SYMPOSIUM ON STUDENT INTERNSHIPS  
March 22, 1988  
8:30 - 11:30 a.m.

<table>
<thead>
<tr>
<th>TIME</th>
<th>SUBJECT</th>
<th>SPEAKER</th>
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<tr>
<td>8:30-9:00 a.m.</td>
<td>Continental Breakfast</td>
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<tr>
<td>9:00-9:10 a.m.</td>
<td>Introduction</td>
<td>Tom Booth (MC)</td>
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<tr>
<td>9:10-9:30 a.m.</td>
<td>Overview of the Concept and Mutual Benefits of Student Internships</td>
<td>James Keith</td>
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<td>9:30-9:40 a.m.</td>
<td>Internship Experience at Shearson, Lehman &amp; Hutton</td>
<td>Rob Mitchell</td>
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<td>9:40-10:00 a.m.</td>
<td>Internship Experience at AT&amp;T</td>
<td>Don West</td>
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<td>10:00-10:10 a.m.</td>
<td>Break</td>
<td>Jeanne Cooke</td>
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<td>10:10-10:20 a.m.</td>
<td>A Student’s Perspective on Internships</td>
<td>Susan Morris</td>
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<td>10:20-10:30 a.m.</td>
<td>Example of Developing an Internship in a Small Business Environment</td>
<td>JoAnne Green</td>
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<td>10:30-10:55 a.m.</td>
<td>Overviews of the Internship Programs at Greensboro Area Colleges</td>
<td>Irene Harrington-Bennett</td>
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<td>Pam Brunbaugh-Elon</td>
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<td>Gloria Anderson Mansfield-Greensboro</td>
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<td>William Cope-High Point</td>
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<td>Joyce Edwards-NC A&amp;T</td>
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<td>Jeff Colbert-UNCG</td>
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<td>James Keith-Guilford</td>
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<td>10:55-11:00 a.m.</td>
<td>How to Conceptualize and Develop Internship Assignments in the Work Place</td>
<td>James Keith</td>
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<td>11:00 a.m.</td>
<td>End of Formal Program</td>
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<td>11:00-11:30 a.m.</td>
<td>Representatives from local colleges will be at tables toward the back of the room and are available to meet with you and to answer any questions you may have.</td>
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NOTE: Please feel free to ask questions of any of the speakers.
INTERNSHIPS: A DOMINANT FORM OF EXPERIENTIAL EDUCATION

Internships provide a particular program model that reflects the broad concept of education known as experience-based ("experiential") learning. Experiential learning is any learning that occurs through active involvement in what is being studied—direct experience with the subject matter, rather than only reading or hearing about it.

Experiential learning is an essential part of a complete education. Researchers and theorists in all fields concerned about how human beings learn point to the same conclusions—that experience is a necessary component for a complete cycle of learning. The complete cycle of learning looks like this:

Concrete experience and observation

Testing of concepts in new situations

Reflection

Synthesis and conceptualization

We can start anywhere in this cycle, but all four steps are important in order for people to learn and remember what they learn. We usually begin at the top of the circle with "concrete experience and observation," which is what students do while they engage in internship experiences. This experience alone is not learning, though. People actually learn when they go through the other steps in the circle—reflection on that experience, synthesis of the experience with other experiences and with concepts learned in class (and maybe even formulating new concepts!), and testing of those concepts and ideas in new situations. When students are able to apply what they have learned in new, different situations, then they have really grasped it.

So, internship experiences alone are not education. They are an important beginning for the learning process. This is where both employers and faculty coordinators/sponsors come in. Their support is important for helping the student reflect, synthesize, conceptualize, and test out the principles in new situations or in working on new problems.

Experiential learning is provided through many different program models and names—internships, co-op, field studies, practicum experiences, action research, community service-learning, apprenticeships, field experiences, cross-cultural and international experiences, and others. All of these types of programs tend to share common goals and benefits. It may help to look at some of the goals of experiential learning in general and then to see which of these goals internship programs tend to emphasize. First, experiential learning programs may have some or all of the following eight common goals. The eight goals of all types of experiential education programs are for students to have the opportunity to:

1) apply in practice the knowledge gained from a particular field or discipline,
2) understand different cultures and environments,
3) acquire generic skills such as stating or analyzing a problem,
4) develop and use an ethical perspective in complex situations,
5) explore career options and gain documented work experience in a particular field,
6) develop competencies specific to a particular occupation, profession, or organizational setting,
7) acquire skills and experience needed for effective citizenship,
8) gain general skills for effective adult life, such as interpersonal communications, coping with ambiguity in a work situation, and managing time.

Internship programs may have any or all of these goals, but almost all programs have #5 and #6 above as significant goals. Individual programs may also have other goals.
Second, for faculty members who sponsor students in such programs, experiential learning provides vehicles for:

1) improving teaching by using all four parts of the cycle of learning,
2) applying theory to real problems rather than "academic" problems only,
3) establishing mutually helpful relationships with leaders in corporations, government, and nonprofit and research organizations,
4) enlivening classroom discussions through the perspectives students gain from the field,
5) making contacts for research and consulting opportunities,
6) receiving "real world" input for their courses, and
7) helping the institution with alumni relations, admissions, fundraising, and public service.

Faculty members who sponsor students in internship programs can benefit from all of these opportunities. Some colleges and universities have strong incentives to encourage faculty members to sponsor students in forms of experiential learning. On the other hand, some institutions inadvertently discourage faculty from using experiential learning by outdated practices, such as not counting this type of involvement as part of the faculty member's regular course load. There are many examples of more advanced colleges and universities that understand the value of experiential learning and that reflect that understanding in policies that include experiential education as an integral part of the regular curriculum and of the faculty's course load.

Finally, for employers who host students, experiential learning programs provide avenues for:

1) observing firsthand the skills of prospective permanent employees,
2) getting needed staff assistance on ongoing or special projects,
3) bringing in new ideas and perspectives,
4) increasing their communication with educational institutions,
5) contributing to the community and to the education of young people,
6) offering their own staff opportunities for personal and professional development through a positive relationship with a future professional,
7) establishing mutually beneficial relationships with individual faculty members for the sharing of expertise, research activities and facilities, and
8) having input into college and university curricula.

Users of internship students usually enjoy all of these benefits of participation in experiential learning programs.

Internship education, then, is a particular program model that is part of the broad concept of experiential learning. While these programs can have any of the eight primary goals of experiential learning programs, they have tended to focus attention on the career-related development of students and the employment needs of the organizations that host students. The more internship education is able to expand to look at all eight of the educational goals that can be met through experiential learning, the more long-term support it will enjoy from the educational institutions themselves.

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Adapted from a statement prepared by Jane Kendall, Executive Director, National Society for Internships and Experiential Education.
1. Define a needed project or task:

2. Break the project/task down into component parts, in sequence: (1,2,3, etc.)

3. What skills or knowledge should a potential intern bring to this project/task? e.g., technical skills, coursework, interpersonal skills, research abilities, oral and written communication abilities, analytical or problem-solving skills

List three (3) traits you think would commend a student to the project/task:

4. Assuming the availability of an intern over a period of twelve (12) weeks for an average of six (6) to twelve (12) hours per week, how long do you estimate the project/task will take?

What other meaningful activities can be interspersed with the performance of this project/task?
5. How will completion of this project/task assist your business?

6. How will the intern's involvement in this project/task benefit his/her learning?

7. What human resource(s) can be available to the intern when questions, impasses, etc. arise? Can there be a human resource available for at least one (1) hour/week to talk with the intern? -- reviewing work done, discussing the meaning of the intern's work, planning for next steps?
GREENWOOD BED & BREAKFAST
205 N. Park Drive
Greensboro, NC 27401

Proposal for Internship Program in Marketing

GOALS:
Obtain student intern interested in marketing and sales.

Provide intern with overview of bed & breakfast business
(similar to hotel management, small scale). Student will
have access to all phases of management. Since Greenwood
is a one person organization, this includes all phases of the
work.

Student will be asked to develop telephone and personal interview
forms to use with members of the Greensboro Area Chamber of
Commerce.

Have student conduct inquiry to determine most appropriate
person to call/see at each company.

Intern to make telephone calls and conduct personal interviews
using the format developed and summarize results.

OBJECTIVES:
To provide information which will lead to the increased use of
Greenwood Bed & Breakfast by the local community.

To inform the local community of the services provided by Greenwood
Bed & Breakfast.

To provide Greenwood management with data on which to base a
local advertising campaign.

TIME ALLOTTED:
To be determined by Guilford College.

CONTACT:
Jo Anne Green, General Partner
274-6350
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**Notes:**
- COOPERATIVE: N.C. Area College Placement Services for Employees
- N.C. AT State University
- HIGH POINT COLLEGE
- CUMBERLAND COLLEGE

**Contact Information:**
- 334-8354 - College Placement, Human Resources
- 334-7755 - Dean, College of Education
- 841-9025 - Office of the President
- 292-3551 - Student Employment
- 772-7102 - College Placement
- 384-2500 - Business Services
- 730-9635 - College Placement

**Address:**
- Box 3351
- Box 3911
- Box 3914
- Box 3910
- Box 2274
- Box 2741

**Location:**
- 301 N. Market Street, Greenville, NC
- 851 E. Market Street, High Point, NC
- 500 W. Fleming Avenue, Greensboro, NC
- 701 E. Market Street, Greensboro, NC
- 301 E. Market Street, Greensboro, NC
- 101 N. Market Street, Greensboro, NC