



Summer 2024

## Whatcom County Public Works - Engineering Services Intern

Chris (Christopher Adam) Paradowski  
*Western Washington University*

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# COLLEGE OF THE ENVIRONMENT



**Internship Title:**

**Organization Worked For:**

**Student Name:**

**Internship Dates:**

**Faculty Advisor Name**

**Department**

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**STUDENT SIGNATURE** \_\_\_\_\_

*Chris A. Parsonski*

**DATE:** \_\_\_\_\_

# **Engineering Services Internship Report**

Christopher Paradowski

Western Washington University – College of the Environment

ENVS 498B

Faculty Advisor: Ed Weber

16 August 2024

## **I. Introduction:**

This summer I had the opportunity to return to the Whatcom County Public Works Department as an engineering services intern working in the traffic division. Last year I did the same internship, but not as an enrolled student at Western, so I was thrilled to be welcomed back for another summer so that I can further hone my skills of working in local government and expand on the skills I gained last year. While the traffic division doesn't necessarily sound like the place for an environmental studies student to land an internship, I will elucidate in this report how working in Traffic has been beneficial for me in many different ways, including in the field of environmental concerns. Also, because I am returning to this role and am doing it for credit in school, I have been graciously allowed time outside of my normal duties to shadow different teams within public works that focus on the environmental impacts caused by county projects and how they are mitigated.

## **II. Whatcom County Public Works - Engineering Services:**

Whatcom County is a political subdivision of the State of Washington and provides services in support of its constituents in a variety of ways. Some of the services provided by the county is through the construction and maintenance of various pieces of infrastructure, such as roads, bridges, stormwater facilities, parks, etc. The public works department is the largest department within the county government and works to maintain infrastructure and respond to constituent requests. Furthermore, within the public works department lies the engineering services division, which manages the county's right of way as well as providing analysis of various issues within the county road system. Whatcom County Public Works has responsibility for the 940+ miles of public roads within the unincorporated areas of the county that are not part of the state highway system. The engineers and engineering technicians that work in the traffic division ensure that all aspects of the roads are safe for the traveling public by conducting traffic studies, reviewing various signs and striping for roadways, and along with the sheriff's traffic unit, reviewing and investigating traffic accidents.

## **III. Internship Description of Responsibilities and Work Environment:**

As the summer intern I am primarily responsible for the implementation of the summer traffic count program. Traffic counts are an important aspect of the maintenance of county roads because the county council has instituted various ordinances concerning the different levels of service that roadways receive. To know the level of service for the roadways, public works is required to do an annual report of various roadways that identifies known or projected service deficiencies while introducing different

strategies to improve those known or projected deficiencies. In order to know what to look for, a traffic count is conducted to capture different data points that is then evaluated by engineering technicians, engineers, and the public works director.

Whatcom County uses the TimeMark Inc. Gamma traffic counter and its associated software to conduct its counts. The method that the counts can vary slightly, but the general method of setting out a traffic count is as follows. First, a suitable section of roadway must be located. To be suitable, the counter should be placed on a straight section of the road that is free from any major defects such as ruts, buckling, or potholes. Additionally, there must be a secure object near the roadway that the counter must be secured to, so that any theft or sabotage to the equipment is less likely to occur. Additionally, counters should be placed at a sufficient distance from any cross street that intersects the study area. Typically, this would be a tenth of a mile from the intersection, but could vary in distance depending upon the conditions of the roadway for study area, to ensure that a vehicle's normal operation is being recorded instead of as a driver is slowing down or accelerating. As a rule of thumb, placement next to a driveway or in-street parking is to be avoided as parked cars on top of the tubes will have a negative impact on the count.

Once a suitable location is found, two hollow rubber tubes must be placed and secured along the roadway perpendicular to the flow of traffic. The tubes must be of equal length and placed perfectly parallel to each other. This is because the counter works by recording the different changes in air pressure within the tube, allowing it to record vehicle volume, speed, and the classification (type) of vehicle it was that drove across. Any variable that would distort the pressure between the two tubes would negatively impact the accuracy of the count, making it non-acceptable for the traffic study in question. The final step to the installation of a traffic count is to attach the hoses to the counter, then test the counter to ensure it is recording properly, turning it on, then securing it to the selected object next to the roadway. (*See Figure 1*) The count will then be conducted for seven days before pickup. For example, if I set a count on Monday, I will pick it up the following Tuesday. That way a full seven days of data is collected. After removing the count, I will then take the counter back to the office, upload the data, and then create reports from the raw data that is collected. These reports are then input to a spreadsheet that serves as the source for the final report that is submitted to the county council in the fall.



*Figure 1. Traffic count placement on a Whatcom County roadway. (Paradowski, 2024)*

It is important to mention the necessity of safety as one works near a roadway. Working along a highway is extremely dangerous. Often times drivers are distracted or refuse to slow down or change lanes, as required by the “Move Over/Slow Down” law. It only takes a slight error by a driver to have deadly consequences for the person working alongside a roadway. To mitigate this, there are safety policies I must follow to protect myself as much as possible, which include the wear of high-visibility clothing, activating warning lights on my vehicle, and placement of traffic cones in my work area. Even with these mitigating actions, it’s still dangerous work. There have been multiple instances where I’ve had to jump into a ditch or take other evasive action to avoid being struck by a car. My family always worried about my safety whenever I deployed with the Navy, but truth be told, working along a roadway is more dangerous than 95% of the things I did while deployed.

Going back to the description of the internship, the summer traffic count program consists of a couple hundred individual counts, of which a few dozen is required to be done in July and August, the

busiest time of the year for the traveling public. These specific counts are done on the county's busiest roadways to ensure that an accurate picture of the roadway at its most used is what is being studied.

Beyond the traffic counts, during the week I also manage the three radar speed signs that are owned by the county. Throughout the year citizens can request that a radar speed sign be placed at various locations in an effort to deter speeding. At times, the sheriff's traffic unit will also request the sign to be placed in areas where they are targeting enforcement of speeders or one will be placed near a construction zone to remind drivers of the lower speed limit within the work area.

Last, but not least, I perform other duties as assigned. These duties range from filing of paperwork, to doing field verification of various issues. Oftentimes, this involves a citizen request for service that is submitted to public works. The request will get directed to an engineering technician, who then assigns it to me to go out and measure or otherwise verify the issue. Because of the wide range of requests that is submitted and the fact that no road is the same as the other, the things I am assigned to go verify are unique and make it challenging to figure out sometimes. Often, this is when I'll interact with the public the most, which I will discuss more later on.

#### **IV. Learning Objectives:**

As discussed with my faculty advisors, certain learning goals and objectives were required to be met as I progressed through this internship. These requirements were outlined within the College of the Environment's Environmental Studies student learning outcomes. Some of these goals and objectives were accomplished in my normal duties in Traffic, while others were met during my site visits with environmental planners in other public works departments.

To copy from my Internship Agreement, during this internship I intend to learn from this experience the following:

- I wish to further develop the skills I have from my Naval experience as well as from doing this same internship last summer. Primarily I want to sharpen my skills in working with:
- Constituents and understanding their concerns with our public infrastructure
- Various forms of local government entities and how they communicate and work with each other, whether it is the city, county, port authority, etc.
- Analyzing data that is gathered with specialty tools using specific methods of setup and removal

- Compiling reports from collected data that are then utilized for various stakeholders/policy makers
- Communications that showcase my process and demonstrate an ability to do the above.
- Additionally, I wish to gain new skills in the environmental permitting process in its entirety on a local level and how it must comply with higher level rules and regulations.

This experience will contribute to my educational goals by reinforcing my analytical skills that determine my ability to understand various systems and how they relate to environmental concerns. Also, by working on communication skills with the public, I will enhance my ability to deal with situations in their full ecological, cultural, and social context within the extent possible when conducting local government work. By learning about environmental permitting processes, I will see how decisions made in the present can impact society and the environment in the future. Lastly, it is my hope that by the end of this internship, I will be prepared for entry into the environmental work force upon my successful graduation from Western, which leverages my previous life experience as well as the knowledge I gained from my collegiate experience.

#### **V. Reflection of experience:**

In this section, I wish to make a series of connections between the work I'm doing in this internship and my studies. To accomplish this, I'd like to introduce a few different stories that illustrate my experiences this summer and how they relate to my learning objectives and correspond with concepts from the various classes I've taken at Western.

To start, I want to go back to the Environmental Research and Public Communication class I took with Dr. Abel this past winter. In that class I was introduced to the danger that the 6ppd compound has on salmon, especially to coho salmon, that comes from tire dust and is extremely fatal to the fish that it comes in contact with. This was something I had never heard of before that class and I had several classmates present on what is being done to further identify the problem and possible solutions to fixing it.

In my first staff meeting this summer, one of the first topics being discussed was the new permitting requirements being put in place for road managers as they maintain various roads in the state is how the roads can lead to 6ppd issues in streams. The new policy being pushed by the State is that anything that adds surface area to the roadway will require an extensive stormwater plan that filters tire dust before reaching a stream. This is proving to be a challenge as the manpower needed to process the



permits is not quite on par with the demand for the permit. As a result, maintenance crews are having to shift around project timeframes to compensate for additional regulatory procedures.

The 6ppd issue is a direct example of the coursework and experiences I've had and learned from in class, and how regulatory agencies and those who require permits from those agencies have been shaped by research being conducted over tire dust. This has allowed me to understand the application of knowledge from school into a real-world environment in the type of places I want to work for post-graduation.

Along with the tire dust issue, other concerns over salmon are in play as I've worked on projects for the County. Salmon has been a subject I've learned a lot about while at Western and there is no doubt I still have so much to learn about their survival. From ENVS 303 and 305, to the Publics Lands and Water Resources classes that I've taken with Zander Albertson, salmon issues have been central to the things we learn about here in Washington state. In July, I had the fortune to tag along with members of the Bridge and Hydraulics and Design/Construction crews to complete a fish exclusion project along Truck Road, near Deming. (*See Figure 2.*) During a flooding event a few years ago, the Nooksack River washed out sections of the road, making it unsafe for thru traffic. The county applied for FEMA money to repair the road and include salmon habitat that replicates the usual environment they like to spawn in. The habitat restoration was required as part of the permits that were issued by Federal and State agencies and then carried out by the county and the contractors hired to repair the road.



*Figure 2. The author prepared to conduct a fish exclusion project. (Paradowski, 2024)*

On the day of the exclusion project, our team used several different methods to try and relocate as many fish as possible as they closed off the water supply to a section of the river near the shoreline. These methods included seine line pushing and fishing, capturing them with little aquarium nets to capture individual fish we found in small ponds, to using larger hand nets to catch fish as the stream flowed through strategic openings situated along paths to the main body of the river. (See Figure 3.) As we caught them, we counted them and identified the species. The entire project that day was overseen by a contracted group that specializes in the restoration of salmon habitat, and many of the folks there were Western alumni, which proved to be a good networking opportunity. At the end of my shift for the day I was out there, we had successfully relocated over one thousand salmon back into the Nooksack River.



*Figure 3. The author fishing for fry as a fish exclusion project is conducted. (Paradowski, 2024)*

The projects are required as a result of the numerous court decisions that I've learned about at Western that concern the rights of indigenous people in the PNW to salmon, which is central to their way of life. In class discussions, I've witnessed some very passionate discussions by my peers over the role that salmon plays in the region and how human development threatens the future of salmon and other fish. In my experience during this internship, I've seen first-hand how the issue is important to planners and engineers, not only because it is required to be accounted for in their projects, but because it is known how important it is to the community. Undeniably, the regulatory process can be a burden that leads to frustration for the folks that are working on construction projects. However, knowing that the concerns of the public is carefully considered by the experts gives me hope that progress will come sooner rather than later.

Participating in the fish exclusion project certainly enhanced my situational knowledge concerning ecological and cultural issues and how they apply to government projects. I saw how previous decisions

had an impact on the natural world around us and how the same mistakes are trying to be avoided so that future impacts are minimal and conducive to the expansion of the habitat of wildlife.

Besides learning more about environmental concerns in public projects, I wanted to expand on my public communication skills with the constituents I interacted with on a near-daily basis. Primarily working out in the field instead of in the office gave me numerous opportunities to interact with the public in a broad variety of ways. At times, people would be so happy to see someone for the county showing up to take a look at their issue that they submitted. Every single request for service that goes to Whatcom County is examined and discussed with the relevant department(s). While the outcome might not be what the citizen hoped for, it is always taken into consideration. I can say that with full confidence after working with Whatcom County for two summers.

Unfortunately, there have been plenty of instances where a citizen is not happy to see me as I perform my tasks. It might be because they didn't get the response they wanted on an issue, it could be because they don't want the government to do any work near their home, or sometimes people are just cranky. It's these sticky situations that I've worked to improve on. Certainly, I developed many of the skills needed to deal with irate people while I was in the Navy, but that was a different context. If I mouthed off to a superior when I was in the Navy, that could literally mean jail time for being insubordinate. As a civilian government employee many of the same skills are required for dealing with conflict, avoiding the use of profanity, shouting, or any other rude gesture, even if I was receiving it. It takes skill and experience to learn how to take anger while remaining calm. In many cases this summer when I dealt with an upset citizen it would quickly become apparent that they had no clue what they were talking about, but just wanted to be upset and complain even when policies were explained to them in a calm manner.

One such example was as I placed a radar speed sign out in a wealthy area of Whatcom County along a lakefront. A citizen who was concerned about speeding on their road requested the placement of a radar speed sign on their road to deter speeding. These signs tell you how fast you are going as you drive by. It is the county's policy that the requested sign be placed on the road in question for a period of one week, then moved on to the next location on the list of requests.

As I did an initial assessment of the road and where I could place the sign in order for it to be effective, I saw that the road was largely not suitable for the placement of the sign due to a lack of shoulders or straight segments that would allow the radar to pick up a vehicle's speed. After a full

assessment of the road, I found a suitable location within the county's right of way that fit all the requirements for the placement of the sign. However, the sign was placed in an ad-hoc parking area for someone who owns a home on the waterfront. Usually, I'd try to find another location to place the sign, but again, I had no other option. Therefore, I placed the sign in that spot and went on with my day.

The next morning, I received an irate phone call from the homeowner who's house I placed the sign in front of. In this call she threatened to have the sign destroyed by her adult sons, complained how everyone on her street is crazy except her, and demanded that I move the sign immediately. Throughout the phone call I made several attempts to explain why the sign was where it was, the policy and technique concerning the placement of the sign, and how it would be a bad idea to destroy government property. No matter how much I wanted to curse back at her, I knew that would only make the situation worse and would also fall short of the expectations of county employees when dealing with the public.

Even as we came to an agreement that I would remove the sign for a few days and return it on a more suitable week for her and her parking needs within county property, she continued to be vulgar and condescending. Which was interesting because as I placed the sign the previous day, all the neighbors walking past stopped to thank me for placing the sign on their road. I guess at the end of the day, this is another example of how you can't please everyone. That being said, I enjoyed the experience because I was presented with a communications challenge and worked hard to successfully overcome it, allowing my skills to improve.

After five months in this role last year and another two so far this summer, I feel like I could recount numerous stories of how I have learned so much about environmental issues and policies, public communication, analyzing data and forming reports, and just how interconnected government agencies can be, but I can't tell them all in this paper. I hope the above examples and information gives you the reader a brief yet thorough idea of my experience as I worked on my academic and personal goals while working with Whatcom County.

I still have another month after this report is due where I will be working for Whatcom County before my internship is up. In that time, I will be meeting with the county's emergency management team and with various other people that deal with environmental issues for the county. I'm sure these upcoming visits and experiences will further enhance my skills and knowledge of how local government and its bureaucracy operates.

## **VI. Advice for other students thinking about working for Whatcom County:**

After working two summers for the county, I can honestly say that I would be thrilled to work for them in a permanent capacity after I graduate. The people I worked with care about providing a good service for the people who live and work in Whatcom County. Whenever I had the chance to interact with other interns or summer help, I always heard positive feedback from their experiences in their respective departments.

Like any workplace there are some drawbacks to working for Whatcom County, and I'm sure this could apply to just about any government jurisdiction. First, career prospects and the ability to be promoted in your desired department is determined by the county's budget situation and the turnover of staff. Many people I interacted with had been with the county for 10+ years, and many of those had been there for 20+ years. Meaning that you might get stuck in a lower role until someone retires or otherwise leaves. The benefits and pension seem to be well worth it, so people will stay put plugging along at their job as they wait for the sweet day when they retire. Additionally, the county is in the midst of a hiring freeze due to a poor budgetary outlook, this will mean that few jobs will be available soon and that everyone will have to "do more with less" with the workload. As the county continues to grow, this could prove to lead to unwanted stress in the workplace as the demand and tempo for services go up and there being few or no people there to help go through the demand.

The most important aspect to any job is the mentality of your boss. Granted I only have two bosses that I interact with during the week, which makes the sample size low, but I have had nothing but positive experiences with my leadership here. They've always been supportive and flexible to my academic and personal needs and have been keen to involve me in any way possible to learn about how the County operates or with projects that need doing. It wasn't uncommon for me to be trusted with a task that I would sometimes feel would require a more "expert" opinion on. I would hope that that's indicative of an organization that trusts its employees and encourages their growth. Again, I'd be so happy to work here after I graduate and I'd recommend my peers to work for Whatcom County too.

## **VII. Personal thoughts on future employment prospects now that I've done this internship:**

Last summer, I learned a few things about what I'm looking for careerwise after I graduate. I learned that a 9-5 Monday through Friday office only job is not for me. Being stuck behind a computer all day is not conducive to my productivity. Instead, I feel that a role where I can get at least a third of my work done during the week out in the field would be necessary. Mostly because it breaks up the monotony of

the day and also because it allows me the opportunity to interact face to face with the public as well as making it possible for me to have a physical connection to the area I'm trying to work on.

This summer, I learned that working in environmental permitting is not the career field for me. While many of the people who work in that field do get to go out into the field on occasion, they mostly spend their days reading contracts or drafting reports for the conditions of certain permits. Quite frankly, the legalese of the permit language puts me to sleep. Sure, there are some interesting things within an environmental permit and how its conditions are decided, but to me it's an overall boring process that doesn't seem like the way I want to spend the next 30+ years working on.

Before moving to Washington, I was an air traffic controller; my father is a retired construction auditor who worked for the Texas Department of Transportation. Transportation has always been something that intrigues me. Working in this engineering services role the last couple of years has certainly appeased the part of my brain that wants to continue to work in transportation. I could see myself doing my current role on a permanent basis for a few years. It is a public facing job that works to improve the quality of life for the citizens it represents and spends a good deal of time in the field. However, it's not my dream role, so I don't foresee myself applying for similar roles in the future. But I am pretty good at it, so never say never.

What does that mean for me moving forward? Well, I am in the justice and community resilience concentration and have found an interest in emergency management, perhaps there is a future for me there. With so many jurisdictions having an emergency management team, I'm sure I could go and get my hands dirty in that career field with no problem. I would also love to find a career that is aviation adjacent or, more specifically, airfield adjacent. That way I could combine by previous career knowledge with the knowledge I've learned here at Western concerning environmental issues and perhaps do environmental work at an airport.

I'm confident that my experience in life will make me a strong candidate for any role that I am interested in applying for. Doing this internship has taught me a lot on what I want to do and don't want to do as a civilian career, as I continue the process of transitioning from my military career in aviation to one in local government working on making the planet a little bit better for us humans as well as the natural things we live alongside.

## **VIII. Conclusion:**

In closing I want to say that this experience has been fantastic for me. I've learned so much from so many different people and have been given the opportunity and room to grow as a person. I've met many of the goals I worked to accomplish this summer and will continue to strengthen myself moving forward with the lessons I've been taught.

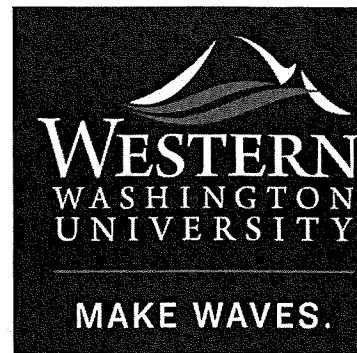
Lastly, I want to thank some people in particular for their assistance this summer. Foremost is Capital Project Management Specialist Jason Ardt, who has been incredibly patient with me and spent many many hours teaching me the tips and tools of his trade within engineering services. He's also allowed me to tag along with him on things that I found interesting that probably could have been a one-person job but accepted making it a two-person job for my sake. His help was immeasurable the last two summers. Also within the Engineering Services team, County Engineer Doug Ranney, P.E., Engineering Manager Ryan Morrison, P.E, and Senior Engineering Technician Dave Hower. These guys have all been helpful to me and welcomed me into their team without any hesitation whatsoever. They've answered all my questions (and there were a lot), valued my inputs, and have provided me valuable feedback in return, allowing me to be better at my job in many different ways and to also have a better understanding of how the county operates. Senior Planner Erin Page at Design and Construction allowed me to shadow her for the fish exclusion project and gave me a four-hour crash course on all things environmental permitting. Her help made it possible for me to do the environmental components of this internship. Truthfully, everyone I've worked with at Whatcom County was helpful to me and never hesitated to teach me something that I showed an interest in. To all of those people who helped me along the way, thank you as well.



## Appendix A:

Western Washington University  
College of the Environment  
Internship Learning Agreement

# COLLEGE OF THE ENVIRONMENT



Section 1 – Student Identification			
Last Name, First Name:	Paradowski, Christopher	Western ID:	[REDACTED]
Email Address	[REDACTED]	Major/PreMajor	Environmental Studies

Section 2 – Registration Information			
Total Credits:	8	Faculty Advisor:	Ed Weber <i>[Signature]</i>
Internship Start Date:	24 June 2024	Internship End Date:	13 September 2024
Number Credits Per Quarter (F/W/S/Sum)	8		
<i>Note: You must be registered for credits during quarters you perform <b>any part</b> of the internship work (Including Summer Session) to include writing of reports...this can be spread over multiple quarters. You are expected to register an appropriate number of credits based on anticipated hours worked BY Quarter (Example: Working 120 hours during Summer = 4 Credits Summer Enrollment)</i>			

Section 3 – Organization for Internship	
Organization Name:	Whatcom County <i>Public Works</i>
Intern Supervisor Name:	Jason Ardt
Mailing Address:	5280 Northwest Dr Suite C, Bellingham, WA 98226
Email Address:	[REDACTED]
Phone Number:	[REDACTED]
Description of Duties (Or Attach Job Description): The employee will be assigned primarily to install traffic counters on roadways throughout Whatcom County. Additional duties will include field verification of signage and striping, sight distance, and roadway data under the direction of the engineering technicians, throughout Whatcom County. Other duties include data entry, filing, and generation of statistical reports from data collected.	

### Section 4 – Learning Objectives

What do I intend to learn from this experience:

During this internship, I wish to further develop the skills I have from my Naval experience as well as from doing this same internship last summer. Primarily, I want to sharpen my skills in working with:

- constituents and understanding their concerns with our public infrastructure
- various forms of local government entities and how they communicate and work with each other, whether it is the city, county, port authority, etc.
- analyzing data that is gathered with speciality tools using specific methods of setup and removal
- compiling reports from collected data that are then utilized for various stakeholders/policy makers
- communications that showcase my process and demonstrate an ability to do the above.

Additionally, I wish to gain new skills in the environmental permitting process in its entirety on a local level and how it must comply with higher level rules and regulations.

How does this experience contribute to my educational goals:

This experience will contribute to my educational goals by reinforcing my analytical skills that determine my ability to understand various systems and how they relate to environmental concerns. Also, by working on communication skills with the public, I will enhance my skills of dealing with situations in their full ecological, cultural, and social context to the extent as possible when conducting local level government work. By learning about environmental permitting processes, I will see how decisions made in the present can impact society and the environment in the future. Lastly, it is my hope that by the end of this internship, I will be prepared for entry into the environmental field upon my successful graduation from Western that leverages my previous life experience as well as the knowledge I gained from my collegiate experience.

If Faculty require any additional Learning Objectives, they should be listed here:

Chris will write an internship report detailing the employer, description of weekly tasks, and make a connection between work completed and the learning objectives. Chris will also describe any advice for future students working for this employer and develop any connections between work completed and idea/skills from other WWU courses. Report will be due by the end of summer session, and may summarize work done to date rather than the entire period (through Sept).

### Section 5 - Deadlines, Evaluation, and Assessment (Completed by faculty advisor)

Meet with Advisor: TBD w/ Ed  
 First Draft Due: TBD w/ Ed  
 Final Draft Due: 8/19/24

	Yes	No
Additional Learning Objectives (as assigned by faculty)	<input checked="" type="radio"/>	<input type="radio"/>
Oral Presentation Required	<input type="radio"/>	<input checked="" type="radio"/>
Daily/Weekly Log Required	<input type="radio"/>	<input checked="" type="radio"/>

### Section 6 – Students Certification

I certify that I have read the University Policy on Risk Management Considerations for Student Internships and I will report any injuries suffered while performing internship promptly to WWU.

[http://www.wvu.edu/bfa/Risk\\_Mgmt/documents/Internship%20Considerations%20\(14\).pdf](http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20(14).pdf)

I will endeavor to represent myself and my college well and will abide by the relevant policies, procedures and ethical standards of the university and the internship organization.

I understand that **30-hours of work per credit earned is expected** for an internship. I understand that I am expected to enroll in a number of credits commensurate with hours worked each quarter.

Student's  
Signature/Date

*Chris A. Padon* 29 MAY 2024

### Section 7 – Internship Site Supervisor Certification

I have reviewed the student's indicated learning objectives and on behalf of my organization agree:

- To enrich the Student's knowledge by orienting him/her to the occupation, the work setting, and the responsibilities relating to the assignment
- To regularly evaluate/provide feedback to student on progress, projects and areas of growth
- At or near the completion of the assignment to provide an evaluation of the student's performance
- To review and approve the Student's Learning Plan and communicate with the college if areas are not going to be met.
- To supply the student with, and abide by the organization's policy against discrimination and/or harassment in the workplace
- To contact the instructor or the College of the Environment Internship Coordinator (360) 650-3646, [ed.weber@wwu.edu](mailto:ed.weber@wwu.edu) should any problems arise

Internship Site  
Supervisor  
Signature/Date

*John P. Annett* 5/31/2024

### Section 8 – Faculty Advisor Certification

I certify that the student intern and I have reached agreement on the learning objectives and academic expectations for this experience. These objectives are challenging and enriching to the student's academic and/or career goals. I will award grades after satisfactory completion of all learning objectives/tasks/reports assigned.

Faculty Advisor's  
Signature/Date

*[Signature]*

### Section 9 – College of the Environment Internship Coordinator

Actions:

1. Review Agreement
2. Update Course Override
3. File Agreement in Student Records
4. Communicate with Employers as necessary during internship

# Registering and Completing ENVS/ESCI/UEPP 498B Credits

## YOU MUST BE REGISTERED FOR INTERNSHIP CREDITS WHENEVER YOU ARE PERFORMING WORK RELATED TO THE INTERNSHIP TO RECEIVE ACADEMIC CREDIT

- This **INCLUDES** Summer Sessions

## REQUEST FACULTY MEMBER TO OVERSEE 498B CREDITS

- The CRNs for ENVS/ESCI/UEPP 498B credits are linked to specific faculty members
- Students need to speak with the faculty member for these credits
  - If possible, students should have a draft of an Internship/Learning Agreement completed before they approach a faculty member to supervise the internship.
  - Most students use their faculty academic advisor as their faculty internship supervisor
    - During Summer Sessions, your faculty advisor may not be available. If not, then register for internship credits with Ed Weber, CENV Internship Coordinator
- Environmental Science students register for ESCI 498B and all others for ENVS/UEPP 498B
- Registration for 498B (Internship Credits) requires an override, which is normally given by the CENV Internship Coordinator (Ed Weber, ES545)
  - You must have a completed/signed Learning/Internship Agreement signed **before** the override will be input

## CRNS FOR ENVS/ESCI/UEPP 498B

- See Classfinder for the CRNs for ENVS/ESCI/UEPP 498B Internship credits
  - During Summer Sessions, if your faculty advisor is not listed, please register for credits with Ed Weber, College of the Environment Internship Coordinator

## VARIABLE CREDIT REGISTRATION ON WEB

- Initially you can only register for one credit.
- Return to the registration menu after registering. Then go to Change Variable Credits to change the 1 credit to the number of credits desired. (Instructions for Changing Variable Credits are included on the Add/Drop page for registering.) 30-hrs work = 1 academic credit. Register in good faith based on anticipated hours for the whole quarter.

## RESOLVING K GRADES

- To graduate, you must receive a passing grade for any credits listed on your major evaluation.
- (For Internship, students must receive a Satisfactory (S) for S/U grading. **Incomplete grades not completed and graded after a year from the quarter of registration automatically become a U (Unsatisfactory) or a Z (equivalent to an F). Incompletes can impact financial aid standing.**

## REPORT SUBMISSION

- Final report will be submitted to your faculty advisor using the E-SIGN Form available on the CENV webpage.
- Always consult with the faculty advisor **in advance** about how much time he/she will need to read and grade the report by the end of the graduation quarter.
  - The most difficult time to get a grade on a report is for summer quarter graduation because faculty are generally not available during this time.
  - Spring graduation is a close second in difficulty because many faculty leave campus for extended periods after their last final.