

## Internships help 'fill the gap'

By Pam Fahey, Editor

Each semester at UK you routinely find students working off campus while at the same time earning college credit. Communications majors are no exception. Working through the Office of Experiential Education (OEE), they are found almost exclusively in career-oriented positions.

The OEE program, open to all UK students, is designed to give students practical experience in fields they plan to enter after graduation, according to Amy Suite, assistant OEE director. The communications students have found their niches in the local community and throughout the state. They work at local radio and television stations, newspapers and advertising agencies. Many are placed within the University, especially in information dissemination roles.

College majors represent a disproportionate number of all interning UK students. Of the approximate 75 student-interns each semester, about 30 are communications majors. One reason for this, according to Journalism Prof. Jay Rayburn, is that journalism is a technical field. No matter how much class work a student has, he never really gets the 'hands on' work-under-stress situations similar to actual work experiences. Internships give the students this opportunity, Rayburn says.

Internships do not necessarily mean that a student is given free rein to do anything he or she wishes and get college credit for it. The placement must be approved by the OEE office, the student's dean and a faculty adviser. Throughout the duration of the placement, progress is monitored by a field supervisor and an academic supervisor. An evaluation is made at the end of the semester and a grade assigned according to the progress made by the student and how close he or she came to realizing the stated goals.

Advertising interns, 10 this semester, worked at radio and television stations and at private ad agencies. Dr. Joseph Pisanl, advertising professor, says, "It's like 'Catch-22'. Employers don't want to hire students who haven't had experience and yet, where can they get the experience if it isn't on the job?" The student-intern program, in his estimation, can fill this gap.

Experiential education is not restricted to seniors, but by the nature of its course designation, 300 level, it is tailored more for upperclassmen than entering students. Of course, there are other considerations: beginning students don't have the classroom preparation for work situations. It is usually advisable for the prospective intern to have completed basic courses--such as news writing and

reporting, for prospective journalists--before going out into the working world.

Students and employers (called employers even though few students are paid) have favorable comments about the program. Some employers have expressed a desire for ongoing student placements and for expansion in the current program.

Says Ken Kurtz of WKYT-TV, Channel 27, which regularly has UK Interns, "It has been a good program for us. The help has been valuable." He said the interns have done every operation in the news department, "just not as much" as regular staffers. The students at 27 do jobs in the news department that they may be asked to do in future employment.

## Exchange revitalizes professors' skills

An exchange of ideas is supposed to signify growth, the undercurrent of an Institute of learning. At UK we not only exchange ideas, we exchange professionals--with the local business community.

During the summer of 1978 a journalism professor spent eight weeks working on a local paper, "The Lexington Leader." In exchange, a qualified professional from the paper taught classes at UK. The program is expected to be continued this summer when another journalism professor will work for the "Leader."

Dr. Leonard Tipton handled reporting and editing responsibilities at the paper last summer while at the same time coordinating the advanced journalism reporting course. Dr. Virginia Dodge Fielder, marketing and research manager for the Herald-Leader Co., taught the Mass Communication and Social Issues course on campus while Dr. Tipton worked in the newsroom.

The exchange program was developed to bring closer together the University and local media. According to College of Communications Dean Ramona Rush, "The debate among professionals, educators and students over the merits of professional journalism education vs. theoretical or academic communication has been an unabated and unnecessary sore point for too many years." The exchange program, she says, should help "lay to rest the alleged divisiveness between professionals and educators."

Dr. Ronald Farrar, director of the School of Journalism, says that the experience allows professors to keep their writing skills and practices current.

# Change is key to new Communications College

By Ramona Rush, Dean

There was a saying in my native Kansas to the effect: "Wait five minutes and the weather will change." Quite to my amazement, I discovered while doing my doctoral dissertation research in Lima, Peru ten years ago that there was a similar saying: "Wait five minutes and the government will change." (And so it did within two weeks of my arrival.)

It's a small world. At UK some of us now say, "Wait five minutes and the College of Communications will change." Indeed, some of you might not know that there is a College of Communications, created by the UK Board of Trustees in May, 1976. Prior to that time, there was a School of Communications with Departments of Speech, Journalism and Telecommunications.

Our current College has two undergraduate academic units--the School of Journalism and the Department of Communication. The school has an accredited general editorial sequence and also offers courses in advertising. The department offers majors in communication, speech and telecommunications.

But wait five minutes...

--We have been given University approval to expand our academic programs by hiring faculty members for next year to fill five vacant and five additional positions. Nationwide searches have been undertaken this year for two advertising, two communication, one general editorial and four telecommunications faculty members; a search will begin next year to fill a vacancy in photojournalism.

--Approval was given this year to search for and hire an Assistant to the Dean whose primary responsibility will be to direct and coordinate the Kentucky High School Speech League.

There is a proposal before the University to re-establish a Department of Telecommunications, and the list goes on and on...

Yet in the midst of all this, our current 24 full-time faculty members are doing their teaching, research and service. And, our current eight full-time staffers are keeping all of us on schedule and helping us meet our commitments.

We have approximately 650 students majoring in the College's advertising, communication, general editorial, speech and telecommunications programs. The total student enrollment (major and non-major) has shown steady growth since we became a College. In the fall of 1976 the School of Journalism's enrollment was 728; in the fall of 1978 it was 859. In the fall of 1976 enrollment in the

Department of Communication was 1,393; in the fall of 1978 it was 1,530.

We are continually working on program policy, curricula and procedures in order to improve and strengthen the College's academic units. As a few examples: Internship policy and procedures are being formulated, and the College committee on scholarships and awards has produced a loose-leaf "Awards Almanac" to help make students, faculty and staff more aware of student financial aid opportunities.

Structuring and making a new College work efficiently and effectively is at once a difficult and a proud effort. While we were once a small part of the large UK College of Arts and Sciences with about 25 academic departments, we are now one of the few Colleges of Communications in universities across the U.S.

We've done a lot in nearly three years; we have a lot more to do. Change will be a part of our lives for several years to come. Sometimes it's wearing and time consuming; more often it's challenging and exciting. The University has been extremely supportive of our efforts. Financial and administrative support have helped strengthen the general editorial and communication programs. Similar support is now being given to the advertising and telecommunications programs.

The telecommunications program was reviewed last year by the College faculty and by a team of external evaluators invited to UK. The recommendation by both was to re-establish a Department of Telecommunications. We have been given University approval to hire four additional telecommunications faculty members. We are in the second of a 4-year plan to phase-in new instructional equipment which is expected to give us portable ENG and studio capabilities. Space is being renovated for an instructional television studio.

We do not have the space (due to financial limitations) to fill you in on all the activities in the College. We are devoting most of this issue to introducing the College faculty. The faculty members, together with our students, are the College's *raison d'être*. And you, alumni and friends, have been and will be asked to play increasingly important roles. We ask for your continued support and cooperation. We want you to join us in our efforts to maintain and strengthen a College of Communications of which we can all be proud. We will share our trials and triumphs with you. We promise to keep in contact with you, through the College, the School, the Department and the graduate program, please do the same with us.

# Individualized study offered

By Robert Murphy  
Director of Graduate Studies

Since its inception in the fall of 1966, the M.A. program in communication has graduated nearly 145 students. Currently 29 students are in the program with nine as probable spring or summer 1979 graduates.

The guiding philosophy of the program from the beginning has been that every graduate student needs to understand the basic concepts of the field and the research methods which are used in furthering knowledge about it.

With about a third of each student's program devoted to such basic material, the remaining courses can be selected, with the approval of an adviser, from a wide variety of offerings from within and without the College. Thus individual programs of study are available to accommodate students with varied career goals.

A look at what alumni are doing reinforces the point. Some are working in the media as reporters, television producers, or executives; some are in advertising or public relations; some are in research organizations; some are teaching in secondary schools, 2-year and 4-year colleges. Twenty have earned their Ph.D. degrees or are working on them. Those with the doctorate in hand are teaching or in administrative work at major universities.

One alumna of the program, Beverly Wakem, Controller of Programs for Radio New Zealand, is the first woman to have an administrative post in broadcasting in her country.

Another advantage to a curriculum which emphasizes basic theory and research is that it helps students adjust to the changes which will inevitably occur in their working lives. After they graduate many students, from choice or necessity, will change careers at least once. Some will change several times. Adjusting to new technology, new theories, new working environments will be a way of life for students entering the communication-related professions.

The M.A. program hopes to help students learn to meet change successfully with a program that includes basics along with theories about new knowledge and its use, plus a thorough grounding in current practice.

The College is one of eight units of the University participating in the Multidisciplinary Gerontology Center, which is partially funded by a grant from the Department of Health, Education and Welfare. The Communications faculty participated in preparing the grant proposal and has proposed courses in the information aspects of gerontology. Two M.A. students in communications have been awarded fellowships and are combining studies in communication and gerontology.

Members of the graduate faculty are presently

working with representatives of the Department of Political Science devising a joint program in communication policy. In it students will be able to major in either communications or political science. There will be common core, but students will meet the requirements of their home unit. It is hoped that this program, when approved, will open opportunities for M.A. graduates in new areas in government and business.

Other contemplated changes in the program include the increased use of internships and the widening of opportunities for students to work in applied communications areas and in research areas other than the traditional behavioral ones.

The communications program and the Graduate School sponsored a colloquium earlier in the year when the visitor was Dr. James D. Halloran, professor and director of the Centre for Mass Communication Research at Leicester, England. Dr. Halloran met with graduate students and faculty and gave a public lecture on "Mass Communication Research: A British Perspective."

The proposal to offer the Ph.D. in communications has been approved by all levels of authority at the University and is now awaiting action by the state Council on Higher Education. The council may consider it at a meeting sometime this spring or early summer. The possibilities for enrichment of the program are great. The presence of more advanced students would stimulate faculty and M.A. students and enhance the teaching, research and service potential of the College.

## interCOMM

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