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ABSTRACT

A major goal of the Southern Regional Education Board's (SREB) Student Intern Project is to establish a means for providing high quality service-learning experiences for as many college and university students as possible. The SREB project staff administered service-learning internships for students across the region until 1968 when it became obvious that student involvement in off-campus learning was being accepted, desired, and indeed, demanded by students. North Carolina was the first state to work with SREB in designing its own statewide approach for offering students service-learning internships. The purpose of this document is to assist persons in other states who are operating some type of statewide internship program or who want to begin such a program. This document presents the report of the first 4 years of operation of the North Carolina Internship Office, its goals, structure, methods, and activities. Recommendations are also presented to aid in the development of other state's internship programs. (Author/PG)

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SERVICE-LEARNING INTERNSHIPS IN NORTH CAROLINA

*A Report on the North Carolina
Internship Office, 1969-73*

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FOREWORD

A major goal of the Southern Regional Education Board's Student Intern Project is to establish a means for providing high quality service-learning experiences for as many college and university students as possible. The SREB project staff administered service-learning internships for students across the region until 1968 when it became obvious that student involvement in off-campus learning was being accepted, desired and, indeed, demanded by students. Since that time the project staff has shifted its efforts to development of self-sufficient state intern programs across the region.

North Carolina was the first state to work with SREB in designing its own state-wide approach for offering students service-learning internships. Two major changes in the State within the past year--the reorganization of higher education, and the change of administration in State government--make it appropriate for the SREB Student Intern Project to offer this report on the North Carolina Internship Office (NCIO) and its work over a five-year period. Bluford H. Putnam, III, a graduate student in economics at Tulane University, served as a summer intern in the Student Intern Project office and did the major drafting of the report. Robert L. Sigmon, NCIO's director, was very helpful and should be cited for his good-spirited cooperation and patience as the staff questioned him extensively, combed his files and reviewed his records.

We at SREB hope this report will be helpful to those in North Carolina who work with the NCIO especially in setting goals and priorities for future directions. In addition, we believe it will be of interest and greatly assist persons in other states who are operating some type of state-wide internship program or who want to begin such a program.

Carroll A. Gardner, Jr.
Director of Special Programs
September, 1973

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BACKGROUND Efforts to initiate service-learning internships under state sponsorship were begun in North Carolina by SREB as a special pilot project in 1969. It was the first attempt to initiate a state intern office.

Previously, SREB had administered internships throughout the Southern region directly. As SREB reached the limits of its administrative capacity, however, the focus of its operations shifted from direct internship administration to a policy of decentralization in internship development. Experience with direct internship administration had made it clear that there was significant student, university and agency interest in service-learning internships.

The missing ingredient necessary to achieve the great number of potential internships was management and coordination. Agencies were willing to fund interns, universities were willing to cooperate, and students were anxious to be involved. But there was a need for someone to locate the host agencies, assist with funding arrangements, and coordinate activities with students and universities. The conclusion was that expansion of the service-learning internship model in the Southern region required efforts toward internship development in smaller geographical areas rather than the direct administration of internships.

Thus, SREB decided to decentralize its internship efforts and initiated an experiment in North Carolina. The North Carolina Internship Office was established to administer internships, to facilitate the development of service-learning internship programs throughout the state, and advocate refinement of the service-learning concept.

North Carolina was selected as the first state pilot project because of the success and cooperation SREB had achieved with previous directly administered internships there, and also because of the highly favorable reception given to the service-learning concept by the state government.

Prior to 1969 in North Carolina, SREB internships had involved 42 interns, 10 colleges and universities and 18 state and local agencies. In addition, an eight college study completed in the fall of 1968 provided strong evidence that there was enough interest among students in service-learning opportunities and a sufficient quantity of available tasks with public agencies to justify initiation of internship activities. The study recommended establishment of a state-wide coordinating office to facilitate service-learning internship opportunities for all students in North Carolina institutions of higher learning.

On March 19, 1969, the North Carolina Department of Administration entered into an agreement with SREB for a cooperative pilot program to develop service-learning internships in the state. The objectives of the cooperative pilot program were to:

1. Establish a state-wide administrative structure for development of service-learning internships.
2. Develop sources of funding and cost-sharing arrangements between host agencies and colleges and universities.
3. Develop the capability of the state to continue an intern office.
4. Provide immediately 100 internships for North Carolina students in the summer of 1969.

The agreement called for full cooperation and consultation between SREB and the state and specified that SREB would commit staff time equivalent to one-and-one-half professional persons to assist the new program for a limited time. SREB assistance was to be provided specifically to train and advise state personnel, arrange individual internships, identify and secure sources of financial support, service internships in the field, work with colleges and universities in providing intern counseling and seminars, facilitate the transfer of responsibilities for SREB sponsored interns from SREB

to the state, and follow-up, evaluate, and report on the pilot program. In addition, \$43,700 in cash was committed by SREB for state staff salaries, program operations and direct intern expenses. These funds were the equivalent of full support for 29 interns. It was anticipated that 100 interns would be appointed, however, pending the sharing of costs and the development of additional funding sources.

North Carolina's designated responsibilities included establishing a program office within the state's organizational structure, along with clerical and administrative support; selecting a director and staff; appointing an advisory committee representing developmental and educational interests to assist with planning, guiding and evaluating the program; developing and administering funds from other sources; coordinating the program with other service-learning programs in the state; encouraging college and university participation and contribution of faculty time; and reviewing and reproducing intern reports.

This cooperative pilot program between SREB and the North Carolina Department of Administration succeeded in meeting its objectives. The internship office was established in the Department of Administration and a director was appointed in April. The program provided 100 internships in the summer of 1969, and involved 20 colleges and universities. More importantly significant sources of funding were located. As a result of these achievements and the experience gained from the pilot program a permanent state internship office was established in February of 1970 under the administration of the North Carolina Board of Higher Education in cooperation with the State Planning Division of the Department of Administration. Since July 1, 1971, the North Carolina Internship Office has been supported directly by legislative appropriations of \$65,000 per year. These appropriations were included initially in the budget of the Board of Higher Education and later in the budget of the newly created University of North Carolina which replaced the Board of Higher Education in a reorganization of the University

System. The Department of Administration, a major agency of state government, has provided the NCIO with office space and has supervised the fiscal operation of the various federal and private grants which the NCIO manages. Thus, the NCIO is jointly sponsored with legislative authority and appropriations located in the University of North Carolina and with indirect support and administrative assistance provided by the Department of Administration.

GOALS The goals which led to the creation of the NCIO were (1) to make North Carolina collegiate curricula more meaningful through the development of off-campus service-learning opportunities; (2) to involve students in public service; and (3) to encourage students to enter public service careers. These goals were endorsed by former North Carolina Governor Robert W. Scott, as Chairman of the Southern Regional Education Board, in a speech to the Southern Governors' Conference in 1970. He advocated "the establishment of a network of programs so that we can extend the opportunities for service-learning to a much greater number of students and make more effective use of energy and talents of these young people." The present Governor, James E. Holshouser, gave his support to internships in an April 10, 1973, memorandum, which stated:

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.

The NCIO works to achieve these goals, and has as its specific operational objective the establishment of a network of service-learning programs throughout the State of North Carolina.

STRUCTURE The NCIO was established cooperatively by the Department of Administration and the Board of Higher Education. Within the Board NCIO was associated with the Center for Continuing Renewal of

Higher Education. Administratively, since July 1, 1972, the NCIO is assigned to the Division of Academic Affairs of the University of North Carolina and continues to receive fiscal services and office space from the Department of Administration. This joint sponsorship incorporates the dual concept of service-learning into the administrative structure of the NCIO. It provides a structural link between higher education and state government, allowing the NCIO to better accomplish its objectives. In addition, the duality of the NCIO's structure has been augmented by the strong support received from both sponsors. As noted in the preceding section, both Governor Holshouser and former Governor Scott have given encouragement and active support. Also, the Board of Higher Education formally adopted a resolution endorsing the NCIO and the service-learning concept. The resolution of August 20, 1971, stated:

The Board of Higher Education expressed its support of the North Carolina Internship Office in its service-learning program and recommends to all public and private institutions of higher education the establishment of community-based service-learning programs that are planned and coordinated through the North Carolina Internship Office. The Board further recommends that institutions explore the need for additional curricular development oriented toward meeting critical community needs. The Board suggests that institutions consider making the service-learning experience an option open to students and that, where the experience is properly supervised and related to the academic program on the campus, institutions consider granting academic credit for it.

METHODS AND ACTIVITIES

The operational objective of the NCIO is to establish a network of programs extending opportunities for service-learning in the forty-five public and private senior colleges in North Carolina. In working toward this objective, the activities of the NCIO can be divided into two parts: (1) program development

and (2) support services.

In both sets of these activities, a significant part is played by the NCIO's distinctive style of operation, which has three key features. First, the NCIO respects the autonomy of the academic institutions and public agencies with which it works. The NCIO serves as a counselor and an advocate of service-learning, concentrating its efforts on building a commitment to service-learning and helping the institution incorporate service-learning opportunities into its curriculum. Second, the NCIO is flexible and pragmatic. It is open to the needs and interests of the agencies and institutions with which it works. Third, the NCIO maintains a low public profile. It seeks to do its work in such a way as to emphasize the achievements of the various programs it assists.

PROGRAM DEVELOPMENT

The NCIO's program development activities are divided into three categories: (1) regional programs, (2) urban-university programs and (3) special programs. These activities have been supported by \$752,550 in Federal grants, \$411,408 in state and local funds, and considerable contributions from participating agencies and colleges and universities. Over 1,600 students have actually filled internships that grew out of the work stimulated or begun under these grants and contracts.

Regional Programs

Regional program development efforts have focused solely upon Appalachia because of the considerable interest and support provided by the Appalachian Regional Commission (ARC). Since 1970, through three youth development grants from the ARC totaling \$206,026, the NCIO has arranged 35 third-party contracts with academic institutions and public agencies. In turn, these institutions and public agencies have provided internship placements for over 500 students.

The NCIO has worked directly with six colleges and one high school in the region in attempting to build service-learning opportunities into their curricula. These efforts have been successful at Warren Wilson College, Appalachian State University, Mars Hill College, Western Carolina University and Watauga High School in Boone, North Carolina. The University of North Carolina at Asheville and the John C. Campbell Folk School, involved in internship activities since 1970, continue to arrange internships. No structure, however, has been established to incorporate formally service-learning internships into their curricula.

In addition, in 1972-73, two new approaches to service-learning were initiated at the regional program level. A student originated service-learning model was developed and 73 students from Mars Hill College, Warren Wilson College and the North Carolina School of the Arts participated. Also, the Isothermal Planning and Development Commission began a small agency-based program. This program provides a model for other development districts or councils of government.

Urban-University Programs

The NCIO has attempted to initiate intern programs by bringing together universities and local agencies in four urban centers. The goal is to have service-learning opportunities included in the curricula of the universities and in program budget line items of agencies. This goal has been met best in the Charlotte area where, through the University of North Carolina at Charlotte's Institute for Urban Studies and Community Service, almost 300 internships have been arranged since 1969. This program has expanded and now operates cooperatively with eight other Charlotte area institutions: Davidson College, Johnson C. Smith University, Barber-Scotia College, Belmont-Abbey College, Sacred Heart College, Queens College, Central Piedmont College and Gaston College. This program is self-sustaining, relying primarily on local funding and institutional support.

A Service-Learning Internship Program of Winston-Salem City Government was begun in 1969. This program arranged over 300 internships during 1969, 1970 and 1971. No centralized city-wide program has been sustained; however, four area institutions, Wake Forest University, North Carolina School of the Arts, Winston-Salem State University and Salem College, continue to sponsor a variety of service-learning internship programs.

The NCIO also has worked with agencies and institutions in the Raleigh-Durham-Chapel Hill area to develop a coordinated service-learning program. A proposal was developed and presented to educational and community leaders in 1970, but has not been acted upon yet. Numerous activities for student involvement are offered independently in the area.

In Greensboro, a program began operation in the summer of 1973. In addition, a Task Force on Student Internships was formed and is coordinated by the United Community Services of Greensboro. This Task Force consists of public agency representatives and college faculty and administrators and students from five area institutions--the University of North Carolina at Greensboro, North Carolina A and T State University, Guilford College, Bennett College and Greensboro College.

Special Programs

The NCIO has developed a variety of special programs to supplement regional and urban ones. These special programs were established in response to varying needs and interests in conjunction with available funding. The programs are: Minority Planners Program, Environmental Internship Program, Appalachian Health Science Projects, Solicitor/Defender Program, Veterans Program, Appalachian Awareness Project, Economic Development Projects, State Government Internships and the interns with the NCIO.

In 1970 and 1971 NCIO received two grants from the Department of Housing and Urban Development to manage Minority Planners Internship Programs

at Shaw University, Winston-Salem State University and North Carolina A and T State University. Sixty minority students were involved in community planning through service-learning internship arrangements over this two-year period. A continuing program is now managed by the Community Services Office of the Department of Natural and Economic Resources.

NCIO coordinated and provided administrative support for 11 environmental internships in state government during the summer of 1970 and 30 in 1971. Two student interns were assigned project direction responsibilities by the director of the NCIO. This program has led to a major internship program in the Department of Natural and Economic Resources.

Appalachian Health Science Projects have been funded through two ARC grants subsequently contracted out to the Department of Family Medicine of the Medical School of the University of North Carolina at Chapel Hill. These projects have involved more than 75 health science students in clinical and community settings in Appalachian North Carolina since the summer of 1971. A full-time director of community-based learning is now a member of the staff of the Department of Family Medicine. Students and faculty from Duke University and Bowman Gray University also have become involved and other programs have been generated.

The Solicitor/Defender Program was begun in 1971 to provide third-year law students with service-learning opportunities. The program has been supported by yearly grants from the Law Enforcement Assistance Administration. In 1971 and 1972 faculty supervision was provided by North Carolina Central University Law School and in 1973 faculty supervision was provided by the three other law schools in North Carolina: Duke University, University of North Carolina and Wake Forest University.

Over 50 students have been placed with district solicitors and public defenders through the program. This accomplishment was enhanced by the adoption of the third-year practice rule by the

North Carolina Supreme Court in 1973 allowing third-year law students to practice under the supervision of an attorney or appropriate court official.

The NCIO has provided administrative support for the Solicitor/Defender Program, while law schools have provided academic support. In the future, the program will be designed and administered by the law schools and the state's Administrative Office of Courts.

The Veterans Program grew from an ARC Youth Development grant under which the NCIO supported a veterans internship project in Asheville in cooperation with Warren Wilson College. The NCIO then assisted Appalachian State University, Warren Wilson College and Western Carolina University in securing a grant to establish Veterans Recruitment and Counseling Centers. Since 1972 the Centers have been managed by nine service-learning interns, veterans of the Viet Nam War, who have counseled more than 1,000 veterans and assisted 350 of them to enroll in educational programs. Permanent institutional support remains for these programs at Appalachian State University and Western Carolina University.

The Appalachian Awareness Project was sponsored by the NCIO with ARC support in 1971. Student interns designed, filmed and edited an 18 minute, 16mm color film entitled "A Last Resort" which asks the question, "What does it mean to speak of Appalachia?" The film has been widely distributed by NCIO and by libraries in the region.

Economic Development Projects funded by SREB have involved more than 40 interns since 1970. Institutional support has been provided by Johnson C. Smith University, Elizabeth City State University and North Carolina Central University. These projects have included internships of an experimental nature, such as student originated internships and neighborhood-based internships in which interns lived with economically disadvantaged families.

State government internships have been arranged by the NCIO in small numbers and in conjunction with special projects since 1969. In January 1973, the NCIO led in preparation of a proposal for a state sponsored Student Involvement Assistance Center. This provided background for the creation by Governor Holshouser, in April 1973, of a Student Internship Advisory Council with representatives from each state government department. The NCIO was designated to provide technical and staff assistance. Governor Holshouser also made the provision of service-learning opportunities in state government a matter of official policy. As a result, in the summer of 1973, 300 interns were placed in state government.

The NCIO has always used interns in its own office and 25 students have had service-learning experiences working with the NCIO staff. In 1969, the first part-time staff to help establish the program was a student intern supplied by SREB.

SUPPORT SERVICES

The NCIO provides a variety of support services to internship programs throughout North Carolina. These services include technical assistance, conferences and workshops, training programs, information services, proposal writing, publications and evaluation. Funding for these activities comes primarily from the annual legislative appropriation of \$65,000 allocated to the NCIO in the budget of the University of North Carolina. Some additional funding is obtained from Federal grants and SREB.

Technical Assistance

The NCIO staff has provided technical assistance to 30 colleges and universities and numerous state and local public agencies. This assistance includes drafting of initial proposals, program planning, orientation sessions, evaluation and general management assistance.

North Carolina Institutions to Which the NCIO
Has Provided Technical Assistance

University of North Carolina Campuses:

Asheville
Chapel Hill
Charlotte
Greensboro
Wilmington
Appalachian State
Elizabeth City State
North Carolina A and T State
North Carolina Central
North Carolina School of the Arts
North Carolina State
Pembroke State
Western Carolina
Winston-Salem State

Private Campuses:

Belmont-Abbey College
Bennett College
Davidson College
Duke University
Gardner Webb College
Greensboro College
Guilford College
Mars Hill College
Montreat-Anderson College
North Carolina Wesleyan
College
Sacred Heart College
Saint Andrews Presbyterian
College
Shaw University
Wake Forest University
Warren Wilson College

Conferences and Workshops

The NCIO has sponsored numerous conferences and workshops relating to service-learning. Workshops have been held for faculty training, internship evaluation and special programs. Conferences have been held at both the regional and state levels, bringing together internship program leaders and representatives from universities interested in initiating programs. Also the NCIO co-hosted with SREB a 1970 conference involving internship program leaders from Southern states. The NCIO staff has participated in the programs of many in-state and Southeastern or national conferences and regularly attends the national meetings of the Cooperative Education Association, the Society for Field Experience Education, the National Center for Public Service Internships, ACTION, regional conferences of SREB and the American Association for Higher Education.

Information Services

The NCIO maintains a mailing list of over 150 persons involved in internship activities and occasionally informs them about service-learning developments in North Carolina and the country. Also, the NCIO publishes "Notes on Experiential Learning," which provides information about current activities related to service-learning in North Carolina.

Proposals

Included in the provision of technical assistance, the NCIO has prepared or helped prepare proposals which initiated several university-based programs, and the NCIO was the initiator of all the special programs detailed under "Program Development." In addition, the NCIO has prepared other proposals relating to state service-learning opportunities. A notable success was the proposal for a Student Involvement Assistance Center. While not adopted as proposed, it did lead directly to the Governor's creation of the Student Internship Advisory Council previously noted.

PUBLICATIONS OF THE NCIO

1970

*An Evaluation of the Summer 1969 Resource
Development Internship Program
Faculty Roles in Service-Learning
Internship Program Profiles in North Carolina
Reports of North Carolina Environmental Interns
Service-Learning: A Real World Search for Truth
Service-Learning: An Educational Style
Service-Learning Takes a Look at Itself
State-Wide Listings of Interns: 1970*

1971

*Internships in Social Planning
North Carolina Appalachian Youth Development
Program: 1970
North Carolina Environmental Internship Program
Notes on the North Carolina Appalachian Youth
Leadership Development Program
State-Wide Listing of Interns: 1971*

1972

*Appalachian North Carolina Youth Development
Project Final Report: 1971
Evaluation Report of the Solicitor/Defender Law
Internship Program
North Carolina Health Sciences Manpower Develop-
ment Project: 1971 Final Report
Notebook on Service-Learning
Service-Learning: Steps Along the Way--A Col-
lege Perspective
Service-Learning Internships: How to Realize
the Possibilities and Make the Most of Them
Solicitor/Defender Law Internship Program, 1971
State-Wide Listing of Interns: 1972*

1973

*Interns in North Carolina State Government,
Summer 1973
Toward Multi-Dimensional Internship Programs in
State and Local Government
Woody in the Woods: On the Alternate Path of
Learning*

Evaluation

The NCIO has prepared and published materials concerning the service-learning concept, program management, evaluation reports and special listings of programs and interns. Some of these publications have been widely circulated. NCIO also has an extensive library of reports prepared by interns which is available to those interested.

Publications

The NCIO has conducted evaluation studies of service-learning internships and many internship programs in the state and published the findings. In conjunction with SREB, the NCIO supported research by David Kiel into the educational aspects of service-learning internships. In 1973, the NCIO is supporting a follow-up study of former interns to determine the impact of internships. The study, by an intern in the NCIO office, will focus in part on evaluating the long-run manpower goals of service-learning internships.

FIELD SURVEY BY SREB

To gain insights into the perceptions of NCIO by various persons involved in service-learning internship programs in North Carolina, several SREB staff members conducted in-depth interviews with various key educators and internship coordinators in the late spring of 1972. Interviews were conducted with persons at the following institutions and agencies: Appalachian State University, Davidson College, Mars Hill College, North Carolina State University, PACE, Shaw University, State Administrative Office for Courts, University of North Carolina-Asheville, University of North Carolina-Charlotte, University of North Carolina-Chapel Hill, Wake Forest University, Warren Wilson College, Western Carolina University. The interviews were free-flowing discussions based on a seven-question open-ended format. The seven questions were:

1. What do you consider the most significant events in the development of your service-learning internship program? Identify important dates, turning points.
2. What persons have been most influential in the development of your program? In what ways?
3. Has the North Carolina Internship Office been helpful? In what ways? How has the NCIO not been helpful?
4. What other help would you have liked from the NCIO?
5. What would you like to see done next by the NCIO?
6. What do you think the next directions will be in the development of service-learning internship programs throughout the state? What would you like the next direction to be?
7. What are the major needs of service-learning internship programs in North Carolina?

Responses in these interviews indicated perceptions of two distinct parts to the NCIO operations: encouraging the development of internship programs and providing assistance to established programs.

The primary work of the NCIO has been to encourage the establishment of service-learning internship programs throughout North Carolina. The picture that emerges from the interviews is one of diversity in the NCIO's methods of encouraging the formation of programs. That is, the NCIO tailors its approach to best meet the needs of the institutions it is currently assisting. The NCIO serves simultaneously as an advocate, consultant and ombudsman. The following are some points taken from the interviews which illustrate this facet of the NCIO's work:

The NCIO is available to talk things over with if you have a problem. They've helped

us financially with what I call my "walking-around" money. They have also been helpful in knowing where some internships are located.

Bob Sigmon (Director, NCIO) wrote the first proposal and got the grant. NCIO has been most helpful in identifying resources in the state and working toward getting funds.

The NCIO helped us to understand the value of practical learning, to make the most of it.

NCIO has been most helpful by not meddling and by recognizing the difference in institutions. They have not imposed any overall type of plan on the institutions. They have been helpful within the concept and sensitive to the fact that schools are different.

The NCIO has been useful as a resource agency--just its existence. We can depend on their work in developing the service-learning concept.

Glenn Trantham (former Assistant Director, NCIO) has helped with planning sessions. Bob Sigmon (Director, NCIO) has been a resource person, provided some seed money, and served in an advisory capacity mostly in terms of using the seed money.

As the comments indicate, those interviewed were pleased with the assistance and encouragement they received from the NCIO and, in certain areas, help from the NCIO was cited as the key factor in establishing programs.

With respect to the NCIO's efforts in providing assistance to established programs those interviewed were generally favorable toward what has been done. However, most felt that the NCIO could provide more assistance in certain specific areas than it presently does. Some sample comments illuminate special concerns for training faculty, providing liaison services with state government and exploring the expansion of

the service-learning model into other disciplines.

The NCIO seems to give strong support for those institutions that have something going. There is a need to have more faculty training and to get faculty prepared to deal with interns.

The NCIO can provide on-the-job training for faculty members to orient faculty to work in service-learning.

Someone within the state could do troubleshooting. The NCIO could run interference in state government for the college that wants to arrange work. They could also interpret to the state what the capabilities of the various colleges are with an objective view of quality programs.

There needs to be a thorough investigation of how service-learning could be used in areas where not used now. It is not clear what sort of service-learning experience could most benefit a history, English, music or humanities major, for instance.

A final area of concern among those interviewed was coordination of the various service-learning activities across the state. The general opinion was that more coordination was needed, but there was no consensus about what form coordination should take. The following is a sample of the views expressed:

One problem is that so many colleges are using agencies for student placement without much coordination. The NCIO should do more coordinating to see that all schools that are interested are getting into the proper places.

One problem is that many institutions are sending too many people into the same places. There is a need for coordination. More exchanges of students into other regions of the state would be beneficial.

There should be some way to let a person apply for all programs through one application, but they cannot with the different concepts of quality that now exist.

There is a problem of agencies being bombarded with many different schools asking for placements. What is needed is some kind of clearinghouse to prevent all the schools from going directly to all the agencies.

We would like to see the NCIO formalize a communications network, act as an information clearinghouse and establish a more structured network of state programs.

Although there were varying ideas expressed about the types of coordination needed, a general theme underlying most comments was that the NCIO should not assume any role of authority. What is desired is simply coordination and a better structure through which ideas can be shared and information obtained. The institutional representatives and administrators of specific programs were very insistent of maintaining their independence. A critical problem facing the NCIO is how to coordinate effectively without posing a threat to the independence of institutional and other public agency programs.

In summary, those interviewed highly commend the NCIO for its work in developing service-learning internship programs in North Carolina. In its roles as advocate, consultant and ombudsman, the NCIO is often seen as the most important factor contributing to the service-learning movements in North Carolina higher education. However, most of those interviewed expressed concern about the need for more coordination of service-learning efforts and hoped that the NCIO would expand its work in this direction. All in all, those interviewed indicated the NCIO is highly respected for its contributions in improving service-learning opportunities in the state.

SUMMARY AND RECOMMENDATIONS

Through 1972 over 1,600 service-learning interns were placed in North Carolina as a result of the NCIO's activities. Using a diversity of approaches the NCIO has been a strong force in the development, refinement and broadening of the service-learning concept in North Carolina. Self-sustaining internship programs have been established in many universities and colleges serving urban centers and the Appalachian region. Monetarily, the NCIO has managed Federal, state and private grants totaling \$1,163,958, including \$65,000 per year since July 1, 1971, from the appropriations of the North Carolina Legislature. These accomplishments indicate the high degree of success the NCIO has had in meeting its operational objective of encouraging and promoting the establishment of a network of programs to extend service-learning opportunities in North Carolina.

Evaluative research completed by the NCIO, David Kiel's Student Learning Through Community Involvement, the "Follow-Up Study of Service-Learning Interns" undertaken in the summer of 1973, provides evidence that the expansion of service-learning opportunities is contributing to the realization of the goals for which the NCIO was established: (1) to make North Carolina collegiate curricula more meaningful through the development of off-campus service-learning opportunities, (2) to involve students in public service and (3) to encourage students to enter public service careers.

No report of this type would be complete without comments, nor can the authors resist the temptation to make recommendations. These suggestions and recommendations hopefully will be of value to all those in North Carolina involved in promoting and sustaining service-learning programs. The general points included, however, may be of interest and help to others who may want to consider establishing an intern program or making changes in one already operative.

To assist in the continuing success of the NCIO and the expansion of service-learning opportu-

ities in North Carolina it is recommended that:

1. the dual sponsorship of the NCIO be maintained and that both the University of North Carolina and the Department of Administration continue to provide support for the NCIO.
2. a board of advisors with representatives from state government and higher education be created to assist and guide NCIO activities;
3. college and universities in North Carolina designate an appropriate dean or faculty member to serve as a liaison with the NCIO and to act as a campus coordinator for general service-learning opportunities.
4. the NCIO continue its work in internship program development and concentrate on areas in which it has not worked;
5. the NCIO prepare an annual comprehensive report of its activities and accomplishments for general publication and submission to the University of North Carolina and the Department of Administration.

The duality of the administrative structure of the NCIO has been both advantageous and disadvantageous. Conceptually, the structure of the NCIO, co-sponsored by the University of North Carolina and the Department of Administration, emphasizes the duality of service-learning. Practically, the NCIO has made effective use of its unique structure. Its ties with the University of North Carolina has given the NCIO entre to educational institutions, academic respectability and made easier its task of promoting university-based programs. NCIO ties with the Department of Administration have provided direct access to Federal funds channeled into the Department and access to state government agencies in order to directly encourage internship positions. We strongly recommend the continued dual sponsorship of the NCIO and, in addition, we suggest the establishment of an advisory board to provide the NCIO with counsel

on broad policy issues and advice on establishing program priorities and operational matters.

The very nature of the dual sponsorship, with all of its advantages, often leaves the staff of the NCIO too much on its own, without a clear mechanism for guidance in policy areas and direction in setting priorities. While this has allowed a great deal of freedom for the office, it is a potential source of frustration for all parties since it is not clear where this kind of guiding responsibility lies. An advisory board, commanding the respect of all involved units, could be the solution to this problem.

This group should include representatives from institutions of the University of North Carolina such as deans, faculty and students, and representatives from state government agencies such as department heads and intern supervisors. The board of advisors should not add another level of authority over the NCIO but should serve to provide counsel and advice.

The NCIO provides a wide variety of support services to existing internship programs. This is becoming a more essential function as the number of programs in the state increases. The field survey identified feelings among university internship program directors that more coordination would be desirable, though there was little agreement as to the form of coordination needed and the role the NCIO should play. The problems mentioned stem from the lack of a formal network through which support services and information can be transmitted. We recommend that the North Carolina colleges and universities designate an appropriate dean or faculty member on each campus to serve as a liaison with the NCIO and to act as a campus coordinator for general service-learning opportunities. This would provide an appropriate network of university personnel through which the support services of NCIO could be funneled.

This is not to suggest the establishment of a superstructure for NCIO, but a network of responsive and responsible persons to assist

students, identify all the advantages of off-campus opportunities and help develop those not now available. There is such a person on the staff at Appalachian State University, and Western Carolina previously had an internship office which functioned in much this way.

NCIO's successful internship program development efforts are highly significant because of the self-sustaining and diverse nature of the programs which have been established. The NCIO has made a lasting contribution as well as dealing with immediate needs, specifically with urban universities and with schools in the Appalachian region. We strongly recommend that the NCIO continue its work in internship program development across the state and that it immediately concentrate in the coastal region and other areas which it has not reached. In the context of specific support services, the NCIO should continue its efforts at broadening the service-learning concept and give attention to ways service-learning opportunities can be designed specifically for the humanities and the arts. In addition, we recommend that the NCIO give added attention to increasing faculty support and commitment to service-learning.

Finally, we recommend that the NCIO distribute a comprehensive annual report of its activities and accomplishments generally and for particular submission to the University of North Carolina and the Department of Administration. The NCIO has produced a variety of concept papers, project reports and evaluation studies, all of which are important as they deal with specific issues or problems related to the further development of the service-learning concept and internship program services. However, a periodic summary that pulls together in concise fashion all NCIO efforts and operations would be invaluable to those responsible for continuing the operation and to those interested in the NCIO's accomplishments. In addition, the preparation of an annual report would provide an opportunity for the NCIO to evaluate formally its performance at regular intervals.

The North Carolina Internship Office has

accomplished much in its four years of operation. Off-campus service-learning opportunities in North Carolina's colleges and universities have greatly enriched the educational process and, at the same time, allowed students to be involved in the solution of social, economic and governmental problems in the state. NCIO's accomplishments are seen by the staff of SREB's Student Intern Project as significant not only for the State of North Carolina but for higher education generally. The NCIO can serve as a model for students, educators, public officials and others concerned about having higher education relate more closely to the issues and problems of our society and ways to make more effective use of resources.