4-1973

Report of an Internship Experience with the Calhoun Intermediate School District

Robert G. Lowman
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Educational Administration and Supervision Commons

Recommended Citation
https://scholarworks.wmich.edu/masters_theses/2683

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Master's Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
REPORT OF AN INTERNSHIP EXPERIENCE
WITH THE CALHOUN INTERMEDIATE SCHOOL DISTRICT

by

Robert G. Lowman

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
April 1973
ACKNOWLEDGEMENTS

In completing the internship for my Specialist Degree I have benefited from the cooperation and advice of Super­intendent Stephen M. Glaza and his staff at the Calhoun Intermediate School District Service Center. The friend­ship and guidance of my advisor, Dr. Harold Boles, and his colleagues in the Department of Educational Leadership at Western Michigan University are most appreciated. The en­couragement of my wife, Mary Sue, has been a guiding light along the three year goal of securing the Specialist Degree. I am most grateful to my friend and typist, Sandy O'Dell, for her loyalty and cooperation. It is not necessary to say that gratitude in no way divorces me from the sole re­sponsibility for what is written here.

Robert G. Lowman
INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in “sectioning” the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from “photographs” if essential to the understanding of the dissertation. Silver prints of “photographs” may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
MASTERS THESIS

LOWMAN, Robert Gary

REPORT OF AN INTERNSHIP EXPERIENCE WITH THE CALHOUN INTERMEDIATE SCHOOL DISTRICT.

Western Michigan University, Ed.S., 1973
Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan
<table>
<thead>
<tr>
<th>SECTION</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS.</td>
<td>11</td>
</tr>
<tr>
<td>I THE INTERNSHIP PROSPECTUS</td>
<td>1</td>
</tr>
<tr>
<td>II LOG OF EXPERIENCES</td>
<td>6</td>
</tr>
<tr>
<td>WEEK OF JUNE 19-23</td>
<td>7</td>
</tr>
<tr>
<td>WEEK OF JUNE 26-30</td>
<td>9</td>
</tr>
<tr>
<td>WEEK OF JULY 3-7</td>
<td>11</td>
</tr>
<tr>
<td>WEEK OF JULY 10-14</td>
<td>13</td>
</tr>
<tr>
<td>WEEK OF JULY 17-21</td>
<td>16</td>
</tr>
<tr>
<td>WEEK OF JULY 24-28</td>
<td>19</td>
</tr>
<tr>
<td>III EVALUATIONS</td>
<td>21</td>
</tr>
<tr>
<td>712 SUPERVISOR'S EVALUATION, FORM A</td>
<td>22</td>
</tr>
<tr>
<td>712 STUDENT'S EVALUATION, FORM B</td>
<td>24</td>
</tr>
<tr>
<td>IV APPENDICES</td>
<td>26</td>
</tr>
<tr>
<td>A. APPLICATION FOR PERMISSION TO ELECT.</td>
<td>27</td>
</tr>
<tr>
<td>B. INTERNSHIP WITHIN THE SPECIALIST IN EDUCATION DEGREE PROGRAM.</td>
<td>29</td>
</tr>
<tr>
<td>C. GUIDELINES AND PROCEDURES FOR GRAD 712 PROFESSIONAL FIELD EXPERIENCE AND BIBLIOGRAPHY</td>
<td>33</td>
</tr>
</tbody>
</table>
SECTION ONE

THE INTERNSHIP PROSPECTUS
A PROSPECTUS

Prepared
by

Robert Lowman

For

A proposed Internship Experience
Specialist in Education Degree Program
A. The name of the organization in which experience is sought:

The Calhoun Intermediate School District in Marshall

B. The name of the person who will assign tasks and supervise the intern's performance:

Mr. Stephen M. Glaza, CISD Superintendent

C. The period of time to be spent in this experience:

A six weeks period from June 19, 1972 to July 28, 1972

D. A brief rationale for the selection of this experience, including the conceptual, human and technical skills that are to be sought or improved:
I have selected the Calhoun Intermediate School as the setting for my internship experience for three reasons:

(1) The opportunity to work with and study under Mr. Stephen M. Glaza, CISD Superintendent.

(2) As an employee of the Marshall School District, which is a member of the CISD, I will have the opportunity to study and better understand the services the CISD offers.

(3) Within the next five to ten years the intermediate school district setting will be where the "action is" with anticipated growth in size and services. A thorough understanding of such matters will be very valuable to a prospective superintendent.

**Conceptual Skills**  I would like to study the CISD to learn new ideas and possible insert my own ideas where appropriate. I would like to study the CISD in its interrelationships to the State Department of Education and member school districts.

**Human Skills**  I would like to study the individuals who make up the CISD to see how they work and relate to each other. I would like to learn from them in their interpersonal relationships and relate to them personally.

**Technical Skills**  I would like to study the use of facilities and tools available to the CISD and its employees. I would hope to sharpen and improve my technical skills such as writing, reporting, evaluating, etc.
E. The means through which the intern expects to achieve his goals and persons with whom he will come in contact:

**ACTIVITIES**

1. Attend staff and committee meetings
2. Attend Calhoun Area Schoolmaster's Association meetings
3. Attend CISD school board meetings
4. Visit State Department of Education in Lansing
5. Visit other intermediate school districts such as Oakland County

**PROJECTS AND PERSONS**

1. CISD Superintendent—Stephen Glaza
2. Business Administrator & Coordinator of Federal Projects—Nelson Kreuze
3. Administrative Assistant—C. Mackey Martin
4. Director of Special Education—Alfred Worde
5. Juvenile Home School—Tom Bosman
6. Instructional Materials Center—Doran Osborne
7. Area Computer Center for Educational Systems and Services (ACCESS)—Vernon McGeorge
8. Calhoun Area Vocational Center—Clifford Jump
9. "World of Work" Project—Roger LaBonte
10. Other Areas such as:
    a. Adult Basic Education Director
    b. Child Accounting Auditor
    c. Educational Consultant (rural schools)
SECTION TWO

LOG OF EXPERIENCES
Week of June 19 - June 23

The first day of my internship was under the direction of Superintendent Stephen Glaza. I was introduced to all the personnel at the Service Center and the schedule for the next six weeks was outlined. Considerable time was allotted the first two days to read and review board minutes and policies. Two days were under the direction of Doran Osborne who is the director of the excellent Instructional Materials Center. We visited the new facilities of the Kalamazoo Intermediate School District where the brochure which I developed and organized was printed. I attended two important meetings this first week. I had the opportunity to attend the last meeting of the Calhoun County Tax Allocation Board. It was at this meeting that the board agreed to submit a fifteen mill set allocated millage to the voters which if passed would eliminate the need for such a board (it was passed easily in the November election). This was a political move by both the townships and school districts to eliminate the annual squabble over allocated millage. The second meeting was the Schoolmasters which is made up of superintendents and administrators of the constituent school districts. They meet monthly to discuss and coordinate a wide range of topics and matters of common interest.
Following is a list of skills and knowledge acquired along with changes in attitude as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Improved skill in listening
2. Appreciation for structure and detail of school board minutes
3. Understanding of intermediate school district finance and budget

**KNOWLEDGE ACQUIRED**

1. A history and background of the intermediate school district in Michigan
2. Understanding of the tax allocation board
3. Background of CISD's board policies and organization
4. Information and function of CISD
5. Knowledge of purpose and functions of the CISD schoolmasters group

**CHANGES IN ATTITUDE**

1. A different perspective of school superintendents, their problems and concerns
2. Realization of how politics are involved in education
3. An impact of the many services provided by intermediate school districts
Week of June 26 - June 30

The second week of the internship was highlighted by my attendance at the June meeting of the Calhoun Intermediate School District Board. Prior to the regularly scheduled meeting the CISD board met informally with the constituent member Pennfield School Board to discuss common problems, concerns and answer questions. I also took part in the bi-monthly staff meeting of CISD department heads with Superintendent Glaza presiding. Considerable time was spent with Director Vern McGeorge and the staff of ACCESS (Area Computer Center for Educational Systems and Service). This data processing center is located on the Kellogg Community College campus, and is a cooperative venture between the CISD and KCC. Carol Wilbur, Superintendent Glaza's secretary, brought me up to date on teacher certification. We discussed the types of problems and questions that are requested by constituent district members. I had the opportunity to work directly with a teacher with a certification problem and after several calls and a personal trip to Lansing, her problem was solved. During this week I began working on updating the CISD information brochure and the September issue of the School Bell, which is a monthly newsletter concerning CISD matters. I also worked with Art Gant, homebound teacher.
Following is a list of skills and knowledge acquired along with changes in attitude as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Proficiency in working with teacher certification
2. Experience in gathering, writing and editing information for publications
3. Effective use of techniques to increase good staff morale
4. Recognition of the similarities and differences of individuals working as a team

**KNOWLEDGE ACQUIRED**

1. Knowledge and understanding of teacher certification requirements and regulations
2. Enlightenment on the problems and concerns of an intermediate school board
3. Perception into the capabilities and potential of computers in the present and future of education

**CHANGES IN ATTITUDE**

1. A realization that intermediate personnel do have problems, especially in working with one another, no different than in the public school sector
2. Improved outlook on data processing and what it has to offer the local school district
Week of July 3 - July 7

The third week of the internship was shortened by the July 4th. holidays. This three day week was devoted to career education of which the CISD is a pace setter throughout the state. A day was spent visiting the Calhoun Area Vocational Center in Battle Creek. This school draws its students from member school districts of the CISD. Director Clifford Jump gave me a personal tour and described the historical background of the school from its early beginnings. The remaining two days I worked with Harry Miller and Roger Labonte who are directors of the Calhoun Career-oriented Curriculum Project. This three year innovative project is funded by the Federal government, Department of Education and the CISD, and involves selected teachers and classrooms of CISD member districts. During my time with Harry and Roger, they were busily preparing for the upcoming summer orientation workshop for the selected teacher and principal participants. I worked one day helping them diagnose and write possible problem areas for school administrators involved in career-oriented projects.
Following is a list of skills and knowledge acquired along with changes in attitude as a result of this week's experiences:

**SKILLS IMPROVED**
1. Practice in diagnosing problem areas in project planning
2. Practice in differentiating good educational ideas and projects from poor ones
3. Practice in achieving group consensus in meetings

**KNOWLEDGE ACQUIRED**
1. Insight gained into the needs for and what is being done in career education
2. Acquired knowledge about multi-dimensional phases of innovative school projects
3. Learned to utilize ideas, other than my own, for achievement of group goals

**CHANGES IN ATTITUDE**
1. Reversed an original negative attitude toward the leaders and the career-oriented project
2. Reversed an original negative attitude toward the Calhoun Area Vocational Center and its director
3. Realized the importance of the intermediate school as a change agent and innovation vehicle
Week of July 10 - July 14

The fourth week of the internship centered around the financial-business management aspect of school districts and the Region 12 drug prevention program. I worked two days with Nelson Kreuze, Business Manager and Coordinator of Federal Projects, and his assistant C. Mackey Martin. We covered all areas concerning finances and business matters which involve an intermediate school district. Highlights were federal projects and their funding and cooperative purchasing for member school districts. The Region 12 drug prevention program was just organizing and planning its program during my internship. This project is funded federally and by the Department of Education. Under the direction of Chuck Millar, it is hoped that this project will help school districts in four counties to develop drug prevention programs. My two days working with this program and its personnel were very helpful and educational for myself. I also had the opportunity to work with Nita Norton in the area of child accounting, school lunch programs and school transportation. During this week I also attended a CISD staff (department head) meeting and a "Follow Through" meeting on a proposed federal program.
Following is a list of skills and knowledge acquired along with changes in attitude as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Acquired various techniques to be used in applying for federal projects
2. Gained a mastery of the various types of drugs and substance abuse and how to recognize them
3. Improvement gained in two-way communication between staff members of separate departments

**KNOWLEDGE ACQUIRED**

1. Gained a better understanding of intermediate school district finances and business management affairs
2. Acquired an insight into what happens with the numerous records and reports which local districts have to submit to the intermediate school district
3. Gained a better perception of drug abuse and what is being done to overcome this problem

**CHANGES IN ATTITUDE**

1. Realized that the intermediate school district employees have the same human relations problems in working together as do local school district personnel
2. Acquired a change of attitude toward federal monies and the strings attached after studying the background of these requirements

3. Realized the total involvement of the intermediate school district in the everyday workings of the local school district
Week of July 17 - July 21

The fifth week on the internship centered around special education. The majority of the week was spent with Alfred Worde who is director of special education for the CISD. We toured summer programs that were operating. Time was spent at the juvenile home school observing their program and the JET program for high school mentally handicapped students. I had the opportunity to work with personnel in such areas and programs as learning disabilities, school diagnosticians, school social workers, speech therapists, teachers of the homebound-hospitalized, continuing education for pregnant girls and type C programs. I also visited various offices of the Department of Education in Lansing. One day was spent at Marvin Beekman Center for Trainable Children. Operated by the Lansing Public Schools, this outstanding school has handicapped programs at the pre-school, elementary, secondary, and post school (adult) levels.
Following is a list of skills and knowledge acquired along with changes in attitude as a result of this week's activities:

SKILLS ACQUIRED

1. More competence in the area of understanding and comprehending the various divisions of special education
2. Improved skill in understanding both strengths and weaknesses of various special education programs

KNOWLEDGE ACQUIRED

1. Acquired a wide background of the various special education programs that are available today
2. Enlightenment regarding the department of education and its numerous departments and divisions
3. Appreciation of an exceptional program (Beekman Center for Trainable Children) which should be available to all special education students

CHANGES IN ATTITUDE

1. Acquired more empathy for special education students and a deep appreciation for what the dedicated teachers are doing
2. Recognition for the need for better housing and facilities for special education students
3. A new awareness of the preparation and planning necessary for comprehensive special education programs
Week of July 24 - July 28

The final week of the internship was highlighted by a visit to the Oakland Intermediate District Office Center which is recognized as one of the outstanding of its kind. Back home, it was interesting to observe the Athens school board and the types of questions that were asked at the informal meeting before the regular July meeting of the CISD board of education. This small rural school district seemed to have different types of problems and concerns as compared to my school district. Most of my time this final week was devoted to finalizing several projects and tying up loose ends. I completed a brochure for the CISD and sent it to the printers, along with the Fall issue of the School Bell, which I assembled and prepared. Final evaluation forms were completed and the last day was spent with Superintendent Glaza in discussion and evaluation.
Following is a list of skills and knowledge acquired along with changes in attitude as a result of this week's activities:

**SKILLS ACQUIRED**

1. Improved skill in listening, assembling, and summarizing information and putting ideas on paper
2. Improved ability to recognize distinct leadership styles used by various department heads and administrators
3. Improved skill in communicating expectations

**KNOWLEDGE ACQUIRED**

1. Not all boards of education have the same types of problems and concerns
2. Intermediate school districts also have problems with personnel and unproductive employees
3. Applying attained classroom knowledge to real life situations on the job

**CHANGES IN ATTITUDE**

1. Recognition of the importance of the value of leadership in education
2. Realization that theory has a place in daily experiences in the field of education
SECTION THREE

EVALUATIONS
Date: July 28, 1972

712 SUPERVISOR'S EVALUATION, FORM A

(Supervisor: Please complete and return to the Faculty Sponsor by the beginning of the final week of the semester/session.)

Name of Student Robert Lowman Semester Summer 1972

Interning Organization Calhoun Intermediate School District

1. Description of student's job activities and training.

   We assigned Bob to the following departments where he worked in each for several days at a time: (1) Vocational Education (2) Special Education (3) Data Processing (4) Instructional Media and (5) Superintendent's Office. In addition, he has completely revamped our brochure describing the Calhoun Intermediate District's program offerings. He has also developed plans for inservice meetings for our staff members. We have assigned a great deal of reading for Bob in regard to the history, organization and administration of intermediate school districts. He has attended our staff and board of education meetings.

2. Evaluation of the student's performance on the job and training activities.

   Bob has demonstrated considerable skill in working with our staff. He is a very good organizer and is a self-starter. His work is of high quality. He is conscientious and dependable. Incidentally, Bob was valuable to
us in that he has assisted our office in improving several areas of our operation, particularly in our publications. In general, he has been a very good intern.

3. Performance:
   Satisfactory X Unsatisfactory ___

   __________________________
   Stephen M. Glaza

Organization Supervisor's signature

For the Faculty Sponsor:

Grade: Credit X
   No Credit ___
   Credit hrs. completed 6

Distribution by Faculty Sponsor early in the final week of the semester/session:
Faculty Sponsor
Faculty Advisor
The Graduate College
712 STUDENT'S EVALUATION, FORM B

Name of Student _Robert Lowman_ Semester _Summer 1972_
Interning Organization _Calhoun Intermediate School District_
Organizational Supervisor _Stephen M. Glaza_

1. Evaluation of the 712 experience. (Positive and negative)

My evaluation of the intern experience is definitely on the positive side. The staff members at the Calhoun Intermediate School District have been very cooperative and helpful during this learning experience. Mr. Glaza said "Tell us what experiences you want and what areas of personal growth you want to work on and we will help you achieve these." Through working with individual staff members, attending and participating in group meetings and taking on work projects I was kept very active. Through the internship experience I have become much more knowledgeable of the intermediate school district's history, organization, responsibilities and services.

2. Suggestions for the improvement of the 712 experience.

My only suggestion would be the preparation of a handbook or paper which could give both the supervisor and in-
tern guidance and direction on the procedures, responsibilities and general rules and regulations for the internship. Often times this is a new experience for both the supervisor and intern and they both need to be prepared and know what to expect. The internship is such a valuable experience that more preparation should be undertaken by the intern, supervisor and university before becoming involved in the actual experience.

Distribution by the Faculty Sponsor early in the final week of the semester/session:
Faculty Sponsor
Faculty Advisor
The Graduate College

Robert G. Lowman
Student's signature
SECTION FOUR

APPENDICES
APPENDIX A

APPLICATION FOR PERMISSION TO ELECT
APPLICATION FOR PERMISSION TO ELECT
(Encircle One Course)

700 Master's Thesis 6 hours
710 Independent Research 2-6 hours
712 Professional Field Experience 2-12 hours—See Guidelines
720 Specialist Project 4-6 hours
730 Doctoral Dissertation 15 hours

(Indicate your plan for enrolling in the course)

Semester Summer Year 72 Hours 6 1st Enrollment
Semester __________ Year __________ Hours ______ 2nd Enrollment
Semester __________ Year __________ Hours ______ 3rd Enrollment

Name Robert Lowman _______________ Student Number 516340 __________

Address 605 East Drive Marshall, Michigan 49068 ______

Program of Study Specialists Degree in Educational Administration ____________________________

Description of Independent Study:

I will work with and study under Mr. Stephen M. Glaza
who is superintendent of the Calhoun Intermediate School District in Marshall, Michigan. This internship will be
for six weeks, from June 19, 1972 to July 28, 1972

April 3, 1972 Robert Lowman
Date Signature of Student

Dr. Davenport Harold W. Boles
Name of Faculty Member Under Signature of Advisor
Whom Study is to be completed

The Graduate College
APPENDIX B

INTERNSHIP WITHIN THE SPECIALIST IN EDUCATION DEGREE PROGRAM
Internship Within the Specialist in Education Degree Program

A student in the Ed. S. degree program may do either a Field Project or an Internship. The internship experience must be in harmony with the student's program and his position goals. The student must have specifically assigned tasks and be supervised by someone in the cooperating agency in addition to a regular staff member of the university. The amount of time spent at assigned intern tasks may not exceed fifteen hours per week.

Prior to starting an internship, the student is expected to prepare and secure approval from a three-member (including his adviser) committee of a prospectus describing his proposed internship experience. The prospectus should clearly state:

a. The name of the institution, organization, or other agency in which experience is sought.

b. The names of persons who will assign tasks and supervise the intern's performance.

c. The period of time to be spent in this experience.
d. A brief rationale for the selection of this experience, including the conceptual, human and technical skills that are to be sought or improved. For purposes of this program, these skills are defined as follows:

-- **Conceptual skill** is proficiency in developing and using **ideas**; the ability to see the totality of an enterprise as well as its parts, to grasp the interrelationships among the elements in a complex situation, and to establish and maintain the delicate balance that fosters both unity and diversity.

-- **Human skill** is proficiency in working with **people**; the ability to understand people and how they work and live and get along together, and to use that understanding in getting the best out of people, individually and in groups.

-- **Technical skill** is proficiency in dealing with **things**; the ability to use the facilities and tools that can aid in task accomplishment.

e. The means through which the intern expects to achieve the above goals (activities and projects with which he will be involved, and persons with whom he will come in contact).
f. Any student registering for internship must complete the special registration form required by the School of Graduate Studies, for course 712, indicating the university faculty member who will supervise (designated by the Department upon request initiated by the individual student).

Obviously, a prospectus can be prepared only after an internship has been planned and provided for through the joint efforts of the student and the faculty person who will be designated by the Department when a student asks (prior to registration) to have an internship arranged.

Each intern will maintain a log or diary of his activities which will be reviewed and analyzed by the Department-designated supervisor. At the end of each week, a paragraph is to be written reporting skills and knowledge acquired, along with any change in attitude noted by the student in himself.

Upon conclusion of an Ed.S. internship, the student must prepare a record of his internship experience for inclusion in University records, following the guidelines contained in Information Regarding the Degree SPECIALIST IN EDUCATION.
GUIDELINES AND PROCEDURES FOR GRAD. 712 PROFESSIONAL FIELD EXPERIENCES

I. OBJECTIVES:

The primary objective of 712, which involves both study and practice, is always the student's personal growth and the furtherance of his educational goals. While an intern will be engaged in work or research in the course of his internship, he is neither solely a worker nor a researcher, but primarily a student who is learning through a field experience. Careful consideration always must be given to the quality and relevancy of the internship experience to the student's future professional activities.

II. APPLICATION:

In order to enroll in 712 a student must complete the "Application for Permission to Elect" form, which is available in The Graduate College. In addition to a description of the professional experience, the names of both the intern's organization and the organization supervisor, and the amount of the stipend to be remitted, if any, the form requires the signed approval of the faculty sponsor, faculty advisor and the responsible Graduate College official. If a student plans to enroll the next semester/session for the same 712 internship, this also should be indicated on the application.

III. CREDIT HOURS:

A student may enroll for a maximum of 12 semester hours for a semester of full-time internship and a maximum of 6 hours for a spring or summer session. However, the majority of internships, especially for one-year M.A. students are for 3 hours credit. A rule of thumb is that one credit hour is equivalent to a minimum of 40 clock hours, which also may include assigned readings. A maximum of a 44-hour week may be used for reporting experiences to an accrediting organization.
IV. STIPENDS:

Because an intern is primarily a learner and not an employee, stipends to an intern, if any, must be less than the full pay accorded a professional with a similar level of competence. A stipend agreement must be endorsed by The Graduate College and the amount listed on the "Application for Permission to Elect" form.

When an internship, thesis or some equivalent experience is required of all degree candidates in a particular program and has as its primary purpose the furtherance of the education and training of the student, the stipend may be income tax free and classified as a fellowship. An informational data form and a "Stipend Authority Information" card, which are available at The Graduate College, must be completed and authorized by The Graduate College before a fellowship may be granted.

V. SUPERVISION:

The direct supervision of the intern is the responsibility of both the organization supervisor and the faculty sponsor. Full-time interns must have direct contact with a qualified organization supervisor for a minimum of 3 hours in any single week. When practicable the faculty sponsor should visit the organization for discussions with both the supervisor and the intern.

An outline or plan for each internship should be presented by the organization to the faculty sponsor and The Graduate College. If the plans for many of the interns are similar or identical, then one plan, together with the names of the interns, is sufficient. Should a revision of plans be desirable at a later date, please notify the faculty sponsor and The Graduate College.

VI. REPORTS:

Continuing reports: An intern should maintain a continuing report in sufficient detail to enable a professional in the field to understand clearly the activities undertaken (e.g., a weekly summary of one or two paragraphs).

"712 Supervisor's Evaluation, Form A": Three copies of this form should be completed by the organization supervisor and/or the faculty sponsor by the beginning of the final week of the semester or session.

A copy of the supervisor's evaluation will be placed in the intern's file at the University's Career Planning and Placement Office upon the intern's written request to
The Graduate College.

"712 Student's Evaluation, Form B": Three copies of this form should be completed by the student and forwarded to the faculty sponsor by the beginning of the final week of the final week of the semester or session.

VII. GRADES:

The grades for 712 will be either "Credit" (CR) or "No Credit" (NC) and are not calculated into a student's grade point average. The faculty sponsor should receive a copy of the continuing report, plus three copies each of the student's and supervisor's evaluations by the beginning of the final week of the semester or session. The faculty sponsor will indicate on the supervisor's evaluation a grade of "Credit" for satisfactory performance or "No Credit" for unsatisfactory performance and then distribute a copy of each form to the faculty advisor and The Graduate College. In order to facilitate the reporting of the grades by The Graduate College, both of these completed forms should be sent to The Graduate College early in the final week of the semester/session. Otherwise an "Incomplete" will be recorded and appear as "No Credit" on the permanent record. Though some internships are of more than one semester's duration, the filing of evaluations and reporting of grades must occur each semester/session the student is enrolled in 712.

VIII. OTHER PROCEDURES:

The student should be aware of and follow other or additional procedures adopted by individual departments, schools or colleges (e.g., Topic 11, Information Regarding the Degree Doctor of Education).

IX. PROBLEM AREAS:

All personnel involved in internship programs should be aware of the following potential problem areas:

a. inadequate supervision;

b. exploitation of the intern by ignoring his educational objectives and utilizing him primarily as a worker rather than as a student who is learning through a field experience;
c. insufficiently designed programs that fail to take into account the intern's educational goals. This easily can be the case when the intern is involved in routine or lengthy tasks that involve neither considerable learning nor supervision.

Should the above prove to be the case, and the student is unable to correct a problem through discussions with his supervisor and faculty sponsor, the student has the right and is encouraged to appeal to The Graduate College.
