

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

4 SCOMM 3: HOUSE SELECT COMM. ON EDUCATION 1976

SCOMM

#3:8

"Act establishing the Alaska community service internship program; and providing for an effective date."

COMMITTEE REPORT

HOUSE

2/10/76

FINANCE

Mr. Speaker:

Date _____

The Committee on SELECT COMMITTEE ON
EDUCATION has had HR 702

under consideration. A Majority of the members of the Committee

() recommends it DO PASS

() recommends it DO NOT PASS

() recommends it DO PASS WITH ATTACHED AMENDMENT(S)

() recommends it BE REPLACED WITH CS FOR _____ AND THAT

CS FOR _____ DO PASS

() "and" recommends it BE REFERRED TO THE _____
COMMITTEE

() reports it back WITHOUT RECOMMENDATION

() "other"

Members signing the Majority report:

_____	_____	_____
<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
_____	_____	_____
<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
_____	_____	_____
	<i>[Signature]</i>	

Members NOT concurring in the Majority report:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ Chairman

"An Act making a special appropriation to the Alaska Commission on Postsecondary Education for the Alaska community service internship program and providing for an effective date."

COMMITTEE REPORT

2/10/76

HOUSE

FINANCE

Mr. Speaker: _____ Date _____

The Committee on SELECT COMMITTEE ON EDUCATION has had HB 709

under consideration. A Majority of the members of the Committee

- recommends it DO PASS
- recommends it DO NOT PASS
- recommends it DO PASS WITH ATTACHED AMENDMENT(S)
- recommends it BE REPLACED WITH CS FOR _____ AND THAT CS FOR _____ DO PASS
- "and" recommends it BE REFERRED TO THE _____ COMMITTEE
- reports it back WITHOUT RECOMMENDATION
- "other"

Members signing the Majority report:

_____	_____	_____
<i>Sam Hallis</i>	<i>James Quinn</i>	<i>Sam Hallis</i>
_____	_____	_____
<i>James Quinn</i>		<i>Sam Hallis</i>
_____	<i>Sam Hallis</i>	_____

Members NOT concurring in the Majority report:

- _____ recommends:
- _____ recommends:
- _____ recommends:
- _____ recommends:
- _____ recommends:

_____ Chairman

Original Sponsor: H. Beirne and Ostrosky

1 IN THE HOUSE

BY THE SELECT COMMITTEE
ON EDUCATION

2 CS FOR HOUSE BILL NO. 708

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act establishing the Alaska community service
7 internship program; and providing for an effective
8 date."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 * Section 1. AS 14.40 is amended by adding new sections to read:

11 ARTICLE 10A. ALASKA COMMUNITY SERVICE

12 INTERNSHIP PROGRAM.

13 Sec. 14.40.850. PURPOSE. There is established the Alaska com-
14 munity service internship program to assist undergraduate and graduate
15 students enrolled in postsecondary educational institutions to gain
16 practical experience toward vocational or professional objectives by
17 establishing statewide standards for this program and by providing
18 financial assistance for its administration.

19 Sec. 14.40.855. ADMINISTRATION. The Alaska community service
20 internship program shall be administered by the Alaska Commission on
21 Postsecondary Education in accordance with the provisions of secs. 850 -
22 875 of this chapter. The commission shall promulgate regulations for
23 the selection of the interns, allocation of funds to postsecondary
24 educational institutions and publication of the names of participating
25 employers.

26 Sec. 14.40.860. DISTRIBUTION OF FUNDS. The funds appropriated for
27 the program shall be allocated to postsecondary educational institutions
28 in the state to match the amount paid by qualified employers of students
29 who are participating in the program if the postsecondary educational

1 institution grants those students academic credit for their partici-
2 pation in a program involving both employment and academic study under-
3 taken simultaneously by a student under the direction of the institu-
4 tion's instructional staff. The postsecondary educational institution
5 receiving an allocation of funds under this section shall establish
6 rules or guidelines for the awarding of academic credit.

7 Sec. 14.40.865. ELIGIBILITY. Students enrolled in an accredited
8 postsecondary educational institution in the state are eligible to
9 participate in the program.

10 Sec. 14.40.870. PAYMENT TO STUDENTS. The postsecondary institu-
11 tion, the student and the employer shall be responsible for the terms of
12 the student's work experience employment agreement. No student enrolled
13 in the internship may be paid less than the minimum wage established
14 under AS 23.10.065. The postsecondary educational institution may
15 reimburse an employer of a student up to 50 per cent of the wages or
16 salary paid to the student.

17 Sec. 14.40.875. DEFINITIONS. In secs. 850 - 875 of this chapter

18 (1) "academic credit" means the unit that is awarded by a
19 particular postsecondary educational institution to its students to
20 indicate satisfaction of the institution's requirements for completion
21 of a course of study leading to graduation or the receipt of educational
22 credentials;

23 (2) "academic study" means a systematic program of reading,
24 written work, seminars, lectures, laboratory, tutorial or other instruc-
25 tion which is undertaken by a student under the supervision or direction
26 of the instructional staff of a postsecondary educational institution
27 and which is related to the student's employment as a community service
28 intern;

29 (3) "commission" means the Alaska Commission on Postsecondary

1 Education;

2 (4) "employed" means working for and receiving compensation
3 from an employer for at least 32 hours a week;

4 (5) "internship" means a program of supervised practical
5 experience in which a student enrolled in a postsecondary educational
6 institution receives academic credit for participation in both employ-
7 ment and academic study related to that employment occurring simultan-
8 eously;

9 (6) "postsecondary educational institution" means an aca-
10 demic, vocational, technical, business, professional or other school,
11 college, or university, or other organization offering educational
12 credentials, or offering instruction or educational services primarily
13 to persons who have completed or terminated their secondary education or
14 who are beyond the age of compulsory high school attendance for attain-
15 ment of educational, professional or vocational objectives;

16 (7) "qualified employer" means the employer who in conjunc-
17 tion with the postsecondary institution furnishes the work experience
18 portion of the student's internship.

19 * Sec. 2. AS 14.40.909(b) is amended by adding a new paragraph to read:

20 (2) ~~(1)~~ administer the provisions of AS 14.40.850 - 14.40.880
21 (community service internship program).

22 * Sec. 3. This Act takes effect July 1, 1976.
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Introduced: 2/10/76
Referred: Select Committee
on Education and Finance

1 IN THE HOUSE

BY H. BEIRNE AND OSTROSKY

2 HOUSE BILL NO. 709

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Alaska
7 Commission on Postsecondary Education for the Alaska
8 community service internship program; and providing for
9 an effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. The sum of \$250,000 is appropriated from the general fund to
12 the Commission on Postsecondary Education for the Alaska community service
13 internship program.

14 * Sec. 2. The unexpended and unobligated portion of this appropriation
15 lapses into the general fund June 30, 1977.

16 * Sec. 3. This Act takes effect July 1, 1976.
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Rep. Parr stated that several hearings had been held already on HB 708 & 709 and the intention today was to have a mark-up session and pass the bills out.

Rep. Parr said that Mr. Romesburg had suggested that the proposal presented previously to the Committee by Mr. Beima and Reyes, which would require an increase to HB 709, be treated separately. A draft was now being worked on for a separate bill and it will not be included in 708 & 709.

HB 708 The committee went over the amendments which had been suggested during hearings and those suggested by the committee. Technical amendments. (motion by Beirne) moved were:

Page 1, line 24; delete "and qualified employers,"

Page 2, line 13; delete "The commission may reimburse" and change the letter a in an to a capital (An) and add after the word student "may be reimbursed".

Other amendments made were:

Page 2, line 15; put a period after the word student thus deleting the remainder of line 15 and all of 16.

Page 2, line 10; after the word "The" insert "post secondary institution, the".

Page 2, line 11; after the word students's insert "work experience".

Page 3, delete numbers (5) and (7).

Page 3, line 22 delete "a government agency or non-" and delete all of line 23 and insert, after the word "means" in line 22, "the employer who in conjunction with the post secondary institution furnishes the work experience portion of the student's internship."

Page 1, line 28; delete "reimburse" and insert "match the amount paid by"

Action Rep. Wallis made a motion to move HB 708 out as amended. The motion carried.

HB 709 The Committee had no amendments to make to HB 709. Rep. Hackney made a motion
Action to pass the bill out, there was a second and the motion carried.

HB 715 Rep. Parr brought the attention of the Committee to a letter from Mr. Wolf in support of the bill and Mr. Romesburg's previous testimony which was not in typed form.

There was discussion on the statistics contained in the tables provided by Mr. Romesburg (percentages going out-of-state and staying in-state).

Rep. Beirne felt there should be something in the regulations limiting the amount of money a student could take out-of-state and change the forgiveness provision for those going out-of-state (do not allow it). There was discussion on these suggestions and Mr. Romesburg related figures showing how much of the loan money was presently being collected (about 23% now with an expected increase because of changes they are making in collection procedures). There was also discussion on why so many students (mostly graduate) had to go outside; do not have programs available.

There were no amendments suggested.

Action Mr. Davis made a motion to pass HB 715 out, there was a second, and the motion carried.

Rep. Parr reminded the Committee of the AMU material available for them to read since action would have to be taken in the next couple weeks

The meeting adjourned at 4:15 PM.

Introduced: 2/10/76
Referred: Select Committee on
Education and Finance

1 IN THE HOUSE

BY H. BEIRNE AND OSTROSKY

2 HOUSE BILL NO. 708

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - SECOND SESSION

5 A BILL

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7 internship program; and providing for an effective
8 date."

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13 Sec. 14.40.850. PURPOSE. There is established the Alaska com-
14 munity service internship program to assist undergraduate and graduate
15 students enrolled in postsecondary educational institutions to gain
16 practical experience toward vocational or professional objectives by
17 establishing statewide standards for this program and by providing
18 financial assistance for its administration.

19 Sec. 14.40.855. ADMINISTRATION. The Alaska community service
20 internship program shall be administered by the Alaska Commission on
21 Postsecondary Education in accordance with the provisions of secs. 850 -
22 875 of this chapter. The commission shall promulgate regulations for
23 the selection of the interns, allocation of funds to postsecondary
24 educational institutions and qualified employers, and publication of
25 the names of participating employers.

26 Sec. 14.40.860. DISTRIBUTION OF FUNDS. The funds appropriated for
27 the program shall be allocated to postsecondary educational institutions
28 in the state to reimburse qualified employers of students who are
29 participating in the program if the postsecondary educational institu-

1 tion grants those students academic credit for their participation in
2 a program involving both employment and academic study undertaken
3 simultaneously by a student under the direction of the institution's
4 instructional staff. The postsecondary educational institution receiv-
5 ing an allocation of funds under this section shall establish rules or
6 guidelines for the awarding of academic credit.

7 Sec. 14.40.865. ELIGIBILITY. Students enrolled in an accredited
8 postsecondary educational institution in the state are eligible to
9 participate in the program.

10 Sec. 14.40.870. PAYMENT TO STUDENTS. ^{post sec inst, the} The student and the employer
11 shall be responsible for the terms of the student's ^A ^{work experience -} employment agree-
12 ment. No student enrolled in the internship may be paid less than the
13 minimum wage established under AS 23.10.065. ^{for with post sec inst} The commission may reim-
14 burse an employer of a student ^{may be reimbursed} up to 50 per cent of the wages or salary
15 paid to the student, ~~if the employer is a government agency or a non-~~
16 ~~profit or charitable organization.~~

17 Sec. 14.40.875. DEFINITIONS. In secs. 850 - 875 of this chapter

18 (1) "academic credit" means the unit that is awarded by a
19 particular postsecondary educational institution to its students to
20 indicate satisfaction of the institution's requirements for completion
21 of a course of study leading to graduation or the receipt of educational
22 credentials;

23 (2) "academic study" means a systematic program of reading,
24 written work, seminars, lectures, laboratory, tutorial or other instruc-
25 tion which is undertaken by a student under the supervision or direction
26 of the instructional staff of a postsecondary educational institution
27 and which is related to the student's employment as a community service
28 intern;

29 (3) "commission" means the Alaska Commission on Postsecondary

1 Education;

2 (4) "employed" means working for and receiving compensation
3 from an employer for at least 32 hours a week; *re-word*

4 ~~(5) "government agency" means an employer that is an agency~~
5 ~~of the federal, state or local government;~~

6 (6) "internship" means a program of supervised practical
7 experience in which a student enrolled in a postsecondary educational
8 institution receives academic credit for participation in both employ-
9 ment and academic study related to that employment occurring simultan-
10 eously;

11 (7) "nonprofit or charitable organization" means an employer
12 no part of the income or profit of which is distributable to its mem-
13 bers, directors or officers or whose primary purpose is eleemosynary in
14 nature;

15 (8) "postsecondary educational institution" means an aca-
16 demic, vocational, technical, business, professional or other school,
17 college, or university, or other organization offering educational
18 credentials, or offering instruction or educational services primarily
19 to persons who have completed or terminated their secondary education or
20 who are beyond the age of compulsory high school attendance for attain-
21 ment of educational, professional or vocational objectives;

22 (9) "qualified employer" means a government agency or non-
23 profit or charitable organization. *The employer who in conjunction*
24 *with the post-see inst furnishes the work experience portion of the student's*
* Sec. 2. AS 14.40.909(b) is amended by adding a new paragraph to read: *internship.*

25 (7) administer the provisions of AS 14.40.850 - 14.40.880
26 (community service internship program).

27 * Sec. 3. This Act takes effect July 1, 1976.

Introduced: 2/10/76
Referred: Select Committee on
Education and Finance

1 IN THE HOUSE

BY H. BEIRNE AND OSTROSKY

2 HOUSE BILL NO. 708

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - SECOND SESSION

5 A BILL

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22 875 of this chapter. The commission shall promulgate regulations for
23 the selection of the interns, allocation of funds to postsecondary
24 educational institutions ~~and qualified employers~~, and publication of
25 the names of participating employers.

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27 the program shall be allocated to postsecondary educational institutions
28 in the state to ~~reimburse~~ *match contributions of the amounts paid by* qualified employers of students who are
29 participating in the program if the postsecondary educational institu-

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Sec. 14.40.865. ELIGIBILITY. Students enrolled in an accredited postsecondary educational institution in the state are eligible to participate in the program.

Sec. 14.40.870. PAYMENT TO STUDENTS. *The postsecondary student* The student and the employer shall be responsible for the terms of the student's *work experience* employment agreement. No student enrolled in the internship may be paid less than the minimum wage established under AS 23.10.065. *The commission may reimburse* ~~an employer of a student up to 50 per cent of the wages or salary paid to the student, if the employer is a government agency or a non-profit or charitable organization.~~ *may be reimbursed* ~~of salary wages paid to student if employer is a government agency or a non-profit or charitable organization.~~ *reimbursed increased 125%*

Sec. 14.40.875. DEFINITIONS. In secs. 850 - 875 of this chapter

(1) "academic credit" means the unit that is awarded by a particular postsecondary educational institution to its students to indicate satisfaction of the institution's requirements for completion of a course of study leading to graduation or the receipt of educational credentials;

(2) "academic study" means a systematic program of reading, written work, seminars, lectures, laboratory, tutorial or other instruction which is undertaken by a student under the supervision or direction of the instructional staff of a postsecondary educational institution and which is related to the student's employment as a community service intern;

(3) "commission" means the Alaska Commission on Postsecondary

1 Education;

2 (4) "employed" means working for and receiving compensation
3 from an employer for at least 32 hours a week;

4 (5) "government agency" means an employer that is an agency
5 of the federal, state or local government;

6 (6) "internship" means a program of supervised practical
7 experience in which a student enrolled in a postsecondary educational
8 institution receives academic credit for participation in both employ-
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12 no part of the income or profit of which is distributable to its mem-
13 bers, directors or officers or whose primary purpose is eleemosynary in
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16 demic, vocational, technical, business, professional or other school,
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18 credentials, or offering instruction or educational services primarily
19 to persons who have completed or terminated their secondary education or
20 who are beyond the age of compulsory high school attendance for attain-
21 ment of educational, professional or vocational objectives;

22 (9) "qualified employer" means ^{no is correct} ~~a government agency or non-~~
23 ~~profit or charitable organization.~~ *the qualified employer is*

24 * Sec. 2. AS 14.40.909(b) is amended by adding ^{AS 14.40.850 - 14.40.880} a new paragraph to read:

25 (7) administer the provisions of AS 14.40.850 - 14.40.880
26 (community service internship program). *make*
up of
the who

27 * Sec. 3. This Act takes effect July 1, 1976. *W. McKinley*

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PARK			Jud				
Osterbeck	Res						
Davis		CRA					
Swanson	Res						
Hackney		CRA					
Ostrosky		CRA					
Beirne			SA	SA			
Wallis	Com		SA	SA			
Sullivan							

Dorell

Hargraves

Inst units for sch dist (HS 763)?

Has compared w/ 14 + 19 (Hohman) - 130

" " " Kotzebue - 133

Univ food basket - Bethel 188 index
None 194 "

freight rate

Arch Nov 19.90 cost

" Bethel 14.00 "

" Kotzebue 19.90 "

" Vellingham 9.70 "

Fbks Barrow 16.70

Utilities

oil Bethel 48

None 54-59

Gas Bethel 75

None 76+

Teachers

None 2000 over
Bethel

STATE
of ALASKA

MEMORANDUM

TO: Tom Brown, Coordinator
Office for Exceptional
Children

DATE : February 20, 1976

FROM: Judi Hayden *JH*
Education Specialist

SUBJECT: House Bill 635: "An Act
Relating to Licensing of
Speech Pathologists &
Audiologists."

I feel that our office should support this licensure bill in an effort to upgrade the services being rendered to the public in this state. I also feel that this state licensing will give more local control (that is state control) over professional competence in speech pathology and audiology vs. the present national control being exercised by the American Speech and Hearing Association in its conference of the CCC (Certificate of Clinical Competence).

This bill does not impinge upon the Department of Education's certification requirements concerning persons employed by a school district. Nor does this bill require persons performing services for a school district who hold a valid certificate issued by the Department of Education to obtain a license.

Concerning Sec. 08.74.010 of this bill (pg. 1), I do not think a three-member board is at all adequate to provide the wide range of duties and services and to make the numerous binding decisions that the bill authorizes them to make. This bill gives a great deal of authority to the three-member board, consisting of 2 speech pathologists and one audiologist. I feel that a five-member board, consisting of 3 speech pathologists and 2 audiologists would be more representative of various view points and experiences that such a board should have.

Therefore, Tom, I urge your support of this bill if not on specific items, at least on the whole of it.

cc: David Canterbury
Mike Mosher
Ed Obie
Sherman Welch

JH:es

PROPOSED AMENDMENT TO HB 708:

Line 24- after the word "institutions" delete "and qualified employers"

An employer may be reimbursed up to 25% of the wages paid to a student if the employer is in business for profit.

ALASKA FEDERATION OF NATIVES, INC.



670 WEST FIREWEED LANE
ANCHORAGE, ALASKA 99503
PHONE (907) 274-3611

Integrity, Pride in Heritage, Progress

ALASKA STUDENT HIGHER EDUCATION SERVICE



March 1, 1976

Representative Charles Parr
Pouch V
State Capitol
M.S. #3100
Juneau, Alaska 99811

Representative Parr:

With reference to the House Bills 708 and 709 to establish a community service internship program for Alaska, I express the support of this office for these bills. We have been directly involved with the UYA Volunteer program as funded by the Federal Government and, in our view, it has been a successful program in: 1) Providing an accredited non-traditional, work experience program for upper class college student and 2) Providing an organization with "inspired and highly motivated staff."

It is my feeling that higher education will have to move in this direction in the future as this is a more realistic approach and links academia to the real world.

I do hope that you give your support to these bills.

Sincerely,

John Reimer
A.S.H.E.S. Director

JR/cw

University Year for ACTION

University of Alaska, Anchorage

3221 Providence Drive

Anchorage, Alaska

99504 907-272-5522 ext 124



Representative Charles Parr
Pouch V
State Capitol
Juneau, Alaska 99811

Dear Representative Parr:

This letter is in support of House Bills 708 and 709 establishing and funding an Alaskan community service internship program. As director of the current University Year for ACTION program at the University of Alaska, Anchorage, I believe the passage of 708 and 709 will provide the following benefits:

1. ALASKAN HIRE

The program will foster the placement of Alaskan students in positions that have often gone to outside students. After completing University Year for ACTION internships, many of the UYA students have been hired to fill positions for which qualified, local applicants have not been available.

2. EXPANSION OF STUDENT RESOURCES

The UYA program now serves only one campus at UAA and the agencies in a limited area. Passage will provide the internship option to all students in approved post-secondary institutions and all agencies on a statewide basis. The placement of students could be coordinated with the existing work-study program.

3. INCREASED COST EFFECTIVENESS

Passage will provide at little cost a great student resource for resolving community problems. The University Year for ACTION program is now working with 18 agencies and the cost-saving is evident as we can place a student at \$250.00 to \$500.00 per month to do the equivalent of a full time employee at \$1,000.00 or more per month. Most agencies do not have enough money or skilled personnel to develop or explore innovative programs. This will allow them the opportunity to do so. Since internships are of limited duration, they do not replace full-time positions.

4. EDUCATIONAL RELEVANCE

Passage will allow students to gain invaluable professional skills that will lead to jobs rather than just academic degrees. It will also provide the



agencies the opportunity to test the students' theoretical skills in practical application.

5. STUDENT LOAN DEFAULT SOLUTION

Passage could possibly be a unique way for those students who have defaulted on student loans to work off whatever is their final assessment.

6. INCREASE UNIVERSITY-COMMUNITY COOPERATION

Passage would provide greater use of university resources to the community and promote closer cooperation between university faculty, administrators and community agencies in seeking solutions to problems. Faculty are now giving almost individual assistance to 25 Native students working in several projects throughout Alaska, particularly at Unalakleet and Copper Center.

7. BROADEN THE SCOPE OF UNIVERSITY SERVICE

Passage will provide a greater awareness of what services the academic institutions can provide organizations or agencies. For example, developing and implementing plans for in-service training for all staff people could be developed.

8. STRETCH RESEARCH AND PLANNING BUDGETS

Passage will allow agencies and organizations to use students to do independent research and planning for many divisions within the state administration that have recently reduced staff growth because of state austerity planning.

9. COORDINATION OF SERVICES

Passage will allow for the development of a state-wide internship office that could seek placement of Alaskan students attending academic institutions both in and out of state. The State Internship Office could work in conjunction with the existing WICHE and Co-op education programs to promote greater coordination in recruitment, placement, selection and academic evaluation.

The above benefits are, in my opinion, only the most obvious ones that will accrue to the state if HB 708 and 709 are passed. Experiential education is proving to be of tremendous value in many parts of the United States where intern programs are proliferating. Passage of HB 708 and 709 will put Alaska in the forefront in this field.

Sincerely,



L.W. Macatee
Director
UYA Program

CROFT & THURLOW

ATTORNEYS AT LAW

SUITE 710 FIRST NATIONAL BUILDING

425 "G" STREET

ANCHORAGE, ALASKA 99501

19 February 1976

TELEPHONE 272-3508
AREA CODE 907

CHANCY CROFT
GARY THURLOW

WILLIAM J. BAILEY
OF COUNSEL

The Honorable Helen Beirne
The Honorable Kathryn Ostrosky
Representatives
House of Representatives
Pouch V
Juneau, Alaska

Re: House Bill No. 708, an Act establishing
the Alaska Community Service Internship
Program.

Dear Representatives Beirne and Ostrosky:

I am please to see that you have introduced House Bill
No. 708 to establish an internship program.

During the two years that I was attorney for the Greater
Anchorage Area Borough, I had a great deal of familiarity
with the internship program carried on by the Borough
Department of Law. It was an outstanding success.

In 1973 and 1974 we obtained the services of Joel DeVore,
then a student at Antioch College, Ohio, for purposes of
helping us present alternative reapportionment plans to
the Borough Assembly and for some basic legal research.
Mr. DeVore did not have a background in law, but did, I
believe, have a background in political science. He made
a major contribution in working out an apportionment plan.
In fact, after he returned to Antioch College, we sent him
an urgent summons to return to Anchorage, Alaska, to work
on one last round of apportionment plans. Reapportionment
was accomplished in August or September of 1974, while he
was present. Joel DeVore is now ombudsman for the new
Municipality of Anchorage. He will, I am certain, make a
lasting contribution to the Municipality, partly because
he became early acquainted with municipal government during
the time that he worked as an intern for the Municipal De-
partment of Law.

Each half-year we hired two interns in their last year of
law school to work for the Municipal Department of Law.
Even though they were paid disgracefully low wages, they
worked very hard and most of them are now doing well in
either the private practice of law or as attorneys for

Honorable Helen Beirne
Honorable Kathryn Ostrosky
19 February 1976
Page two

the Municipality of Anchorage. Three interns, Judith Allen, a long-term resident of the Municipality of Anchorage, and a mother of two boys, Ted Berns and Gregg Wheatland made a major contribution in the area of land use planning this past year. Judy Allen was here only for the summer of 1974, while Ted Berns and Gregg Wheatland were here for one-half year each. A very significant piece of legislation, a planned unit development ordinance, was drafted and enacted during their stay here in Anchorage. I'm sure that all of these persons, particularly Judy Allen, will return to Anchorage and will play an active role in the affairs of our community.

I think that the interns all profited a great deal from their experience of working with the municipality. Certainly they have a much better chance of obtaining good employment in the Anchorage area. I believe that we struck a very good bargain in hiring them and that the former Borough, now the Municipality, profited a great deal from having them as employees.

Since I've gone into private practice, I have had an opportunity to meet with people connected with the Aleut Corporation and the Kuskukwin Management Corporation, a native group. I have also visited in Copper Center and Unalakleet in connection with a University of Alaska course. There are a large number of young people in rural parts of Alaska that have a keen interest in their communities and are willing to work hard, if given the opportunity, in municipal government and such activities as housing, sewerage, sanitation and health. Many existing state programs would be much more successful if people from these areas could be given practical experience solving specific problems.

The primary purpose of such a program is to provide a good education for Alaska students. I believe that the cost effectiveness of such programs is exceptional. The students learn very practical skills as interns and they learn quickly because they become so thoroughly involved in what they are doing. In addition, an internship program has the effect of giving Alaska students an early opportunity to become rooted in Alaska and, if they see fit, in their own community. Very often education does not connect students with employment. Internship programs very often do and are valuable for this reason.

The secondary benefit of an internship program is that it is a program of state assistance to local governments, particularly smaller local governments.

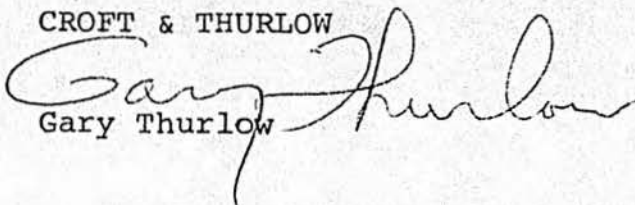
I hope that you will be able to make some use of this letter. I know that both of you are already familiar with the opportunities created by an internship program. Certainly Representative Ostrosky knows the possibilities of the internship program with respect to smaller communities such as communities at Bristol Bay.

Honorable Helen Beirne
Honorable Kathryn Ostrosky
19 February 1976
Page three

I wish you luck with your Bill.

Sincerely,

CROFT & THURLOW


Gary Thurlow

GT:mv

cc: Joel DeVore
Ombudsman
Municipality of Anchorage
City Annex
Anchorage, Alaska

December 8, 1975

Dr. Marshall L. Lind
Commissioner of Education
Pouch F
Juneau, Alaska 99811

Dear Dr. Lind:

This letter is in regard to ensuring that proper funding for electric power purchase is provided for in the forthcoming and future State budgets.

Alaska Village Electric Cooperative, Inc., has been providing service to a large number of State operated schools for the past few years with several new high schools under Contract, just coming on line. In addition, the State Operated School System entered into a contract in February, 1975 to add seven (7) new high schools for the system, as they come on line starting in 1976. This was necessary in order for Alaska Village Electric Cooperative, Inc. to borrow money from the U. S. Government to purchase the major additional generation and distribution equipment to supply these sizable new school loads.

Your department has, over the past several years, received several letters concerning the critical nature of these Contracts for the continued ability of Alaska Village Electric Cooperative, Inc. to provide power in the village communities served, as well as obtaining REA loan money to meet the growing requirements in the Communities and the schools. We will not at this time go back through all the details of these negotiations or requirements except to indicate these Contracts have been and still are firm requirements for this program to continue.

Attached is a complete listing of the schools currently served and the estimated minimum amount the State budget should include to provide this service for the period starting on July 1, 1976, through June 30, 1977. Three amounts are shown. The estimated amounts for satisfying the basic school minimum Contract rate, 2) an amount to cover the estimated fuel cost adjustment to accommodate the expected fuel cost during the period. This clause has been approved by A.P.U.C. and is now in effect, and 3) an amount whereby certain of the high schools are estimated to exceed the energy consumption provided under the basic energy schedule in effect at that time. We do not yet have a longer term profile of average kilowatt hours usage for the new high schools. We therefore estimated consumption based upon the limited amount of information we have and the best judgments we can make. These, of course, are subject to change, based upon actual experience.

December 8, 1975
Dr. Marshall L. Lind
Page Two

As you know, at the recent legislative session attached to the Bill authorizing decentralization of the schools, was a letter of Intent to ensure that the State would continue to provide electric service, under the Alaska Village Electric Cooperative, Inc. Contract with the State, as a planned part of the total breakup of the State Operated School System into the various Districts. A copy of the letter of Intent, as passed by the Legislature and attached to the final legislative measure, is attached for your reference.

It is our analysis that, with the disappearance of the S.O.S./Unorganized Borough School District, the State Department of Education would be the logical State area to administer this responsibility and Alaska Village Electric Cooperative, Inc. has not been advised otherwise.

We are also forwarding copies of this letter to Senator Ferguson, Mr. White of the Unorganized Borough School District and Commissioner McAnerney due to their acknowledged interest in this area and assistance to provide a smooth transition.

Please note that this provides only for the operation of the current projected State schools. If there are any plans to take over any BIA schools, then these should be appropriately added. Alaska Village Electric Cooperative, Inc. currently serves a total of 26 BIA schools, with the 27th scheduled to come on line in 1976. The 27th school being the Hooper Bay High School. Any state plans to take over any of these should be separately provided for and funded if this would be an event in the forthcoming fiscal year.

Alaska Village Electric Cooperative, Inc. would appreciate an early reply from you acknowledging receipt of this information and knowledge that adequate provision for this will be accomplished in the State Administration proposed budget. Alaska Village Electric Cooperative, Inc. must, in the next few weeks, make shipping space commitments for well over one million dollars in fuel oil alone for 1976 delivery to meet the Winter of 1976-77 generation requirements.

Please be assured that we will be prepared to supply you with any additional information you may request or will make ourselves available to support budget requests as necessary in testimony before the Legislature. The members of Alaska Village Electric Cooperative, Inc. appreciate the assistance that the State has provided through these Contracts to boost the availability of

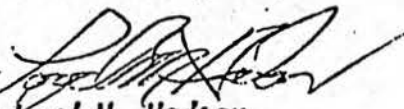
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December 8, 1975
Dr. Marshall L. Lind
Page Three

C
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electric service to the many thousands of residents in these villages. Progress has been achieved through not only provision for many new modern school facilities constructed in Alaska Village Electric Cooperative, Inc. service areas, but many benefits in better home study habits, adult education, and other improvements that the availability of electric service has brought to the village people.

Very truly yours,

ALASKA VILLAGE ELECTRIC
COOPERATIVE, INC.


Lloyd M. Hodson,
General Manager
LMH/ma

cc: State Senator Frank Ferguson
cc: Commissioner Lee McAnerney
cc: George White, Superintendent, Alaska Unorganized
Borough School District
cc: Adrian Simonson, REA Operations Representative

LISTING OF STATE SCHOOLS UNDER CONTRACT TO RECEIVE
ELECTRIC SERVICE FROM ALASKA VILLAGE ELECTRIC COOPERATIVE, INC.

Estimate of Service Cost for Period of July 1, 1976 to June 30, 1977

LOCATION	YEARLY MINIMUM	EST. KWH	EST. FUEL COST SURCHARGE (EST. \$.04/KWH)	EST. ENERGY (EST. \$.)
<u>Current Schools</u>				
Alakanuk High School Est. on 1/76	\$34,020	300,000	\$12,000	\$32,120
Angoon	34,020	140,000	5,600	
New Addition		60,000	2,400	10,120
Anvik	34,020	65,000	2,600	
Emmonak High School	34,020	300,000	12,000	32,120
Fortuna Ledge (Marshall)	34,020	80,000	3,200	
Holy Cross	34,020	80,000	3,200	
New Addition		60,000	2,400	
Huslia	34,020	130,000	5,200	
Kaltag	34,020	120,000	4,800	
Kiana High School	34,020	300,000	12,000	32,120
Kivalina	34,020	60,000	2,400	
Koyuk	34,020	75,000	3,000	
Minto	34,020	90,000	3,600	
New Addition		60,000	2,400	
Mountain Village High School	34,020	300,000	12,000	32,120
New Stuyahok	34,020	130,000	5,200	
New Addition		60,000	2,400	7,920
Noatak	34,020	80,000	3,200	
New Addition		60,000	2,400	
Anvik	34,020	160,000	6,400	1,320
Anvik High School	34,020	300,000	12,000	32,120
Nulato	34,020	110,000	4,400	
Nulato High School	34,020	240,000	9,600	18,920
Pitkas Point	34,020	60,000	2,400	
Shishmaref	34,020	60,000	2,400	
Shungnak	34,020	100,000	4,000	
Toksook Bay High School Est. on 2/76	34,020	300,000	12,000	32,120
Togiak	34,020	160,000	6,400	1,320
Wales	34,020	60,000	2,400	
SUB TOTALS (Current Schools)	\$850,500	4,100,000	\$164,000	\$232,320

New School Service after July 1, 1976

	Est. Date of Completion				
Ambler	Nov. 1, 1976	\$22,880	80,000	3,200	
Gambell High School	Sept. 1, 1976	28,350	250,000	10,000	26,651
Kaltag High School	Sept. 1, 1976	28,350	250,000	10,000	26,651
Kivalina High School	Sept. 1, 1976	28,350	250,000	10,000	26,651
Savoonga High School	Sept. 1, 1976	28,350	250,000	10,000	26,651
Shishmaref High School	Sept. 1, 1976	28,350	250,000	10,000	26,651
Shungnak High School	Sept. 1, 1976	28,350	250,000	10,000	26,651
Togiak High School	Sept. 1, 1976	28,350	250,000	10,000	26,651
SUB TOTALS (New Schools)		\$221,330	1,870,000	\$73,200	\$186,557
TOTAL (Current and New)		\$1,071,830		\$237,200	\$418,877

GRAND TOTAL

\$1,727,907

THE LEGISLATURE OF THE STATE OF ALASKA
FISCAL NOTE

Second Session - Ninth Legislature

I. REQUEST

Bill No. H.B. 708 and 709
 Title: An Act establishing the Alaska Community Service Internship Program
 Requested by: _____ Date: _____
 Return Date Requested: _____
 Agency: _____ Program: _____

II. FISCAL DETAIL

Budget Request Unit(s) Affected: Alaska Commission on Postsecondary Education

A. EXPENDITURES: (Thousands of dollars)

OBJECT	FY 76	FY 77	FY 78	FY 79	FY 80	FY 81
100 PERSONAL SERVICES	-0-	48.9	53.3	58.1	63.3	69.0
200 TRAVEL	-0-	3.2	4.0	4.3	4.6	4.9
300 CONTRACTUAL	-0-	1.0	1.1	1.2	1.3	1.4
400 COMMODITIES	-0-	.5	.5	.5	.5	.5
500 EQUIPMENT	-0-	1.6	-0-	-0-	-0-	-0-
600 LAND & STRUCTURES	-0-	-0-	-0-	-0-	-0-	-0-
700 GRANTS, CLAIMS, ETC.	-0-	194.8	214.3	235.7	259.3	285.2
TOTAL	-0-	250.0	273.2	299.8	329.0	361.0

B. FUNDING: (Thousands of dollars)

GENERAL FUND	-0-	250.0	273.2	299.8	329.0	361.0
FEDERAL FUNDS						
OTHER	-0-	250.0	273.2	299.8	329.0	361.0

C. POSITIONS:

PERMANENT/TEMPORARY	/	2.0/	2.0/	2.0/	2.0/	2.0/
MAN MONTHS (P./T.)	/	/	/	/	/	/

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

100. Includes 1.0 Education Administrator I (21-A) \$27.7
 1.0 Secretary I (10-A) 12.7
 \$40.4 plus 21% equals 48.9

500. Equipment includes one-time furnishing requirements.

Additional years' expenditures include a 9% cost-of-living factor for personal services, and a 10% growth factor for grants.

IV. ATTACHMENTS

V. DATE: February 20, 1976 PREPARED BY: Kerry G. Romesburg

Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)



UNIVERSITY OF ALASKA

ANCHORAGE

2651 PROVIDENCE AVENUE
ANCHORAGE, ALASKA 99504

February 25, 1976

Representative Parr
Health, Education and Social Services
Pouch V
State Capitol
Juneau, Alaska 99811

Dear Representative:

I have spent two years as Coordinator of the College-Work Study Program here at the University of Alaska, Anchorage and have witnessed the benefits a work program has for students.

With this knowledge, I wish to add my support to House Bill #709. I believe that internships and other work/credit programs provide extremely valuable and valid alternative methods of acquiring an education.

Sincerely,

Eleanor Brown
Coordinator of College Work-Study
Financial Aids Office

EB/mjh

EXPERIENTIAL LEARNING AT THE UNIVERSITY OF KENTUCKY:

INSTITUTIONALIZING ACADEMIC CHANGE

*made
Corm Ten*



Robert F. Sexton, Executive Director
Office for Experiential Education
University of Kentucky

and

John B. Stephenson
Dean of Undergraduate Studies
University of Kentucky

Not yet a year ago, the University of Kentucky created an Office for Experiential Education to develop and coordinate the off-campus learning activities of all university students. Because of contemporary interest in experiential education we have been asked many times to explain the causes and implications of this development: in essence, to explain how a traditional land grant university instituted a non-traditional program and what the phenomenon means.

Reflection on the development of experiential education at the University of Kentucky leads to two basic questions. The first involves the circumstances surrounding the creation of the Office for Experiential Education at the University of Kentucky. What allowed it to happen, especially in a species of institution whose rigidity and inertia are legendary? The second question concerns the real progress we have made, and what the creation of an administrative office has actually meant in terms of the "institutionalization" of this change.

The first question can be approached through a straightforward narration of events between 1970 and 1973, when the Office was created. It would be additionally helpful, if we could abstract from the story of what happened some guiding concepts and principles to explain what happened. If such concepts and principles are valid, they might be put to use again, at the University of Kentucky and elsewhere. Therefore, let us first generalize a bit. For what happened at UK underscores the importance of the following principles, which are no news to social scientists, students of change, or practiced administrators:

1. The use of influentials and elites is essential in the

process of diffusion and adoption of innovations.

2. Timing is important in effecting change, from the standpoint of "client" readiness, competing demands for resources, and support from elites, to name only three aspects.

3. The management and coordination of communications to maintain a proper flow of information is another essential.

Communications management is best achieved from points of organizational or system centrality.

4. It is important that innovations be defined by potential adopters as consistent with existing norms and shared objectives and likely to fulfill felt needs.

5. Of overriding importance is the very basic principle that success in bringing about change is always a mixture of calculated strategy and dumb luck. The mixture may contain 5% of the former and 95% of the latter!

Leaving these generalities and moving on to the particular experience of the University of Kentucky, our success with experiential education has been the result of a combination of circumstances; some carefully planned over the last four years, some the result of specific institutional characteristics, and some the result of historical accident. To analyze these circumstances, we should examine the role of the Office of the Dean of Undergraduate Studies; the impact of the University Year for Action program; and the importance of a relatively small group of advocates scattered throughout the University.

Recognizing the impact on undergraduate programs of a greatly increased emphasis on graduate training in the early and middle sixties, the University of Kentucky attempted to check this swing partly through creating the office of the Dean of Undergraduate

Studies. The position was created in 1967, and was first filled in 1970. In some respects the counterpart to the Graduate Dean, the Undergraduate Dean was to improve program effectiveness, improve instruction and advising, and generally attend to those academic concerns which were of common interest to the dozen or so colleges offering undergraduate degrees. The position was filled partly to respond to growing student demands for changes in undergraduate programs, and it quickly became one of the University's more visible symbols of "innovation."

It was through the auspices of the Dean of Undergraduate Studies that the University applied for a University Year for Action planning grant in fall, 1971. Following a strategy laid jointly by the Dean, a development official with the University Research Foundation, and the Director of the Center for Developmental Change (an interdisciplinary campus center which had been important in developing proposals in such areas as welfare research, Peace Corps training, and Appalachian research), the so-called Committee of Forty was assembled to assist in drafting the proposal. The Committee of Forty was large, representative, supportive, and hardworking. For such a sizeable and diverse group, it was surprisingly flexible. The Planning Director, together with the Committee of Forty, organized and submitted a proposal which became the model proposal for UYA in Washington for months---a fact which was later almost our undoing in Lexington.

Washington approved the UYA program proposal, and the University was in the experiential education business on a multi-college basis on January 17, 1972, less than four months after it had first conceived the possibility. Among the institutional

changes necessary for getting the grant was the commitment to granting 30 hours of academic credit to students serving in the off-campus program. (Some were incredulous, having already decided that the institution was congenitally incapable of rapid change.)

Of course, scattered but significant off-campus learning activities already existed on the campus. In addition to programs in education, social work, and the medical fields, the Department of Political Science had been active in developing state government internship programs which carried fifteen hours of academic credit. These internships had been widely publicized and their patron faculty member was a highly respected scholar. In one respect, then, education through field placements was not a radical innovation at the University of Kentucky.

But the "take-off" for development of experiential learning from such scattered beginnings to the eventual creation of a University-wide Office for Experiential Education depended not only on carefully laid strategies, but on several fortuitous events and decisions.

One of these was early resolution of the "credit problem" by two members of the Committee of Forty, the Vice-President for Academic Affairs and the Chairman of the Senate Council. Their plan was to obtain top-level approval for a new University-wide course granting up to 15 credit hours per semester, but to make its use by any given student contingent on the approval of a department and a college. (The alternative would have been to wait upon the unlikely common initiative or around ninety departments to come up with such a course.) This course, University Year for Action 396, will this year be modified as a departmental

300-level course in a gradual, planned move toward an established, university-wide, variable credit experiential education course.

Another strategic decision was to locate the UYA program under the Dean of Undergraduate Studies, which in turn reports to the Vice President for Academic Affairs. This meant that from the beginning the program benefitted, to a certain degree, from an aura of established academic credibility. This factor became of more crucial importance in later stages than at the beginning. Numerous UYA programs across the nation were initially attached to student services, volunteer offices, or specific professional colleges such as social work or urban studies. To "institutionalize" these programs must cross the bridge to the academic administration of the institution, or expand to engage the broader university community. They are attempting to do this as their federal funding ends, so not only have they lost the initial financial advantage, but they are tackling an academic-political objective which is inherently difficult.

Another fortuitous effect of UYA was the establishment of a core of persons on and off the campus, often from unexpected quarters, who could intelligently discuss and rationally visualize the potential of the UYA model. Among these were the Vice President for Academic Affairs, whose support was vital to the effort. Another was a former chairman of the Psychology Department, a highly respected member of the University community and a person who had experience as an evaluator of Peace Corps. This person eventually played an important role in evaluating UYA and later became academic co-director of UYA. Another was the Planning Director, a vigorous, imaginative assistant professor who

subsequently became Assistant Dean of the College of Arts and Sciences. And almost by accident, one of the authors of this narrative became involved as a member of the Committee of Forty in his role as Director of the State Internship Program in Frankfort. Other members of this core group came from such diverse areas as Law, Architecture, Dentistry, Community Medicine, and Vocational Education.

Almost any way one looks at it, the early experience of the UK-UYA program was a near disaster. If there was little time available for planning, there was even less available for implementation. Staffing was completed virtually overnight. There was insufficient time to orient the staff to the complex philosophy of a new program which was to satisfy Washington that poverty was being attacked in a respectable academic fashion, to persuade faculty that learning was taking place under the banner of service, and to convince students that learning objectives could be achieved outside the classroom. Needless to say, the motives of those who participated in those early months were varied and conflicting. The conflict erupted. Surprisingly, it was not faculty who contested an academic ripoff; it was students who contested what they considered another ripoff of the poor. In addition, some agencies felt they had been seriously misled by an overzealous recruiter. Had it not been for a steadfast, mature director who kept a cool head throughout this period of travail, the University would have terminated the project within three months of its beginning.

But UYA survived its nervous launching, which is not to say that it was an unmitigated success even a year or so later. It

still faced problems such as its narrow focus on poverty, its requirement of full academic credit for 12 months full-time work for undergraduates, its apparent inflation of grades, its low rate of faculty involvement in supervision and evaluation, and its exploitation by students with questionable motivation, to name the most important. Nevertheless, UYA has served and is serving its purpose: to allow experimentation with experiential learning just so such problems could be identified and dealt with. And UYA has been a foundation, however shaky it may seem, upon which to build a more solid educational structure.

Thus, the University's experiment with UYA, although not completely successful, provided both the stimulant and the vehicle for the development of the broader concept of experiential education.

Several factors from the UYA experience, as well as other circumstances only partially related to the program, contributed to whatever success we now enjoy.

At the top of this list of circumstances contributing to the maintenance of innovation was the basic credibility of experiential education proponents. In addition to the former chairman of psychology, these included the chairman of the political science department, highly respected faculty in anthropology and sociology, and the Deans of the Colleges of Education, Social Professions, and Agriculture, and the Vice President for Academic Affairs. Whatever their individual reasons for supporting the reform, these persons played quiet but decisive roles. Of crucial importance also was the breadth of the small support group---it silenced from the beginning the argument that such education was

only advantageous to a small segment of the University or only to the professional colleges. We also saw that a small nuclei of strong supporters, located in the right places and mobilized by the Office of Undergraduate Studies, was as effective as larger numbers would have been.

Another contributing factor was the absence of organized opposition to experiential learning. In part this was due to the role of the persons above, but even more it was the result of the non-threatening nature of the experiment and pure good luck. The internal proposal which created the Office for Experiential Education had argued not that some radical alternative to tradition was being undertaken, but instead that experiential education should build upon existing programs. The proposal was also reviewed by the deans of all 15 colleges and many department chairmen, forestalling organized opposition.

Perhaps there was more of a threat to existing experiential programs---but once more the cautious wording of the mandate was important. In other words, assurances were given that existing programs, such as those in education, would not be challenged by a development and coordination office.

Basically, the UYA experience itself made a mixed contribution to the furtherance of experiential education. On the one hand the program had demonstrated the weaknesses of innovation. There were problems with vague or absent criteria for measurement and absence of faculty control of students. The "academic" validity of some of the placements was a constant question as was the fact that many UYA students entered the program with fairly weak academic records. Fortunately, however, these problems were discussed openly if not widely throughout the program and supporters of

the concept in general continued to think positively; they felt that inadequacies surfacing in UYA pointed to our concerns to be corrected or modified, and not toward elimination. And, in effect, the UYA program really affected only a small group of people. The credit mechanism, although it offered up to 30 hours of undergraduate credit, was couched in safeguards (it was pass/fail in most cases and needed departmental approval to count toward the major) and had been approved only on an experimental basis, so it too posed a limited threat.

In sum, the UYA program's primary contribution to later developments was as a stimulant, not as a paragon of academic virtue. The process of getting the grant stimulated discussion of large amounts of credit for experience in a "low risk" environment. Administrators and faculty were encouraged during the program's duration to discuss experiential education, and the UYA project staff and advisory committee formed a focal point for this discussion. Students were also exposed to off-campus work in large doses for the first time, and the novelty of their placements resulted in more publicity in the campus media than had been the case with other programs. The availability of federal funds to underwrite a broader office was, of course, a constant advantage in working with the administration.

A major link between UYA and the Office for Experiential Education was the Harris report and recommendation.* Based on interviews with virtually all academic deans, the report showed

*Jesse G. Harris, Jr., "A University Plan for Experiential Education, 1973. Dr. Harris' proposal outlined the process of establishing and the functions of the Office for Experiential Education.

considerable support for the concept of a centrally coordinated office which would concern itself with the development of off-campus learning experiences. With the degree of support shown in this report, and coming from an unimpeachable source that it did, the Vice President and the President found it difficult to deny support for the new Office for Experiential Education from general fund sources. In July, 1973, the new office was created.

We now come to the question of how far toward the institutionalization of experiential learning we have come. To begin, let's review briefly the role of the Office for Experiential Education. The office's primary purposes are to coordinate already existing field experience programs (this does not mean, by the way, granting approval for a college or department to place students in an internship), to create a general climate receptive to experiential learning among students and faculty, to develop new field learning opportunities, to serve as a facilitator of research on the subject, and to disseminate information as broadly as possible. The office also directly administers programs with university-wide constituencies---like the state and city government internship programs and the University Year for Action program.

Thus far, the focus of the office has been on working with colleges and departments, through the new Council on Experiential Education, to encourage them to build experiential education into the curriculum. At the same time, interdisciplinary sub-committees are also at work devising ways in which the off-campus placement can be utilized to encourage department cooperation (for example, a Subcouncil for Cultural Patterns consists of representatives from Anthropology, English folklore, Geography, Sociology, and

Efforts have also gone into cataloguing all the university field experience programs and all the university courses being used to grant credit for field work. Research has been conducted on income taxes, workman's compensation, and minimum wage requirements.

The Office for Experiential Education exists in an environment which is generally tolerant if not wholly enthusiastic about its mission. There remains a considerable degree of academic conventionalism, a fear of eroding standards, an anxiety about the theft of credit as though it were gold being burgled out of some academic Fort Knox. The words of the poet who penned "The Deserted Campus" represent this point of view eloquently:

CREDIT, thou elder brother e'en to grade,
Thou hadst a being ere degrees were made,
When to have ta'en a course meant mastering
A discipline---not doing one's own thing!
To what base uses has thy name been lent,
Thou tarnish'd token of accomplishment!
For credit they cross seas, pay gladly double
To learn what they could here with half the trouble.
For credit they watch plays, or hammer nails,
Or get a clap, or hunt for Holy Grails;
They'll lobby Congress, or their boots they'll muddy,
If certifi'd as independent study,
And though we fume, we pedagogues abet it;
Ingenious are the ways of earning credit:
They ski in Zermatt and they scour the pampas,
They'll do most anything but stay on campus.*

Two major projects may provide a better test of the Office's ability to function. One of these is to steer course credit for experiential learning (up to 30 hours) through each academic department and the faculty senate. Thus far, twenty-four departments have endorsed the concept of the course (presented through a "model" course proposal and argumentation). The adoption of this course by appropriate departments, and later the appointment of

*Ira Gorshan, "The Deserted Campus," Chronicle of Higher Education, April 1, 1974

specific instructors for the course will be a first tangible demonstration of success. The new course also carries with it the necessity of a written contract; thus experiential education has developed this tool and is working with students and faculty in its use.

Secondly, a major information center is being established for students who want field placement, modeled somewhat on the C/AHED (See-Ahead) Center at Michigan State University. The information center is seen as the only feasible way of dealing with hundreds of student inquiries without spending massive amounts of staff time in personal counseling.

Yet the major objective, perhaps equally as important as faculty support, is that of creating within the student body both the interest in exploring off-campus opportunities and the willingness to aggressively develop off-campus experiences for themselves. As one means of achieving this, learning opportunities in Kentucky are being gathered together into something like a "whole earth catalogue." Hopefully, by attractively packaging this catalogue, and including written encouragement for students to experiment, we will at least start students on the path toward working independently.

This last point deserves digression and elaboration. It is becoming fairly obvious that the students we deal with have not been encouraged to take charge of and aggressively pursue their own educations; they do not ask why they are here, what their learning goals are, or how they can best achieve their goals. In other words they have been schooled to be told what and how they are to learn. Experiential education, which depends on student

independence and initiative, cannot thrive in this environment. Consequently, not only must we create an environment where students will think "off campus," but we need to cooperate with others on the campus who are attempting to revitalize undergraduate education and encourage more creative student attitudes toward the educational process.

A corollary need, in our opinion, is to integrate experiential education into the general education program of the university. The professional schools, and in turn careerism, continue to be the mainstays of field experience. It is our opinion that it will be in the liberal arts fields that experiential learning can have its most significant impact. For it is here that the university continues to play its distinct role, not only as the keeper of the society's culture, but also as the place for helping men and women who can cope with society's complex ethical and cultural problems and who can lead personally satisfying and socially constructive lives as citizens in a participatory democracy. So we have considered that by combining liberal arts values with field placements, a new breath of life might be blown into an old academic objective. If learning by doing is a concept valid for engineers, why is it not appropriate for all decision-making citizens? If understanding the internal workings of organizations like government is a desirable object for all educated persons, as well as political scientists, why not use the experiential technique to convey the message of the humanities.

Another need, which will be more obvious to administrators at higher levels than ourselves, is to cost our efforts to determine whether our efforts are worth the price. The Office for Experiential Education at the University of Kentucky obviously

will not become institutionalized until its costs are known and are felt to be reasonable and affordable in view of the benefits derived. How these benefits can be measured is a question yet to be answered to everyone's satisfaction.

The creation of the Office for Experiential Education at UK does not mean that "experiential education" has been institutionalized at the University; it says only that an institution has been created with the goal of institutionalizing the concept. Only the first step has been taken, the most important goals lie ahead. Until the university, with full awareness and agreement, finally understands what it has done by the creation of this office, and understands the implications of experiential learning as they relate to goals long held to be important in higher education, experiential education will not be institutionalized.

ALASKA NATIVE AMERICAN TEACHER EDUCATION PROJECT

Alaska Department of Education
Dr. Marshall Lind
Commissioner

Eli Reyes, Tlingit/Haida Central Council
Ruth Okitkon, Tanana Chiefs Conference
Gary Fuller, Oregon State University
James R. Beima, Department of Education

February 25, 1976

ALASKA NATIVE AMERICAN TEACHER EDUCATION PROJECT

RATIONALE

Planning grant funded by the U.S. Office of Education under Section 504 of the Education Professions Development Act (EPDA).

The program is based on the following assumptions:

1. That the quality of education for Native American children can be improved by training Native American professionals;
2. The involvement of Native people in the educational process of their children is desirable and necessary; and
3. To develop a cadre of Native American educators on all levels of instruction and administration will build and maintain bridges between Native American homes, schools and the outside world.

PROBLEM

Since the majority of Alaskan school districts are rural in nature, with a predominance of Native students, they should be administered and staffed with a larger percentage of Native Alaskans. The emerging twenty-one (21) Rural Education Attendance Area school districts stimulate the need to meet this growing demand.

Presently we have been able to identify only two (2) Native secondary school administrators out of approximately 112, less than ten (10) secondary vocational teachers out of approximately 411, and less than thirty (30) secondary and elementary teachers out of approximately 5,600 statewide. Traditional teacher education/administration programs have not illustrated success in meeting demands of rural Alaska.

Annually, over a thousand Native Alaskans are in some phase of post-secondary education outside the state of Alaska. Many of these students are not enrolled in education, and many do not return to Alaska.

PURPOSE

The purpose of this three-year project is to increase Native American involvement to 10% of the total statewide school administration and staffing at the end of three years.

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PLAN OF ACTION

OBJECTIVES	ACTIVITIES	EXPENDITURE	EVALUATION
1. By June 30, 1976, identify potential Native American candidates 2. Contact Human Resources Committee A.F.N. 3. Present Plan to Commissioner of Education for presentation to legislature	1. Contract with Native organization 2.1 Present project to Committee 2.2 20 Slots for Administration 2.3 Administered by native agencies 3.1 Presentation to D.O.E. 3.2 Commissioner present to legislature	1. 3,000 2. 120,000 Cost of living 3. 130,000 a. Coordinator b. Transportation c. Secretary d. Travel e. Other	1. The acceptance of program by participants. 2. Approval of funding concept 3.1 Approved by D.O.E. 3.2 Approved by legislature
4. Present plan to other agencies	4. Scholarships and Donations	4. 10,000 Student Aid	4. Allocation of Gifts
5. University Program	5. Linkages with Universities through Center for Staff Development.		5. Working Agreement
6. Employment of Statewide Coordinator and Staff	6. Develop Plan Guide, Goal Statements, Career Guidance Component, Develop linkages with School Districts.		6. Staffing Completed
7. Enrollment of Administrative Interns	7.1 Taking Research project and applying criteria 7.2 Enrollment of students in program by September 30		7. Enrollment of students

OBJECTIVES	ACTIVITIES	EXPENDITURE	EVALUATION
8. Enrollment of Voc. Ed. Type II Certificates	8.1 See Community Resource Project for time lines (attached)	10,000 EPDA 104,000 Part D	8. Enrollment of students
9. Evaluation	9.1 BRT 3rd Part Evaluation 9.2 EPDA 3rd Party Evaluation 9.3 Ongoing Evaluation		9.1 Nov. 76 May 77 9.2 June 77 9.3 Monthly Reports Quarterly review Annual written report by Coord.
10. Continuation of project	10. Use prior years data and evaluate expansion, maintenance and/or revision		10. Human Resources Commission and B.O.E.

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APPENDIX

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Alaska

Teacher Education Needs 1980 *

	1975	Present Type D	1980 Needs
Business Education	119	1	40
Distributive Ed.	10		10
Home Economics	39		18
Health Education	4		52
Agriculture	4		70
Trade Industrial	185	41	100
Vocational Directors L.E.A.	14		30
Elem. Sec. School Adm. ^{mt}	345		100
Superintendents ^{**}	50		15
			<u>465</u>

* Spaziani, Richard, Five Year Projection Of Vocational Teacher Education Needs, 1974.
 ** Includes projected need for new R.E.A.A. Schools

TENTATIVE BUDGET

Research Study	EPDA	3,000
Tuition	Scholarships	10,000
	State	12,000
	EPDA	10,000
Cost of Living	Native Organization	120,000
	State	64,000
Coordinator	State	24,500
Secretary	State	9,200
Fixed Costs	State	7,300
Transportation	State	8,000
Travel	State	5,000
		<hr/>
		273,000
Community Resource Training	Part D Voc. Ed.	104,000
		<hr/>
		377,000

FUNDING SOURCES

Research EPDA	3,000
State	130,000
Native Organizations	120,000
Scholarships	10,000
Native American EPOA	10,000
Community Resource Training	104,000
	<hr/>
	377,000

THE PRECEDING DOCUMENT(S) MAY NOT FILM
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ORIGINAL.

What it means...

Cooperative education means that an employer and a school combine their efforts to help train students for careers. Cooperative education students spend part of their high school or college years in on-the-job training. In this way, the business community becomes a part of the college campus. The school and the business should be like two interlocking gears; if one moves so does the other.

Employers need well educated, highly motivated, properly trained employees. Through cooperative education, employers assume a vital part of the responsibility for training their future workers. With the employers doing their part, the college experience is enhanced. The result is not only good students, but better employees.

Cooperative education at the high school and college levels makes learning a continuum. Work experience rounds out a student's education and eases the transition from schooling to working, while satisfying the need for reality in learning.

What it's doing...

... FOR THE STUDENT

- relates education to real life
- permits testing of career choices
- upgrades earning power
- increases potential for advancement
- fosters learning by objective and self-evaluation
- provides employee-employer communication channel
- opens way to continued higher education

... FOR THE EMPLOYER

- increases employee job motivation
- provides trained personnel
- reduces training costs
- encourages employees to continue education
- communicates support for individual initiative
- facilitates meaningful contact with college
- enhances community involvement

... FOR THE COLLEGE

- extends range of educational offerings
- enhances relevancy of learning objectives
- encourages employees to become students and students to become employees
- provides individualized guidance and instruction
- fosters goal-oriented learning
- opens new opportunities for community service

How it works...

... THE STUDENT

- enrolls at ACC
- establishes job-oriented learning objectives
- gets approval of job supervisor and faculty advisor
- proceeds with program as proposed
- participates in three-way evaluation with employer and faculty advisor
- earns college credit when goals are achieved

... THE EMPLOYER

- indicates interest and willingness to participate
- reviews and approves employees learning objectives
- provides supervision and assistance in goal attainment
- consults with faculty advisor as need arises
- assists in education of employee's achievement

... THE COLLEGE

- appoints faculty advisor who:
- assists student in formulating learning goals
- reviews and approves proposed program
- serves as liason for employer and student
- assists student and employer in final evaluation
- assigns final grade for college credit



HUMANITIES

architect, commercial artist, museum staff



HEALTH OCCUPATIONS

dentist, dental assistant, dental hygienist, RN, medical lab, medical office assistant, paramedic



BUSINESS TECHNOLOGY

accountant, bank teller, computer operator, office clerk, receptionist, secretary



TRADES AND INDUSTRY

carpenter, welder, electronics technician, survey technician, aviation, diesel or automotive mechanic



PUBLIC SERVICE

fire fighter, police officer, lawyer, librarian, mail carrier, school teacher, ambulance attendant



BEHAVIORAL SCIENCES

social worker, psychologist, psychiatric social worker, anthropologist



FOOD SERVICE

chef, restaurant manager, food product tester, concession attendant

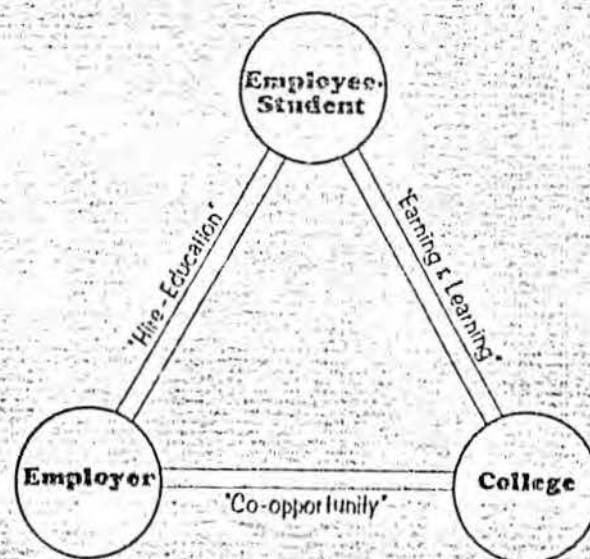


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Anchorage Community College
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PERSONAL AND VOCATIONAL INTEREST ORIENTATIONS:
COMPARISON OF UNDERGRADUATES IN TWO PROGRAMS

STEVEN NORTON AND NICHOLAS DIMARCO

*University of Missouri-St. Louis*¹

Summary.—To compare the vocational interests and degree of self-actualization of males and females involved in two business programs, the University-Year-for-Action and the traditional area, the Strong Vocational Interest Blank and Personal Orientation Inventory were administered to 26 male and 6 female students and 86 male and 15 female students in Action and traditional programs. The Action men were higher than the traditional men on the Personal Orientation Inventory scales for self-actualizing value, spontaneity and synergy and the Action women were higher than the traditional women on self-actualizing value, self-regard, and capacity for intimate contact. Both Action males and females had Strong basic interests and occupational scale scores reflecting a higher social service and lower business orientation than the traditional students.

Currently about 30 universities support Action related learning-service programs, 18 of which were involved in an experimental learning-community service program entitled University-Year-for-Action (5). A study of the variables contributing to the performance of Action volunteers indicated that age, educational level, community experience, and job experience were only marginally valid in terms of screening better volunteers for the Action program (2). The study also indicated that "in-service variables" such as training and project quality had greater influence on volunteers' performance than the four stated above. Finally, personality variables may play a significant role.

To the authors' knowledge, the above cited study is the only one assessing such a program. The present study compared those students involved in a university-sponsored Action program with a group of traditional business students not in the Action program. This was designed to combine formal education with economic development activities in poverty communities. Although most of the Action students had been business students, the program was assumed to appeal to students who are different from the traditional business student. The present study was originally planned as a predictive study against criteria for success in the program. However, the students' success in the program was greatly influenced by the organizations in which they were placed, the helpfulness of their sponsors in the organizations, and the type of projects which they developed. Neither the Action staff, the sponsors, nor the faculty who acted as advisers felt that they could meaningfully rate the relative success of the students. The present study was therefore limited to exploring what differences exist in

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vocational interest and degree of self-actualization between the Action and traditional students.

METHOD

Ss were 130 undergraduate business students during the Fall 1972 semester. There were 23 male and 6 female Action students and 86 male and 15 female traditional students.

The Strong Vocational Interest Blank (1, 4), Forms TW399 and TW398, and Personal Orientation Inventory (3) were used as measures of orientation of vocational interest and degree of self-actualization, respectively. These measures were selected because they have been well-validated (particularly the Strong) and are often used as a basis for counseling college students.

Scores were obtained for all the scales of both tests for each of four groups. The significance of the differences between the two groups of men and between the two groups of women was tested by the Mann-Whitney *U* test. As the study was exploratory, the question concerning the significance of differences, rather than specific hypotheses, was posed. The .01 level, rather than the .05 level of significance (two-tailed) was used because of the lack of cross-validation and the high intercorrelations among scales.

RESULTS AND DISCUSSION

Table 1 reports the values of *U* for those inventory and Strong scales on which there were significant differences between the students in the Action and traditional programs. The Action men were higher on the inventory scales for self-actualizing value, spontaneity, and synergy. The Action women were significantly higher than the traditional women on the inventory scales for self-regard and capacity for intimate contact.

On the Strong Basic Interest Scales, the Action men were more oriented toward public speaking, nature, social service, and religious and aesthetic activities than the traditional men. The Action women were more political, science, and social service oriented than the traditional women.

The occupational scales showed the Action men to be higher on psychiatrist, psychologist, social worker, minister, librarian, music teacher, and community recreation administration. Men in the traditional program scored higher on carpenter, printer, senior C.P.A., purchasing agent, and banker. The Action women were higher on almost all the social-service occupations, some of the verbal-scientific and health-related services. The traditional women were higher in some of the business and non-professional occupations.

Data suggested the Action men were significantly higher in academic achievement, age-related interests, diversity of interests, and specialization level; while the traditional students were higher on masculinity-femininity and occupational introversion-extroversion. Action women were higher on academic achievement and diversity of interests and lower on occupational introversion-extroversion.

In general, it appears that the Action men and women differed from traditional men and women in their vocational interests and in degree of self-actualization. The significant

TABLE 1
MEANS AND STANDARD DEVIATIONS
FOR TRADITIONAL AND ACTION MALES AND FEMALES

Scales	Males		Females	
	Traditional (N = 86)	Action (N = 23)	Traditional (N = 15)	Action (N = 6)
Personal Orientation Inventory				
Self-actualizing				
Value	19.21 ± 3.13	21.13 ± 2.20	18.67 ± 4.07	22.67 ± 2.42
Spontaneity	11.24 ± 2.77	13.09 ± 2.17	12.00 ± 2.51	13.17 ± 1.60
Self-regard	12.02 ± 2.34	12.65 ± 1.53	12.00 ± 1.85	14.33 ± 1.63
Synergy	11.51 ± 2.25	11.91 ± 2.49	7.00 ± 1.07	7.83 ± 1.17
Capacity for Intimate Contact	17.06 ± 3.44	16.74 ± 4.15	16.33 ± 2.82	20.67 ± 1.97
Strong Vocational Interest Blank (Form T399-men, TW398-women)				
Basic Interests				
Public Speaking	53.20 ± 8.41	60.52 ± 7.77	48.00 ± 6.13	57.33 ± 7.99
Law/Politics	57.33 ± 9.64	61.35 ± 8.37	46.80 ± 7.73	60.00 ± 7.24
Physical Science			43.00 ± 8.02	58.67 ± 9.52
Mechanical	46.26 ± 10.71	47.04 ± 10.33	42.53 ± 6.22	55.33 ± 9.67
Biological Science			44.33 ± 10.52	60.00 ± 3.41
Nature	43.10 ± 11.06	50.74 ± 8.54		
Medical Service	51.06 ± 10.96	56.39 ± 8.35	46.27 ± 9.06	59.17 ± 1.72
Teaching	52.05 ± 9.90	55.78 ± 8.96	50.13 ± 9.55	61.17 ± 7.71
Social Service	52.16 ± 10.19	62.61 ± 8.23	46.00 ± 6.13	58.67 ± 4.08
Religious				
Activities	44.24 ± 10.02	54.56 ± 10.18	47.40 ± 8.45	44.33 ± 12.08
Music	47.31 ± 10.52	56.61 ± 11.28	46.40 ± 11.77	55.00 ± 9.45
Art	48.47 ± 9.47	58.17 ± 9.64	44.67 ± 9.82	51.83 ± 10.70
Writing	49.91 ± 9.86	57.65 ± 7.39	44.00 ± 7.76	52.50 ± 10.13
Occupational				
Biological Sciences				
Psychiatrist	19.58 ± 12.49	28.96 ± 8.48		
Psychologist	21.95 ± 11.70	28.04 ± 8.86		
Technical and Skilled Trades				
Carpenter	22.69 ± 11.52	15.91 ± 6.93		
Printer	34.52 ± 9.53	25.96 ± 5.80		
Social Service				
Social Worker	31.48 ± 11.82	42.78 ± 10.93	12.00 ± 8.94	34.67 ± 13.28
Minister	14.16 ± 11.77	26.57 ± 11.39		
YMCA				
Staff Member			27.60 ± 7.93	45.50 ± 8.78
Recreation Leader			31.60 ± 6.85	46.33 ± 6.95
Director, Christian				
Education			13.73 ± 9.44	29.17 ± 9.99
Guidance Counselor			23.87 ± 9.94	40.83 ± 10.82
Social Science				
Teacher	36.92 ± 10.70	37.70 ± 10.74	28.93 ± 7.87	40.00 ± 6.87
Aesthetic-Cultural				
Librarian	26.24 ± 10.81	33.61 ± 9.91		
Music Teacher	26.32 ± 10.74	35.83 ± 9.57		

(Continued on next page)

Note.—The only scales listed are those for which there was a significant difference by Mann-Whitney test between the male or the female Traditional vs Action students.
† $p < .01$. ‡ $p < .001$.

TABLE 1 (CONT'D)
MEANS AND STANDARD DEVIATIONS
FOR TRADITIONAL AND ACTION MALES AND FEMALES

Scales	Males		Females	
	(N = 86) Traditional	(N = 23) Action	(N = 15) Traditional	(N = 6) Action
Business and Accounting				
Senior C.P.A.	31.62±13.57	23.13 ±10.84†		
Purchasing Agent	37.71±12.05	27.65 ±10.63†		
Banker	31.60±11.12	22.35 ± 8.64†		
Supplemental Occupations				
Community Recreation Administrator	35.05±10.32	42.48 ±10.90†		
Verbal-Scientific				
Speech Pathologist			15.60± 8.99	33.67± 9.52
Librarian			20.27± 8.42	32.00±11.14
Scientific Physician			11.00± 8.66	32.67±19.40
Military-Managerial Army Officer			26.73± 9.88	43.33±12.19
Business Buyer			29.33± 6.37	19.50± 7.82
Home Economics Dietician			28.67±10.53	41.00± 7.13
Health-related Services				
Occupational Therapist			22.00±10.43	42.67±13.22
Physical Therapist			30.80± 8.55	45.67± 5.47
Non-professional				
Secretary			50.73± 8.63	29.17±13.01
Beautician			43.67± 8.11	25.17±12.25
Non-occupational				
Academic Achievement	37.35±11.56	45.13± 9.66	35.53± 7.60	55.00± 9.47
Age-related Interests	35.92±10.93	44.83± 9.26		
Masculinity-Femininity	59.57±10.51	50.39±10.51	40.80± 8.61	42.00 ±14.63
Occupational-Introversion-Extroversion	44.41±10.42	36.57± 7.38	54.60± 9.69	40.83±10.53
Specialization Level	38.58± 8.73	45.22± 9.09		

Note.—The only scales listed are those for which there was a significant difference by Mann-Whitney test between the male or the female Traditional vs Action students.
† $p < .01$. † $p < .001$.

differences on 3 of the 12 Shostrom scales, both for men and women, indicated that Action men held more of the values of self-actualizing individuals, freely expressed their feelings behaviorally, and saw opposites of life as meaningfully related more than did the traditional men. Similarly, the Action women held more values of self-actualizing individuals, had a higher sense of self-worth and more desire for warm interpersonal relationships than

traditional women. Perhaps the freedom and relatively unstructured nature of the Action program, which allows students to determine many of their activities, and serve in impoverished communities attracts students higher than the traditional students in need for self-actualization.

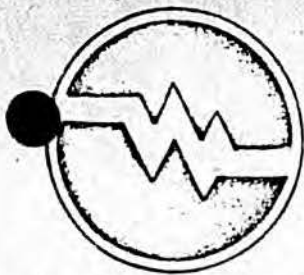
The Strong basic interest and occupational scale scores suggest both Action men and women are more social-service oriented and less business oriented than their peers. This seems to support the notion that part of the motivation for choosing the Action program is a desire to get involved, "do something," rather than be exposed to principles and concepts. The non-occupational scales suggest Action students may be more mature. Also, a major in business did not appear to lead to application in a traditional business environment.

The two tests appear useful tools for those studying non-traditional programs such as University-Year-for-Action, possibly for counseling students wishing to enter such programs. Cross-validation on a new sample would be highly desirable, in view of the small sample size compared to the large number of scales in the two measures. Research should focus on the usefulness of such measures as predictors of success in Action programs, if it is possible to develop reliable and valid criteria of success in such a program.

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FINDINGS

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in postsecondary education

Academic Credit for Community Service Learning

Anne E. Trask

Among current nontraditional programs, community service is the newest form of off-campus activity for which college students can receive degree credit. Much impetus for this innovation comes from the federally supported University Year for ACTION (UYA), which counts among its major goals the encouragement of integrated one-year college programs combining community service with academic study(1).

Conceptualizing community service as a legitimate educational experience, rather than an extracurricular activity, leads to consideration of credit-awarding procedures. If community service learning is to be recognized within a traditional university or college, questions also arise about its relationship to conventional programs. A particularly difficult problem is developing specific procedures for assessing and recognizing experiential learning in ways that will mesh with the existing system of granting credit.

This important problem—the procedures used to award credit in UYA programs—was the focus of a recent study(2). Because of the rapid growth of community service programs in colleges and universities, results of the study will be of interest to many administrators and faculty members.

UYA: First Response to a Federal Mandate

Formed July 1, 1971, by combining the Peace Corps, Volunteers in Service to America (VISTA), and other federal volunteer programs, ACTION was given a mandate from Congress and the President to devise new forms of voluntary public service. UYA, established under Title VIII of the Economic Opportunity Act of 1964, was the new agency's first response to that mandate.

The UYA program allows students to earn a full year of academic credit while working full-time to solve specific

problems of poverty for community agencies and organizations. Each volunteer lives at the level of his or her clients in the community where he or she works. Participating universities select, train, and supervise the volunteers; develop learning systems for them; and award academic credit for their work. The community agencies provide supervision and field direction, and ACTION supplies subsistence allowances and benefits for the volunteers, plus financial and technical program support.

Two features of UYA programs should be emphasized so the design of the study can be understood fully:

- All undergraduate and graduate students are eligible to participate. In 1972, nine percent of the participants were freshmen, 23 percent were sophomores, 35 percent were juniors, 22 percent were seniors, and 11 percent were graduate students(3).
- Each UYA student earns a full year of credits in courses related to his or her community service project. For example, working in a consumer protection agency may earn credits in economics, sociology, or urban studies, depending on the student's major field and on faculty-supervised laboratory work. Courses taken by UYA students may be regular university courses, listed in the catalog and not substantially changed; regular courses modified to reinforce the UYA field experience; or courses established specifically for UYA and not open to other students.

In its study carried out in 1973-74, ETS gathered descriptive information from the 53 universities and colleges participating in UYA about the policies and prac-

**Pamela Roelfs on Counseling and
Teaching Older Students, Page 5**

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FINDINGS

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tices used in granting academic credit. Of the 53 institutions, 44 are public, nine private (eight independent, one church-affiliated). Nine of the institutions cooperate, as a consortium, in a single UYA program; so 44 programs were included in the study. Forty of the 44 program directors responded to a 28 page questionnaire on academic credit.

What should receive credit? This question is one of the most important concerning the measurement of community service learning and the awarding of credit for it. Credit, as recognition of academic accomplishment, derives its meaning from the individual institution's conception of the degree. This conception determines whether community service learning is equated with particular courses or with portions of the overall requirements. It also determines what outcomes are considered creditable.

Basis of Credit Varies with the University

Undergraduate degree programs in the United States have widely divergent objectives which, in turn, influence the orientation of community service learning programs. For example, if credit is conceived only in terms of academic disciplines, experience in community service would be creditable only insofar as the student demonstrated knowledge of history, economics, psychology, or some other field of study.

On the other hand, degree programs which emphasize the student's personal growth and development would require evidence that these occurred during community service. Similarly, degree programs focusing on career and occupational preparation would need evidence that community service helped orient students to potential careers and helped them acquire knowledge and skills related to a profession. Another conception—and a dominant one—defines the degree in terms of the accumulation of speci-

fied numbers of credits in patterns of concentration and distribution created in the 19th century. In this instance, community service experiences would be equated with independent study courses and practicums in various disciplines and areas.

With such divergence among—and even within—institutions, it is clear that the question of what should receive credit can be answered definitively only by each separate participating institution. No broad, general answer is possible.

Evaluation Process Is Another Variable

A second key question relative to awarding credit for community service: How is learning to be evaluated? The process used to evaluate a student's community service learning depends on the outcomes considered creditable toward the degree. As the range of such outcomes broadens, an increased variety of evaluation procedures will prove useful.

Evaluation judgments may be based on information from three principal sources. First, a student's academic accomplishments in a particular field might be evaluated directly through use of a standardized or teacher-made examination. Such examinations are not unlike those used in traditional lecture courses and may be written, oral, or performance in nature.

Student Products Provide Evidence of Learning

Secondly, the evidence for some aspects of community service learning may be student products: reports prepared for the community agency; a daily journal of activities; a summary paper analyzing issues facing the agency, the ways they are being attacked, and suggestions for resolution. An accumulation of student products derived from the community service experience may be judged globally or in terms of multiple criteria, such as communication skills, problem analysis, creative solutions, and so on.

Additional evidence for student evaluation may be drawn from observation by faculty members, agency supervisors, or other members of the community. These observations may be expressed through rating scales, anecdotal reports, or direct behavior, such as rehiring by the agency.

Who should make the evaluation? Allocating responsibility for evaluating a student's achievement is a recurring issue in community service learning. Obviously, this matter is closely related to the issues of what is to be evaluated and credited. For instance, if a UYA student is required to demonstrate academic accomplishments similar to those expected of other students, evaluation by faculty may be indicated. If, however, credit is to be awarded for acquiring skills necessary to community agency work, agency supervisors may be in the best position to evaluate achievement.

As a bridge between university and community agency, UYA staff may be best qualified to judge a student's personal growth or success in integrating agency experience and academic knowledge. Finally, because students enter community service voluntarily, with their own goals and objectives, it does not seem unreasonable for them to take part in evaluating what they have learned and judging its appropriateness to their degree programs. Thus, while the emphasis will vary with the program, all these entities—student, program staff, agency supervisor, and faculty—may participate legitimately in the evaluation process.

Universities Must Equate Service with Credits

Through their contracts with ACTION, participating institutions are committed to enabling volunteers to earn a year's credit for 12 months of UYA service. (The enabling legislation does permit shorter periods of service in connection with certain graduate and professional programs.) In evaluating, and granting credit for, student achievement in community service, procedures for recognizing experiential learning must be integrated with the existing credit structure. As would be expected, arrangements developed by universities are as varied as the institutions themselves.

To determine how the institutions were implementing their commitment under UYA, several dimensions of the credit-awarding process were examined. Faculty, program staff, and administrators must decide, either deliberately or by default, the extent to which credit is to be awarded for community service activities and/or academic courses. (And the decision must be reached quickly, because set-up time for UYA programs is relatively short; within two months of UYA's inception, for example, operations were under way on 10 campuses.) The option selected may indicate whether the university's strategy has been to build the academic program around community service learning or a series of independent study programs and special projects.

In the ETS questionnaire, program directors were asked: "Of the total number of credits earned by a student during his participation in the UYA program, how many are to be awarded for his community service activities however they are organized, i.e., field work, practicum, and how many for academic work, i.e., courses, seminars, independent reading, etc?"

Credit Divided between Study and Service

Twenty-six program directors reported that credit would be divided between academic work and community service activities, with an average of 55 percent for the former and 45 percent for the latter. At five institutions, all of the volunteer's credits would be awarded for, or arise out of, academic work, and at three, all would be awarded for community service activities. (In reporting results of the study, general statements are based on responses regarding undergraduates. Results for graduate students, who comprised only 11 percent of the UYA volunteers,

were about the same in most cases. They are reported only where they were different.)

Thirty-eight of the UYA programs responding awarded credit for academic work. Half of them used a combination of conventional letter and pass-fail grades to record credit. Thirteen colleges relied exclusively on conventional grades, and two on pass-fail grades. Surprisingly, in grading community service activities, where the difficulty of evaluating outcomes might be expected to result in greater reliance on the pass-fail approach, conventional letter grades were used by 32 percent of the colleges, and another 23 percent gave grades in a form selected by the individual student. Pass-fail grades were given in only four colleges.

Criteria for Evaluation Highly Important

The way a volunteer's community service is evaluated may be more important than the method of grading. The directors were asked to indicate whether any criteria for assessing community service activities had been established at their universities, and if so, which of nine criteria were used. The criteria listed on the questionnaire were influenced, necessarily, by the four objectives of the University Year for ACTION. Those four objectives are to:

- Provide effective manpower to work on poverty programs.
- Decentralize volunteer programs at the local level, using universities.
- Combine community service and academic study in an integrated one-year program.
- Encourage university involvement in local poverty communities.

Seven Criteria Employed by Many Directors

Aside from the five directors at institutions which do not give credit for community service activities, three directors did not answer this question, and eight reported that no specific criteria had been established. Of the 28 remaining directors, more than half checked seven of the nine criteria, possibly indicating some uncertainty about their relative importance. These seven were: acquisition of job-related skills; theoretical, abstract, or generalized understanding of community problems; ability to apply generalized knowledge to solution of community problems; contribution to community agency's efforts; creativity in developing new agency activities; motivation, dedication to agency's program; and success in involving other students in the agency program.

The directors also were asked to give the percentage of the overall evaluation accounted for by each criterion, if such percentages had been set. Most criteria averaged

between 15 and 20 percent, with "theoretical, abstract, or generalized understanding of community problems" notably high (30 percent), and "quality of relationships with other persons involved in agency's problems" notably low (nine percent). It is probably more revealing, however, that more than half the directors who reported using a criterion gave no percentage for it.

While the academic work expected of UYA volunteers mirrors fairly conventional academic activities, albeit at a different time and place(2), the expectations of learning derived from community service are loosely defined at best. Specific criteria cited for evaluating community service learning are many, and widely divergent. Within a given program, any single criterion tended to account for only a small proportion of the total evaluation of a volunteer.

Data Indicate Uncertainty about Evaluation

Among those programs reporting relative weights for the several criteria, one criterion relating to the community's hopes ("success in obtaining access to college or university resources") and one relating to the university's expectations ("theoretical, abstract, or generalized understanding of community problems") received, on the average, the greatest weight. The contention that "hesitancy to evaluate experiential education may be, in part, an uncertainty about what to evaluate"(4) receives some support from the data.

How are grades for community service activities determined? Most institutions—24 of them—relied at least in part on written materials from the student: a paper, journal, log, or something similar. Many of them, however, employed other devices as well. Fifteen made use of a report, and 12 of ratings, by an agency supervisor; nine of a report, and 14 of ratings, by a faculty supervisor; 10 of a "credit or grade contract" between the student and faculty supervisor, and three of such a contract between the student and an agency supervisor.

Written examinations were used by eight institutions to assess the outcomes of the experience. In all cases, these examinations were developed locally, rather than being standardized. Only two of the eight institutions reported setting a minimum score for credit to be awarded. From the foregoing, it appears that the use of multiple sources of information about a student's performance should be encouraged, and that assessment based on a combination of data from different sources is likely to be superior to that based on any single source.

In a substantial majority of the UYA institutions, a faculty supervisor bore the formal responsibility for submitting the grade for a volunteer's community service. Frequently, however, other persons were consulted informally in arriving at the grade: the student at 23 institutions, the agency supervisor at 22, the UYA program director and the UYA staff at 17 each. Even the formal responsibility was often shared—at 13 institutions, by a faculty member other than the designated supervisor; at 14, by the UYA program director; at 10, by a UYA staff member; at seven, by the

agency supervisor; and at four, by the student. (When the volunteers were graduate students, there tended to be more reliance on the regular faculty, and less on either the agency supervisor or the UYA director and staff, regarding the basis of the grade and the responsibility for determining it.)

A concern sometimes expressed about awarding credit for community service is that infrequent contacts with faculty and the amorphous basis of the credit award may lead to erroneous—even fraudulent—results. Asked whether any steps were taken to avoid such results, 19 directors responded affirmatively. In nearly all cases, the precautions involved multiple checks by the UYA director and staff, the regular faculty, and the community agency.

Earlier in this article, three issues were raised: What should receive credit? How is learning to be evaluated? Who should make the evaluation? The pattern of findings suggests that UYA programs reflect the diversity of American higher education generally in defining what is creditable. Almost all the programs include a fairly traditional academic component that probably has as much, or as little, definition of expected outcomes as typical college courses. Because of the newness of awarding credit for community service, there is and will continue to be more pressure for a clear definition of the learning for which credit will be awarded.

Sharper Definition of Goals Needed

It is apparent that most UYA programs are having difficulty in defining criteria for assessing this type of experiential learning. This difficulty also plagues other innovative postsecondary programs seeking to recognize learning that occurs outside the college classroom.

If community service learning is to continue receiving academic credit, University Year for ACTION and similar programs will have to develop and sharpen their definition of expected outcomes creditable toward the degree. In the future, this could mean that the practices followed in awarding credit will be dictated not so much by the need to maintain a high level of academic "legitimacy" and prevent erosion of academic standards, but by the recognized contributions of community service learning.

References

1. The work reported herein was performed pursuant to a contract with ACTION, Washington, D. C. 20525. The opinions expressed herein are those of the author and should not be construed as representing the opinions or policy of any agency of the U. S. government.
2. Trask, A. E.; Feldmesser, R. A.; and Kimmel, E. W. *The Awarding of Academic Credit in the University Year for ACTION: Policies and Practices*. (Mimeographed.) Princeton, N. J.: Educational Testing Service, 1974.
3. Krimgold, A. *Everything You Always Wanted to Know about UYA*. Washington, D. C.: ACTION, 1972.
4. Angus, E. L. "Evaluating Experiential Education." Paper presented at Society for Field Experience Education meeting in East Lansing, Mich., October 1973.

University Year for ACTION

university of alaska, anchorage

221 providence drive

anchorage, alaska

99504 907-272-5522 ext 124



ALASKA STUDENT INTERN OPPORTUNITY

JOB TITLE

Recreation Assistant

REFERENCE NUMBER

Please refer to #1007-B

JOB DESCRIPTION

Assist Recreation Leader in programming for mild to moderately retarded children/adults

AGENCY

Hope Cottage, Inc.
2805 Bering St.
Anchorage, Alaska
99504

AGENCY CONTACT

Raymond L. Kent
278-9641

NUMBER OF POSITIONS

One

SALARY/STIPEND

Depending on experience and eligibility for University Year of ACTION and/or College Work-Study Programs.

ACADEMIC CREDIT

Up to 30 credits per year

APPLICATION PROCEDURE

To apply for this position, first contact:

Bud Macatee, Director
University Year for ACTION
272-5522 ext 124

Eleanor Brown,
College Work-Study Program
272-5522 ext 141



ANCHORAGE COMMUNITY COLLEGE
Cooperative Education

SETTING JOB-ORIENTED LEARNING OBJECTIVES:
A Guide for Coop-Ed Students

As a present or potential Anchorage Community College student applying for Cooperative Education credit, you will have submitted the Information Form, enlisted the support of your Employer, and established initial contact with your Faculty-Supervisor.

Your next step is to formulate three to five Job-Related Learning Objectives which you intend to achieve during the semester. These will be approved and agreed upon by the three participants: You-the student, your Job-Supervisor, and your Faculty-Supervisor, with final approval given by the Cooperative Education Coordinator.

These objectives will provide the focus for your on-the-job learning experiences and suggest criteria for the evaluation of your achievement. They should, therefore:

1. Relate directly to your job and educational goals.
2. Be clearly defined and specific.
3. Be realistic and achievable.
4. Be measurable for evaluation purposes.
5. Reflect your discussions with Job and Faculty Supervisors.

The following suggestions are offered as a guide to assist you in the preliminary stages of this process. These need not be followed to the letter and should be tailored to your specific needs.

1. Make a list "off the top of your head" of all the requirements and duties of your job. What does your Job Description (if you have one) say that you do? What do you actually do...that may be different or additional?

Also make a list of "growth areas" - things that you are not presently doing but that are related to your job - areas that you would like to explore and see as having potential for learning as well as for contributing to your employee effectiveness.

2. Go back over each list and reorganize, grouping related duties that "go together" under broader general headings.
3. Now check (✓) those general and specific areas in which you feel the need for expanding your knowledge, upgrading your skills, widening the scope of your responsibilities, or enhancing your job performance. Underline those that you see as increasing your contribution as an employee, noting those that also enhance your potential for advancement.
4. Discuss this list with your Job-Supervisor, explore the possibilities with him of additional areas you may have overlooked and get suggestions as to which areas he sees as feasible to work on. "Feasibility factors" will include job-time required, resources available, and the degree of necessary supervision and guidance that can reasonably be expected.

UNIVERSITY OF ALASKA, ANCHORAGE
COOPERATIVE EDUCATION

BECOMING A COOPERATIVE EDUCATION STUDENT AT UAA.....the STEPS you will take to BEGIN.

1. DETERMINE whether CO-OP ED meets your EDUCATIONAL and JOB TRAINING goals.
2. COMPLETE and submit to CO-OP ED Director the INFORMATION FORM (obtained from the CO-OP Office, K-118, ACC, phone: 279-6622 ext. 422).
3. DISCUSS your educational plans and your intention to sign up for CO-OP with you SUPERVISOR, to secure his/her approval and commitment to provide on-job training, guidance, and evaluation relative to your CO-OP objectives.
4. Establish CONTACT with your designated FACULTY-SUPERVISOR and make an appointment to discuss your educational and job-training goals.
5. OUTLINE your Job-Related LEARNING OBJECTIVES and REVIEW these with your Job-Supervisor (refer to Setting Job-Oriented Learning Objectives: a Guide for Co-op Students).
6. REFINE and CLARIFY your Learning Objectives, in consultation with your Job-Supervisor and Faculty-Supervisor, arranging a JOINT MEETING TO assist you, if desired.
7. SUMMARIZE your main Learning Objectives on the Statement of Job-Oriented Learning Objectives and attach to it a more detailed and specific Outline, including how you expect to meet these goals and measure your achievement.
8. SIGN and obtain the signature of your Job-Supervisor on the Agreement part of this statement and SUBMIT to your Faculty-Supervisor for his approval and signature. This constitutes a JOINT COMMITMENT by the three participants: You, the Student, the Employer, and the College in your Cooperative Education venture.
9. ENROLL as a Student at University of Alaska, Anchorage. Include on your program, in addition to at least one other course, "Education 199 (or 299) Section No. _____, Credits _____, as previously approved by your Faculty-Supervisor.
10. BEGIN your program to achieve your Objectives as soon as possible, under the guidance of your Job-Supervisor, consulting with your Faculty-Supervisor as necessary. (See Guidelines for Cooperative Education Students for information on procedures for Evaluation and Semester Grade criteria.

.....IF you have any further QUESTIONS, contact your FACULTY-SUPERVISOR or CALL the COOPERATIVE EDUCATION Director at the College.....

Date _____

Soc. Sec. No. _____

Co-op Ed. subject area _____

UNIVERSITY OF ALASKA ANCHORAGE
Cooperative Education

Information Form

Name _____

(first) (middle) (last)

Educ: H.S. 1 2 3 4 Degree Program enrolled in _____

Career goal _____ Educational goal _____

Home (Street) _____ Phone _____

Address (City) _____ State _____ Zip _____

Date of Birth _____

No. of Dependents _____ U.S. Citizen? _____

Physical limitations? Yes _____ No _____ Specify _____

H.S. attended _____ Year of Graduation _____

Were you in a Co-op Ed program in high school? _____

If yes where did you work? _____ Date _____

Do you have use of a car for co-op? _____ Driver's lic.? _____

Have you been in any Military Service? _____ Branch _____

Active or Inactive _____ Receiving Vet. Ed. Benefit? _____

Other college, etc., attended _____

Were you in a Co-op Ed program at the college(s)? Yes _____ No _____

If yes, where and when _____

Name and address of your employer _____

Work supervisors, name and title _____

Hours per week worked _____ Business phone no. _____

Your job title and brief description _____

On back please list your last three jobs.

UNIVERSITY OF ALASKA ANCHORAGE
Cooperative Education

GUIDELINES FOR COOPERATIVE EDUCATION STUDENTS

Establishment of Job-Oriented Learning Objectives

At the start of the semester, you are to establish three to five Job-Oriented Learning Objectives. These objectives should:

1. relate specifically to your job;
2. be stated in terms of results you intend to achieve;
3. be achievable within the semester;
4. be specific as well as measurable;
5. reflect your discussion with your supervisor prior to meeting with your instructor/coordinator.

Your instructor/coordinator will help you refine your objectives and complete the Statement of Job-Oriented Learning Objectives.

Semester Grade

1. Your evaluation of your Job-Oriented Learning Objectives including:
 - a. an oral review of your objectives with your instructor/coordinator;
 - b. a written status report to be submitted to your instructor/coordinator during the evaluation meeting.
2. Your supervisors' evaluation of your Job-Oriented Learning Objectives.
3. The manner in which you fulfill your responsibility to keep scheduled appointments and to submit all necessary paperwork.

It should be noted that your instructor/coordinator has the authority and responsibility to make the final determination of your grade for work experience. The criteria listed above will not, necessarily, be given equal value in determining your grade.

Status Report*

You will meet with your instructor/coordinator toward the end of the semester to evaluate your Job-Oriented Learning Objectives. Prior to attending this meeting you must complete a written Status Report. An original and one copy of this Status Report is to be submitted to your instructor/coordinator during your evaluation meeting. Preferably, it will be typewritten; if handwritten, it should be legible and in ink. The length and format of your Status Report is optional; however, it must include the following:

Guidelines for Cooperative Education Students
Page 2

1. Each objective should be stated;
2. An indicator of how well you achieved such objective (Rating scale).
3. State criteria considered in evaluating your objectives:
 - a. steps taken
 - b. results achieved
4. Attach any supporting data you wish;
5. If you were not able to work on an objective, please state the reason(s);
6. A statement regarding the way(s) in which the Cooperative Education Program has been of benefit to you this semester (be specific);
7. Suggestions(s) as to how we might make the Cooperative Education Program more valuable for you;
8. Specific way the college courses you have taken this semester have been of benefit in your work assignment;
9. Ways in which Anchorage Community College can be more responsive to your individual needs (additional activities, additional courses, counseling services, etc.) be specific.

*A copy of the report should be shared with your supervisor.

Change of Employer and/or Job

If you change home address and/or phone number or work assignments, supervisors, or employers during the semester, you have the responsibility to notify the Cooperative Education Office (279-6622 Ext. 422) and make the necessary arrangements. Failing to do this might result in being withdrawn from the program this semester. If you are a veteran, and receiving Veterans Education Benefits - you have the additional responsibility of promptly informing the campus Office of Veterans Affairs (272-5522 Ext. 136) regarding these changes.

Guidelines

Cooperative Education students are expected to meet the following guidelines each semester:

1. Your job must be related to your college major and/or your vocational goal; or be approved by the Coop Ed. office.
2. If you have not earned over 20 semester credit hours, you will be required to enroll in 2 credit hours of other course work for each credit hour of Cooperative Education desired.
3. You shall establish 3-5 Job-Oriented Learning Objectives.

Student who fail to meet the above guidelines will be withdrawn from Cooperative Education this semester.

ANCHORAGE COMMUNITY COLLEGE
Cooperative Education

SETTING JOB-ORIENTED LEARNING OBJECTIVES:
A Guide for Coop-Ed Students

As a present or potential Anchorage Community College student applying for Cooperative Education credit, you will have submitted the Information Form, enlisted the support of your Employer, and established initial contact with your Faculty-Supervisor.

Your next step is to formulate three to five Job-Related Learning Objectives which you intend to achieve during the semester. These will be approved and agreed upon by the three participants: You-the student, your Job-Supervisor, and your Faculty-Supervisor, with final approval given by the Cooperative Education Coordinator.

These objectives will provide the focus for your on-the-job learning experiences and suggest criteria for the evaluation of your achievement. They should, therefore:

1. Relate directly to your job and educational goals.
2. Be clearly defined and specific.
3. Be realistic and achievable.
4. Be measurable for evaluation purposes.
5. Reflect your discussions with Job and Faculty Supervisors.

The following suggestions are offered as a guide to assist you in the preliminary stages of this process. These need not be followed to the letter and should be tailored to your specific needs.

1. Make a list "off the top of your head" of all the requirements and duties of your job. What does your Job Description (if you have one) say that you do? What do you actually do...that may be different or additional?

Also make a list of "growth areas" - things that you are not presently doing but that are related to your job - areas that you would like to explore and see as having potential for learning as well as for contributing to your employee effectiveness.

2. Go back over each list and reorganize, grouping related duties that "go together" under broader general headings.
3. Now check (✓) those general and specific areas in which you feel the need for expanding your knowledge, upgrading your skills, widening the scope of your responsibilities, or enhancing your job performance. Underline those that you see as increasing your contribution as an employee, noting those that also enhance your potential for advancement.
4. Discuss this list with your Job-Supervisor, explore the possibilities with him of additional areas you may have overlooked and get suggestions as to which areas he sees as feasible to work on. "Feasibility factors" will include job-time required, resources available, and the degree of necessary supervision and guidance that can reasonably be expected.

5. Revise your list, considering your Job-Supervisors suggestions, and narrow it down to at least five possible objectives. List these in order of your desire to pursue them, with the most desirable at the top.
6. Consult with your Faculty-Supervisor regarding your proposed objectives. He will offer suggestions to help you refine and clarify them. Narrow the list down to from three to five objectives you will work on this semester.
7. Summarize your main learning Objectives on the Statement of Job-Oriented Learning Objectives and attach to it a more detailed and specific outline, including how you expect to meet these goals and to measure your achievement.
8. Sign the Agreement part of this form and present it to your Job-Supervisor for his final approval and signature.
9. Present this to your Faculty-Supervisor for his final credit assignment, approval and signature. It will then be approved by the Cooperative Education Coordinator.
10. You are now ready to enroll as a student at ACC as a Cooperative Education Student.

UNIVERSITY OF ALASKA, ANCHORAGE
Cooperative Education

_____ Date _____

_____ Employer _____

_____ Student's Name _____

_____ Supervisor _____

Statement of Job-Oriented Learning Objectives

Each semester that a student is enrolled in the Cooperative Educational Program, it is important that the employer and the College help the student determine what new or expanded responsibilities or learning opportunities are possible on the job. These learning objectives assist us in determining the credit hours that will be granted for the work experience.

	<u>Student Rating</u>	<u>Employer Rating</u>
1. _____ _____	1. _____ _____	_____
2. _____ _____	2. _____ _____	_____
3. _____ _____	3. _____ _____	_____
4. _____ _____	4. _____ _____	_____
5. _____ _____	5. _____ _____	_____

Percentage _____

Ed. 199-299 sec. _____
No. of credits _____

Agreement

We the undersigned agree with the validity of the learning objectives listed above. The employer and the College agree to provide the necessary supervision and counseling to insure that the maximum educational benefits may be achieved for the employee-student's work experience.

There are three participants in the Cooperative Education venture. The student agrees to abide by the Cooperative Education guidelines. The supervisor will provide training and evaluate the employee-student's job performance during the semester. The College will award academic credit for work successfully completed.

_____ Student's Signature _____

_____ Job Supervisor's Signature _____

_____ Co-op Instructor _____

_____ Co-op Director _____

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

COMMISSION ON POSTSECONDARY EDUCATION

Division of Student Financial Aid
Division of Postsecondary Education
Western Region Higher Education Compact

907-465-2855
Pouch F — State Office Building
Juneau 99811

February 13, 1976

TO: The Honorable Charles H. Parr
Alaska House of Representatives

FROM: Kerry D. Romesburg, Executive Director
Alaska Commission on Postsecondary Education

The Alaska Commission on Postsecondary Education, at its February 6 and 7, 1976 meeting, discussed a number of bills currently being considered by the Alaska Legislature. The Commission would like to offer its endorsement and recommendations for the pending legislation outlined below. Any assistance which you may provide in these matters will be appreciated.

The Honorable Charles H. Parr
February 13, 1976
Page 2

Comments: While it appears the University of Alaska and the Alaska Board of Regents have already taken steps to effect the provisions of these bills, the Commission wishes to formally endorse the concepts and the provisions therein.

HB 708 "An Act establishing the Alaska community service internship program;"

Comments: The Commission endorses and supports the establishment of this community service internship program for Alaskans. The benefits of experiential education have been well documented throughout our country, as well as here in our State. This bill provides the structure by which such educational endeavors can be greatly expanded, and is designed to prevent possible program abuses.

University Year for ACTION

University of Alaska, Anchorage

3221 Providence Drive

Anchorage, Alaska

99504

907-272-5522 ext 124



Representative Charles Parr
Pouch V
State Capitol
Juneau, Alaska 99811

Dear Representative Parr:

This letter is in support of House Bills 708 and 709 establishing and funding an Alaskan community service internship program. As director of the current University Year for ACTION program at the University of Alaska, Anchorage, I believe the passage of 708 and 709 will provide the following benefits:

1. ALASKAN HIRE

The program will foster the placement of Alaskan students in positions that have often gone to outside students. After completing University Year for ACTION internships, many of the UYA students have been hired to fill positions for which qualified, local applicants have not been available.

2. EXPANSION OF STUDENT RESOURCES

The UYA program now serves only one campus at UAA and the agencies in a limited area. Passage will provide the internship option to all students in approved post-secondary institutions and all agencies on a statewide basis. The placement of students could be coordinated with the existing work-study program.

3. INCREASED COST EFFECTIVENESS

Passage will provide at little cost a great student resource for resolving community problems. The University Year for ACTION program is now working with 18 agencies and the cost-saving is evident as we can place a student at \$250.00 to \$500.00 per month to do the equivalent of a full time employee at \$1,000.00 or more per month. Most agencies do not have enough money or skilled personnel to develop or explore innovative programs. This will allow them the opportunity to do so. Since internships are of limited duration, they do not replace full-time positions.

4. EDUCATIONAL RELEVANCE

Passage will allow students to gain invaluable professional skills that will lead to jobs rather than just academic degrees. It will also provide the



agencies the opportunity to test the students' theoretical skills in practical application.

5. STUDENT LOAN DEFAULT SOLUTION

Passage could possibly be a unique way for those students who have defaulted on student loans to work off whatever is their final assessment.

6. INCREASE UNIVERSITY-COMMUNITY COOPERATION

Passage would provide greater use of university resources to the community and promote closer cooperation between university faculty, administrators and community agencies in seeking solutions to problems. Faculty are now giving almost individual assistance to 25 Native students working in several projects throughout Alaska, particularly at Unalakleet and Copper Center.

7. BROADEN THE SCOPE OF UNIVERSITY SERVICE

Passage will provide a greater awareness of what services the academic institutions can provide organizations or agencies. For example, developing and implementing plans for in-service training for all staff people could be developed.

8. STRETCH RESEARCH AND PLANNING BUDGETS

Passage will allow agencies and organizations to use students to do independent research and planning for many divisions within the state administration that have recently reduced staff growth because of state austerity planning.

9. COORDINATION OF SERVICES

Passage will allow for the development of a state-wide internship office that could seek placement of Alaskan students attending academic institutions both in and out of state. The State Internship Office could work in conjunction with the existing WICHE and Co-op education programs to promote greater coordination in recruitment, placement, selection and academic evaluation.

The above benefits are, in my opinion, only the most obvious ones that will accrue to the state if HB 708 and 709 are passed. Experiential education is proving to be of tremendous value in many parts of the United States where intern programs are proliferating. Passage of HB 708 and 709 will put Alaska in the forefront in this field.

Sincerely,



L.W. Macatee
Director
UYA Program

(3) A well pit is prohibited.

(4) Newly constructed or reworked wells shall be flushed of sediment and disinfected by techniques approved by the department before use.

(5) Drain pipes from a well house to a sewerage system are prohibited.

(6) All well piping, pumps or other equipment exposed to vehicular traffic shall be protected with curbs, posts, or other barriers.

(7) Requirements for cased water wells are as follows:

(A) All well casings shall have a sanitary seal.

(B) A well shall have its casing terminate at least 12 inches above ground level or level of the well house floor.

(C) The annular open space outside the well casing shall be filled with a watertight cement grout, sealing clay, bentonite, or equivalent to a minimum depth of ten feet below the ground surface.

(D) The well casing shall be sealed off from aquifers containing water of undesirable quality.

(8) For driven wells, the department may require the annular open space outside the suction line to be filled with a watertight cement grout, sealing clay, bentonite or equivalent to a minimum depth of ten feet below the ground surface.

(b) No person may, in the watershed of a surface or subsurface water supply, engage in any activity which may pollute or contaminate that water supply. Prohibited activities may include the discharge of wastewater, either treated or untreated, and the deposition of solid waste.

(c) Upon written notice from the department, a person who owns or is responsible for any well abandoned or not in use, any hole, either drilled, augered, or jetted, for the purpose of subsurface exploration or sampling, any cathodic protection well, or any form of excavation which may allow or cause contamination of the groundwater, may be required to seal, protect, or fill up the well, hole, or excavation as directed.

(d) No person may construct, install, maintain or operate a surface or subsurface water source unless the separations in Table A, measured horizontally in feet, are maintained. Where the department determines that soil conditions do not provide adequate protection against contamination of the source, greater separation may be required. If the water systems are adequately protected by techniques approved by the department, these distances may be reduced.

TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.030

18 AAC 80.050

(e) The department may require a person who owns or operates a public water system serving 100 or more persons to have an approved emergency plan, developed in accordance with guidelines issued by the department. This plan shall contain, but not be limited to, a program for supplying safe drinking water in the event of earthquake, fire, flood, avalanche, landslide, freeze-up, power or equipment outage, pressure loss, source failure, or other disaster which may disrupt water service.

(f) The department may require a person who owns or operates a public water system serving 100 or more persons to submit a system master plan. This plan shall be at a suitable scale and shall show, at least, the correct location, size and type of all pipe, valves, and fire hydrants, and the location of all sources of water, treatment works and pumping facilities.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(A)
AS 46.03.020 (10)(C)

18 AAC 80.040. WATER TREATMENT AND DISINFECTION. (a) No person may operate, maintain, make available, permit, cause or allow the use of sub-surface water in a public water system without continuous disinfection by techniques approved by the department. The department may waive this requirement for a public water system serving less than 300 persons.

(b) No person may operate, maintain, make available, permit, cause or allow the use of surface water in a public water system without continuous filtration and disinfection by techniques approved by the department.

(c) If chlorination is used for disinfection in a public water system, no person may operate, maintain, make available, permit, cause or allow the use of any water that does not maintain a total chlorine residual of at least 0.1 mg/l throughout the distribution system.

(d) If a public water system is fluoridated, the owner or operator of that water system shall provide fluoride concentrations in the range of 0.9 mg/l to 2.4 mg/l, and as far as practicable, maintain an optimum concentration of 1.2 mg/l.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)
AS 46.03.070

18 AAC 80.050. SAMPLING AND ANALYSIS. A person who owns or operates a public water system shall make, or cause to be made, sampling and analysis of the water at representative points, approved by the department, for water quality parameters at frequencies listed below. The frequencies listed are the minimum required; the department may require an increased frequency or additional monitoring for a contaminant listed in section 120 of this chapter if such contaminant is likely to be present.

(a) Initial sampling and analysis for public water systems shall be performed no later than the dates specified in Table B.

TABLE A - SEPARATIONS
(Measured horizontally in feet)

Water System	Wastewater Treatment and Disposal Systems Sewage Pump Stations Sewer Line Manholes and Cleanouts	Community Sewer Lines Other Potential or Actual Source of Pollution or Contamination	Private Sewer Lines
Public, serving more than 25 persons	200	200	200
Public, serving 25 or less persons	150	100	75
Private	100	75	25

(In effect before 7/28/59)

AUTHORITY AS 46.03.020 (10)(A)
AS 46.03.020 (10)(C)
AS 46.03.020 (10)(D)
AS 46.03.050
AS 46.03.070
AS 46.03.800
AS 46.03.810

18 AAC 80.030. GENERAL PRACTICES REQUIRED. (a) No person may construct, install, maintain, permit, cause, or allow a cross connection in a public water system.

(b) The department may require a person to install, maintain and test an approved backflow prevention device on the service line to, or at other locations in, a sewage treatment works, hospital, mortuary, laboratory, food processing facility, irrigation or fire protection system, or other facility determined by the department to have a high potential for cross connections.

(c) The department may require the owner, operator, or other persons responsible for the operation or maintenance of a public water system serving 100 or more persons to be examined and certified by the department to be competent to operate or maintain that system.

(d) The department may require a person who owns or operates a public water system serving 100 or more persons to have an approved comprehensive plan, developed in accordance with guidelines issued by the department. This plan shall contain, but not be limited to, a program to meet projected needs for future population growth, a schedule for conducting sanitary surveys, an inventory of any existing deficiencies, and a schedule to correct deficiencies.