UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Susan Detmer; chair, academic programs committee

DATE OF MEETING: November 21, 2019

SUBJECT: Engineering Co-op Internship Program

COUNCIL ACTION: For Information Only

SUMMARY:
At its October 24, 2019 meeting, the academic programs committee approved the following motion:

- That the Academic Programs Committee approve the Engineering Cooperation Internship Program as a concentration in the College of Engineering, effective May 2020.

This new internship program increases the flexibility of the internship options within the College of Engineering’s B.Sc. in Engineering program and ensures dedicated pre- and post-work placement curriculum content and support services for students on internship.

In contrast to the existing internship program, which is taken by students following their third year of study for eight, twelve, or sixteen months, this new program offers work placement opportunities at a variety of points in the program and is better integrated with the student’s academic program.

As this new “Co-op Internship” is proposed as an academic concentration, students will be enrolled in coop internship courses, will complete assignments and the internship will appear on their transcripts. Students will continue to be enrolled in their academic program throughout their internship. This contrasts with the current model, which sees students moved from their academic program to the internship program and then back to the academic program at the completion of their work placement.

As this is an academic concentration, it was approved at the Academic Programs Committee (APC). The committee was pleased with the flexibility of the new internship options and how they will respond to industry needs now and going forward.
The existing Engineering Professional Internship Program (EPIP) will stop admitting students effective May 2020, but faculty in the College of Engineering were not prepared to bring forward a request for deletion while students were still enrolled. A proposal for the deletion of the EPIP will be submitted to APC at a later date. University Council will be required for the deletion, as it is considered a separate program from the B.Sc. in Engineering programs.

ATTACHMENTS:
1. Engineering Co-op Internship Program Proposal
Engineering Co-op Internship Program Proposal

Prepared by:

Kristen Cutting
Co-op and Career Coordinator
College of Engineering
Executive Summary

The College of Engineering’s current Professional Internship Program provides third year undergraduate students with the opportunity to take on a work placement of eight, twelve or sixteen months. Through this work placement, students put the theory and skills gained over the course of their education into practice, under the supervision of a Professional Engineer.

With the expansion of work-integrated learning as a priority for the University of Saskatchewan and for post-secondary institutions across Canada, it is crucial that the College of Engineering have comprehensive work-integrated learning programming in place to provide students with a flexible, high quality, value-added enhancement to their degree. This will, in turn, enhance overall student learning, support students in making a successful transition to a professional career, and improve the attractiveness of the College of Engineering programs relative to others in the Canadian context.

The College of Engineering proposes the creation of a new Co-op Internship option to replace the Professional Internship Program. This option is proposed for implementation in May 2020. The Co-op Internship option would see increased flexibility in terms of student enrolment; dedicated pre- and post-work placement curriculum content and support services for students; and would be more responsive to industry’s recruitment needs.

Students are increasingly seeking out degree programs that include a work-integrated learning component. By offering a Co-op Internship option that includes multiple work placement term lengths and encourages students to take on a work placement earlier in their degree program, the College of Engineering will be strategically positioned to attract prospective students and will see students graduate with a well-developed technical and essential skill set as they begin their careers.

Further to this, the Co-op Internship option will foster strategic partnerships between the College of Engineering and industry. Partnership discussions beginning with interest from industry to hire a student for a short-term work placement have the potential to evolve into an ongoing relationship related to research interests and increased engagement with faculty.

This College of Engineering is requesting approval for the following curricular changes:

Motion: to stop admitting students to the Engineering Professional Internship Program, effective 2020-05. Official termination of EPIP program will be forthcoming in a separate proposal.

Motion: to create an engineering “Co-op Internship” concentration for the civil engineering, chemical engineering, computer engineering, electrical engineering, environmental engineering, engineering physics, geological engineering and mechanical engineering undergraduate programs, effective 2020-05.

Motion: to create six new courses (ECIP 200, ECIP 400, ECIP 401, ECIP 402, ECIP 403, ECIP 404), effective 2020-05.

Motion: to delete four existing courses (EPIP 401, EPIP 402, EPIP 403, EPIP 404), effective 2022-07.
Proposal

The College of Engineering proposes to create a Co-op Internship Program featuring four, eight, twelve and sixteen month work placement options, open to undergraduate students who have completed at least two years of their Bachelor of Science in Engineering degree program at commencement of their first work placement. This optional enhancement to a student’s degree will provide them with the opportunity to gain up to twenty months of work experience in an engineering work environment prior to completion of their degree. While this optional enhancement is considered a concentration, it will be branded to students using the term “program”. Students who complete a minimum of twelve months of work experience within the Co-op Internship Program would graduate with "Co-op Internship" on their parchment. As this is an academic concentration, students will be enrolled in co-op internship courses; complete assignments (graded as pass/fail); with courses appearing on their transcript.

This proposal includes details on objectives, enrolment requirements and overall assessment; an environmental scan of work-integrated learning programs for engineering students across other post-secondary institutions; and associated budget.

Academic Justification

Background

The Engineering Professional Internship Program was approved by University Council in 1996 for implementation on January 1, 1997. The internship program had been in operation since 1990 and was administered jointly between the College of Engineering and the Student Employment and Career Centre. At that time, an “internship” was defined as an extended period of employment in a professional setting which saw students taking on eight, twelve and sixteen month work placement terms. The rationale behind the longer-term length, as opposed to shorter “co-op” terms, was that it took an extended amount of time for students to become productive in their work.

The internship program was created in response to industry’s recruitment needs with nine students placed with IBM Canada in the 1990-1991 academic year. Undergraduate students, most of whom had completed their third year of studies towards their degree program, were deemed eligible to participate in the program.

Over the years, the program continued to operate as a partnership between the College of Engineering and the Student Employment and Career Centre, until recently, when the College of Engineering hired a Co-op and Career Coordinator to develop a new co-op program. The internship program has grown significantly over the years with 2018 being its most successful year, seeing 130 students placed across Canada. The original program proposal’s goal was to reach 100 placements. Historical placement statistics are found in Appendix 1.

Motivation

Work-integrated learning has come to the forefront as a priority area for many post-secondary institutions, including the University of Saskatchewan. Given the shifts in student demographics and recruitment processes
since the internship program began, this is an opportune time to re-examine the needs of today’s students as they relate to career development and the employment supports provided to assist in the transition to professional careers. Further to this, it is time to re-examine the recruitment needs and processes of industry seeking prospective employees for their talent pipeline.

While the Engineering Professional Internship Program has been very successful, particularly in recent years, there are elements of the program that are dated and no longer meet the needs of the stakeholder groups involved.

Further to this, there is an opportunity to educate stakeholder groups on the definitions of “co-op” and “internship” in addition to demonstrating and adhering to the essential elements of co-operative education.

Target Audience

Promotion of the Engineering Co-op Internship Program will occur with prospective students to the College of Engineering and will continue with first year undergraduate students. The goal in engaging with students early on when they are planning for their post-secondary education and upon commencement of a degree program, is to demonstrate the value of considering work-integrated learning as a complement to their degree that will enhance career planning and development as young professionals.

From an enrolment perspective, the Engineering Co-op Internship Program proposes to target undergraduate students currently in their second year of studies towards a Bachelor of Science in Engineering degree program. By engaging students early in their second year, there will be ample time to deliver pre-work placement curriculum content designed to prepare them for a possible work placement following completion of their second year of studies. Communicating the importance of early access to, and engagement with, career development and employment programming is important as it provides students with an avenue to begin their professional career development in a supported and structured way. Faculty also benefit from work-integrated learning programs as students returning from work placements are often more engaged and better understand the application of theory learned in the classroom to professional settings and workplaces.

Although this proposal focuses on undergraduate students, it should be noted that a future survey of industry is recommended to determine demand for work-integrated learning programs targeting graduate students. Preliminary survey results from December 2018 indicate a small appetite from industry for graduate student work placements. It is recommended that once targets and goals for the Co-op Internship Program have been reached at the undergraduate level, further exploration be done with graduate programs.

Anticipated Demand

A survey of all undergraduate and graduate students within the College of Engineering was conducted in December 2018 to gain insight into students’ understanding of and interest in engaging in co-op and internship programs and their overall needs with respect to career development and support services. A total of two hundred and twenty three students responded to the survey (98% identifying as undergraduate), which represents approximately eleven percent of the total student population within the College of Engineering.
Results from the survey indicated that overall, students are unaware of the difference between co-operative education and internships, however 79% rated completing a work placement as part of their degree program as either very or extremely important. While co-operative education and internships both fall within the definition of work-integrated learning, co-operative education may follow an alternating model whereby work terms are interspersed between academic terms. An internship is usually one longer-term placement with only one employer.

Eighty-nine percent of students responded that they would take on a work placement opportunity even if it meant extending the time it took them to complete their degree. Eighty six percent of students indicated that it was important for them to have "co-op" or "internship" on their parchment at graduation.

Students reported interest in all work term lengths proposed for the Co-op Internship Program (four, eight, twelve and sixteen months), though the majority were interested in longer-term placements. In addition, 53% were interested in completing multiple work term placements as part of their degree.

Based on the results of this student survey, it is evident that there is sufficient student demand for a Co-op Internship Program within the undergraduate student body at the College of Engineering.

Over the same timeframe, a survey was conducted with employers (most of whom were actively engaged in the Engineering Professional Internship Program) to gain insight into their satisfaction with the current program as well as to gather feedback on their recruitment needs. A total of forty-six employers responded to the survey, 80% of whom had hired through the internship program in the past.

Seventy two percent of respondents reported satisfaction with the current internship program. Respondents reported high satisfaction levels with the program recruitment timelines, job posting process, and overall quality of student applications. Some segments of industry typically express some level of dissatisfaction with the structured rank and offer process used by the Engineering Professional Internship Program to facilitate matches between students and employers. As such, it was not surprising to see mixed results when asked about satisfaction with this process. This structured way of managing the recruitment process works well for smaller employers who have a hard time competing with larger companies for students. In addition, the structured offer process benefits students as it provides them with the opportunity to consider all offers at once prior to making an acceptance decision. The downside to using a structured recruitment process is that it does not accurately represent real-world hiring practices and timelines.

Fifty seven percent of respondents noted that they were usually able to recruit the number of interns they had hoped for from the College of Engineering and those who recruited interns reported high levels of satisfaction with the quality of the interns and their preparedness for the workplace. Interestingly, many employers were unable, as students were, to distinguish between co-operative education and internships.

When asked about interest in hiring students for four month summer terms, forty-nine percent agreed or strongly agreed that they would be interested in this term length option.
Overall, employers indicated greater interest in hiring undergraduate students for co-op or internship placements, however 33% of respondents also noted an interest in hiring graduate students for these types of work placements.

Based on industry response to this survey, in addition to reviewing employer engagement in the recruitment process for 2018-2019 interns, it is evident that there is a continued need for a work-integrated learning program within the College of Engineering. A summary of both student and employer surveys is found in Appendix 2.

Projected Enrolment

Following the review of recent student survey data as well as analysis of historical application and subsequent enrolment data for the Engineering Professional Internship Program, it is anticipated that seventy percent of students who meet the eligibility criteria for the program will apply to participate in the Engineering Co-op Internship Program. Historical application and enrolment data is found in Appendix 3.

One of the key differences between the Professional Internship Program and the proposed Co-op Internship Program is the shift to target both second and third year students for the program. The goal is to engage students early on in their education so that they have opportunities to participate in multiple work placements prior to graduation. Refer to Appendix 4 for a flow diagram outlining potential student participation.

Benefit and Strategic Alignment

The implementation of an Engineering Co-op Internship Program benefits both internal and external stakeholders including students, staff, faculty and industry.

The College of Engineering’s Cultivating Innovation 2018-2025 Strategic Plan has identified Teaching and Learning as a strategic pillar. There are several aspirations within this pillar, one of which is to “Provide meaningful work-integrated and experiential learning opportunities for all students, positioning them for success in their careers” and a commitment to “Build an accredited engineering co-operative education program that connects students with opportunities in industry, government and our community.” The College of Engineering will position itself as a top choice for post-secondary education among prospective students seeking out degree programs that provide opportunities to engage in meaningful and relevant work-integrated learning. Furthermore, this program aligns with the University Plan 2025 goal to “Unleash Discovery” which focuses on attracting the best students. Establishing an Engineering Co-op Internship Program is a key tactic in realizing the College’s strategic enrolment management plan.

By offering a revitalized Engineering Co-op Internship Program, the College of Engineering supports the Courageous Curiosity commitment within the University Plan 2025, and more specifically the goal to seek solutions. Work-integrated learning programs provide “New and enhanced applied learning experiences for students”.
Further to this, work-integrated learning focuses on the partnership between the student, the employer/industry and the institution. Student positions within organizations represent an opportunity to capitalize on new ideas, innovation and creativity. These ideas support the University of Saskatchewan’s “Embolden Partnerships” goal as the success of work-integrated learning programs relies solely on partnership development and maintenance of relationships. There is opportunity for synergies and partnerships between the College of Engineering’s current Indigenous Peoples Industry Partnership Program (IPIP) and the Co-op Internship Program.

Significant benefits for students stem from the creation and implementation of a Co-op and Internship Preparation course as part of the Engineering Co-op Internship Program. By way of this course, the College of Engineering will demonstrate a commitment to preparing its students for professional careers with continued support once students have secured work placements. Undergraduate students on a work placement will benefit from a career development standpoint as they begin to enhance their understanding of the type of career that might be a fit for them following graduation. In addition, they will benefit from engineering-specific work experience added to their resume to improve their overall marketability to prospective employers.

The Engineering Co-op Internship Program also aligns itself with the five learning pursuits outlined in the University of Saskatchewan Learning Charter. Through engagement in this program, students will be encouraged to take ownership of their learning and career development. While support services will be provided to assist students through the job search process, it is ultimately up to the student to take the knowledge that is transmitted to them and actively apply it to be successful in securing a work placement. The opportunity to put knowledge and theory into practice in a professional setting marks an important early step for these students to develop their self-identity and to understand what it means to be an engineer. This is particularly important for students from marginalized groups. The Student Commitments as outlined in the Learning Charter will be shared with students as expectations while they are out on work placement, serving not only as representatives of the College of Engineering, but the University of Saskatchewan overall.

Finally, employers and industry partners will benefit from this program as it will serve as a key recruitment segment of their talent pipeline. By hiring a co-op student or intern, employers are able to acquire the human resources they need to complete specialized projects. Shorter-term employment also serves as a method to test whether an individual would be a good fit for future full-time, permanent employment.

Environmental Scan

Co-operative education and work-integrated learning (CEWIL) Canada, is a national organization that leads work-integrated learning across the country. Work-integrated learning (WIL) encompasses many forms; two of which include co-operative education and internship. CEWIL defines co-op internship as “several co-op work terms back-to-back...the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length.” (WIL Definitions CEWIL Canada, 2019)

Most universities across Canada now offer work-integrated learning programs. An environmental scan of several institutions with work-integrated learning programs for engineering students was conducted using internet
search engines. Comparable institutions to the University of Saskatchewan include the University of Regina, University of Alberta, University of Calgary, University of British Columbia, University of Victoria, University of Manitoba, University of Waterloo, Western University, and McMaster University. Details on work-integrated learning programs for engineering students attending the aforementioned institutions are found in Appendix 5.

Within Saskatchewan, the University of Regina offers both co-operative education and internship programs for its undergraduate students in engineering. Their Co-operative Education Program follows an alternating model, which intersperses academic terms with work placement terms, allowing students to complete multiple four month work terms as part of their degree program. Through participation in this program, students complete a total of sixteen months of work experience. In addition to their co-operative education program, an internship option is available to students wishing to take on one longer work term placement of twelve or sixteen months.

The proposed Engineering Co-op Internship Program does not differ at a foundational level from other work-integrated learning programs across the country, but rather has been developed based upon best practices outlined for work-integrated learning programs through CEWIL Canada and successful elements of the current Engineering Professional Internship Program. The proposed program endeavors to provide its key stakeholders with greater flexibility to participate. This will be achieved through the inclusion of four, eight, twelve and sixteen month work terms with start dates in January, May and September; early student recruitment to the program; and dedicated curriculum to prepare students for a work placement. A commitment to the reflective learning process as well as regular communication between all parties involved in work placements creates an enriched learning experience for the student.

This proposal is to adopt a co-op internship model whereby students are supported and encouraged to take on more than one work term placement, potentially engaging with multiple companies, prior to completing their degree. The program will not follow the alternating co-operative education model as engineering classes are not offered during the spring and summer months. Within the co-op internship model, students have the option to take on a four month work placement following completion of their second year of studies; return to complete either half or all of their third year; take on another work placement of between four and sixteen months; and return to complete their final year of studies. This model allows for up to twenty months of work experience to be completed with minimal disruption to a student’s academic studies. In most cases, this will extend a student’s degree by one year. In consultation with an academic advisor, a sequence of academic study and work terms can be determined so that students are able to achieve their career development goals and objectives.

The rationale for proposing a co-op internship model is that students are able to take on work placements with more than one employer (a feature not currently offered by the Engineering Professional Internship Program), and by offering multiple term lengths, students can customize their pre-graduation work experience.

**Program Overview**

The Engineering Co-op Internship Program is designed to support the early career development of undergraduate students. Admission to this program does not guarantee a work placement, however pre-work
placement curriculum and support services are an integral component to student success. Students will be encouraged to take ownership of their career development through a structured and supported process.

Admissions

Admission Qualifications and Criteria

Undergraduate students interested in the program will be required to apply through submission of an online application form, letter of intent and resume. Applications will be reviewed by the College of Engineering Co-op and Internship Program staff and approval for participation in the program will be assessed based on the following criteria:

- At the time of application, a student must be enrolled in at least the second year of their Bachelor of Science in Engineering program
- At the time of first work placement, a student must have completed at least two years of their Bachelor of Science in Engineering program
- Have attained a 65% sessional weighted average in the most recent academic year
- Must return to a minimum of twelve (12) credit units following final work placement; these credit units must be specific towards Bachelor of Science in Engineering degree requirements
- Must not be on faculty action prior to beginning a work placement and must not receive a faculty action while on a work placement
- Registration in a capstone design course disqualifies a student’s eligibility for a January start date

Once admitted, students will be required to enroll in a Co-op Internship Preparation Course (labelled ECIP 200.1). Details related to this course will be discussed in a later section of this document.

It is strongly recommended that students apply for admission to the Engineering Co-op Internship Program in term one of their second year of studies. Intake during this timeframe will allow ample time for admitted students to complete the Co-op Internship Preparation Course and to participate in the recruitment process with the possibility of securing a work term for the spring/summer following completion of their second year of studies.

It is proposed that intake also occur in term one for students in their third year of studies. This intake will capture students who do not wish to pursue a short-term work placement following the completion of their second year of studies.

Study and Work Sequence Options

Taking into account the diverse student body enrolled in the College of Engineering, the Engineering Co-op Internship Program focuses on flexibility by offering several sequencing options to support students. Students admitted to the program will be strongly encouraged to meet with an academic advisor to plan their schedules accordingly thus ensuring they are able to complete their degree within a timely manner.
Co-op work placements may begin in May for a four-month term length. Internship work placements may begin in January, May or September, with term lengths of eight, twelve and sixteen months. Work terms must be paid and encompass full-time hours. Based on academic schedules and historical placement data from the Engineering Professional Internship Program, most students will likely prefer a May start work placement.

Below are several possible sequence options for students wishing to pursue a work placement beginning in May. Study terms are denoted by a green backpack while work terms are denoted by a yellow hardhat. The options shaded in pink indicate that “Co-op Internship” would appear on a student’s parchment should they successfully complete and pass all work terms listed within the sequence.

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### Transcript Notation and Parchment Recognition

In order to graduate with “Co-op Internship” listed on their parchment, students will be required to complete a minimum of twelve months of work experience through the Co-op Internship Program. Students with less than twelve months of experience through this program will receive notation of completion of co-op internship courses on their transcript provided a grade of “pass” is received for the required courses.

All students who take on work placements will be required to return to the College of Engineering following their final work placement with a minimum of twelve credit units remaining in their degree program.

### Assessment of Transfer Credit for Work Placements

Students who have completed work placements from other post-secondary institutions may request that their work placements be reviewed and assessed by the Co-op and Career Coordinator for consideration towards the requirements to receive “Co-op Internship” on their parchment. Assessments will be done on a case-by-case basis and work placements will be reviewed against the criteria associated with the Engineering Co-op Internship Program.

### Program Requirements

When a placement is secured, a student is required to pay tuition fees and associated off-campus student fees and complete co-op internship courses, each one four months in length. Students will retain their full-time student status while on a work placement. The number of courses required will vary based on the work
placement term length (four, eight, twelve or sixteen months). The zero credit courses are graded as pass/fail by program staff as follows:

- ECIP 200.1 (required for all students prior to beginning a work placement)
- ECIP 400.0
- ECIP 401.0
- ECIP 402.0
- ECIP 403.0
- ECIP 404.0

**Overall Program Objectives**

The Engineering Co-op Internship Program includes specific objectives for each stakeholder group involved. Fundamentally, the Engineering Co-op Internship Program will demonstrate that work-integrated learning goes beyond the work placement itself. By committing to this program, the College of Engineering is facilitating collaborative partnerships, demonstrating a commitment to continuous learning and creating programming that benefits all stakeholder groups.

Due to the professional nature of the engineering profession, and the associated level of standards and expectations, this program is designed to prepare students for entry into professional workplaces. Based on historical data, it is expected that most students on work placement will receive direct supervision or mentorship from someone with a Professional Engineer (P.Eng) designation. It is proposed that the Engineering Co-op Internship Program also accept work placements that provide students with the opportunity to apply their engineering knowledge and skills even when supervision is not provided by a registered Professional Engineer.

In most cases, students will be able to apply the pre-graduation work experience acquired through the Engineering Co-op Internship Program towards their Engineer-in-Training designation through the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) or other governing bodies throughout Canada. Students taking on a placement without P.Eng supervision or mentorship may not be eligible to apply this pre-graduation work experience towards professional designation. It will be made explicitly clear to students that the College of Engineering is not able to guarantee that the experience gained through work placements will count as experience toward their Engineer-in-Training designation.
Objectives for Students Admitted to Co-op Internship Program

The program is structured in a way to facilitate early student reflection on short and long-term career aspirations, with opportunities for reflective learning embedded in the Co-op Internship Preparation Course as well as within the work placement experience.

Students admitted to the Engineering Co-op Internship Program will be required to complete the Co-op Internship Preparation Course including the following in-person, pre-work placement preparation sessions:

- Introduction to Co-op Internship
- Career Development and Reflective Learning
- Writing Effective Cover Letters and Resumes
- The Job Search Process, Networking and LinkedIn
- Ace the Interview
- Co-op Internship Outgoing Orientation Session (required for placed students only)

Each of the above-mentioned sessions has associated learning outcomes and is designed to provide students with timely and relevant information to support them throughout the co-op internship job search process. Refer to Appendix 6 for Co-op Internship Preparation Course learning outcomes by session.

Through participation in the Engineering Co-op Internship Program Preparation Course, students will:

1. Begin the reflective process to articulate their career and employment goals.
2. Understand the co-op internship recruitment process and be prepared to participate in all steps of recruitment.
3. Be prepared to take on a work placement where they will put their engineering knowledge and skills into practice in a professional setting.

Objectives for Co-op/Intern Students on Placement and Returning from Placements

Through participation in an Engineering Co-op Internship program work placement, students will:

1. Apply the theoretical knowledge acquired during their undergraduate studies in a practical and challenging workplace environment.
2. Develop and articulate learning goals for themselves during their work placement.
3. Engage in reflective conversations related to their defined learning goals and solicit feedback from their workplace supervisor on their performance and learning.
4. Participate in and learn from the feedback discussed with their employer as part of the interim and final evaluation of their performance while on work placement.
5. For Co-op and Intern Students (all placement term lengths): Complete a written reflection assignment and receive feedback from program staff.
6. For Intern Students (eight, twelve and sixteen month placement length): Complete a written, technical work experience report and receive feedback from program staff.

7. Engage in post-work experience reflective discussions and receive support in their re-integration to the College of Engineering.

Within the first couple of weeks of a work placement, co-op students/interns will be expected to have a conversation with their workplace supervisor to outline learning goals for their work placement. It is recommended that between four and six learning goals be outlined with a template to facilitate the development of these learning goals (found in Appendix 7) provided to students prior to beginning their work placement. It is expected that the co-op student/intern will review their learning goals with their employer at the halfway point and end of their work placement.

One of the key components of work-integrated learning and specifically co-operative education, is the focus and value placed on reflection and feedback as part of the learning experience. The Engineering Co-op Internship Program will implement the use of employer evaluation forms to be used halfway through and at the end of a work placement. These forms (found in Appendix 8) have been developed using the National Association of Colleges and Employers (NACE) Career Readiness Competencies in addition to the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) Competency-Based Assessment system for evaluating experience. Employer evaluations will assess students’ performance while on placement within the following competency areas:

- Critical Thinking and Problem Solving
- Oral and Written Communication
- Teamwork and Collaboration
- Information Technology Application
- Leadership
- Global and Intercultural Fluency
- Professionalism and Work Ethic
- Career Management

To ensure that both co-op students/interns and employers are supported throughout the work placement, a Co-op Coordinator from the College of Engineering will conduct a site visit within the first four months of the work placement (usually around completion of month two or early within month three). Site visits will be conducted in-person in most cases, however when travel to the location is not possible, either Skype or phone site visits will be completed.

**Objectives for Employers**

Through participation in the Engineering Co-op Internship program, employers will:

1. Support Engineering students in the development of their self-identity as future engineers.
2. Gain a fresh, new perspective in their work environment.
3. Receive assistance with special projects.
4. Have the opportunity to engage closely with the College of Engineering to feed their talent pipeline and establish future partnerships.
5. Provide one or more employees with the opportunity to develop their management and leadership skills through supervision and mentorship of a co-op student/intern.
6. Complete interim and final performance evaluation forms with their co-op student/intern with a focus on behavioral-based feedback and the co-op student/intern's contribution(s) to the team.
7. Support and partake in a site visit with a Co-op Coordinator from the College of Engineering.

Objectives for College of Engineering Faculty and Staff

Through involvement with the Engineering Co-op Internship program, College of Engineering faculty and staff will:

1. Support Engineering students in their professional growth and development as future engineers.
2. Have the opportunity to engage directly with industry to cultivate and develop relationships to advance research in priority areas.

Program Success Indicators

One of the challenges associated with work-integrated learning programs is that their success is largely dependent upon industry demand. Experience with the existing internship program, as well as the results of the employer survey, suggests that there will be a consistently strong base of demand for our students. Even in challenging economic times, historical data indicates that work placements can increase in certain industries experiencing a downturn, perhaps due to the relatively inexpensive and flexible employment options provided by students on work terms. Students, in turn, also see increased value in taking on a work placement realizing that with related work experience comes greater marketability to employers following graduation. While it is not possible to predict the future of each industry, it is safe to say that there will always be a need for student work placements as part industry’s talent pipeline.

The Engineering Co-op Internship Program will be considered successful so long as students and employers are effectively being matched together. The current Professional Internship Program has seen steady growth in the number of placements over the last several years. Ultimately, the College of Engineering would like to see fifty percent of its graduates complete at least one work placement as part of their degree program.
**Program Evaluation**

Evaluation of the Engineering Co-op Internship Program will take place at various points in the year and with both student and industry stakeholders. Students who have completed a work term placement will receive a survey upon their return to the College of Engineering to gather data on their experience and to seek feedback on the program. An annual survey will be sent to employers who hired through the Engineering Co-op Internship Program to measure their satisfaction with the program and to see feedback for program improvement.

It is recommended that the College of Engineering investigate the possibility of creating an advisory committee, comprised of industry partners, students and representatives from the College of Engineering. This committee would meet annually to discuss the program, trends in employment, student needs, industry needs, etc.

**Resource Implications**

The College of Engineering has begun the acquisition of required resources to manage a successful work-integrated learning program. A Co-op and Career Coordinator has been hired on a term basis (until September 2020) to develop the full proposal for the Co-op Internship Program. It is expected that this position will be responsible for the transition from the current Engineering Professional Internship Program to the Co-op Internship Program upon approval.

**Current Resources**

The Engineering Professional Internship Program has been available as an option to undergraduate students since the 1990’s. Relationships have been developed and are in a maintenance phase with many industry representatives and student placement rates are at an all-time high. Processes to facilitate the matching of students and employers are in place, and technology requirements (specifically, use of CareerLink database) are secured and in use.

Presently, each department within the College of Engineering assigns a minimum of one faculty member to serve as a faculty supervisor for students from that program while they are out on placement. Faculty supervisors mark reports for every four months of experience. A Sharepoint site, developed within the College of Engineering, is used to accept student reports and for faculty supervisors to input grades (pass/fail) and feedback.

One Academic Advisor and one Clerical Assistant from the Engineering Student Centre currently provide support to the Engineering Professional Internship Program with some of the administrative tasks associated with the academic side of the program.

The Engineering Professional Internship Program operated historically as a partnership between the College of Engineering and the Student Employment and Career Centre. Presently, elements of this partnership have been maintained as the internship program continues to use interview space available at the Student Employment and Career Centre. By using this interview space, employers have a central location to conduct interviews, which includes reception and waiting areas for students. Retaining this element of the partnership helps to provide a
seamless experience for employers who are looking to recruit on campus, as many are shared employer contacts between both stakeholder groups.

**Start-up Costs**

This section focuses on the various resources and associated costs that will be required to operate a work-integrated learning program that adheres to the principles of co-operative education.

- **Staff Resources**

While there is a Co-op and Career Coordinator in place to support the Engineering Co-op Internship Program, this position is under term status through funding from the Provost’s Committee on Integrated Planning. In order to effectively manage and deliver a work-integrated learning program that adheres to the principles of co-operative education outlined through Co-operative education and work-integrated learning Canada (CEWIL), College of Engineering will need to dedicate financial resources to one permanent, full-time senior coordinator position. This coordinator would be able to manage a caseload of a maximum of one hundred students. Based on current placement statistics, a permanent, full-time junior coordinator is required to support the volume of students participating in work placements and to provide additional administrative support to the senior coordinator. The junior coordinator position will be financed through tuition revenues generated through the Engineering Co-op Internship Program.

When the Engineering Co-op Internship Program is launched, it is recommended that there be one ASPA Phase II position and one ASPA Phase I position in place as Senior and Junior Co-op Coordinator respectively. Coordinators are responsible for relationship development with employers, delivery of the Co-op Internship Preparation Course content, preparation of students for work placements, facilitating all aspects of the recruitment process (from student admission through placement), conducting site visits with placed students, marking reflective assignments (for four month terms only) and overall program evaluation. In addition, the Senior Coordinator would be responsible for strategic planning related to the program and should have a presence at institution-wide work-integrated learning forums.

One of the essential elements of a successful work-integrated learning program is relationship and job development with employers and industry. In order to grow the program in terms of marketing to industry, it is worth considering the future hiring of a Business and Relationship Development Coordinator who is responsible for marketing the program externally. This role would also provide support to the co-op coordinators, specifically in conducting site visits, as this poses another opportunity to build and strengthen relationships within industry.

As the program grows, there is potential to hire a part-time student assistant (likely studying at the Edwards School of Business) for the academic year to provide additional support to the Engineering Co-op Internship Program staff. This role is meaningful and impactful in that it has the potential to provide a student with the opportunity to understand co-op and internship recruitment processes from the institution perspective and would allow the incumbent to begin to develop skills in the areas of professional communication, recruiting practices, relationship development, and supporting student development. For students pursuing business education in the area of human resources, this would serve as an excellent learning opportunity and would
enhance their career development as a young professional. Further to this, inclusion of a student assistant role in the Engineering Co-op Internship Program supports the co-operative model of education and its foundational principles.

- **Mentors**

  Given some of the challenges associated with having multiple faculty supervisors assigned to students in each program and the turnover of faculty assignments each year, it is recommended that the faculty supervisor role shift to an Engineer-in-Residence role with a focus on mentorship. Engineers in Residence would be sought out to serve as mentors for students on long-term work placements (eight, twelve and sixteen months). In addition to serving as mentors, these individuals would be responsible for marking students' technical reports (pass/fail). Guiding documents and rubrics for marking will be provided by the College of Engineering to ensure consistency in marking and evaluation. It is recommended that these positions receive an honorarium (financed through tuition revenues) as remuneration.

  By highlighting the mentorship aspect of the Engineer-in-Residence role, there is opportunity to engage either retired faculty and/or alumni within industry who have a keen interest in helping students develop as young professionals, and those wanting to give back or remain engaged with the College of Engineering. Each Engineer-in-Residence would mentor students throughout their entire work placement duration. Given current placement numbers, this would likely require four individuals in the first year of the program.

  Faculty within the College of Engineering will be sought out to provide technical support for students when necessary. Faculty with experience in specific industries or areas of research may be able to answer specific student questions as they relate to the work they are doing while on placement. This will maintain faculty engagement with students and with industry.

- **Support Services**

  The academic advisors within the Engineering Student Centre will need to be made aware of the structure of the Engineering Co-op Internship Program as they will be advising students on planning their academic schedules to include one or more work placements. With two coordinator roles in place, it will no longer be necessary to have one advisor assigned specifically to the Engineering Co-op Internship Program.

- **Technology Resources**

  Current placeholder courses exist for the Engineering Professional Internship Program within Blackboard. This platform will likely prove useful for the Co-op and Internship Preparation Course that is required for all students who have been approved to participate in the program. Use of TopHat might also be necessary to track student attendance for this course.

  The possibility of offering some elements of the Co-op and Internship Preparation Course through an online format will be considered for future years, particularly as student engagement in the program grows. Given the class schedules of undergraduate students, offering some online options may assist with ensuring that all students can complete all course components.
• Financial Resources

A budget is required to finance staff resources, communications and promotional materials, site visits, hospitality and professional development for program staff. All tuition revenues generated by the Engineering Co-op Internship Program will be dedicated to program operations.

The table below outlines projected revenues and expenses for the start-up period based on one hundred and fifty placements per year with one, in-person site visit per student placement. It is estimated that $20,000.00 in non-salary expenditures will be saved by only conducting in-person site visits for placements located in Saskatoon and within close proximity; all other site visits may be conducted via phone or Skype.

<table>
<thead>
<tr>
<th>Engineering Co-op Internship Program Start Up Year (2020-2021) Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
</tr>
<tr>
<td>Co-op Internship Preparation Course Tuition</td>
</tr>
<tr>
<td>Placed Student Tuition (per 4 month course)</td>
</tr>
<tr>
<td>Total Revenue</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
</tr>
<tr>
<td>Salary Expenditures</td>
</tr>
<tr>
<td>Non-salary Expenditures</td>
</tr>
<tr>
<td>Total Expenses</td>
</tr>
<tr>
<td><strong>Operation Profit/Loss</strong></td>
</tr>
</tbody>
</table>

Refer to Appendix 9 for a complete budget and forecasting tool for both the start-up year and subsequent years.

Revenues

While the goal is for the Engineering Co-op Internship Program to be self-sustaining, it will require initial investment to cover start-up costs, mainly in terms of securing coordinators. The main sources of revenue will come from tuition fees charged for the Co-op and Internship Preparation course and associated tuition collected through student enrolment in ECIP courses while on placement. Refer to Appendix 9 for revenue projections.

Incremental Costs

Incremental costs will become evident as the number of students in the program increases. Additional staff will be required to adequately prepare students prior to potential work placements, however the greatest draw on resources occurs when site visits and assignment/report marking take place. When placements exceed 150 placements (projected for 2020-21), additional senior coordinators and Engineers-in-Residence will be required as the numbers of students on work placements increase.

Future Considerations

Both relationship and job development with employers are key elements of a successful work-integrated learning program. While relationship development occurs naturally through the conversations that co-op coordinators have with employers, there is value in considering financing a position dedicated to this element of
the program. There are several examples within other educational institutions where one staff member is solely responsible for engaging with employers to better understand their recruitment needs, assisting with job development and increasing overall awareness of the work-integrated learning program. Given the current External Engagement team structure within the College of Engineering, some of the relationship development and program awareness work is already being done by both the Co-op and Career Coordinator and the Associate Dean of Research and Partnerships. It is worth examining the roles of the individuals on the External Engagement team to determine if relationship development with employers can be accomplished through the natural evolution of conversations that these individuals are having with industry representatives or if there is a need for additional resources in this area. Further, if there is a desire to increase employment opportunities within specific industries and to increase placements across the country (for example, more opportunities for Engineering Physics students, access to employment opportunities within other provinces), there will likely need to be a dedicated resource to complete this work. This staff resource will need to be factored into future budget considerations.

There is an opportunity to look at ways in which employers and industry can become involved with the program and the college beyond employment of co-op students and interns. Some employers may be interested in creating awards which include a scholarship as well as employment through the co-op internship program. The College of Engineering should also consider creating an event that promotes networking between prospective students (mainly first years), returning co-op students/interns and industry. This type of event would serve as an opportunity to market the program to multiple stakeholders and may provide an avenue for employers wishing to contribute to the co-op internship program through event sponsorship. Lastly, industry may be interested in partaking in resume reviews and mock interviews with students.

With the re-imagining of career services on the University of Saskatchewan campus comes great opportunity for collaboration and potential shared resources. It has become evident that senior leadership on campus is committed to the development of work-integrated learning programs that support students’ learning and career development. The College of Engineering will remain in close contact with central career service providers on campus to ensure alignment with institutional priorities and to avoid duplication of services.

In consideration of engineering students’ overall career development, there is an opportunity to provide enhanced engineering-specific career development and employment supports within the college. The development of a centre dedicated to career and employment services that is integrated with the Co-op and Internship Program has the potential to impact the student experience in a meaningful way. By taking a holistic approach to engineering students’ career development, beginning in first year with strategic engagement in all years of a degree program, the College of Engineering will increase overall student engagement and professional development. Further, this engagement will contribute to the success of the Engineering Co-op Internship Program and will also contribute in an impactful way to employment following graduation. It is strongly recommended that consideration be given to the creation of a career services centre within the College of Engineering to provide students in all years of study with dedicated career development and employment services and support.
Appendix 1 - Engineering Professional Internship Program Placement Statistics

Internship Program Historical Placement Numbers


Placements by Term Length

Note: Data incomplete for 2018 and 2019.
Q1 Please rate your overall satisfaction with the current uSask Engineering Professional Internship Program.

Answered: 46  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>8.70%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>43.48%</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>19.57%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>8.70%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.00%</td>
</tr>
<tr>
<td>N/A - I have not hired from the internship program</td>
<td>19.57%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q2 How satisfied are you with the recruitment timelines of the current internship program (for January, May and September hires)?

Answered: 46  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>4.35%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>36.96%</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>30.43%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>4.35%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>4.35%</td>
</tr>
<tr>
<td>N/A - I have not hired from the internship program</td>
<td>19.57%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q3 How satisfied are you with the current job posting process using CareerLink.usask.ca to hire internship students from our campus?

Answered: 46    Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>10.87%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>43.48%</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>23.91%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>4.35%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>2.17%</td>
</tr>
<tr>
<td>N/A - I have not hired from the internship program</td>
<td>15.22%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q4 How satisfied are you with the overall quality of uSask student applications for internship opportunities?

Answered: 46   Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>10.87%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>52.17%</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>17.39%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.00%</td>
</tr>
<tr>
<td>N/A - I have not hired from the internship program</td>
<td>19.57%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q5 The College of Engineering's current internship program uses a Rank/Offer system where employers submit a ranked list of candidates through Careerlink.usask.ca and the College of Engineering sends the offers out to students on "ranking day". Please indicate your level of satisfaction with this process.

Answered: 45  Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>4.44%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>26.67%</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>28.89%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>8.89%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>11.11%</td>
</tr>
<tr>
<td>N/A - I have not hired from the internship program</td>
<td>20.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q6 Are you usually able to recruit the number of interns that you hope for from the University of Saskatchewan?

Answered: 42  Skipped: 4

**ANSWER CHOICES**

<table>
<thead>
<tr>
<th></th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>57.14%</td>
</tr>
<tr>
<td>No</td>
<td>42.86%</td>
</tr>
</tbody>
</table>

**TOTAL**

|     | 42        |

27 of 127
Q7 Please rate your overall satisfaction with the Engineering intern(s) you have recruited from the University of Saskatchewan over the past year.

Answered: 46   Skipped: 0

**ANSWER CHOICES**

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>19.57%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>50.00%</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>2.17%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.00%</td>
</tr>
<tr>
<td>N/A - I have not hired any uSask Engineering interns over the past year</td>
<td>28.26%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q8 Do you feel that uSask Engineering students are prepared for the workplace when they begin an internship?

Answered: 45  Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>68.89% 31</td>
</tr>
<tr>
<td>No</td>
<td>8.89% 4</td>
</tr>
<tr>
<td>N/A - I have not hired a uSask Engineering intern</td>
<td>22.22% 10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
</tr>
</tbody>
</table>
Q9 How important is it to you that a post-secondary institution’s co-op program be accredited through Co-operative Education and Work-Integrated Learning (CEWIL)? Please note that this accreditation would only apply to the co-op placements, not to the degree programs offered by the College of Engineering. The degree programs offered at the University of Saskatchewan are currently accredited through the Canadian Engineering Accreditation Board.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>7.69%</td>
</tr>
<tr>
<td>Important</td>
<td>12.82%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>17.95%</td>
</tr>
<tr>
<td>Not important</td>
<td>17.95%</td>
</tr>
<tr>
<td>Unsure - I am not familiar with CEWIL and accreditation</td>
<td>43.59%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q10 What does "co-op" mean to you and/or your organization?

Answered: 31    Skipped: 15
Q11 What does "internship" mean to you and/or your organization?

Answered: 31   Skipped: 15
Q12 Is it a requirement for a student to be part of a formalized co-op/internship program with their educational institution in order for you to hire them for co-op/intern roles within your organization?

Answered: 38  Skipped: 8

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42.11%</td>
</tr>
<tr>
<td>No</td>
<td>57.89%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q13 Please indicate the month(s) in which you would prefer to recruit a co-op/intern student for a January start placement.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>33.33%</td>
</tr>
<tr>
<td>October</td>
<td>53.85%</td>
</tr>
<tr>
<td>November</td>
<td>28.21%</td>
</tr>
<tr>
<td>December</td>
<td>17.95%</td>
</tr>
<tr>
<td>No preference</td>
<td>20.51%</td>
</tr>
</tbody>
</table>

Total Respondents: 39
Q14 Please indicate the month(s) in which you would prefer to recruit a co-op/intern student for a May start placement.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>5.13%</td>
</tr>
<tr>
<td>October</td>
<td>12.82%</td>
</tr>
<tr>
<td>November</td>
<td>15.38%</td>
</tr>
<tr>
<td>December</td>
<td>25.64%</td>
</tr>
<tr>
<td>January</td>
<td>56.41%</td>
</tr>
<tr>
<td>February</td>
<td>46.15%</td>
</tr>
<tr>
<td>March</td>
<td>20.51%</td>
</tr>
<tr>
<td>No preference</td>
<td>7.69%</td>
</tr>
</tbody>
</table>

Total Respondents: 39
Q15 Please indicate the month(s) in which you would prefer to recruit a co-op/intern student for a September start placement.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>March</td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
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<tr>
<td>February</td>
<td></td>
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<tr>
<td>March</td>
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<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>No preference</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>April</td>
<td>5.13%</td>
</tr>
<tr>
<td>May</td>
<td>35.90%</td>
</tr>
<tr>
<td>June</td>
<td>41.03%</td>
</tr>
<tr>
<td>July</td>
<td>33.33%</td>
</tr>
<tr>
<td>No preference</td>
<td>28.21%</td>
</tr>
</tbody>
</table>

Total Respondents: 39
Q16 Do you post co-op and/or internship opportunities through CareerLink.usask.ca?

Answered: 37    Skipped: 9

Answer Choices

<table>
<thead>
<tr>
<th>Yes</th>
<th>81.08%</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>5.41%</td>
<td>2</td>
</tr>
<tr>
<td>Prefer to post on our website</td>
<td>13.51%</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL 37
Q17 Please rank (in order of preference), Engineering co-op/internship work term placement lengths.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>Term Length</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 months</td>
<td>0.81%</td>
<td>10.81%</td>
<td>8.11%</td>
<td>70.27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 months</td>
<td>10.53%</td>
<td>28.95%</td>
<td>55.26%</td>
<td>5.26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 months</td>
<td>31.58%</td>
<td>42.11%</td>
<td>26.32%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 months</td>
<td>48.72%</td>
<td>17.95%</td>
<td>10.26%</td>
<td>23.08%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q18 I would be interested in hiring Engineering co-op/intern students for 4 month summer terms.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10.26%</td>
</tr>
<tr>
<td>Agree</td>
<td>38.46%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>15.38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17.95%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>15.38%</td>
</tr>
<tr>
<td>N/A</td>
<td>2.56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Q19 I would be interested in hiring undergraduate students for a co-op/internship placement.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>41.03%</td>
</tr>
<tr>
<td>Agree</td>
<td>33.33%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>12.82%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.69%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.56%</td>
</tr>
<tr>
<td>N/A</td>
<td>2.56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q20 I would be interested in hiring graduate students (Masters or PhD) for a co-op/internship placement.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17.95%</td>
</tr>
<tr>
<td>Agree</td>
<td>15.38%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>35.90%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20.51%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5.13%</td>
</tr>
<tr>
<td>N/A</td>
<td>5.13%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q21 Please indicate which level of studies within Engineering you prefer a student to have completed when they begin a co-op/internship placement.

<table>
<thead>
<tr>
<th>Level</th>
<th>Answered</th>
<th>Skipped</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>66.67%</td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td>2.56%</td>
<td></td>
</tr>
<tr>
<td>Master's Student</td>
<td>0.00%</td>
<td>2</td>
</tr>
<tr>
<td>PhD Student</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>No preference</td>
<td>5.13%</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

**Answered: 39  Skipped: 7**
Q22 How many Engineering co-op/intern roles do you hope to fill with uSask students in the coming year?

Answered: 37  Skipped: 9

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10.81%</td>
</tr>
<tr>
<td>1-5</td>
<td>72.97%</td>
</tr>
<tr>
<td>6-10</td>
<td>10.81%</td>
</tr>
<tr>
<td>10-15</td>
<td>2.70%</td>
</tr>
<tr>
<td>16+</td>
<td>2.70%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
</tr>
</tbody>
</table>

ANSWER CHOICES RESPONSES

| 0          | 4          |
| 1-5        | 27         |
| 6-10       | 4          |
| 10-15      | 1          |
| 16+        | 1          |
| TOTAL      | 37         |
Q23 I would hire more uSask Engineering students under a co-op/internship program if there wasn't a P.Eng supervisor requirement.

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2.56%</td>
</tr>
<tr>
<td>Agree</td>
<td>7.69%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>41.03%</td>
</tr>
<tr>
<td>Disagree</td>
<td>28.21%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10.26%</td>
</tr>
<tr>
<td>N/A</td>
<td>10.26%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
</tr>
</tbody>
</table>
Q24 I would be interested in hiring uSask Engineering co-op/intern students to international locations.

Answered: 39   Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>Agree</td>
<td>7.69% 3</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7.69% 3</td>
</tr>
<tr>
<td>Disagree</td>
<td>23.08% 9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>15.38% 6</td>
</tr>
<tr>
<td>N/A</td>
<td>46.15% 18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
</tr>
</tbody>
</table>
Q25 I would prefer if the College of Engineering had a set resume template that co-op students had to use when applying for work placement opportunities.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25.64%</td>
</tr>
<tr>
<td>No</td>
<td>38.46%</td>
</tr>
<tr>
<td>No preference</td>
<td>35.90%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q26 How important is an Engineering student's average when you hire for co-op/internship opportunities?

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>7.69%</td>
</tr>
<tr>
<td>Important</td>
<td>23.08%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>51.28%</td>
</tr>
<tr>
<td>Not important</td>
<td>15.38%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2.56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
</tr>
</tbody>
</table>
Q27 How important is an Engineering student's previous work experience when you hire for co-op/internship opportunities?

Answered: 39  Skipped: 7

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>17.95%</td>
</tr>
<tr>
<td>Important</td>
<td>46.15%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>33.33%</td>
</tr>
<tr>
<td>Not important</td>
<td>2.56%</td>
</tr>
<tr>
<td>Unsure</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q28 Does your organization support site visits as part of a co-op program?

Answered: 38     Skipped: 8

Yes

No

Unsure

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

ANSWER CHOICES

Yes

No

Unsure

TOTAL

RESPONSES

Yes 76.32% 29
No 0.00% 0
Unsure 23.68% 9
TOTAL 38
Q29 Please let us know if you have any additional comments to share.
Q1 I am a(n):
Answered: 223  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Student</td>
<td>99.10%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>0.90%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>223</td>
</tr>
</tbody>
</table>

The pie chart and bar chart show the distribution of responses among undergraduate students (99.10%) and graduate students (0.90%). The total number of responses is 223.
Q2 Please indicate your program of study.

Answered: 222  Skipped: 2

<table>
<thead>
<tr>
<th>Chemical</th>
<th>14.41%</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil</td>
<td>21.17%</td>
<td>47</td>
</tr>
<tr>
<td>Computer</td>
<td>9.01%</td>
<td>20</td>
</tr>
<tr>
<td>Electrical</td>
<td>14.86%</td>
<td>33</td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>3.60%</td>
<td>8</td>
</tr>
<tr>
<td>Environmental</td>
<td>6.31%</td>
<td>14</td>
</tr>
<tr>
<td>Geological</td>
<td>3.60%</td>
<td>8</td>
</tr>
<tr>
<td>Mechanical</td>
<td>27.03%</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0%</td>
<td>222</td>
</tr>
</tbody>
</table>

ANSWER CHOICES

RESPONSES
Q3 I am aware of the current Engineering Professional Internship Program (EPIP).

Answered: 224  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97.77%</td>
</tr>
<tr>
<td>No</td>
<td>2.23%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q4 I have participated in the Engineering Professional Internship Program.

Answered: 223  Skipped: 1

Yes

No

Not yet, but I would like to...

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38.57%</td>
</tr>
<tr>
<td>No</td>
<td>17.04%</td>
</tr>
<tr>
<td>Not yet, but I would like to in the future</td>
<td>44.39%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q5 What does "internship" mean to you?

Answered: 214    Skipped: 10
Q6 What does "co-op" mean to you?

Answered: 203  Skipped: 21
Q7 How important is it to you to be able to complete a work placement as part of your degree program?

Answered: 224  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>45.54%</td>
</tr>
<tr>
<td>Very important</td>
<td>33.48%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>15.63%</td>
</tr>
<tr>
<td>Not so important</td>
<td>2.68%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>2.68%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q8 How important would it be to have "co-op" or "internship" listed on your parchment when you graduate?

Answered: 224  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>38.84%</td>
</tr>
<tr>
<td>Very important</td>
<td>34.38%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>12.50%</td>
</tr>
<tr>
<td>Not so important</td>
<td>8.48%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>5.80%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q9 How important is it to you that your work placement provides you with experience that counts towards your Engineer-in-Training designation through APEGS?

Answered: 223  Skipped: 1

**ANSWER CHOICES**

<table>
<thead>
<tr>
<th>Choice</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>54.71%</td>
</tr>
<tr>
<td>Very important</td>
<td>31.84%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>9.42%</td>
</tr>
<tr>
<td>Not so important</td>
<td>1.79%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>2.24%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
Q10 Would you take on a work placement opportunity if it meant that your degree would take you additional time to complete? (For example, a 4 year degree could take 5 years to complete with one or several work terms.)

Answered: 223  Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>89.24%</td>
</tr>
<tr>
<td>No</td>
<td>5.83%</td>
</tr>
<tr>
<td>Unsure</td>
<td>4.93%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q11 Which work placement term length is most appealing to you?

Answered: 224  Skipped: 0

<table>
<thead>
<tr>
<th>Term</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 months</td>
<td>10.71%</td>
</tr>
<tr>
<td>8 months</td>
<td>16.52%</td>
</tr>
<tr>
<td>12 months</td>
<td>25.45%</td>
</tr>
<tr>
<td>16 months</td>
<td>38.39%</td>
</tr>
<tr>
<td>No preference</td>
<td>5.80%</td>
</tr>
</tbody>
</table>

I don't want to complete a work placement as part of my degree: 3.13%
Q12 Would you be interested in completing multiple work term placements as part of your degree?

Answered: 224   Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53.13%</td>
</tr>
<tr>
<td>No</td>
<td>18.75%</td>
</tr>
<tr>
<td>Unsure</td>
<td>28.13%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q13 Please indicate how important the following career services are to you.

Answered: 224  Skipped: 0

<table>
<thead>
<tr>
<th>Service</th>
<th>EXTREMELY IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>IMPORTANT</th>
<th>SOMEWHAT IMPORTANT</th>
<th>NOT IMPORTANT</th>
<th>UNSURE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific information on career options for my program</td>
<td>47.49%</td>
<td>34.70%</td>
<td>12.79%</td>
<td>2.28%</td>
<td>2.28%</td>
<td>0.46%</td>
<td>219</td>
<td>1.79</td>
</tr>
<tr>
<td>Resume and cover letter writing</td>
<td>30.14%</td>
<td>34.25%</td>
<td>25.11%</td>
<td>8.22%</td>
<td>2.28%</td>
<td>0.00%</td>
<td>219</td>
<td>2.18</td>
</tr>
<tr>
<td>Interview preparation</td>
<td>32.42%</td>
<td>36.53%</td>
<td>16.89%</td>
<td>10.96%</td>
<td>3.20%</td>
<td>0.00%</td>
<td>219</td>
<td>2.16</td>
</tr>
<tr>
<td>Developing networking skills</td>
<td>39.91%</td>
<td>32.11%</td>
<td>16.97%</td>
<td>6.42%</td>
<td>3.67%</td>
<td>0.92%</td>
<td>218</td>
<td>2.05</td>
</tr>
<tr>
<td>How to conduct an effective job search</td>
<td>29.95%</td>
<td>31.34%</td>
<td>22.58%</td>
<td>10.14%</td>
<td>5.07%</td>
<td>0.92%</td>
<td>217</td>
<td>2.32</td>
</tr>
<tr>
<td>Professionalism in the workplace</td>
<td>27.27%</td>
<td>35.00%</td>
<td>23.64%</td>
<td>5.00%</td>
<td>7.73%</td>
<td>1.36%</td>
<td>220</td>
<td>2.35</td>
</tr>
</tbody>
</table>
Q14 How likely are you to participate in workshops offered outside of class time related to your career development and employment (example: how to write a resume, practicing interview skills, learning about what I can do with my degree, etc.)?

Answered: 224  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>14.73%</td>
</tr>
<tr>
<td>Likely</td>
<td>48.21%</td>
</tr>
<tr>
<td>Neither likely nor unlikely</td>
<td>22.77%</td>
</tr>
<tr>
<td>Unlikely</td>
<td>11.16%</td>
</tr>
<tr>
<td>Very unlikely</td>
<td>3.13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>
Q15 How likely are you to use online resources or tutorials related to your career development and employment (example: how to write a resume, practicing interview skills, learning about what I can do with my degree, etc.)?

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>29.91%</td>
</tr>
<tr>
<td>Likely</td>
<td>51.79%</td>
</tr>
<tr>
<td>Neither likely nor unlikely</td>
<td>10.71%</td>
</tr>
<tr>
<td>Unlikely</td>
<td>6.70%</td>
</tr>
<tr>
<td>Very unlikely</td>
<td>0.89%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Q16 How would you prefer to receive information about co-op and internship? Please check all that apply.

Answered: 221   Skipped: 3

- Email
- Website content
- Social media
- Poster
- In-class presentation
- Presentation outside of...
- Newsletter

Other (please specify)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>91.86%</td>
</tr>
<tr>
<td>Website content</td>
<td>42.99%</td>
</tr>
<tr>
<td>Social media</td>
<td>15.84%</td>
</tr>
<tr>
<td>Poster</td>
<td>11.31%</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>62.44%</td>
</tr>
<tr>
<td>Presentation outside of class</td>
<td>26.24%</td>
</tr>
<tr>
<td>Newsletter</td>
<td>18.10%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>3.62%</td>
</tr>
</tbody>
</table>

Total Respondents: 221
Q17 Please share any additional comments you have about what you would like to see in a co-op/internship program or as part of career services for Engineering students.

Answered: 88    Skipped: 136
Appendix 3 - Engineering Professional Internship Program Application and Admission
Statistics

This figure depicts the number of students eligible to participate in the Engineering Professional Internship Program (third year students), followed by those who applied and finally those who were approved by the College of Engineering to participate (met all eligibility criteria).

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Applied</th>
<th>Students Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>450</td>
<td>419</td>
</tr>
<tr>
<td>2016</td>
<td>404</td>
<td>358</td>
</tr>
<tr>
<td>2017</td>
<td>404</td>
<td>358</td>
</tr>
<tr>
<td>2018</td>
<td>365</td>
<td>284</td>
</tr>
<tr>
<td>2019</td>
<td>284</td>
<td>244</td>
</tr>
</tbody>
</table>

[Diagram showing internship applications and approvals for 2015-2019]
Appendix 4 - Engineering Co-op Internship Program Student Participation Process

Student applies to Co-op Internship Program (Year 3, Term 1)

Once approved by COE, student enrolls in and completes Co-op Internship Preparation Course (ECIP 200.1)

Following completion of Co-op Internship Preparation Course, student participates in recruitment process for internship position

Student secures placement and begins co-op term in May; completes ECIP 400.0

Student returns from co-op term to complete Year 3 of studies

Student participates in recruitment process for internship position and begins internship term in January, May or September; completes ECIP 401.0, 402.0, 403.0, 404.0 (depending on length of placement)

Student returns from internship term to complete degree requirements
## Appendix 5 - Work-Integrated Learning Programs Across Post-secondary Institutions (Engineering)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Co-op</th>
<th>Co-op OR Internship</th>
<th>Accredited through CEWIL</th>
<th>Staff Resources (Coordinators)</th>
<th>Placement Statistics</th>
<th>Admission Criteria</th>
<th>Admission/Program Fee</th>
<th>Tuition Fees</th>
<th>Placement Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Regina</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3.5 coordinators</td>
<td>~251</td>
<td>After completion of 3 academic terms for co-op; must complete 7 terms before internship</td>
<td>Co-op fee: $895.00 Internship fee: 15 credit hours based on faculty of student plus Students’ Union Fees</td>
<td></td>
<td>Several 4 month terms; one 16 month placement</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>13 coordinators</td>
<td>~1,800/year (not separate students)</td>
<td>Year 1</td>
<td>$900 (summer term); $1000 (fall/winter terms)</td>
<td>$423.00 (4 months, Canadian); $479.10 (4 months, International)</td>
<td></td>
</tr>
<tr>
<td>University of Calgary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5 coordinators</td>
<td>~487 placements</td>
<td>Completed all courses in first 3 years of program</td>
<td>$50</td>
<td></td>
<td>4, 8, 12, 16 month terms</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>10 coordinators</td>
<td>~750 students per term</td>
<td>Must have 2nd or 3rd year standing</td>
<td>$247 (Co-op Workshop Fee)</td>
<td>$759.75 (does not include student fees)</td>
<td></td>
</tr>
<tr>
<td>University of Victoria</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>9 coordinators</td>
<td>~535 work term placements</td>
<td>Completed 12 courses before first work term</td>
<td>$351.50 x 8 installments (Canadian); $609.02 x 8 installments (International)</td>
<td></td>
<td>4 month terms (total of 4 possible and grants co-op designation, min. of 2 are required)</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>1 Business/Development Consultant 4 coordinators</td>
<td>~535 work term placements</td>
<td>Completed 12 courses before first work term</td>
<td>$386.06 per work term</td>
<td></td>
<td>4-16 month options (4 and 8 called co-op, 12 and 16 called internship)</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Unable to determine</td>
<td>Unable to determine</td>
<td>Year 1</td>
<td>$729 per work term; $14 work report-marking fee per term</td>
<td></td>
<td>4 month terms (total number varies based on program)</td>
</tr>
<tr>
<td>Western University</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>1 Career Services Officer 1 Career Services Assistant 2 Employer Relations Specialists</td>
<td>Over 200 interns Over 100 co-ops</td>
<td>Term 2 of Year 1 for co-op; must complete 3 years of study for internship</td>
<td>$100</td>
<td>Co-op: $100 for student sourced; $300 for Western sourced Internship: $2276.83 (Canadian); $5700.67 (Intl)</td>
<td>Summer co-op (4 months); Internship (12-16 months)</td>
</tr>
<tr>
<td>McMaster University</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>7 Career Development and Relationship Mgrs</td>
<td>300-400 per manager</td>
<td>Can join anytime throughout degree</td>
<td>$100 (per academic year)</td>
<td>$300 (4 months)</td>
<td>4, 8, 12, 16 month terms</td>
</tr>
</tbody>
</table>

Source: Search of institution websites.
Appendix 6 - Co-op Internship Program Preparation Course Learning Outcomes

At the end of the Introduction to Co-op Internship session, students will:

1. Understand the differences between co-operative education and internships and the reflective learning process.
2. Understand the recruitment process associated with securing a co-op or internship work placement.
3. Be knowledgeable about the benefits of taking on a co-op or internship placement through a formal, institutional program and understand the criteria associated with the co-op internship program.
4. Be aware of the career and employment supports available through the College of Engineering and the Student Employment and Career Centre.

At the end of the Career Development and Reflective Learning session, students will:

1. Understand the importance of reflective learning as a component of their career development.
2. Appreciate and actively engage in the reflective learning process.
3. Be aware of tools and strategies to employ in their career development.

At the end of the Writing Effective Cover Letters and Resumes session, students will:

1. Understand the purpose and structure of a cover letter and its role in an application for employment.
2. Understand the difference between the three formats of a resume and determine which format best suits their unique needs.
3. Be able to develop achievement statements to concisely articulate and present relevant information in both cover letter and resume documents.

At the end of The Job Search Process, Networking and LinkedIn session, students will:

1. Understand the steps involved in conducting an effective job search including reflection on personal career goals, industry and employer research, preparation of job search documents, application processes, interviewing and offer evaluation.
2. Understand the role of networking as part of the job search process and be familiar with strategies to network both on- and off-line.
3. Be able to develop an authentic introduction and practice strategies to make a good first impression.
4. Have an awareness of professional etiquette expectations when engaged in networking activities.
5. Understand how to create an effective LinkedIn profile and be aware of strategies to leverage LinkedIn during the job search process.

At the end of the Ace the Interview session, students will:

1. Have an enhanced understanding of the interview process and various interview formats.
2. Have learned and practiced techniques to effectively answer some common interview questions.
3. Be aware of strategies to implement when answering tricky interview questions.

At the end of the Co-op Internship Outgoing Orientation Session, students will:

1. Be aware of how to make the most of their work placement opportunity.
2. Understand expectations with respect to reporting requirements for the co-op or internship program.
3. Understand strategies to implement when transitioning from school to work and back.
This learning plan is to be completed by the student and their workplace supervisor. You are encouraged to create 4-6 goals that you hope to accomplish over the course of your work placement. These goals should be specific, measurable, action-oriented, realistic, and timely. You are expected to revisit your learning plan at various points throughout your work placement and to keep it up-to-date. Your goals may shift and change, which is all part of the learning experience.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Strategy</th>
<th>Evidence of Success</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Student's Name  Supervisor's Name  Date
Engineering Co-op Internship Program Final Employer Evaluation

The University of Saskatchewan’s Engineering Co-op Internship Program is designed to provide students with work-integrated learning opportunities that allow for personal and professional development within a professional engineering setting. This final employer evaluation is instrumental in providing the co-op student/intern with constructive feedback on their performance in the workplace and outlining areas for development. The National Association of Colleges and Employers Career Readiness Competencies are used as the foundation of this evaluation.

This evaluation should be completed by the co-op student/intern’s direct supervisor or the person who can best assess the co-op student/intern’s performance. Please ensure that this evaluation is reviewed with the co-op student/intern.

It is the co-op student/intern’s responsibility to submit this completed evaluation through the ‘Reporting’ tab on the internship website. Should you have any questions, please contact (306) 966-5391.

Company:

Co-op Student/Intern Name:

Position:

Work Term Dates:

Supervisor’s Name and Title:

Critical Thinking/Problem Solving

The co-op student/intern uses sound reasoning to analyze issues, make decisions and find solutions to problems.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to obtain, interpret and use knowledge, facts and data in this process.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Oral/Written Communication

The co-op student/intern articulates thoughts and ideas clearly and effectively in written and oral forms to colleagues within the workplace and/or external stakeholders.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern has public speaking skills, is able to write memos and technical reports in a clear and effective manner.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable
Teamwork/Collaboration
The co-op student/intern builds collaborative relationships with colleagues and stakeholders.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to work within a team environment and can negotiate and manage conflict.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Information Technology Application
The co-op student/intern is able to use appropriate technology to accomplish a given task.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern demonstrates effective adaptability to new and emerging technologies.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Leadership
The co-op student/intern leverages the strengths of others to achieve common goals and uses interpersonal skills to coach and develop others.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to assess and manage relationships with others.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to organize, prioritize and delegate work.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Global/Intercultural Fluency
The co-op student/intern demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals’ differences.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Professionalism/Work Ethic
The co-op student/intern demonstrates accountability and effective work habits (including punctuality, working productively with others, time workload management).

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern demonstrates integrity and ethical behavior and acts responsibly in the interests of others.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable
The co-op student/intern is able to learn from their mistakes.
4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Career Management
The co-op student/intern is able to identify and articulate their skills, strengths, knowledge and experience relevant to their internship position.
4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Please provide any written feedback, commenting on the co-op student/intern's overall performance.

Reflecting back on this co-op/student intern's work term, do you feel they were adequately prepared for the workplace upon the commencement of their employment? Yes / No

If no, what knowledge, skills and/or abilities were missing?

Would you expect to have a position available for this student once they graduate? Yes / No

If yes, have you extended an offer of employment to the student? Yes / No

Has the student intern accepted the offer? Yes / No

Would you like to hire co-op and internship students in the future? Yes / No

Co-op Student/Intern’s Signature

Date

Evaluated by (please print) Title/Department Date Signature
Engineering Co-op Internship Program Interim (4 month) Employer Evaluation

The University of Saskatchewan’s Engineering Co-op Internship Program is designed to provide students with work-integrated learning opportunities that allow for personal and professional development within a professional engineering setting. This interim employer evaluation is instrumental in providing the co-op student/intern with constructive feedback on their performance in the workplace and outlining areas for development. The National Association of Colleges and Employers Career Readiness Competencies are used as the foundation of this evaluation.

This evaluation should be completed by the co-op student/intern’s direct supervisor or the person who can best assess the co-op student/intern’s performance. Please ensure that this evaluation is reviewed with the co-op student/intern.

Given that this is a 4 month assessment, there may not have been adequate opportunity to assess in all the categories provided. Please put “N/A” by those categories that may not be applicable.

A final evaluation must be completed in the final month of the work placement.

It is the co-op student/intern’s responsibility to submit this completed evaluation through the ‘Reporting’ tab on the internship website. Should you have any questions, please contact (306) 966-5391.

Company:

Student Intern Name:

Position:

Work Term Dates:

Supervisor’s Name and Title:

Critical Thinking/Problem Solving

The co-op student/intern uses sound reasoning to analyze issues, make decisions and find solutions to problems.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to obtain, interpret and use knowledge, facts and data in this process.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Oral/Written Communication

The co-op student/intern articulates thoughts and ideas clearly and effectively in written and oral forms to colleagues within the workplace and/or external stakeholders.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable
The co-op student/intern has public speaking skills, is able to write memos and technical reports in a clear and effective manner.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

**Teamwork/Collaboration**

The co-op student/intern builds collaborative relationships with colleagues and stakeholders.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to work within a team environment and can negotiate and manage conflict.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

**Information Technology Application**

The co-op student/intern is able to use appropriate technology to accomplish a given task.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern demonstrates effective adaptability to new and emerging technologies.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

**Leadership**

The co-op student/intern leverages the strengths of others to achieve common goals and uses interpersonal skills to coach and develop others.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to assess and manage relationships with others.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to organize, prioritize and delegate work.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

**Global/Intercultural Fluency**

The co-op student/intern demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals’ differences.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

**Professionalism/Work Ethic**

The co-op student/intern demonstrates accountability and effective work habits (including punctuality, working productively with others, time workload management).

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable
The co-op student/intern demonstrates integrity and ethical behavior and acts responsibly in the interests of others.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

The co-op student/intern is able to learn from their mistakes.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

**Career Management**

The co-op student/intern is able to identify and articulate their skills, strengths, knowledge and experience relevant to their internship position.

4 – Always, 3 – Often, 2 – Sometimes, 1 – Seldom, N/A – Not applicable

Reflecting back on this co-op student/intern’s work term, do you feel they were adequately prepared for the workplace upon the commencement of their employment?  Yes / No

If no, what knowledge, skills and/or abilities were missing?

Please provide any written feedback, commenting on the co-op student/intern’s overall performance.

Co-op Student/Intern’s Signature       Date

Evaluated by (please print)       Title/Department       Date       Signature
## College of Engineering

### Co-op Program

#### Proposed Statement of Revenues and Expenditures

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Month</td>
<td>25</td>
<td>30</td>
<td>30</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>8 Month</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>12 Month</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>16 Month</td>
<td>75</td>
<td>85</td>
<td>100</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>150</strong></td>
<td><strong>175</strong></td>
<td><strong>200</strong></td>
<td><strong>250</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

| Enrollment Adjustment | 0% |

### Revenue

<table>
<thead>
<tr>
<th>Program Fee</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Course</td>
<td>Basic 243.20</td>
</tr>
<tr>
<td>Tuition Rate</td>
<td>Special Rate 1,000.00</td>
</tr>
<tr>
<td>Tuition Inflation</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| 4 Month | 25,000 | 30,000 | 30,000 | 40,000 | 40,000 |
| 8 Month | 50,000 | 60,000 | 70,000 | 90,000 | 90,000 |
| 12 Month | 75,000 | 90,000 | 105,000 | 135,000 | 135,000 |
| 16 Month | 300,000 | 340,000 | 400,000 | 480,000 | 480,000 |

| Total Tuition | 450,000 | 520,000 | 605,000 | 745,000 | 745,000 |

| Total Revenue | 486,480 | 560,432 | 651,208 | 802,760 | 802,760 |

### Expenses

#### Salary Expenses

| Senior Coordinator (ASPA II) | 81,390 | 83,018 | 84,678 | 86,372 | 88,099 |
| Junior Coordinator (ASPA I) | 62,503 | 63,753 | 65,028 | 66,329 | 67,655 |
| Engineers In Residence | 100,500 | 123,012 | 139,414 | 177,752 | 181,307 |
| Job Development Coordinator | - | - | 79,338 | 80,925 | 82,543 |
| Benefits | 28,185 | 30,389 | 43,219 | 46,928 | 47,866 |

| **Subtotal Salary Expenditures** | 272,578 | 300,172 | 411,677 | 458,305 | 467,471 |

#### Non-Salary Expenses

| Site Visits | Efficiency | No | 45,000 | 52,500 | 60,000 | 75,000 | 75,000 |

| Memberships and Fees | CareerLink database | 2,500 | 2,500 | 3,100 | 3,900 | 4,900 |
| National Association of Colleges & Employers | 105 | 105 | 645 | 645 | 645 |
| CEIA Annual Membership | 350 | 360 | 370 | 380 | 390 |
| CEWIL Canada Annual Membership | 350 | 360 | 370 | 380 | 390 |

| Communications and Promotion | Advertising and Promotion | 500 | 600 | 720 | 860 | 1,030 |
| Banner stand | 385 | - | - | 500 | - |
| Leather portfolio cases for placed students | 5,000 | 5,800 | 6,600 | 8,300 | 8,300 |
| Display case/board of placed students and photos | 3,500 | 500 | 630 | 790 | 990 |

| Staff Professional Development | Registration Fees (Conference and Workshop) | 2,000 | 2,000 | 3,000 | 3,000 | 3,000 |
| Travel, Meals, Hotel | 4,000 | 4,000 | 6,000 | 6,000 | 6,000 |

| Hospitality | Working Lunches | 500 | 550 | 610 | 670 | 740 |

| **Subtotal Non-Salary Expenses** | 64,190 | 69,275 | 82,045 | 100,425 | 101,385 |

| **Total Expenses** | 336,768 | 369,447 | 493,722 | 558,730 | 568,856 |

| **Revenue Less Expenses** | 149,712 | 190,985 | 157,486 | 244,030 | 233,904 |
Engineering Co-op Internship Program

The Engineering Co-op Internship Program is a full-time, paid work-integrated learning placement, which includes between four and twenty months of engineering work experience in industry. By participating in the co-op internship program, students apply the theoretical knowledge acquired throughout their undergraduate studies to a practical and challenging workplace environment.

Students taking on a work placement through this option are enrolled in a series of four-month academic courses while on placement. Co-op students and interns earn a competitive salary, may receive benefit packages, and earn vacation pay, all while maintaining their full-time student status.

Participation in the program provides students with the opportunity to develop technical skills in addition to essential skills in the areas of communication, interpersonal relations, report writing, oral presentations, and supervision - all attributes that allow College of Engineering graduates to better market themselves in an increasingly competitive job market.

Participating in the co-op internship program may extend a student’s degree completion time by a minimum of one year.

Eligibility Criteria

To be eligible to participate in the Co-op Internship Program, undergraduate students registered in the College of Engineering must

- Be enrolled in their second or third year of their Bachelor of Science in Engineering program at the time of application to the co-op internship program;
- Have completed at least two years of their Bachelor of Science in Engineering program at the time of first work placement;
- Have attained a 65% sessional weighted average in the most recent academic year;
- Return to their academic studies with at least 12 credit units of coursework remaining;
- Must not be on faculty action prior to leaving on placement; and
- Must not receive a faculty action while on placement.

Please note that registration in CE 495.6, CHE 495.6, CME 495.6, EE 495.6, ENVE 495.6, EP 495.6, GE 495.6, GEOE 495.6, or ME 495.6 disqualifies a student’s eligibility for a January start date.
Application Process

Prospective students interested in participating in the Co-op Internship Program must submit an application via CareerLink during the required timelines each year. Students are encouraged to submit an application if they currently meet the eligibility criteria or will likely meet the criteria in the upcoming academic year.

Once an application has been submitted, the College of Engineering will initially review applications between September and October each year. Once reviewed, applicants will receive an email notifying them of the status of their application.

If an application is approved, applicants will be informed that they must register for and complete the Co-op Internship Preparation Course (ECIP 200.1). If an application is declined, the candidate will be notified by email.

To be considered for a January 2021, May 2021, or September 2021 placement, prospective students must submit an application between September 1-30, 2020.

It is recommended that students take on their first work placement following their second year of studies and take on subsequent work placements mid-way through or following completion of their third year of studies. Prospective students are strongly encouraged to consult an Academic Advisor in the College of Engineering.

For further information on policies, procedures, and deadlines, please visit the Co-op Internship website.

Requirements

Students must complete ECIP 200.1 and a minimum of three of the following courses, in addition to the regular requirements for a Bachelor of Science in Engineering (B.E.) program:

**Required Courses (1 credit unit)**

- ECIP 200.1: Introduction to the Engineering Co-op Internship Program

**Elective Courses (minimum of 3 courses)**

- ECIP 400.0: Engineering Co-op Internship Work Placement I
- ECIP 401.0: Engineering Co-op Internship Work Placement II
• **ECIP 402.0:** Engineering Co-op Internship Work Placement III  
• **ECIP 403.0:** Engineering Co-op Internship Work Placement IV  
• **ECIP 404.0:** Engineering Co-op Internship Work Placement V  

All co-op placements are 4 months in duration and all internship placements are either 8, 12 or 16 months in duration. Students who secure work placements in the Co-op Internship Program will be registered in between one and five ECIP-series courses, each one being four months in duration.

Students are required to submit at least one written assignment for each 4-month work term placement. Assignments will be reviewed by staff within the College of Engineering and a grade of "pass" or "fail" assigned accordingly. The grade received on all assignments will appear on a student's academic transcript at the University of Saskatchewan. A student who fails one ECIP-series course will receive a failing grade in each of the courses and is deemed to have failed the co-op internship program.

**Program Options**

The Engineering Co-op Internship Program is a concentration available within the following programs:

• Bachelor of Science in Engineering (B.E.) – Chemical Engineering  
• Bachelor of Science in Engineering (B.E.) – Civil Engineering  
• Bachelor of Science in Engineering (B.E.) – Computer Engineering  
• Bachelor of Science in Engineering (B.E.) – Electrical Engineering  
• Bachelor of Science in Engineering (B.E.) – Engineering Physics  
• Bachelor of Science in Engineering (B.E.) – Environmental Engineering  
• Bachelor of Science in Engineering (B.E.) – Geological Engineering  
• Bachelor of Science in Engineering (B.E.) – Mechanical Engineering
Appendix 12: New Course Descriptions

ECIP Course Descriptions

ECIP 200.1: Introduction to Engineering Co-op Internship Program

An introduction to work-integrated learning with a focus on co-operative education and internships. This course prepares students for work placements within the Engineering Co-op Internship program option. Topics include: career development, job search document preparation, the job search process, networking, interview preparation and workplace expectations and etiquette. This course is required prior to securing a work placement in the Engineering Co-op Internship Program.

ECIP 400.0: Engineering Co-op Internship Program Work Placement I

This work placement will provide the student with the opportunity to apply theoretical engineering knowledge in a hands-on, practical work environment. Supervision and mentorship will be provided both within the workplace as well as from program staff at the University of Saskatchewan.

ECIP 401.0: Engineering Co-op Internship Program Work Placement II

This work placement will provide the student with the opportunity to apply theoretical engineering knowledge in a hands-on, practical work environment. Supervision and mentorship will be provided both within the workplace as well as from program staff at the University of Saskatchewan.

ECIP 402.0: Engineering Co-op Internship Program Work Placement III

This work placement will provide the student with the opportunity to apply theoretical engineering knowledge in a hands-on, practical work environment. Supervision and mentorship will be provided both within the workplace as well as from program staff at the University of Saskatchewan.

ECIP 403.0: Engineering Co-op Internship Program Work Placement IV

This work placement will provide the student with the opportunity to apply theoretical engineering knowledge in a hands-on, practical work environment. Supervision and mentorship will be provided both within the workplace as well as from program staff at the University of Saskatchewan.

ECIP 404.0: Engineering Co-op Internship Program Work Placement V

This work placement will provide the student with the opportunity to apply theoretical engineering knowledge in a hands-on, practical work environment. Supervision and mentorship will be provided both within the workplace as well as from program staff at the University of Saskatchewan.

Note: The College of Engineering is requesting that international student tuition differentials be waived for ECIP 400.0, ECIP 401.0, ECIP 402.0, ECIP 403.0, and ECIP 404.0. Given that these courses will have a special tuition rate assigned to them ($1,000 CAD), it would be cost prohibitive for international students to register in these courses given the existing international differential rate (multiplier) of 2.7. The College of Engineering would like to request that the Academic Programs Committee of Council and Provost's Advisory Committee consider this request.
Appendix 13: New Course Creation and SESD Course Creation Forms

### New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: **Undergraduate Academic Programs Committee (Engineering)**

2. Information required for the Catalogue

   2.1 Label & Number of course: **ECIP 200.1**

   2.2 Title of course: **Introduction to Engineering Co-op Internship Program**

   2.3 Total Hours: Lecture Seminar Lab Tutorial Other

   2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

   2.5 Term in which it will be offered: T1 T2 **T1 or T2** T1 and T2

   2.6 Prerequisite: **Completion of first year courses for Bachelor of Science in Engineering degree program.**

   2.7 Calendar description: **This course is required prior to securing a work placement in the Engineering Co-op Internship Program. The course is graded on a Pass/Fail basis.**

   2.8 Any additional notes

3. Rationale for introducing this course. **Replacing “Engineering Professional Internship Program (and associated courses) with “Co-op Internship Program” (concentration) in the Bachelor of Science in Engineering program.**

4. Learning Objectives for this course.

   1. **Begin the reflective process to articulate career and employment goals.**

   2. **Understand the co-op internship recruitment process and be prepared to participate in all steps of recruitment.**

   3. **Be prepared to take on a work placement to put engineering knowledge and skills into practice in a professional setting.**

5. Impact of this course.

   Are the programs of other departments or Colleges affected by this course? **No**

   If so, were these departments consulted? (Include correspondence)

   Were any other departments asked to review or comment on the proposal?

   • **Notice of Intent presented to Planning and Priorities Committee of Council for feedback**

   • **Undergraduate Academic Programs Committee (Engineering)**
• Faculty Council (Engineering)

6. Other courses or program affected (please list course titles as well as numbers).
   Course(s) to be deleted? **None**
   Course(s) for which this course will be a prerequisite? **ECIP 400.0, ECIP 401.0, ECIP 402.0, ECIP 403.0, ECIP 404.0**
   Is this course to be required by your majors, or by majors in another program? **No**

7. Course outline. **Yes**
   (Weekly outline of lectures or include a draft of the course information sheet.)
   **An introduction to work-integrated learning with a focus on co-operative education and internships.** This course prepares students for work placements within the Engineering Co-op Internship program option. Topics include: career development, job search document preparation, the job search process, networking, interview preparation and workplace expectations and etiquette.

8. Enrolment.
   Expected enrollment: **200 undergraduate students in first year, growth each subsequent year**
   From which colleges? **College of Engineering**

9. Student evaluation. **Pass/Fail course. Reflective assignment required.**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
10. Required text: None.
Include a bibliography for the course.

11. Resources.
Proposed instructor: Kristen Cutting
How does the department plan to handle the additional teaching or administrative workload? N/A
Are sufficient library or other research resources available for this course? N/A
Are any additional resources required (library, audio-visual, technology, etc.)? N/A

12. Date of Implementation: May 2020
To be offered: annually    biennially    other
To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

**Main Block**

**Subject** ECIP  
**Course Number** 200.1  
**Term from which this course will become effective:** 2020-05  
**Month:** May **Year:** 2020

**Information Block**

What is the academic college or school to which this course belongs? **College of Engineering**

What is the department or school that has jurisdiction over this course? **Dean’s Office**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**  
D – Instructor/Dept Approval  
H – Department Approval  
I – Instructor Approval

What is the academic credit unit weight of this course? **1 academic credit units; 1 operational credit units**

Is this course supposed to attract tuition charges? If so, how much? (use **tuition category**) **Yes – Tuition Category 7 for one credit unit**

Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” ([http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees](http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees)) **N/A**

Do you allow this course to be repeated for credit? **No**

How should this course be graded?  
C – Completed Requirements  
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)  
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify

Schedule Types

Schedule Types that can be used for sections that fall under this course:
(Indicate – highlight - all possible choices)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td>PRB</td>
<td>Problem Session</td>
</tr>
<tr>
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<td>RDG</td>
<td>Reading Class</td>
</tr>
<tr>
<td>FLD</td>
<td>Field Trip</td>
<td>RES</td>
<td>Research</td>
</tr>
<tr>
<td>ICR</td>
<td>Internet Chat Relay</td>
<td>ROY</td>
<td>Roster (Dent Only)</td>
</tr>
<tr>
<td>IHP</td>
<td>Internet Help</td>
<td>SEM</td>
<td>Seminar</td>
</tr>
<tr>
<td>IN1</td>
<td>Internship - Education</td>
<td>SSI</td>
<td>Supervised Self Instruction</td>
</tr>
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<td>IN2</td>
<td>Internship - CMPT &amp; EPIP</td>
<td>STU</td>
<td>Studio</td>
</tr>
<tr>
<td>IN3</td>
<td>Internship - General</td>
<td>SUP</td>
<td>Teacher Supervision</td>
</tr>
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<td>LEC</td>
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<td>Exchange Program</td>
</tr>
<tr>
<td>LL</td>
<td>Lecture/Laboratory (Dent Only)</td>
<td>XGN</td>
<td>Ghost Schedule Type Not Applicable</td>
</tr>
<tr>
<td>MM</td>
<td>Multimode</td>
<td>XHS</td>
<td>High School Class</td>
</tr>
<tr>
<td>PCL</td>
<td>Pre-Clinical (Dent Only)</td>
<td>XNA</td>
<td>Schedule Type Not Applicable</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
<td>XNC</td>
<td>No Academic Credit</td>
</tr>
</tbody>
</table>

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

2. For the College of Arts and Science only: To which program type does this course belong?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNAR</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities</td>
</tr>
<tr>
<td>SCIE</td>
<td>Science</td>
</tr>
<tr>
<td>SOCS</td>
<td>Social Science</td>
</tr>
<tr>
<td>ARNP</td>
<td>No Program Type (Arts and Science)</td>
</tr>
</tbody>
</table>

Course Syllabus

Course Long Title (maximum 100 characters) Engineering Co-op Internship Program 200.1 Introduction to Co-op Internship

Course Short Title (maximum 30 characters) ECIP 200.1 Introduction to Co-op Internship

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [‘ “ ; : , $ & @ ! ? / + - = % # ( ) ]
Course Description
Course Description (please limit to 150 words or less)
This course introduces students to co-operative education and prepares students for a work placement through the Engineering Co-op Internship Program. This course is graded on a Pass/Fail basis.

Registration Information
Formerly: N/A
Permission required: N/A
Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- Bachelor of Science in Engineering – Chemical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Civil Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Computer Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Electrical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Environmental Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Engineering Physics with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Geological Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Mechanical Engineering with Co-op Internship Program (concentration)

Prerequisite(s): course(s) that must be completed prior to the start of this course: N/A
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: None
Corequisite(s): course(s) that must be taken at the same time as this course: None
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information
Exam Exempt
Yes

Equivalent Courses N/A
Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:

1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.
2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.
Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**Mutually-Exclusive Courses**
These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

**Information For Display In The Catalogue Only**
Please refer to the Key to Course Descriptions at: [http://students.usask.ca/academics/registration/search-results.php](http://students.usask.ca/academics/registration/search-results.php)

- Catalogue Credit Units (e.g. 110.6)
  0
- Catalogue Term Hour Listing (e.g. 3L-2P)
  Not Applicable.

Additional Notes
New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Undergraduate Academic Programs Committee (Engineering)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECIP 400.0
   2.2 Title of course: Engineering Co-op Internship Program Work Placement I
   2.3 Total Hours: Lecture Seminar Lab Tutorial Other
   2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other
   2.5 Term in which it will be offered: T1 T2 T1 or T2 or T3 (Spring/Summer) T1 and T2
   2.6 Prerequisite: ECIP 200.1
   2.7 Calendar description: The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.

3. Rationale for introducing this course. Replacing “Engineering Professional Internship Program (and associated courses) with “Co-op Internship Program” (concentration) in the Bachelor of Science in Engineering program.

4. Learning Objectives for this course.
   1. Apply the theoretical knowledge acquired during undergraduate studies in a practical and challenging workplace environment.
   2. Develop and articulate personal learning goals during the work placement.
   3. Engage in reflective conversations related to defined learning goals and solicit feedback from workplace supervisor on performance and learning.
   4. Participate in and learn from the feedback discussed with the employer as part of the interim and final performance evaluation while on work placement.
   5. For Co-op and Intern Students (all placement term lengths): Complete a written reflection assignment and receive feedback from program staff.
   6. Engage in post-work experience reflective discussions and receive support for re-integration to the College of Engineering.
5. Impact of this course.
   Are the programs of other departments or Colleges affected by this course? **No**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?
   • Notice of Intent presented to Planning and Priorities Committee of Council for feedback
   • Undergraduate Academic Programs Committee (Engineering)
   • Faculty Council (Engineering)

6. Other courses or program affected (please list course titles as well as numbers).
   Course(s) to be deleted? **EPIP 401.0**
   Course(s) for which this course will be a prerequisite? **ECIP 401.0, ECIP 402.0, ECIP 403.0, ECIP 404.0**
   Is this course to be required by your majors, or by majors in another program? **No**

7. Course outline. **Yes**
   (Weekly outline of lectures or include a draft of the course information sheet.)
   **This work placement will provide the student with the opportunity to apply theoretical engineering knowledge in a hands-on, practical work environment. Supervision and mentorship will be provided both within the workplace as well as from program staff at the University of Saskatchewan.**

8. Enrolment.
   Expected enrollment: **150 undergraduate students in first year, growth each subsequent year**
   From which colleges? **College of Engineering**

9. Student evaluation. **Pass/Fail course. Reflective assignment required.**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
10. Required text: None. Include a bibliography for the course.

11. Resources.
    Proposed instructor: **No instructor required – student work placement course.**
    How does the department plan to handle the additional teaching or administrative workload?
    Are sufficient library or other research resources available for this course?
    Are any additional resources required (library, audio-visual, technology, etc.)?

12. Date of Implementation: **May 2020**
    To be offered:  **annually**  biennially  other
To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block
Subject ECIP
Course Number 400.0
Term from which this course will become effective: 2020-05
Month: May Year: 2020

Information Block
What is the academic college or school to which this course belongs? College of Engineering

What is the department or school that has jurisdiction over this course? Dean’s Office

If there is a prerequisite waiver, who is responsible for signing it? N/A
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

What is the academic credit unit weight of this course? 0 academic credit units; 15 operational credit units

Is this course supposed to attract tuition charges? If so, how much? (use tuition category) Yes – Special Category $1,000

Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” (http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees) N/A

Do you allow this course to be repeated for credit? No

How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify

Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate – highlight - all possible choices)

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<td>LL</td>
<td>Lecture/Laboratory (Dent Only)</td>
<td>XGN</td>
<td>Ghost Schedule Type Not Applicable</td>
</tr>
<tr>
<td>MM</td>
<td>Multimode</td>
<td>XHS</td>
<td>High School Class</td>
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<td>PCL</td>
<td>Pre-Clinical (Dent Only)</td>
<td>XNA</td>
<td>Schedule Type Not Applicable</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
<td>XNC</td>
<td>No Academic Credit</td>
</tr>
</tbody>
</table>

Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

   NOAC      No Academic Credit

2. For the College of Arts and Science only: To which program type does this course belong?

   FNAR      Fine Arts
   HUM       Humanities
   SCIE      Science
   SOCS      Social Science
   ARNP      No Program Type (Arts and Science)

Course Syllabus
Course Long Title (maximum 100 characters) Engineering Co-op Internship Program 400.0 Work Placement I
Course Short Title (maximum 30 characters) ECIP 400.0 Work Placement I
(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [‘ " ; : , $ & ! ? / + - = % # ( ) ]
Course Description
Course Description (please limit to 150 words or less)
The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.

Registration Information
Formerly: EPIP 401.0
Permission required: N/A
Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- Bachelor of Science in Engineering – Chemical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Civil Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Computer Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Electrical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Environmental Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Engineering Physics with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Geological Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Mechanical Engineering with Co-op Internship Program (concentration)

Prerequisite(s): course(s) that must be completed prior to the start of this course: ECIP 200.1
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: None
Corequisite(s): course(s) that must be taken at the same time as this course: None
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information
Registration in this course is only open to students in the Engineering Co-op Internship Program.
Exam Exempt
Yes

Equivalent Courses N/A
Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:

1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. EPIP 401.0
2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.
Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**Mutually-Exclusive Courses**

These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

**Information For Display In The Catalogue Only**

Please refer to the Key to Course Descriptions at:

http://students.usask.ca/academics/registration/search-results.php

Catalogue Credit Units (e.g. 110.6)
0
Catalogue Term Hour Listing (e.g. 3L-2P)
Not Applicable.

Additional Notes
New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Undergraduate Academic Programs Committee (Engineering)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECIP 401.0
   2.2 Title of course: Engineering Co-op Internship Program Work Placement II
   2.3 Total Hours: Lecture Seminar Lab Tutorial Other
   2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other
   2.5 Term in which it will be offered: T1 T2 T1 or T2 or T3 (Spring/Summer) T1 and T2
   2.6 Prerequisite: ECIP 200.1, ECIP 400.0
   2.7 Calendar description: The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.

3. Rationale for introducing this course. Replacing “Engineering Professional Internship Program (and associated courses) with “Co-op Internship Program” (concentration) in the Bachelor of Science in Engineering program.

4. Learning Objectives for this course.
   1. Apply the theoretical knowledge acquired during undergraduate studies in a practical and challenging workplace environment.
   2. Develop and articulate personal learning goals during the work placement.
   3. Engage in reflective conversations related to defined learning goals and solicit feedback from workplace supervisor on performance and learning.
   4. Participate in and learn from the feedback discussed with the employer as part of the interim and final performance evaluation while on work placement.
   5. For Intern Students (eight, twelve and sixteen month placement length): Complete a written, technical work experience report and receive feedback from program staff.
   6. Engage in post-work experience reflective discussions and receive support for re-integration to the College of Engineering.
5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

- Notice of Intent presented to Planning and Priorities Committee of Council for feedback
- Undergraduate Academic Programs Committee (Engineering)
- Faculty Council (Engineering)

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? **EPIP 402.0**

Course(s) for which this course will be a prerequisite? **ECIP 402.0, ECIP 403.0, ECIP 404.0**

Is this course to be required by your majors, or by majors in another program? **No**

7. Course outline. **Yes**

(Weekly outline of lectures or include a draft of the course information sheet.)

This work placement will provide the student with the opportunity to apply theoretical engineering knowledge in a hands-on, practical work environment. Supervision and mentorship will be provided both within the workplace as well as from program staff at the University of Saskatchewan.

8. Enrolment.

Expected enrollment: **150 undergraduate students in first year, growth each subsequent year**

From which colleges? **College of Engineering**

9. Student evaluation. **Pass/Fail course. Reflective assignment required.**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
11. Resources.
Proposed instructor: **No instructor required – student work placement course.**
How does the department plan to handle the additional teaching or administrative workload?
Are sufficient library or other research resources available for this course?
Are any additional resources required (library, audio-visual, technology, etc.)?

12. Date of Implementation: **May 2020**
To be offered: annually biennially other
To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block
Subject ECIP
Course Number 401.0
Term from which this course will become effective: 2020-05
Month: May Year: 2020

Information Block
What is the academic college or school to which this course belongs? College of Engineering

What is the department or school that has jurisdiction over this course? Dean's Office

If there is a prerequisite waiver, who is responsible for signing it? N/A
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

What is the academic credit unit weight of this course? 0 academic credit units; 15 operational credit units

Is this course supposed to attract tuition charges? If so, how much? (use tuition category) Yes – Special Category $1,000

Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" (http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees) N/A

Do you allow this course to be repeated for credit? No

How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage
Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate – highlight - all possible choices)

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Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.
   **NOAC**  No Academic Credit

2. For the College of Arts and Science only: To which program type does this course belong?
   FNAR     Fine Arts
   HUM      Humanities
   SCIE     Science
   SOCS     Social Science
   ARNP     No Program Type (Arts and Science)

Course Syllabus
Course Long Title (maximum 100 characters) Engineering Co-op Internship Program 401.0 Work Placement II
Course Short Title (maximum 30 characters) ECIP 401.0 Work Placement II
(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : $ & ! ? / + - = % # ]
Course Description

Course Description (please limit to 150 words or less)
The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.

Registration Information

Formerly: EPIP 402.0
Permission required: N/A
Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- Bachelor of Science in Engineering – Chemical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Civil Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Computer Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Electrical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Environmental Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Engineering Physics with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Geological Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Mechanical Engineering with Co-op Internship Program (concentration)

Prerequisite(s): course(s) that must be completed prior to the start of this course: ECIP 200.1, ECIP 400.0
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course None
Corequisite(s): course(s) that must be taken at the same time as this course: None
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information

Registration in this course is only open to students in the Engineering Co-op Internship Program.
Exam Exempt
Yes

Equivalent Courses N/A

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:

1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. EPIP 402.0
2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.
Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**Mutually-Exclusive Courses**

These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

**Information For Display In The Catalogue Only**

Please refer to the Key to Course Descriptions at:
http://students.usask.ca/academics/registration/search-results.php

Catalogue Credit Units (e.g. 110.6)
0

Catalogue Term Hour Listing (e.g. 3L-2P)
Not Applicable.

Additional Notes
New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: **Undergraduate Academic Programs Committee (Engineering)**

2. Information required for the Catalogue
   
   2.1 Label & Number of course: **ECIP 402.0**
   
   2.2 Title of course: **Engineering Co-op Internship Program Work Placement III**
   
   2.3 Total Hours: Lecture Seminar Lab Tutorial **Other**
   
   2.4 Weekly Hours: Lecture Seminar Lab Tutorial **Other**
   
   2.5 Term in which it will be offered: T1 T2 **T1 or T2 or T3 (Spring/Summer)**
   
   2.6 Prerequisite: **ECIP 200.1, ECIP 400.0, ECIP 401.0**
   
   2.7 Calendar description: The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.
   
   2.8 Any additional notes

3. Rationale for introducing this course. Replacing “Engineering Professional Internship Program (and associated courses) with “Co-op Internship Program” (concentration) in the Bachelor of Science in Engineering program.

4. Learning Objectives for this course.

   1. Apply the theoretical knowledge acquired during undergraduate studies in a practical and challenging workplace environment.
   
   2. Develop and articulate personal learning goals during the work placement.
   
   3. Engage in reflective conversations related to defined learning goals and solicit feedback from workplace supervisor on performance and learning.
   
   4. Participate in and learn from the feedback discussed with the employer as part of the interim and final performance evaluation while on work placement.
   
   5. For Intern Students (eight, twelve and sixteen month placement length): Complete a written, technical work experience report and receive feedback from program staff.
   
   6. Engage in post-work experience reflective discussions and receive support for re-integration to the College of Engineering.
5. Impact of this course.
   Are the programs of other departments or Colleges affected by this course? No
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?
   - Notice of Intent presented to Planning and Priorities Committee of Council for feedback
   - Undergraduate Academic Programs Committee (Engineering)
   - Faculty Council (Engineering)

6. Other courses or program affected (please list course titles as well as numbers).
   Course(s) to be deleted? EPIP 403.0
   Course(s) for which this course will be a prerequisite? ECIP 403.0, ECIP 404.0
   Is this course to be required by your majors, or by majors in another program? No

7. Course outline. Yes
   (Weekly outline of lectures or include a draft of the course information sheet.)
   This work placement will provide the student with the opportunity to apply theoretical
   engineering knowledge in a hands-on, practical work environment. Supervision and
   mentorship will be provided both within the workplace as well as from program staff at the
   University of Saskatchewan.

8. Enrolment.
   Expected enrollment: 150 undergraduate students in first year, growth each subsequent year
   From which colleges? College of Engineering

   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term
   test, final examination, essays or projects, etc.)
10. Required text: None. Include a bibliography for the course.

11. Resources.
   Proposed instructor: **No instructor required – student work placement course.**
   How does the department plan to handle the additional teaching or administrative workload?
   Are sufficient library or other research resources available for this course?
   Are any additional resources required (library, audio-visual, technology, etc.)?

12. Date of Implementation: **May 2020**
   To be offered: **annually** biennially other
To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block
Subject ECIP
Course Number 402.0
Term from which this course will become effective: 2020-05
Month: May Year: 2020

Information Block
What is the academic college or school to which this course belongs? College of Engineering

What is the department or school that has jurisdiction over this course? Dean’s Office

If there is a prerequisite waiver, who is responsible for signing it? N/A
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

What is the academic credit unit weight of this course? 0 academic credit units; 15 operational credit units

Is this course supposed to attract tuition charges? If so, how much? (use tuition category) Yes – Special Category $1,000

Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” (http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees) N/A

Do you allow this course to be repeated for credit? No

How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
• Grade options for instructor: grade of 0% to 100%, IP in Progress

P - Pass/Fail
• Grade options for instructor: Pass, Fail, In Progress

S - Special
• Grade options for instructor: NA – Grade Not Applicable If other, please specify

Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate – highlight - all possible choices)

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Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.
   NOAC    No Academic Credit

2. For the College of Arts and Science only: To which program type does this course belong?
   FNAR    Fine Arts
   HUM     Humanities
   SCIE    Science
   SOCS    Social Science
   ARNP    No Program Type (Arts and Science)

Course Syllabus
Course Long Title (maximum 100 characters) Engineering Co-op Internship Program 402.0 Work Placement III
Course Short Title (maximum 30 characters) ECIP 402.0 Work Placement III
(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [‘ " ; : $ @ ! ? / + - = % ( ) ]
**Course Description**

Course Description (please limit to 150 words or less)

The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.

**Registration Information**

Formerly: EPIP 403.0

Permission required: N/A

Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- Bachelor of Science in Engineering – Chemical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Civil Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Computer Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Electrical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Environmental Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Engineering Physics with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Geological Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Mechanical Engineering with Co-op Internship Program (concentration)

Prerequisite(s): course(s) that must be completed prior to the start of this course: ECIP 200.1, ECIP 400.0, ECIP 401.0

Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: None

Corequisite(s): course(s) that must be taken at the same time as this course: None

Notes: recommended courses, course repeat restrictions/content overlap, other additional course information

Registration in this course is only open to students in the Engineering Co-op Internship Program.

Exam Exempt

Yes

**Equivalent Courses N/A**

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:

1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. EPIP 403.0

2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.
Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
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Mutually-Exclusive Courses
These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

Information For Display In The Catalogue Only
Please refer to the Key to Course Descriptions at:
http://students.usask.ca/academics/registration/search-results.php
Catalogue Credit Units (e.g. 110.6)
0
Catalogue Term Hour Listing (e.g. 3L-2P)
Not Applicable.

Additional Notes
New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Undergraduate Academic Programs Committee (Engineering)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECIP 403.0
   2.2 Title of course: Engineering Co-op Internship Program Work Placement IV
   2.3 Total Hours: Lecture Seminar Lab Tutorial Other
   2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other
   2.5 Term in which it will be offered: T1 T2 T1 or T2 or T3 (Spring/Summer) T1 and T2
   2.6 Prerequisite: ECIP 200.1, ECIP 400.0, ECIP 401.0, ECIP 402.0
   2.7 Calendar description: The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.
   2.8 Any additional notes

3. Rationale for introducing this course. Replacing “Engineering Professional Internship Program (and associated courses) with “Co-op Internship Program” (concentration) in the Bachelor of Science in Engineering program.

4. Learning Objectives for this course.
   1. Apply the theoretical knowledge acquired during undergraduate studies in a practical and challenging workplace environment.
   2. Develop and articulate personal learning goals during the work placement.
   3. Engage in reflective conversations related to defined learning goals and solicit feedback from workplace supervisor on performance and learning.
   4. Participate in and learn from the feedback discussed with the employer as part of the interim and final performance evaluation while on work placement.
   5. For Intern Students (eight, twelve and sixteen month placement length): Complete a written, technical work experience report and receive feedback from program staff.
   6. Engage in post-work experience reflective discussions and receive support for re-integration to the College of Engineering.
5. Impact of this course.
   Are the programs of other departments or Colleges affected by this course? **No**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?
   • Notice of Intent presented to Planning and Priorities Committee of Council for feedback
   • Undergraduate Academic Programs Committee (Engineering)
   • Faculty Council (Engineering)

6. Other courses or program affected (please list course titles as well as numbers).
   Course(s) to be deleted? **EPIP 404.0**
   Course(s) for which this course will be a prerequisite? **ECIP 404.0**
   Is this course to be required by your majors, or by majors in another program? **No**

7. Course outline. **Yes**
   (Weekly outline of lectures or include a draft of the course information sheet.)
   This work placement will provide the student with the opportunity to apply theoretical
   engineering knowledge in a hands-on, practical work environment. Supervision and
   mentorship will be provided both within the workplace as well as from program staff at the
   University of Saskatchewan.

8. Enrolment.
   Expected enrollment: **150 undergraduate students in first year, growth each subsequent year**
   From which colleges? **College of Engineering**

9. Student evaluation. **Pass/Fail course, Reflective assignment required.**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term
   test, final examination, essays or projects, etc.)
11. **Resources.**
   Proposed instructor: **No instructor required – student work placement course.**
   How does the department plan to handle the additional teaching or administrative workload?
   Are sufficient library or other research resources available for this course?
   Are any additional resources required (library, audio-visual, technology, etc.)?

12. **Date of Implementation:** May 2020
    To be offered: **annually** biennially other
To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block
Subject ECIP
Course Number 403.0
Term from which this course will become effective: 2020-05
Month: May Year: 2020

Information Block
What is the academic college or school to which this course belongs? College of Engineering

What is the department or school that has jurisdiction over this course? Dean’s Office

If there is a prerequisite waiver, who is responsible for signing it? N/A
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

What is the academic credit unit weight of this course? 0 academic credit units; 15 operational credit units

Is this course supposed to attract tuition charges? If so, how much? (use tuition category) Yes – Special Category $1,000

Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” (http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees) N/A

Do you allow this course to be repeated for credit? No

How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

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Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

   NOAC No Academic Credit

2. For the College of Arts and Science only: To which program type does this course belong?

   FNAR Fine Arts
   HUM Humanities
   SCIE Science
   SOCS Social Science
   ARNP No Program Type (Arts and Science)

Course Syllabus

Course Long Title (maximum 100 characters) Engineering Co-op Internship Program 403.0 Work Placement IV
Course Short Title (maximum 30 characters) ECIP 403.0 Work Placement IV

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : $ & ! ? / + - = % # ( )']

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Course Description
Course Description (please limit to 150 words or less)
The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.

Registration Information
Formerly: EPIP 404.0
Permission required: N/A
Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- Bachelor of Science in Engineering – Chemical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Civil Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Computer Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Electrical Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Environmental Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Engineering Physics with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Geological Engineering with Co-op Internship Program (concentration)
- Bachelor of Science in Engineering – Mechanical Engineering with Co-op Internship Program (concentration)

Prerequisite(s): course(s) that must be completed prior to the start of this course: ECIP 200.1, ECIP 400.0, ECIP 401.0, ECIP 402.0
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course None
Corequisite(s): course(s) that must be taken at the same time as this course: None
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information
Registration in this course is only open to students in the Engineering Co-op Internship Program.
Exam Exempt
Yes

Equivalent Courses N/A
Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:

1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. EPIP 404.0
2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.
Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

Mutually-Exclusive Courses
These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

Information For Display In The Catalogue Only
Please refer to the Key to Course Descriptions at:
http://students.usask.ca/academics/registration/search-results.php
Catalogue Credit Units (e.g. 110.6)
0
Catalogue Term Hour Listing (e.g. 3L-2P)
Not Applicable.

Additional Notes
New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Undergraduate Academic Programs Committee (Engineering)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECIP 404.0
   2.2 Title of course: Engineering Co-op Internship Program Work Placement V
   2.3 Total Hours: Lecture Seminar Lab Tutorial Other
   2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other
   2.5 Term in which it will be offered: T1 T2 T1 or T2 or T3 (Spring/Summer) T1 and T2
   2.6 Prerequisite: ECIP 200.1, ECIP 400.0, ECIP 401.0, ECIP 402.0, ECIP 403.0
   2.7 Calendar description: The College of Engineering will register co-op and internship students in this 0-credit course for a 4-month work placement. This course is graded on a Pass/Fail basis.
   2.8 Any additional notes

3. Rationale for introducing this course. Replacing “Engineering Professional Internship Program (and associated courses) with “Co-op Internship Program” (concentration) in the Bachelor of Science in Engineering program.

4. Learning Objectives for this course.
   1. Apply the theoretical knowledge acquired during undergraduate studies in a practical and challenging workplace environment.
   2. Develop and articulate personal learning goals during the work placement.
   3. Engage in reflective conversations related to defined learning goals and solicit feedback from workplace supervisor on performance and learning.
   4. Participate in and learn from the feedback discussed with the employer as part of the interim and final performance evaluation while on work placement.
   5. For Intern Students (eight, twelve and sixteen month placement length): Complete a written, technical work experience report and receive feedback from program staff.
   6. Engage in post-work experience reflective discussions and receive support for re-integration to the College of Engineering.
5. Impact of this course.
   Are the programs of other departments or Colleges affected by this course? No
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?
   - Notice of Intent presented to Planning and Priorities Committee of Council for feedback
   - Undergraduate Academic Programs Committee (Engineering)
   - Faculty Council (Engineering)

6. Other courses or program affected (please list course titles as well as numbers).
   Course(s) to be deleted? None
   Course(s) for which this course will be a prerequisite? None
   Is this course to be required by your majors, or by majors in another program? No

7. Course outline. Yes
   (Weekly outline of lectures or include a draft of the course information sheet.)
   This work placement will provide the student with the opportunity to apply theoretical
   engineering knowledge in a hands-on, practical work environment. Supervision and
   mentorship will be provided both within the workplace as well as from program staff at the
   University of Saskatchewan.

8. Enrolment.
   Expected enrollment: 150 undergraduate students in first year, growth each subsequent year
   From which colleges? College of Engineering

   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term
   test, final examination, essays or projects, etc.)
10. Required text: None.
Include a bibliography for the course.

11. Resources.
Proposed instructor: No instructor required – student work placement course.
How does the department plan to handle the additional teaching or administrative workload?
Are sufficient library or other research resources available for this course?
Are any additional resources required (library, audio-visual, technology, etc.)?

12. Date of Implementation: May 2020
To be offered: annually biennially other
SESDF: Course Creation Information Form

(version: November, 2015)

To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block
Subject ECIP
Course Number 404.0
Term from which this course will become effective: 2020-05
Month: May Year: 2020

Information Block
What is the academic college or school to which this course belongs? College of Engineering

What is the department or school that has jurisdiction over this course? Dean’s Office

If there is a prerequisite waiver, who is responsible for signing it? N/A
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

What is the academic credit unit weight of this course? 0 academic credit units; 15 operational credit units

Is this course supposed to attract tuition charges? If so, how much? (use tuition category) Yes – Special Category $1,000

Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” (http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees) N/A

Do you allow this course to be repeated for credit? No

How should this course be graded?
C – Completed Requirements
   (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
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(Grade options for instructor: grade of 0% to 100%, IP in Progress)

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- Catalogue Credit Units (e.g. 110.6)
  - 0
- Catalogue Term Hour Listing (e.g. 3L-2P)
  - Not Applicable.

Additional Notes