DESCRIPTION:
The Engineering Internship Program offers students the opportunity to explore and develop their careers through professional practice. The structured plan of education impacts student work-readiness through a number of professional development skill-building activities. These activities include: goal setting; analysis and reflection; feedback from employer; informational interviewing and sharing about the experience with other students upon return to campus. All assignments are handed in through Canvas. After completing the program, undergraduate students earn credit applicable toward their degree with ENGR 321 listed on their permanent transcript.

OBJECTIVES:
Engineering internships and co-op jobs are intended to provide students with an opportunity to apply theoretical concepts from the classroom to the realities of the field.

Students are expected to increase proficiency in the following areas as a result of their internship experience:

- Ability to apply knowledge of mathematics, science and engineering
- Ability to design a system, component or process to meet desired needs
- Understanding of professional and ethical responsibility
- Ability to communicate effectively interpersonally, using technical writing and in formal presentations
- Recognition of the need for, and ability to, engage in lifelong learning
- Ability to use techniques, skills and modern engineering tools necessary for engineering practice
- Ability to think critically
- Ability to manage change
- Understanding office dynamics

Some students will increase proficiency if the position provides the appropriate opportunities in the following areas:

- Ability to design and conduct experiments, as well as analyze and interpret data
- Ability to function on multi-disciplinary teams
- Knowledge of contemporary issues
- Ability to identify, formulate, and solve engineering problems

REGISTRATION:
Program staff is responsible for registering students for ENGR 321. Students are not able to add or drop these courses, so any changes must be made by Program staff.

FEE STRUCTURE:

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>FEES (IN LIEU OF TUITION)</th>
<th>ASSIGNMENTS (SEE &quot;ASSIGNMENTS&quot; SECTION FOR DESCRIPTION)</th>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits = working 21+ hours per week¹</td>
<td>$360</td>
<td>1. Learning Objectives 2. Employer Evaluation 3. Informational Interview 4. Internship Debrief</td>
<td>CR if all assignments are completed</td>
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<tr>
<td>1 credit = working ≤ 20 hours per week</td>
<td>$180</td>
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¹ Undergraduates on F-1 visa status are required to register in 12 credits each academic quarter (i.e., Autumn, Winter, Spring); to meet this requirement, these students will be registered in ENGR 321 as described in the table above, as well as in additional credits in ENGR 320 at an additional fee of $180 per credit. Students who have earned their department ENGR 321 maximum will also be registered in ENGR 320 while working. ENGR 320 credits are not applicable toward the 180 credits required to graduate.
CREDIT APPLICATION TOWARDS DEPARTMENTAL REQUIREMENTS

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>APPLICATION</th>
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<tbody>
<tr>
<td>Chemical Engineering</td>
<td>2 credits per quarter applicable to Chem Electives. 4 credit maximum</td>
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<tr>
<td>Civil &amp; Environmental Engineering</td>
<td>2 credits per quarter applicable to upper division Engr &amp; Sci; 4 credit maximum</td>
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<tr>
<td>Comp Sci &amp; Computer Engineering</td>
<td>1 credit per quarter applicable to CSE Senior Electives. 2 credit maximum</td>
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<tr>
<td>Electrical Engineering</td>
<td>2 credits per quarter applicable to EE or Engineering Electives. 4 credit maximum</td>
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<tr>
<td>Materials Science &amp; Engineering</td>
<td>2 credits per quarter applicable to Tech Electives or NME Electives. 4 credit maximum</td>
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<tr>
<td>Mechanical Engineering</td>
<td>2 credits per quarter applicable to ME Option Credits. 4 credit maximum</td>
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<tr>
<td>Human Centered Design &amp; Engr</td>
<td>2 credits per quarter applicable to required Internship requirements. 4 credit max</td>
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NOTE: ENGR 321 does not currently count towards degree requirements in the following departments: Aeronautics & Astronautics, Industrial & Systems Engineering. Human-Centered Design & Engineering has separate internship requirements, so please speak to an adviser in that department for more information.

RULES OF CONDUCT

Students are expected to adhere to the Student Code of Conduct once they accept a job offer from an employer: [http://www.engr.washington.edu/current/careercenter/intern/student_terms](http://www.engr.washington.edu/current/careercenter/intern/student_terms). Further, students are expected to make every effort to complete all requirements and to contact the coordinator listed to discuss any concerns.

OTHER ADMINISTRATIVE ITEMS

Financial Aid: Students who have financial aid or scholarships are responsible to inform Program staff of their status to ensure the required communication with Student Fiscal Services takes place. This communication is usually a letter emailed to sfshelp@uw.edu during the pre-work meeting. Students will also receive a copy of this letter and should use it if questions arise during their work period regarding their full-time student status.

Campus Housing: In most cases, students can return to campus housing without losing priority status after completing their work experience if they contact Housing & Food Services office immediately after accepting the internship. Students are responsible for requesting a letter from the Program staff in a timely manner to retain housing priority. Priority retention for Stevens Court and Nordheim Court is not available.

Student Health Insurance: Students are advised to have health insurance at all times. International students are required to maintain health insurance. Students not required to have health insurance coverage can request Program staff register them for Student Health Insurance Program (SHIP).

U-Pass: Because students are not paying tuition, they are not automatically charged for a U-Pass. Students working locally who would like to purchase a U-PASS can do so in person from Commuter Services, located in the University Transportation Center (3745 15th Ave NE) Monday-Friday from 7:30am-5:00pm by cash, check, Husky Debit or credit card. Students must have a valid Husky Card to purchase a U-PASS.

IMA Membership: Students not paying tuition are also not charged for the IMA membership which is funded through the Student Activities Fee as part of tuition.

ASSIGNMENTS (four total)

1. Learning Objectives (DUE DATE: January 29th 5pm)
   Guidelines (read through completely before beginning):
   a. Answer guiding questions and then create your own learning goals based on THREE skills.
   b. Learning Outcomes fall into seven Competencies. Underneath each competency is a skill you may choose to focus on. Each of your 3 learning objectives needs to incorporate 1 of the skills listed below the competencies. See example below:
      i. Competency and Skill chosen: “Facilitation” underneath “Communication.”
      ii. Learning Goal: Present final project to other interns, department and supervisor.
   c. The competencies are bolded and the skills are listed underneath.
### LEARNING OUTCOME COMPETENCIES

<table>
<thead>
<tr>
<th>Learning and Reasoning</th>
<th>Self-Awareness and Development</th>
<th>Interpersonal Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Research</td>
<td>o Feedback</td>
<td>o Collaboration</td>
</tr>
<tr>
<td>o Evaluation</td>
<td>o Contributions</td>
<td>o Providing Feedback</td>
</tr>
<tr>
<td>o Problem Solving</td>
<td>o Self-Development</td>
<td>o Helping Others</td>
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<td>o Analysis</td>
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<td>o Systems Thinking</td>
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<td>o Idea Generation</td>
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<tr>
<th>Civic Responsibility</th>
<th>Group Dynamics</th>
<th>Communication</th>
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<tbody>
<tr>
<td>o Diversity</td>
<td>o Organizational Behavior</td>
<td>o Facilitation</td>
</tr>
<tr>
<td>o Inclusion</td>
<td>o Group Development</td>
<td>o Writing</td>
</tr>
<tr>
<td>o Social Justice</td>
<td></td>
<td>o Advocating for a point of view</td>
</tr>
<tr>
<td>o Social Responsibility</td>
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<table>
<thead>
<tr>
<th>Personal Behavior</th>
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<tbody>
<tr>
<td>o Initiative</td>
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<tr>
<td>o Functioning Independently</td>
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<tr>
<td>o Responding to Ambiguity</td>
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<tr>
<td>o Resiliency</td>
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<tr>
<td>o Responding to change</td>
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### INSTRUCTIONS:

Choose ONE skill under THREE different competencies and identify the goals and opportunities in your workplace you plan to practice those skills. There should be THREE total skills.

**Competency:** ________________________________

**Skill:** ________________________________

Briefly describe a prior experience where you began to learn this skill or where you realized this skill is important to you.

**Learning Goal:**

**Opportunities to achieve this goal:**

On a scale of 0 (no ability) to 5 (expert), what is your current self-assessed level with this capacity?

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2. **EMPLOYER EVALUATION**  
   (DUE DATE: March 4th 5pm)

Students provide their supervisor with the link to the employer evaluations. Instructions are provided on Canvas.

3. **INFORMATIONAL INTERVIEW**  
   (DUE DATE: February 19th 5pm)

Interview a professional at your internship (who is not your supervisor) and learn about their story. You may have to ask your supervisor to introduce you to someone. It is all a part of networking. Make sure to bring a notebook and record their answers.

   The interview should be about 30 minutes and should allow you to gain knowledge from this individual. Ask questions such as: How did you get to the position you have now? What has been your career path up until now? What do you like most about your job? What is the most valuable advice you have received? What advice would you give to those who are looking to break into this field? What skills do you look for when hiring employees?

   For your assignment, discuss the interview in one page. Describe what insight you took away from the interview and how you will use this information to help during the remainder of your internship.

4. **INTERNSHIP DEBRIEF ASSIGNMENT**  
   (DUE DATE: March 11th, 5pm, PEER FEEDBACK DUE: March 18th, 5pm)

The main purpose of this debrief is to help you recall, analyze and document your internship experience and how it helped prepare you for your academic and professional plans. We expect that this debrief activity will not only help you gain more from your internship experience but also help prepare you to describe your internship experience.
experience articulately and concisely. This is likely to help you in updating your resume and describing your experience in an interview or professional networking setting (e.g., job fair, academic conference). If you have an online portfolio or media-enhanced online resume, you could even share your debrief through it.

Although this debrief is due after your internship is complete, we strongly recommend that you read and revisit these requirements before and during your internship experience. Save notes and other materials that will help you remember significant internship experiences while they are fresh in your memory.

You are required to provide an introduction to your debrief in written form, but you get to decide a format for the debrief itself: written, audio-recorded, or video-recorded. Detailed requirements are described below.

**Introduction (written):** This written introduction will provide your audience with some basic context about your internship, which will help them understand and appreciate your debrief. We also expect that writing this introduction will help you plan the contents and format of your debrief.

Your written introduction must address the questions below in the order given. This document should be about one page, single-spaced and in 11-point font.

- What is your name and major(s)?
- What organization did you intern with?
- What group/division within the organization did you work in? What are the group/division’s main responsibilities within the organization?
- What learning objectives did you choose at the start of your internship?
- When do you expect to graduate?
- At this time, what plans are you considering after graduation? (Limit your answer to one or two short paragraphs.)

**Format:** You may prepare your internship debrief as a written document or as a series of audio/video recordings. Choose the format that you think would be the most helpful to you, in terms of value towards future plans (e.g., seeking full-time work, applying for graduate school). Consider the possibility that choosing a format that is not your most preferred or comfortable might in fact be the most helpful. For example, if you are not comfortable describing your work experience in interviews, consider the audio or video option. See below for guidelines on the length of your debrief, depending on format.

**Audience and goals:** You will probably also find it helpful to identify a specific audience and corresponding goals for your writing or speaking. For audience, for example, you might choose to address an interviewer in a job interview, a company representative at a job fair, a professor at an academic conference, or another student in your major who is considering doing an internship. For goals, consider what main points you want your audience to remember based on your writing or recordings, e.g., your ability to facilitate communication among groups/divisions or roles within the organization, your capacity for learning new skills quickly and independently, your resourcefulness in the face of ill-defined challenges.

**Focus on significant experiences:** Consider the learning objectives that you chose for this internship and select **TWO** significant internship experiences where you needed to use or develop the skills or knowledge identified in one or more of the learning objectives. (**Note:** If your internship was more than a quarter long, your debrief should be longer, and you should describe at least three significant experiences.) For example, these experiences might be how you got started with or finished a major project or an unexpected challenge you had to take on independently. Bear in mind that the experience could be a setback or even a failure, depending on how you responded to it; such experiences can be rich opportunities for learning and professional development.

**Debrief questions:** For each significant internship experience you selected, address the following questions:

- Briefly, what was the experience, and what made it memorable for you?
- How did this particular experience relate to the learning objectives you chose for this internship? (For example, how did you use, develop, and/or recognize the importance of these learning objectives in this experience?)
- How did your prior experiences at the University of Washington or even earlier prepare you for this particular internship experience? (Remember to consider the relevance of different kinds of activities, not just courses but also extracurricular activities like clubs, part-time jobs, and sports.)
How do you expect this particular internship experience will be valuable to you as you complete your undergraduate degree and/or proceed with post-graduate plans?

**Debrief length and submission:** In addition to the introduction, a written debrief should be about one page, single-spaced and in 11-point font. The introduction and debrief should be submitted in one document. If you choose to audio- or video-record your debrief, divide the recording into at least two clips, one for each significant internship experience; the total duration of your recordings should be about 10-15 minutes. Since the recordings will be large files, upload them to a service like Vimeo or YouTube for video or SoundCloud for audio. Submit your links in the same document as your introduction, and please retain the recordings on the Web for at least one quarter after submission. Remember that, if your internship was more than a quarter long, your debrief should be longer, and you should describe at least three significant experiences.

**Peer review guidelines:** You will be paired with another student completing an internship this quarter so that you can provide each other with feedback on drafts of your debriefs. We expect this part of the activity will be helpful in multiple ways. First, it will give you practice improving your writing or speaking. It will also give you a chance to connect with an engineering peer and get a first-hand account of their internship experience. While we don’t expect this to have the same value as having another internship, you will probably gain insights from your partner’s internship that you might not otherwise gain, and this might even lead to a different perspective on your own internship experience.

The below questions are suggestions to guide your peer review of each other’s draft debriefs. Arrange an hour to meet in person or over Skype or telephone and make sure to provide each other with drafts in advance. Don’t forget to include your debrief introduction document.

- **As you review your partner’s debrief, use your imagination to take the perspective of the target audience your partner chose. What main points did you find most interesting or memorable from the debrief?**
  When you meet with your partner, compare these with their goals for the debrief.

- **What aspects of the debrief are working well, in your opinion? These are the aspects that your partner should consider keeping or even strengthening.**

- **What changes would you suggest to improve the debrief?**
  After your peer review meeting, take some time to consider what to do with the feedback. Consider what you found eye-opening or even surprising in the feedback. Also consider whether any of the feedback you offered to your partner might be helpful to you in improving your own debrief. Finally, do some prioritization and identify the one change that you think would most improve your debrief.