

DEPARTMENT OF SPEECH COMMUNICATION
GUIDELINES FOR
SC 495: FIELD EXPERIENCE
(Approved March 6, 1996)

I. General Guidelines

- A) SC 495: Field Experience provides students with the opportunity to apply what they've learned in Speech Communication courses to environments outside of the classroom and to seriously reflect upon their ability to communicate and their knowledge of communication. Field Experiences can take many forms, from tutoring students in lower division classes, to serving as an Undergraduate Instructional Assistant for an instructor in a lower division class, to internships with private businesses, government agencies, or volunteer agencies.
- B) Since Field Experiences can vary so much, the specific requirements will be negotiated between the individual student and the instructor of record. The Department of Speech Communication recognizes that although flexibility is important there is also a need for minimum standards that are consistent among students engaging in various types of Field Experiences with different instructors. The following policy outlines the minimum guidelines for the three types of Field Experiences.
- C) Students may repeat SC 495 for credit, either by engaging in another type of experience or by repeating types of experiences they've done before.
- D) Students may not substitute SC 495 for other requirements in the Speech Communication major.
- E) Exceptions to the guidelines may be petitioned to the Department of Speech Communication Matriculation Committee.

II. Tutoring

Tutors are students who systematically help other students with class material and assignments. They usually tutor for lower division GE classes (SC 100, 101, 102, 103, 108).

- A) **Minimum Criteria For Becoming A Tutor**
 - 1) Tutors may be students who are recommended by instructors or students who independently volunteer
 - 2) Only students who are approved by the instructor supervising tutors (usually the department chair) will be allowed to tutor. Approval should be based on the potential tutor's past history in the department or the classes for which they intend to tutor. The instructor supervising tutors must determine if the potential tutor is likely to be a successful representative of the department. If the instructor is not familiar with the potential tutor, he/she should solicit recommendations from other faculty.
 - 3) Tutors may be either Speech Communication majors, or non-majors who have demonstrated outstanding ability in the courses for which they intend to tutor.

B) Credit

- 1) Tutors will receive one unit of credit for tutoring.
- 2) The Tutoring Coordinator will receive two units of credit.
- 3) Tutoring may be graded or credit-no credit at the discretion of the instructor supervising tutors

C) Minimum Requirements

The following are the minimum requirements for students engaged in tutoring. The instructor in charge of tutors may require more from the tutors.

- 1) Every tutor must:
 - a) hold an "office hour" for at least one hour each week for "drop in" tutoring.
 - b) contact and tutor students assigned for appointments
 - c) attend meetings called by the tutoring coordinator and engage in activities designed to (a) prepare to tutor students and (b) promote the tutoring program on campus.
 - d) turn in a journal of tutoring experiences during the semester, including what was done during drop in times and during appointments. The log should include
 - the name of the student being tutored,
 - which class the student is in and instructor's name,
 - what help the student needed,
 - what was done in the tutoring session, and
 - a brief indication of the insights the tutor gained about public speaking, critical thinking, oral interpretation, tutoring, general communication, etc. as a result of the tutoring session.
 - e) turn in a final paper summarizing what the tutor gained from the tutoring experience. The paper is expected to describe experiences as a tutor, describe personal reactions to those experience, and relate communication concepts to the experiences. The paper is also expected to be well written and accurately refer to communication concepts.
- 2) The tutoring coordinator must meet the above requirements of all tutors. In addition, the coordinator must:
 - a) organize the tutors' office times so they don't overlap and there are a variety of times available
 - b) distribute information to tutors
 - c) make sure the tutors are familiar with the campus e-mail system and library resources so they can tutor students in their use
 - d) identify the classes for which each tutor is competent to tutor, contacting the instructors of the courses the tutor took, if necessary, to make sure the tutor is appropriate for that course
 - e) assign tutees to tutors to make appointments, ensuring there is a match with the courses in which the tutor is competent and that all tutors are assigned a similar number of tutees

- f) check to make sure the tutors follow up on their assigned appointment
- g) promote the tutoring program on campus (putting up fliers, making presentations in classes, contacting the tutoring center, etc.)
- h) provide the instructor supervising tutors with a written evaluation of each tutors' performance at the end of the semester and a record of who was assigned to each tutor for help

II. Undergraduate Instructional Assistants

The primary goal of the department's use of undergraduate instructional assistants is enhancing the education of those students authorized to serve in this position. The secondary goal is to provide various kinds of assistance to instructors. UIAs (Undergraduate Instructional Assistants) are never the instructor of record, but are authorized to assist the faculty member in a variety of educational tasks such as planning the course and constructing the syllabus, presenting occasional lectures, assisting in demonstration as facilitators or group leaders, and giving individual or group tutoring. While the UIA may assist in grading some assignments, all final decisions in grading shall be made by the instructor of record. The role of the UIA should be to observe, to be involved when possible (but only under the direction of an instructor), and to make the course better for the students who are enrolled as a result.

- A) Minimum Criteria For Becoming An Undergraduate Instructional Assistant (NOTE: This means eligible for consideration but not automatically guaranteed a position)
 - 1) Needs to be a Speech Communication Major (or its equivalent) of Upper Division Standing (Jr. or Sr.), preferably with at least one year "in the department."
 - 2) Needs to have completed at least one skills course beyond Speech 100 which involves public speaking (such as Persuasive Speaking, or Business & professional Speaking, or Forensics--certain prepared speaking events). (NOTE--Our presumption is that UIA will serve mainly in Speech 100. However, in special circumstances, they could also serve in other courses, which would require different skills course preparation, such as having completed Speech 308 or done a variety of oral interpretation events in Forensics in addition to having completed Speech 108 to help qualify a person as a UIA in Speech 108.)
 - 3) Needs to have a minimum grade point average (overall) of 3.00.
- B) Method Of Application To Serve As An Undergraduate Instructional Assistant
 - 1) Obtain written consent of an instructor willing to have the student as UIA. The written consent may be very brief--one sentence or paragraph. (NOTE: No instructor is obligated to work with someone desiring to become a UIA)

- 2) Obtain letter(s) of recommendation from at least one faculty member of the department familiar with the student's work in class (NOTE: Letter(s) of recommendation may be brief--one page. If only one letter of recommendation is received, it must be from someone different than the instructor noted in section 2a above if this is a first appointment. HOWEVER, for a second or subsequent appoint as UIA, a single letter of recommendation from an instructor with whom a UIA has worked previously and wishes to work with again is acceptable.)
- 3) The letter of consent (2a) and letter(s) of recommendation (2b) shall be turned in to the Department Chair (preferably at least two-three weeks in advance of the semester when the applicant would like to serve as UIA), accompanied by a brief (one page) written statement indicating why the applicant would like to become or continue as UIA.
- 4) In applying, any person selected to become a UIA has consented in advance to follow the same professional code of teaching which is required of all faculty members (and will be provided with sections 2-A through 2-M of Appendix U, "A Statement of Professional Responsibility," from the HSU Faculty Handbook).

C) Decision-Making Body For Approval Of UIA Applicants

- 1) For a first-time appointment, a committee of three persons (to include at least two probationary or tenured faculty members in the department) will make the decision after viewing the materials presented to the Department Chair in Step #2c. The committee may choose to interview the applicant or other persons as part of the decision-making process.
- 2) For a second or subsequent appointment, the Department Chair may make the decision or delegate the decision to a committee (as in Step #3a). Part of information for second/subsequent decisions shall include information about the UIA's performance in previous appoint(s) (see Step #4 below).
- 3) Each applicant will receive either a positive decision (i.e., "Your application to serve as a UIA has been approved") or a negative decision (i.e., "Your application to serve as a UIA has been denied") in writing from the deciding body.
- 4) In the case of a "negative" decision, the applicant may meet with the committee or Department Chair (as appropriate) to discuss the reason(s) for the decision.

D) Evaluation Of Undergraduate Instructional Assistants

- 1) The following are suggested requirements for instructors to use with UIAs. Individual instructors may add to these requirements if they wish.

The UIA will:

- attend all sessions of the class, allowing for a reasonable number of absences due to illness or other legitimate reasons.
 - be available to students by request of the instructor.
 - meet with the instructor as often as the instructor deems necessary to prepare for upcoming classes.
 - turn in a journal of teaching experiences during the semester. The journal should include (a) what was done during the class or individual meeting, and (b) a brief indication of the insights the UIA gained about teaching, communication, or the course content as a result of the session.
 - turn in a final paper summarizing what the UIA gained from the instructional experience. The paper is expected to describe experiences as a UIA, describe personal reactions to those experiences, and relate communication concepts to the experiences. The paper is also expected to be well written and accurately refer to communication concepts.
- 2) At the end of any period of service, a UIA shall have a written evaluation (brief to long, depending on need) of his/her performance completed by the instructor with whom he/she served. This performance evaluation shall be turned in to the Department Chair, and shall be made available to the UIA after service in a course has been completed.
- E) Credit For Undergraduate Instructional Assistants
- 1) The UIA and the supervising instructor shall establish a contract (written or oral) concerning the level and types of service to be performed in the class involved.
 - 2) A UIA shall receive 1-2 units of Speech Communication 495 credit for his/her work, depending on level of service.
 - 3) UIAs may be graded or credit-no credit at the discretion of the instructor.
- F) Removal Of A UIA From A Position Of Service
- 1) The Department Chair and the supervising instructor may at any point in the semester remove a teaching assistant from service in the classroom for good cause.
 - 2) The Department Chair and/or supervising instructor shall discuss reason(s) for removal with the former UIA, and must put the reasons for removal into a written statement.
 - 3) Should a UIA be removed from a position of service, he/she will receive a NO CREDIT or F grade in Speech 495 for work done (which grade to be determined by the supervising instructor).

ATTACHMENT: HSU FACULTY HANDBOOK, Appendix U ("A Statement on Professional Responsibility"), Sections 2-A - 2-M

IV. Internships

Internships are on- or off-campus experiences in which the student works in a paid or voluntary capacity.

- A) Minimum Criteria for Approval of Internships
 - 1) To be approved for credit the internship should involve significant amounts of communication.
 - 2) Students doing an internship under the auspices of SC 495 must have at least nine units of upper division Speech Communication courses other than workshops.
 - 3) The student is responsible to set up the internship with whatever organization the student will intern. The student must obtain from the supervising organization written acknowledgment of acceptance of the student for an internship and an explanation of what the student's duties will be before an internship is approved.
 - 4) The student is responsible to obtain an instructor's agreement to supervise. No instructor is required to supervise an internship.
- B) Credit for internships
 - 1) Students may receive from one to six units for an internship.
 - 2) The student should be engaged in the work of the internship for approximately 45 hours for each unit of credit.
 - 3) Internships may be graded or credit-no credit at the discretion of the instructor supervising tutors
- C) Minimum Requirements
 - 1) The instructor for the internship will identify the requirements the student must fulfill to get the amount of credit requested. Those requirements should be designed to
 - a) focus on the student's knowledge of communication and ability to communicate
 - b) demonstrate to the instructor what the student did during the internship
 - c) substantiate that the student gave significant thought to the connection between the internship activities and concepts taught in Speech Communication courses. For example, the instructor might require at least a journal (submitted to the instructor periodically throughout the internship) and a final paper that makes substantial references to principles and theories of Speech Communication.
 - 2) Anyone who does an internship under the direct supervision of anyone other than the instructor of record must also have that supervisor submit a letter of evaluation, on official stationery, describing and evaluating the student's performance.