with the opportunity to observe communication theory as it operates and to become directly and personally involved in applying theory. Speech academicians are more attuned to the special expertise and skills they offer community organizations. This expertise appears useful in improving the quality of communication as we conduct business and personal lives.

Recognition of the value of speech communication is occurring at an auspicious time. As the nation's birth rate approaches zero population growth, the numbers of school personnel needed to staff public and private schools are decreasing. Many communities' budgets face uncertain futures, due to recessionary and inflationary economic patterns. The scarcity of public funds for adding personnel limits available and projected teacher positions even further. The confluence of these factors underscores the

need for pragmatic curriculum decisions in speech education, as in most liberal arts.

Increased use of experiential education strategies is hardly a radical departure from the historic heritage and philosophy of speech education. A humanistic approach continues to be the tenor of speech education. Field placements broaden students' experiences and validates the worth of such experiences in attaining their professional development and competence.

The Southeast and North Carolina are leaders in the successful development of service-learning programs. Students have new vistas for observation. Their completion of project tasks fulfills a public need. Students become acquainted with roles and behaviors appropriate for communication careers in the community. The academically structured and sanctioned program provides the opportunity for generative learning. Established speech communication internship programs in state colleges and universities report success in achieving these objectives.

Adoption of the plan for a service-learning program at UNC-Greensboro will assure the Department of Drama and Speech its continued leadership in speech education. Policy and plans point to comprehensive curriculum development. Student input emphasizes the need for this type of program. Additional degree options and plans for faculty hiring indicate this commitment. No structural barriers

prohibit the plan's adoption, and it seems economically viable to develop this program along with other increased degree opinions. On balance, the service-learning program proposed here is an effective strategy for providing educational and service benefits to students and to academic and community institutions.

SOURCES CONSULTED

I. Economic, Social and Demographic Trends Affecting Educational Institutions

"Appalachian State: A Need Answered" Greensboro Daily News, 20 July 1975, sec. A, p. I.

Berg, Ivan E. Education and Jobs: The Great Training Robbery. New York: Praeger Publishers, 1970.

"For '75 College Grads: Who'll Get the Jobs and Where" U. S. News and World Report, 21 April 1975, p. 62.

Gibson, James W. "The Academic Marketplace: Another Case of Overkill?" Central States Speech Journal, 24 (Summer 1973), n. p.

"Jobs for This Year's College Graduates: Survey of 135 Employers Who Have Openings" Changing Times, 29 (February 1975): 25-32.

Miller, James L. "The Changing Financial Scene in Higher Education" Journal of Research and Development in Education, 6 (Winter 1973): 45-50.

Montgomery, James; Fawcett, L. R.; Sieg, David; and McLaughlin, Gerald. "The Teacher Surplus: Facing the Facts" Phi Delta Kappan, 54 (May 1973): 627.

"School Enrollment--Social and Economic Characteristics of Students: October 1974." Standard Education Almanac 1975-1976. 8th ed. Chicago: Marquis Academic Media, 1975. Pp. 18-19.

"Teacher Job Shortage Ahead." National Education Association Research Bulletin, 49 (October 1971): 69-75.

The Carnegie Commission on Higher Education. The More Effective Use of Resources. New York: Mc-Graw-Hill, 1972.

U. S. Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D. C.: Government Printing Office, 1974-1975.

II. Philosophical Issues in Contemporary Education

Arnold, Daniel S., et al. Experiential Education: A New Direction for an Old Concept. Bethesda, Maryland: ERIC Document Reproduction Service, ED 086 079, 1974.

Bailey, Larry J., and Stadt, Ronald. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight, 1973.

Coyne, John, and Herbert, Tom. This Way Out. New York: E. P. Dutton, 1972.

Eurich, Alvin C., ed. Campus 1980. New York: Delacorte Press, 1968.

Horn, Francis H. Challenge and Perspective in Higher Education. Carbondale, Illinois: Southern Illinois University Press, 1971.

Mayhew, Lewis B. College Today and Tomorrow. San Francisco: Jossey-Bass, 1971.

Milton, Ohmer. Alternatives to the Traditional. San Francisco: Jossey-Bass, 1971.

Nakosteen, Mehdi. The History and Philosophy of Education. New York: Ronald Press, 1965.

Runkel, Phillip; Harrison, Roger; and Runhel, Margaret, eds. The Changing College Classroom. San Francisco: Jossey-Bass, 1971.

III. Experiental Education: National and Regional Program Developments

Blaze, Wayne; Hertzberg, Bill; Kravitz, Roy; and Lehrke, Al. Guide to Alternative Colleges and Universities. Boston: Beacon Press, 1974.

Corey, John F. Ed. A Brief History of Service-Learning Internship Programs. Bethesda, Maryland: ERIC Document Reproduction Service, ED 070 375, 1975.

Gleazer, Edmund J., Jr. "The Emergence of the Community College as a Center for Service-Learning." Synergist, 4 (Spring 1975): 10-14.

MacDougall, Barrett. Oregon's WICHE Internship Program. Bethesda, Maryland: ERIC Document Reproduction Service, ED 071 600, 1973.

Meyer, Peter and Petry, Sherry L. Off-Campus Education: An Inquiry. Bethesda, Maryland: ERIC Document Reproduction Service, ED 080 052, 1973.

O'Connell, William R., Jr. Service-Learning As A Southern Strategy for Innovation in Undergraduate Education. Bethesda, Maryland: ERIC Document Reproduction Service, ED 067 970, 1973.

Service-Learning in the South. Higher Education and Public Service 1967-1972. Bethesda, Maryland: ERIC Document Reproduction Service, ED 080 615, 1974.

Sorrells, Daniel J. The Administrative Internship As An Out-of-Class Methodology in Leadership Development. Bethesda, Maryland: ERIC Document Reproduction Service, ED 080 064, 1973.

IV. Service-Learning at State and Local Levels

Adams, Dewey A. The Internship--An Innovative Approach to Providing Continuing Leadership for North Carolina's Community Colleges. Bethesda, Maryland: ERIC Document Reproduction Service, ED 019 933, 1967.

Barnes, Barbara. "Intership Administrator Report." Department of Political Science, University of North Carolina at Greensboro. 3 July 1974. (Typewritten.)

Fadely, L. Dean. Director, Forensics Association, University of North Carolina, Greensboro, North Carolina. Interview, July 1975.

Hoose, Heather. Service-Learning Internships. Raleigh, North Carolina: North Carolina Internship Office, 1974.

Jellicorse, John Lee. Head, Department of Drama-Speech, University of North Carolina, Greensboro, North Carolina. Interview, July 1975.

Kiel, David H. Student Learning Through Community Involvement: A Report on Three Studies of the Service-Learning Model. Bethesda, Maryland: ERIC Document Reproduction Service, ED 080 051, 1972.

Knieriem, Gail. Director, North Carolina Intership Office, Raleigh, North Carolina. Interview. 7 August 1975.

Miller, Robert L. Dean, College of Arts and Sciences, University of North Carolina at Greensboro. Interview. August 1975.

North Carolina A. and T. State University and the University of North Carolina at Greensboro. Handbook for Field Instruction, 1974-1975.

North Carolina Internship Office. State Government Leaders Encourage and Support Student Involvement. Raleigh, North Carolina, n. d.

Porterfield, Charles. "The Work Experience Program in the Department of Speech at Appalachian State University." Bulletin of the Association of Departments and Administrators in Speech Communication. 12 (April 1975): 28-29.

Sanborn, George H. "Business Internships." Bulletin of the Association of Departments and Administrators in Speech Communication, 12 (April 1975): 23-25.

Service-Learning Internships in North Carolina. A Report on the North Carolina Internship Office, 1969-1973. Bethesda, Maryland: ERIC Document Reproduction Service, ED 086 067, 1974.

Sigmon, Robert L. Service-Learning: An Educational Style. Bethesda, Maryland: ERIC Document Reproduction Service, ED 086 076, 1974.

Sigmon, Robert L., and Mayer, Nancy. Preliminary Report on Questionaire Data from Summer 1973 Intern and Supervisor Participants in North Carolina State Government Internship Programs. Raleigh, North Carolina: North Carolina Internship Office, 1973.

Stevens, Virginia. Department of Sociology, University of North Carolina at Greensboro. Interview. 7 August 1975.

Svara, James. Department of Political Science, University of North Carolina at Greensboro. Interview. 6 August 1975.

Thomas, James. Personal letter, October 7, 1975.

V. Developing Experiential Education Programs: Strategies and Methods.

Action. Planning By Objectives: A Manual for People Who Work With Student Volunteer Programs. Washington, D. C.: Government Printing Office, 1974.

Alexander, Elmore R. "Creating and Maintaining Operative Work Experience Programs: A Student's Perspective." Bulletin of the Association of Departments and Administrators in Speech Communication, 12 (April 1975): 26-27.

Mayhew, Lewis B., and Ford, Patrick J. Changing the Curriculum. San Francisco: Jossey-Bass, 1971.

Resource Development Internship Project, Bloomington, Indiana. Handbook for Professional and Administrative Internships. Bethesda, Maryland: ERIC Document Reproduction Service, ED 070 397, 1972.

"Service-Learning: Steps Along the Way." A College Perspective. Bethesda, Maryland: ERIC Document Reproduction Service, ED 086 068, 1974.

Sigmon, Robert L. Service-Learning Internships: How to Realize the Possibilities and Make the Most of Them. Bethesda, Maryland: ERIC Document Reproduction Service, ED 086 066, 1974.

Southern Regional Education Board, Atlanta, Georgia. Handbook for Resource Development Internships. Bethesda, Maryland: ERIC Document Reproduction Service, ED 070 396, 1972.

Western Interstate Commission for Higher Education, Boulder, Colorado. Internship Handbook. Bethesda, Maryland: ERIC Document Reproduction Service, ED 071 598, 1972.

VI. Speech Education--A Historical Perspective

Blegen, Theodore C. "The Prospect for the Liberal Arts." Quarterly Journal of Speech, 40 (December 1954): 388-392.

Downs, Cal W. "Internships in Organizational Communication." Bulletin of the Association of Departments and Administrators in Speech Communication, 12 (April 1975): 30-32.

Downs, Cal W., and Larimer, Michael. "Status of Organizational Communication in Speech Departments." Speech Teacher 23 (November 1974): 324-329.

Hart, Roderick P. The Mission of Speech Communication: Social Perspectives. Bethesda, Maryland: ERIC Document Reproduction Service, ED , 1972.

Holman, Diane R. "Ombudsmanship and Speech Communication: A View from the Field." Today's Speech 21 (Summer 1973): 17-21.

Huseman, Richard C. "Work Experience Program for Speech Communication Students." Bulletin of the Association of Departments and Administrators in Speech Communication 12 (April 1975): 21-22.

Kennicott, Patrick Curtis, and Schuelke, L. David, eds. Career Communication: Directions for the Seventies. Proceedings of the Speech Communication Association Summer Conference (8th, Chicago, Illinois, July 6-8, 1972. Bethesda, Maryland: ERIC Document Reproduction Service, ED 068 994, 1972.

Reid, Loren. "The Status and Strengths of the Profession." Central States Speech Journal 24 (Summer 1973): 102-107.

Vasilew, Eugene. "Speech Communication and Ombudsmanic Skills." Today's Speech 21 (Summer 1973): 5-11.

Wallace, Karl R., ed. A History of Speech Education in America. New York: Appleton-Century-Crofts, 1954.

Witkin, Belle Ruth. SCA and Career Communications: A Status Report. Bethesda, Maryland: ERIC Document Reproduction Service, ED 085 800, 1973.

Wolvin, Andrew D., and Jamieson, Kathleen M. "The Internship in Speech Communication: An Alternative Instructional Strategy." Today's Speech (Fall 1974): 2-10.

VII. Others

Catalogue, 1975-76. University of North Carolina at Greensboro.

Forensic Association of the University of North Carolina at Greensboro. Constitution, January, 1976. (Mimeographed.)

Taylor, Anita Diane. "Departmental Evaluation, 1975." Department of Drama-Speech, University of North Carolina, Greensboro, North Carolina, 1975. (Typewritten.)

The Five-Year (1975-1980) Long Range Plan of the University of North Carolina at Greensboro. Greensboro, North Carolina, 15 October 1974. (Mimeographed.)

APPENDICES

APPENDIX I

Terms of the Service-Learning Internship Program
Speech Communication Division
Department of Drama and Speech, UNC-G

The faculty of the Speech Communication Division, Department of Drama and Speech of the Univerisity of North Carolina at Greensboro appreciates and acknowledges your participation in the service-learning internship for speech communication students. This internship will begin _____ _____ and conclude _____. With the support of the faculty administrator_____ _____ and the agency supervisor,_____, the student intern _____ will to the best of his/her abilities, fulfill the duties of the service-learning assignment.

All three parties--intern, agency, and faculty--hereby endorse and support the interinstitutional cooperation necessary for a successful field experience.

We recognize that:

I. The faculty of the Speech Communication Division, Department of Drama and Speech, UNC-Greensboro, have a primary responsibility to the agency as follows:

   A. Furnish the agency with written materials regarding the nature and framework of the service-learning program; such information is to be used in identifying agency manpower needs;

B. To meet with agency personnel to entertain questions about the program, suggested projects, and intern placements;

C. To work with the agency liaison person or supervisor to establish specific instructional objectives for the project;

D. To execute the instructional component of the service-learning experience, unifying field experiences and theoretical investigations in on-campus seminars;

E. To monitor, assess, and evaluate student performance in both service and learning phases.

II. The faculty also has these responsibilities to students working within the program:

A. Furnish students with information about the internship placements, stating briefly the agency's purpose and organization;

B. Describe and clarify the internship project making certain that the terms of the project are within range of the student's capabilities and allotted time;

C. To direct the instructional work on campus, including attendance and participation in seminars and presentation of required term reports;

D. To provide a channel of feedback and on-going evaluation;

E. To provide assistance and guidance when needed.

III. The Agency has the responsibilities to the school and intern:

A. Designate one individual within the agency who will serve as a liaison with the faculty, providing continuous communication and information about current and projected placements and projects;

B. Designate one individual as the intern's supervisor, who will direct and assess the intern's performance;

C. Formalize manpower needs as internship project, with specific learning and service objectives;

D. Furnish intern with the necessary materials, supplies, and equipment needed to fulfill the project goals;

E. Underwrite additional incidental expenses incurred in project completion.

IV. The student intern has these responsibilities:

A. An acknowledged committment of time (6 hours per week) with at least four of those hours in the agency setting and the remainder in on-campus seminars;

B. To recognize and accept the voluntary nature of service to the agency and community;

C. To act as a representative of the Speech Communication Division, at no time to be considered as an employee or agent of the agency;

D. To obtain personal liability or safety insurance if needed;

E. To balance participation in both service and learning dimensions in a manner consonant with instructional objectives.

APPENDIX II

SERVICE-LEARNING PROGRAMS IN NORTH CAROLINA

I. Appalachian State University, Speech Communication

The Appalachian State University Speech Department gives each student's proposal careful review. Proposals are evaluated to determine if the job experience merits academic credit or if it constitutes an academically respectable learning experience. If the faculty determines the project worthy of academic credit, the exact number of academic credit hours is set. A sliding scale is used to award credit: up to twelve hours can be earned through internship experiences. The courses are usually listed in the catalogue as "independent or individual study."

Once these preliminaries have been reached, students are assigned faculty counselors from the Speech Department. The faculty counselor evaluates student's achievement of educational goals and academic requirements, so that academic credit is properly awarded.

As academic regulations vary with each individual's program, so do the financial aspects of the internship. Interns may receive only academic credit, or they may receive subsistence pay during their internship. The student's business or industrial sponsor's willingness and ability to underwrite the intern is a major determinant of financial arrangements. The Appalachian State University internship office recommends that an intern who works fulltime for one academic quarter receive $1,000. The sponsor pays Appalachian State University, and the University disburses these monies as scholarships. Students are responsible for procuring insurance.

Students who want to participate must follow three preliminary steps. First, they must locate their positions alone or request the Student Internship Office's help. Second, students must formalize their plans in a written proposal, stating the educational objectives of their project. Then they must submit this proposal to the student internship coordinator and to the Department for approval.

II. University of North Carolina-Greensboro, The Social Work Program

The Social Work program involves three administrative levels. Three faculty members guide and evaluate each student. Field coordinators set calendars, schedules, and placements. Faculty liaison representatives consult with agencies about the program objectives. The liaison person acts as an ombudsman between students and agencies. Field instructors specify student tasks within the field setting and provide direct supervision.

Contractural agreements specify the terms of the field placement. Expectations of the interns, the agencies, and the academic institutions are set forth. Evaluative criteria are the learning objectives specified in the contract.

Social Work students entering the field placement program are usually juniors or seniors. Several courses are prerequisites. Faculty members and agency personnel screen prospective interns. A methods course is taught concurrently with the field experience. Monthly forums provide students with a feedback channel.