



Department of Civil and Environmental Engineering

Civil and Environmental Engineering Internship Guidelines

1. A maximum of 3 credits of CE elective Internship may be used to meet BSCE and BSEnvE degree requirements as a CEE department approved elective.
2. A student must submit the application through Handshake, get approval from the CEE Department Chair, employer supervisor, and faculty instructor before enrolling in Internship for academic credit. The student must enroll in CE 3398 before the semester or summer session in which the student wishes to do the Internship. Credit will not be granted retroactively for work experience.
3. Internship requires an off-campus experience. You cannot do an Internship on campus.
4. Students work minimum of 150 clock hours for 3 hours credit.
5. Students must submit the CEE Internship Proposal form to the CEE Internship Coordinator/Assistant Department Chair with signatures from the student, employer, faculty supervisor, and Department Chair.
6. The faculty supervisor will be responsible for administering the course in accordance with approved department and university policy. All offerings will be in alignment with the academic calendar, specifically semester start and end dates.
7. Forms submitted to the faculty instructor:
 - CCE Internship Proposal (Completed by student prior to registration)
 - Mid-term Work Experience Evaluation Form (Completed by student at the middle of the term)
 - Final Work Experience Evaluation Form (Completed by student at the END of the term)
 - Employer evaluation of Internship Student form at the end of the term (Completed by employer at the END of the term)
8. Students will receive a Pass/Fail grade assigned by the Faculty Instructor



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Guiding Principles for Internship/Co-op Participation Student Responsibilities

- **Registration:** Students approved to receive academic credit for an internship or co-op experience are responsible for ensuring that they correctly register for the course during the associated registration period.
- **Academic Credit:** Students recognize that they are receiving academic credit as part of an internship/co-op course and must ensure that they complete all required course assignments. Failure to do so may result in the forfeiture of approved credit hours and/or a failing or unsatisfactory grade.
- **Email:** Students are expected to review their KSU student email regularly (at least once per week) for any notifications, assignments, or other updates related to their internship/co-op participation.
- **Supervision:** Students are expected to be supervised by an industry-established professional. Students cannot be supervised by a recent graduate (within the past academic year) or a family member. Students are also not permitted to supervise other intern/co-op students.
- **Working from Home:** Students are not permitted to work in a private home or from their own home without specific approval.
- **Professionalism:** Students are expected to behave in a professional manner at all times. Students participating in an internship/co-op experience understand that they represent Kennesaw State University and, as such, are expected to make every effort to meet the standards set forth by the University and the employer.
- **Rules and Regulations:** Students are expected to respect and abide by all regulations and rules established by their on-site supervisors, as well as all organization policies and procedures.
- **Attendance and Punctuality:** Students are expected to be present and punctual for all scheduled work shifts. Should students need to be absent due to illness or family emergency, students are expected to provide as much notice as possible to their on-site supervisors. Should extended absences from the workplace be necessary, students are expected to notify the faculty instructor for their respective internship/co-op course.
- **Changes in Supervision/Duties:** Students are expected to notify their faculty instructors and internship/co-op advisors of any changes in on-site supervisors as well as significant changes in duties/responsibilities from those outlined in their initial applications.
- **Insurance:** Career Services does not provide any type of insurance coverage for students participating in an internship or co-op for academic credit. Students are responsible for obtaining any and all necessary insurance required by their internship/co-op employer.
- **Liability:** Students understand that KSU assumes no responsibility for personal injury incurred during the course of their internship/co-op participation.
- **Concerns/Grievances:** Students should contact their internship/co-op advisor or faculty instructor with concerns related to sexual harassment or other grievances with their internship/co-op worksites and/or on-site supervisors.
- **Use of Personal Vehicle:** Student understands that if he or she is using a personal vehicle when traveling to or from internship or for the benefit of the internship/co-op employer, KSU has no liability for personal injury or property damage which may result from its use. Student agrees to rely solely on personal vehicle insurance or insurance provided by internship coverage, if applicable.
- **Cancellation/Dismissal:** Student understands that the employer may cancel the internship or dismiss the student from the internship. KSU will act to see that you are treated fairly, but KSU cannot control the



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employer's decisions. If you are qualified to continue in an alternate internship or co-op, KSU will make reasonable efforts to assist you in securing an alternate internship or co-op.

Employer Expectations

- Employers should identify an on-site supervisor to oversee the responsibilities and assigned duties of the intern/co-op student.
- Employers are expected to orient intern/co-op students to their organization's policies and procedures, including all necessary safety rules and regulations.
- Employers should report any concerns related to a student's internship/co-op participation (including but not limited to inappropriate behavior, excessive absences, violations of rules and regulations, etc.) to the faculty instructor or a Career Services representative so that appropriate action may be taken.
- On-site supervisors are expected to complete a performance evaluation sent to the organization for each assigned intern/co-op student for each work term and should return the evaluation promptly.
- Employers cannot guarantee academic credit for an internship or co-op experience. KSU reserves the right to disallow future student participation in an employer's internship/co-op activities should it be deemed inappropriate.

Internship/Co-op Processes and Procedures

- To receive academic credit for an internship/co-op experience, students must submit the required application and requested documentation prior to the semester in which they intend to complete the experience.
- Applications should be submitted in a timely fashion and students are expected to follow-up on any pending applications. Applications received during the Drop/Add period are not guaranteed to be processed before the end of the registration period. Individual department deadlines may vary and students are responsible for ensuring that all appropriate documentation is submitted by their specific deadlines.
- Students should allow at least 1 week for the processing of an internship/co-op application.
- Students are responsible for submitting applications and related internship/co-op documentation that is complete and accurate to the best of their knowledge. Students are responsible for notifying Career Services and their faculty instructors of any significant changes in supervision or internship/co-op responsibilities after applications and documentation have been submitted.



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INTERNSHIP WORK PROPOSAL FORM

INSTRUCTIONS

Please outline the work experience envisioned for the student's Internship position below.

The employer should keep in mind that the Internship program is intended to have significant academic component. Therefore, in addition to determining work terms and experience, this form outlines the expectations of the student in completing the Internship course work. This Work Proposal Form is to be filled out and signed by both the student and supervisor at the beginning of the first working semester. The form should then be returned to the faculty Internship instructor in the Civil and Construction Engineering Department.

EXPECTATIONS – STUDENT

- The Internship student is expected to complete the Internship coursework in a timely manner.
- If deadlines are missed, the student should immediately make arrangements with the faculty Internship instructor to complete the work.
- The Internship student will receive an incomplete if all of the coursework is not completed by the end of the semester. If no attempt is made to make up the coursework, the incomplete will automatically change to an F after one semester. Details about incompletes can be found on the course website.
- If the coursework is not completed according to the arrangements made between student and Internship instructor, the Internship Program Director will contact the student and also the supervisor.

EXPECTATIONS – SUPERVISOR

- The faculty supervisor will be asked to review and sign the student's final report

We ask that the items presented to the supervisor be signed off within a week after they are received by the supervisor. If this isn't feasible, another company representative should be designated.



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Midterm Critical Reflection of Internship

Use this form to evaluate the quality of your Internship work: (Student Completes)
 This form is due before the eighth week of the academic term

Name:	Major:	Grad Date:
Mailing address:		
Phone:	Email:	
Academic Work term:	Completed during:	Year:
Employer:	Location:	

Overall rating of this work period:

Excellent		Above Expectations		Met Expectations		Below Expectations	
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Describe how you applied your classroom knowledge and skills at internship:

Describe how work experience benefits classroom learning:

Describe how work experience will help you on personal growth:

Elaborate on both major related skills and transferrable skills learned during the internship:

Tell us how experience will influence your academic and career plans. Would you recommend the assignment to other students in your major, or is this job more appropriate for another major? If so, what majors?

Please make any recommendations that would Improve the quality of the Internship experience:

Recommendations for your employer:

Recommendations for the CEE Internship Program

Overall, how would you rate your entire Internship experience?

Excellent <input type="checkbox"/>	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Final Critical Reflection of Internship
(will be graded)

Use this form to evaluate the quality of your Internship work: (Student Completes)

Name:	Major:	Grad Date:
Mailing address:		
Phone:	Email:	
Academic Work term:	Completed during:	Year:
Employer:	Location:	

Overall rating of this work period:

Excellent		Above Expectations		Met Expectations		Below Expectations	
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Describe how you applied your classroom knowledge and skills at internship:

Describe how work experience benefits classroom learning:

Describe how work experience will help you on personal growth:

Elaborate on both major related skills and transferrable skills learned during the internship:

Tell us how experience will influence your academic and career plans. Would you recommend the assignment to other students in your major, or is this job more appropriate for another major? If so, what majors?

Please make any recommendations that would Improve the quality of the Internship experience:

Recommendations for your employer:

Recommendations for the CEE Internship Program:

Overall, how would you rate your entire Internship experience?

Excellent Very Good Good Fair Poor



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Employer Evaluation of Internship Student (Page 1 of 2)

The Internship student's employer supervisor should complete this form and discuss it with the student near the end of each working term. Frequent communication (with or without the form) is encouraged to enhance understanding regarding performance, and to facilitate development during the work term. The student must return the completed form to:

Internship Faculty Instructor
 Faculty member's name: _____

Student's Name:	Classification:	Major:
Work term:	Completed During:	Year:
Employer:	Location:	

Skill	Exceeds Standards:	Meets Standards:	Needs Some Improvement:	Needs Much Improvement:
Possesses necessary technical knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to changing work assignments and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to cooperate and work well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on deficiencies or exceptional points:

Performance	Exceeds Standards:	Meets Standards:	Needs Some Improvement:	Needs Much Improvement:
Listens to and carries out instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works effectively without close supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets deadlines and schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces Acceptable quality of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces Acceptable quantity of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on deficiencies or exceptional points:



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Employer Evaluation of Internship Student (Page 2 of 2)

Judgement	Exceeds Standards:	Meets Standards:	Needs Some Improvement:	Needs Much Improvement:
Demonstrates the ability to make decisions or seek appropriate help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows problem solving ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on deficiencies or exceptional points:

Attitude	Exceeds Standards:	Meets Standards:	Needs Some Improvement:	Needs Much Improvement:
Accepts responsibility and is a self-starter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits interest and enthusiasm about the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains appropriate dress and grooming habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains good attendance and tardiness record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to organizational regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on deficiencies or exceptional points:

Additional comments about performance and/or areas for improvement:

Supervisor's overall evaluation of student's performance

<input type="checkbox"/>	Excellent Performance: Student significantly exceeds expectations.
<input type="checkbox"/>	Above Expectations: Student performed better than expected.
<input type="checkbox"/>	Met Expectations: Student performed satisfactorily.
<input type="checkbox"/>	Below Expectations: Student requires improvement.
This evaluation has been discussed with the Internship student: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Number of weeks worked on present Internship assignment: _____ Start date of next assignment: _____	
Supervisor's name: _____	Email: _____
Supervisor's signature: _____	Date: _____ Phone: _____



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An Example Proposal Form

CEE INTERSHIP PROPOSAL FORM

(Completed and signed by student, employer supervisor, faculty advisor, and dept. chair)

Student Name (Please Print): _____ Student Signature: _____

KSU ID: _____ KSU Email: _____ Date: _____

Proposed Work Assignment:

Fall Spring Summer

Dates: _____ to _____
Month, Day, Year Month, Day, Year

Company Name and Address: _____

Description of the work and learning objectives/goals related to the professional goals of the student's academic coursework:

- Produce structural engineering calculations related to company projects.
 - Calculate loading requirements for designs. This will involve using coding manuals and design documents, as well as knowledge of physics and mathematics.
 - Creating Excel worksheets that can efficiently perform iterative calculations.
- Create Civil 2D and 3D drawings.
 - Analyze designs through Revit/AutoCAD and other design programs. This utilizes skills from courses such as Civil Graphics (EDG 2160).
 - Produce original designs for projects as requested by engineers, primarily using Revit/AutoCAD.
- Create engineering references.
 - Utilize pre-existing references to perform calculations and analysis more efficiently.
 - Produce new references using Microsoft Excel and other programs so that future projects can be more streamlined. Skills from Engineering Problem Solving (CE 2003) will be applied to optimize these references accurately and efficiently.
- Analyze and refine designs of steel and concrete structures.
 - Investigate pre-existing drawings for potential flaws or hazards. This will help me in future courses such as Structural Analysis (CE 3201).
 - Write reports about said drawings detailing the results of my investigation and reporting back to my supervisor.
- Produce results of these objectives adhering to deadlines and schedules.

Please Sign and Date Below:

Employer Supervisor: Print Name: _____ Signature: _____ Date: _____

Faculty Advisor: Print Name: _____ Signature: _____ Date: _____

Department Chair: Print Name: _____ Signature: _____ Date: _____



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High-Impact Educational Practices Internships and Cooperative (Co-op) Education

Definition of Internship: “Typically one-time work or service experiences related to the student’s major or career goal. The internship plan generally involves students working in professional settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid and the student may or may not receive academic credit for performing the internship.” NACE 2016 Intern/Co-op Survey. “If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.” AAC&U HIPS

Definition of Cooperative Education (Co-op): “Provide students with multiple periods of work in which the work is related to the student’s major or career goal. The typical program plan is for students to alternate terms of full-time classroom study with terms of full-time, discipline related employment. Since program participation involves multiple work terms, the typical participant will work three or four work terms, thus gaining a year or more of career related work experience before graduation. Virtually all co-op positions are paid and the vast majority involve some form of academic credit.” NACE 2016 Intern/Co-op Survey.

- **KSU Parallel vs. Alternating Co-op:** A student who completes a parallel co-op works for at least *two consecutive semesters* with employers in positions that provide directly related experience to their academic majors. Students may take classes while working in a parallel co-op. A student who completes an alternating co-op works in a position directly related to their academic major for *three semesters over a five-semester period*, alternating between full-time work and full-time academic coursework.
- **Credit vs. Audit:** Parallel co-ops may receive academic credit for participation. Alternating co-op participants are eligible for a 12-credit audit course which keeps the student at a full-time enrollment status and serves as a placeholder on their transcript during their three working rotations. Additionally, alternating co-op participants may receive up to one semester of their working experience counted for academic credit, depending on departmental requirements.

Definition of Clinical/Field Experiences: “Field experiences are designed to provide opportunities for KSU teacher preparation candidates to learn to become effective teachers through observations and practice in the public school setting. These experiences should augment the knowledge, skills, and dispositions gained in the university classroom.” BCOE Field Experience Handbook Field & clinical experiences can be applicable for any students participating in program-led field-based work.

Characteristics of a HIP Internship & Co-op Experience:

In alignment with NACE, “to be considered a legitimate internship [or co-op] by the NACE definition, all the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.” NACE Position Statement: U.S. Internships, 2011.

Requirements for academic credit and application process is determined by individual academic departments/colleges at the University. More information on internships and cooperative education at KSU can be found at <http://careers.kennesaw.edu/>.



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Internship Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Internship expertise	1) Instructor is new to coordinating internships but has reviewed this taxonomy and the best practices resources cited below. 2) Instructor is familiar with the industry (or industries) related to their program(s).	1) Instructor has previous experience coordinating internships and is familiar with the best practices resources cited below. 2) Instructor is well-versed in the industry (or industries) related to their program(s). 3) The instructor is familiar with career development theory. 4) The instructor has contacts in relevant industry (or industries) where students intern.	1) Instructor has previous experience coordinating internships; is familiar with the best practices resources cited below; and is an active participant in the IUPUI Internship Council. 2) Instructor has expert knowledge of the industry (or industries) related to their program(s). 3) The instructor has expert knowledge in career development theory. 4) The instructor has an established network in relevant industry (or industries) where students intern. 5) The instructor is experienced in leading students through the process of critical reflection.
Internships apply and further grow knowledge and skills learned through classroom experiences in a professional environment.	1) Student performs some menial tasks at internship site but majority of work is directly applying classroom learning, under the close supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is merely on what the student did during the internship.	1) Student performs very few menial tasks at internship site; majority of students' work is directly applying classroom learning, under the supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship. 3) Surveys are used to gauge learning in defined areas and administered to	1) Student performs no menial tasks at internship site; students' work is directly applying classroom learning, under the supervision of a professional, but with a few opportunities for discretionary decision-making. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship.



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		<p>both the student and internship supervisor at the mid-point and end of internship.</p>	<p>3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship. 4) Instructor conducts mid-semester visit to internship sites and discusses progress to that point and opportunities for further learning with student and internship supervisor. 5) Instructor conducts end of internship debrief meeting with student to discuss learning that occurred during internship and steps for further learning post internship. 6) Students present to their peers about internship experience, learning outcomes, and next steps in their academic and career plan.</p>
<p>Interpersonal Development - The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them</p>	<p>1) The instructor encourages the internship sites to include the student in organizational activities.</p>	<p>1) The instructor encourages the internship sites to include the student in organizational activities. 2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.</p>	<p>1) The instructor encourages the internship sites to include the student in organizational activities. 2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester. 4) End of internship report prompts student to reflect on areas of growth and further development,</p>



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			particularly in areas of organizational communication and leadership.
Critical reflection is well integrated into student learning during the internship experience.	1) The instructor provides reflective questions and students reflect on their entire experience(s) in their end of internship report.	1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, and end of internship report. a) Student reflects on classroom knowledge and skills applied at internship. b) Student reflects on how work experience benefits classroom learning c) Student reflects on personal growth. d) Student reflects on both major related skills and transferrable skills learned during the internship. 2) Student reflects on how experience influences academic and career plans. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.	1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, or end of internship report using a structured method—such as the DEAL Model (Ash & Clayton, 2009)—to guide the reflective activities. a) Student reflects on classroom knowledge and skills applied at internship. b) Student reflects on how work experience benefits classroom learning c) Student reflects on personal growth. d) Student reflects skills (major related and/or transferrable skills) learned during the internship. e) Student reflects on how experience influences academic and career plans. f) Student reflects on the benefit of the internship to the employer and the university. 2) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester. 3) The instructor debriefs with the student post internship and discusses reflective outcomes and future application of learning.



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			4) The student completes a presentation where they share their reflective outcomes of the internship.
Assessment is used for course improvement.	<p>1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning).</p> <p>2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).</p> <p>3) End of course evaluations are reviewed for student feedback.</p>	<p>1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning).</p> <p>2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).</p> <p>3) End of course evaluations are reviewed for student feedback.</p>	<p>1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning).</p> <p>2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).</p> <p>3) End of course evaluations are reviewed for student feedback.</p> <p>4) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship sites to aid in development of higher quality future internships.</p>