



CO-OPERATIVE
EDUCATION

Faculty of Engineering and Applied Science



Engineering Co-operative Education Student Success Guide

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WELCOME

Dear Students,

Welcome to the Undergraduate Co-operative Education Engineering Program at Memorial University! Our Faculty of Engineering and Applied Science has a long, proud tradition and reputation of excellence in co-operative engineering education. Launched in the late 1960's, our undergraduate co-op programs were among the first in Canada. They provide our graduates with the skills needed to succeed and become leaders of tomorrow.

Our Faculty's vision is to be one of the most distinguished engineering faculties in Canada and beyond, and to fulfill our special obligation to the people of Newfoundland and Labrador. Our faculty colleagues are dedicated to the highest quality of teaching and learning, research, service, and external engagement, in order to make a significant positive impact on society. We're pleased to provide our students a vibrant learning environment and valuable experiential learning through co-operative education work terms.

Memorial's engineering co-operative education model provides up to 6 work terms for all students. It provides an exceptional opportunity for student learning where students become valuable resources to employers locally, nationally, and internationally by contributing their technical knowledge and problem-solving skills acquired through applications of the academic curriculum to the workplace. Our program is among the highest calibre and has received a "dual stamp of excellence" through accreditation from both the Canadian Engineering Accreditation Board (CEAB) and Co-operative Education and Work Integrated Learning Canada (CEWIL Canada). CEWIL commended MUN for its leadership, quality and standards and accredited the program for the maximum available period of six years ending in December 2021. CEAB noted that our co-op programs are world-class and highly respected, with students who are first rate and well prepared to be productive engineers upon graduation.

Our co-op students gain valuable work term experiences in industry and other organizations, both within the province, across Canada and internationally.

We are confident that your co-op work terms will bring some of the most enjoyable and memorable experiences of your university education. You will gain confidence in your abilities, build your leadership and communications skills, learn about the practical realities of companies in a globally competitive environment, gain new friendships, and much more. We personally welcome you to visit us anytime as we would be glad to discuss your work terms. Best wishes for a wonderful co-operative educational experience!



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1 Memorial University of Newfoundland's Engineering Co-operative Education Program

Welcome to Memorial University of Newfoundland's Co-operative Education Program in Engineering. The next five years will be some of the most exciting and challenging in an engineering student's life. Co-op work terms allow students to put the knowledge learned in academic terms into action, to 'try out' different types of companies and tasks, and to help them make decisions about their future careers. They show students what the 'real world' looks like, where the information needed to solve the equation is not always available and ideal conditions never govern. They allow students to explore the province, the country and the world, and to form professional networks and friendships that will last a lifetime.

Co-op work terms also provide key opportunities for students to further develop the required engineering Graduate Attributes, as defined by the Canadian Engineering Accreditation Board (CEAB)¹. Co-op work terms in particular can assist students in developing the graduate attributes related to behaviour-based skills, which are often more readily gained during work experiences. These skills include individual and teamwork skills, professionalism, verbal and written communication skills, an understanding of the impact of engineering on society and the environment, an ability to apply ethics and equity in a professional context, an understanding of engineering economics and project management, and an appreciation for the importance of life-long learning.

To enhance the chances of successfully completing the co-op program, obtaining valuable work experience, and developing essential engineering skills, students must:

- Consider long-term goals and apply to work term placements that will provide suitable experiences.
- Prepare for and attend all interviews offered.
- Use initiative and all available resources in looking for work term opportunities both within and outside of the work term competition.
- Use professional judgment in dealings with the Engineering Co-operative Education Office (ECEO) and employers.
- Discuss all work term issues with an Academic Staff Member in Co-operative Education (ASM-CE).

The ECEO solicits employers and develops many positions; however, there is no guarantee that students will be offered a work term position through the work term competition. Since the co-op work term is an integral part of the undergraduate engineering education at Memorial University of Newfoundland (Memorial), missing an important component of that education through missed work terms can delay graduation from the program.

1.1 The Engineering Co-operative Education Office

The Engineering Co-operative Education Office (ECEO) is responsible for managing the work term aspect of the engineering program. These responsibilities include:

¹ Engineers Canada (2016). *Engineers Canada Consultation Group on Engineering Instruction and Accreditation*. Retrieved 29 June, 2020 from <https://engineerscanada.ca/sites/default/files/Graduate-Attributes.pdf>.

- promoting the co-op program to prospective employers,
- mentor students throughout their co-operative education experience,
- developing career related work term opportunities to students,
- providing professional development lectures and workshops to students,
- monitoring students during work terms,
- giving professional feedback and guidance to students,
- providing professional advice on employment trends to Faculty, and
- evaluating and making recommendations to the Executive of the Committee on Undergraduate Studies on the promotion of each student.

The ECEO has ASMs-CE with engineering backgrounds that cover all of the engineering disciplines available at Memorial. The ASMs-CE are integrated within the Engineering Faculty and serve on Faculty Council, undergraduate studies, continuing engineering education, admissions, promotions, and appeals committees.

ASMs-CE are responsible for monitoring students' progress and learning during a work term; evaluating the student's performance and communications component; and mentoring students in aspects relating to their work terms and career, among other duties. ASMs-CE are assigned students to monitor and evaluate approximately 3-4 weeks into the work term. During the academic semester, students may always seek assistance and mentoring from their previously assigned ASMs-CE. Students are always free to seek assistance from any ASM-CE in the ECEO if they have questions.

The ECEO also has a Student Placement Administrator who co-ordinates the work term competition and provides support services. Administrative staff are also available to answer any questions and direct students to the appropriate ASM-CE.

The Co-operative Education Services Centre, located in UC4000, provides support to the Co-operative Education Offices in all faculties.

The ASMs-CE are also members of Co-operative Education and Work Integrated Learning Canada (CEWIL Canada), a national organization established to promote high standards of co-op in Canada. CEWIL Canada has developed codes of ethics for the employers, the students and the university. These codes ensure that all three parties will be treated in a professional manner. Students should be aware of these guidelines and report violations to the ECEO. This code of ethics can be found in APPENDIX A .

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1.2 Introduction to ECEO Documents

This guide is intended to help students maximize their learning gained through their co-op experiences. While much of the guide deals with preparing students for their first work term, its purpose is to provide answers and support to ensure success through the entire program as well as information and support for ongoing professional and career development.

The “Engineering Co-operative Education Student Rules and Regulations Handbook” is used in conjunction with this Student Success Guide. The rules handbook and the MUN Calendar encompass the rules and regulations related to the Engineering Co-operative Education program requirements and work term standards.

Course Outlines are provided for each work term, which outline the required academic deliverables that are specific to that work term. They can be found at https://www.mun.ca/coop/programs/engineering/docs_forms.php.

1.3 Students Requiring Learning Accommodations

Students with a documented need requiring learning accommodations relating to elements of their professional development training (ENGI 200W), work term competitions, or work term deliverables should contact the Blundon Centre. The Blundon Centre will work in conjunction with the student and ECEO to provide suitable accommodations per University Policy.

2 CO-OPERATIVE EDUCATION

2.1 Purpose of Co-operative Education

The skilled professional engineer has always been recognized as that person who can combine a sound theoretical knowledge of the principles of engineering with the practical skills of applying those principles to the task at hand. The co-operative program in the Faculty of Engineering and Applied Science (the Faculty) at Memorial allows the undergraduate to develop knowledge and practical skills by providing a completely integrated pattern of academic study and applied experience in various phases of engineering. Graduation requires satisfactory performance in both areas.

The degree program covers almost five calendar years, comprising eight academic terms and the opportunity for six work terms (during which time students must do a minimum of four). The work terms bring the student into direct contact with industry and the engineering profession, and provide practical exposure to problems typical of those encountered in practice. Through personal experience in industry, the student's educational environment is extended and the total education advanced. The maturing prospective engineer, provided with an opportunity for self-discipline and direction, gains an early appreciation of the social and personal aspects of engineering.

2.2 Partners in Co-operative Education

Co-operative education has three partners - the employer, the student and the university, and all partners benefit from this intersection. All three co-operate towards a common education goal. Figure 1 illustrates this partnership.

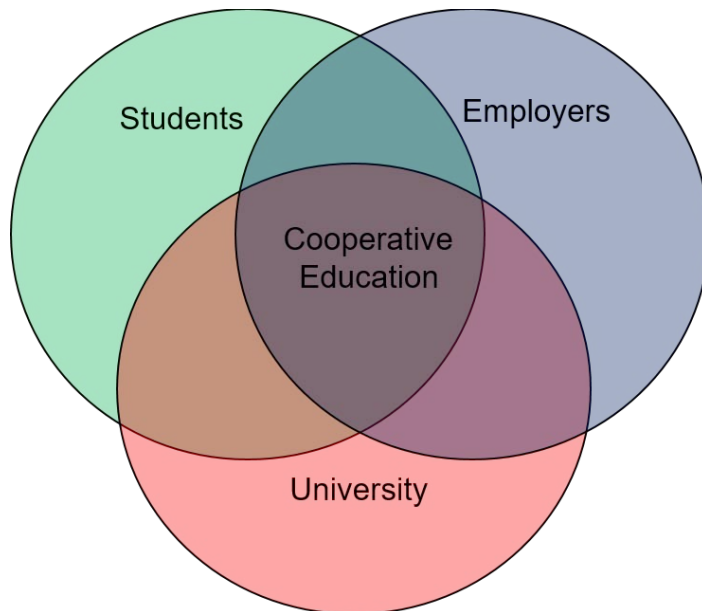


Figure 1: Partners in Co-operative Education

Students

One of the most important benefits to students is the opportunity to develop required technical and people skills outlined in the CEAB list of Graduate Attributes, which may be more difficult to

develop in a strictly academic environment. Students can also better evaluate their career choices which are often based on exposure during the early years of the program.

Students also have the opportunity to gain experience in a variety of industries and types of engineering work as well as to evaluate specific companies. They also build their professional network and often gain experience in mentoring and supervision. All of these make for a mature graduate who is more informed and therefore able to make better choices on graduation.

University

The University benefits from co-op programs as they provide a pipeline into industry. This enables the University to evaluate the effectiveness of course material and to keep up with current practice.

The University and faculties can maintain contact with industry through the Co-operative Education Office in each participating faculty.

Because of the scheduling of alternative academic and work terms throughout the year, the University facilities, laboratories and equipment can be used year-round, resulting in more economical operating cost per student.

Employers

One of the most important benefits to the employer is the opportunity to see students in the working environment for several terms during their careers. This clearly makes for more reliable graduate recruiting, since both employer and student make their choices based on actual experience. The employer benefits in other ways:

- Co-op students can relieve and assist other employees in many duties.
- Memorial co-op students are available on a year-round basis, assistance is not restricted to the summer months.
- Students may be aware of new technologies or processes that the employer might take advantage of.
- Employers can fill short-term personnel resourcing demands using a student when longer term hiring is not practical.
- Students may be employed at other times of the year; so many 'summer' duties can be rescheduled to take advantage of the available talent.

Often, the technical expertise of work term students is of a high order, for two reasons: firstly, the level of commitment to perform effectively is high, and secondly, students tend to develop a high level of personal and professional skills early in their careers.

2.3 Work Term Characteristics

Work terms in a co-operative education program, by definition, have the following characteristics².

- “Each work term situation is developed and/or approved by the co-operative educational institution as a suitable learning situation.
- The co-operative student is engaged in productive, authentic and full-time work rather than merely observing.
- The co-operative student receives remuneration for the work performed.

² CAFCE (2006). *CAFCE Accreditation Standard and Rationale*. Retrieved 12 Dec, 2017 from <http://www.cewilcanada.ca/Library/documents/AC-ESR07.pdf>

- The co-operative student's progress on the job is monitored by the co-operative educational institution.
- The co-operative student's performance on the job is supervised and evaluated [via End of Term Feedback] by the student's co-operative employer.
- The total cooperative work experience is at least thirty percent of the time spent in academic study.”

Work terms are a great way to ‘try on’ different career paths. Even if a student knows what discipline they want to pursue, there are still many choices to make. Students are encouraged to actively plan their work terms and to make choices to expose themselves to a variety of experiences:

- Private industry, public service, or not-for-profit organizations,
- Small companies or large,
- Owner/client or consulting firms,
- Office work or field work,
- Local employers or employers in other parts of Canada, or international; or,
- Design, manufacturing/construction, research, or project management.

While students are encouraged to explore a variety of work term employers, they are also encouraged to return to an employer for a second work term – either in the next work term opportunity or later in their program. Students are usually given significantly more responsibility when they return to an employer; their learning curve is much reduced, and the employer feels more confident in the student's abilities.

Students are not normally encouraged to do more than two work terms with the same employer as that would reduce the opportunities for obtaining a variety of experiences; exceptions do occur, if students are very focused on what they want to do, or are getting particularly good and varied experience with an employer. Students considering returning to a firm for a third or fourth work term should discuss the pros and cons with an ASM-CE before committing to the employer.

2.4 Maximizing Work Term Opportunities

The engineering program requires students to complete a minimum of four work terms to graduate. Due to the significant benefits of the co-op work experience, the ECEO strongly encourages students to complete all six work terms.

The ECEO recognizes and endorses the educative and professional growth opportunities of the work term, and therefore highly encourages students to complete as many work terms as they can. The ECEO shall provide full support for the completion of all six work terms.

The ECEO also recognizes the benefits to students in completing their first work term as early as they can. Students who complete their first work term in the first available semester (i.e. in the Spring of their first year) will be more competitive in future work term competitions, and obtain more relevant work sooner. While the ECEO recognizes that not all students are eligible for a work term in the first available semester, it encourages those who are eligible to actively participate in the competition.

3 CO-OP WORK TERM SEARCH

3.1 Work Term Opportunities Developed by ECEO

Staff members in the ECEO are actively involved in promoting the engineering co-op program and in continuing development of new employers. All ASMs-CE, when completing site visits, maintain and service relationships with long-standing employer-clients and, through referrals and networking, regularly add new and potential employers to the existing list.

ASMs-CE are available at any time to help students identify their own individual and unique contacts, write effective résumés and cover letters, and develop techniques for increasing the likelihood of being interviewed.

The ECEO provides professional development seminars to students on job search and professional skills that will make students nationally and internationally competitive. Professionals from the University and engineering communities are often invited as guest speakers.

3.2 Finding a Work Term Outside of the Competition

The ECEO will do as much as possible to develop work term opportunities for students; however, the University does NOT guarantee placement, and securing a work term position is the student's responsibility. Students are encouraged to seek their own work term opportunities from the start of their academic programs and must take ownership of their own work term search. There is no requirement to wait for the work term competition operated by the ECEO. Full placement can only occur if all students are pro-active in their own placement searches. Students who take an active search role are developing lifetime employment skills. A student who finds their own work term must get a written job description from the employer and bring it to the ECEO to be approved before accepting the work term. The Rules and Regulations Handbook section on Self-Found Work Terms includes details of what information is required to get one approved.

All students are strongly encouraged to contact employers who do not regularly post with ECEO on their own. If a student is interested in pursuing an employer or company, here are some techniques and tips to follow to be more successful in securing a co-op work term. General letters of application will most likely be discarded so students should:

Research

Select companies that are of interest to them and that will offer good experience, and spend time completing research to better understand the employer and their industry.

Résumé/Cover Letter Modifications

Edit the application package to suit the potential employer. Visit an ASM-CE at the ECEO if assistance is required.

Make Contact

If possible, visit the company in person and ask to speak with a contact; a human resource personnel, personal connection, Alumni or potential supervisor to discuss co-op opportunities and ask if it is acceptable to submit a résumé/cover letter. If a contact is not known, the student can visit the company and introduce themselves and ask to speak to someone who may be able to help.

Follow up 3-5 Business Days

Call or email the contact to follow up with the company and ask if they have had the opportunity to look at the package and possibly consider hiring a student.

Be Polite, Considerate and Professional

Students should be professional while presenting themselves to potential employers. They should dress properly, be kind and considerate and keep in mind that they are representing the university and the Faculty of Engineering and Applied Science and professionalism is expected.

If an employer is not actively hiring a student can ask for an “information meeting” where they may get a chance to meet with an employer in an industry of interest and demonstrate their interest in future potential opportunities.

When time does not permit this approach, another technique is to phone and attempt to speak to the individuals identified in the job search process. Should this be possible, there will only be a few minutes to get a clear message across as to the purpose of the call. Students should:

- provide their name, program and discipline,
- give the reason for interest in obtaining employment with this organization,
- request an interview, and
- show appreciation to the employer for their time.

3.3 Where to Search

Many jobs are advertised outside the ECEO run competition that may be appropriate for a work term. To begin a job search outside of the co-op competition, students must focus on choosing industries and employers that are of interest to them. This can be done through research of specific company websites and becoming educated in the developments and business accomplishments of companies and industries. Some places to check are listed in the sections below.

3.3.1 Company Websites and News

Companies publish a wealth of information concerning their past/future projects, company profiles, career information and media centre which involves a wealth of important information to students actively seeking work terms. Taking time to research and become educated in what companies publish on their websites is a very valuable approach in obtaining work term opportunities.

Keeping informed on industry related news either locally, nationally and internationally will give students advantages on where and when to search for future opportunities.

3.3.2 Online Career Databases

Searching online career databases is an effective method to view postings and career opportunities for either engineers or co-op placements world-wide. Results of searches can often indicate which employers are seeking to increase their work force, which in turn, may indicate that they may hire a student. International databases often post positions for co-op/internship opportunities which if pursued, may lead to securing successful work term positions.

Career Websites

Some examples of career database websites of interest are listed below. These represent only a small portion of available websites of career databases used in potential employment searches.

- <https://www.careerbeacon.com/>
- <https://www.glassdoor.ca/>
- <http://www.indeed.ca/>
- <http://www.jobinnl.ca/>
- <http://www.monster.ca/>
- <http://www.simplyhired.ca/>
- <http://www.workopolis.com>

LinkedIn

LinkedIn is a powerful networking tool used by many potential employers. Students can create current online profiles which can be used to network and connect with employers. Once a profile is created, students can connect with others, follow companies of interest and keep informed of current activities of the company. For more information, please visit <https://www.linkedin.com>.

JobFinder@MUN

JobFinder@MUN is a tool developed for ECEO which daily collects job postings from a number of popular job websites and displays them for Memorial Engineering students.

The primary search criteria of the tool attempts to limit the selected positions to Engineering Co-op positions in Canada, and effort is made to remove inappropriate opportunities, but note that the jobs listed on the site have not been screened/approved by ECEO and may not be acceptable work terms. ECEO does not necessarily endorse any of the linked employers and students should exercise due diligence. Before accepting any job as a co-op position students must first have them approved by ECEO. JobFinder@MUN can be found at <https://www.engr.mun.ca/ecsapps/coopjs/>

Web sites searched by JobFinder@MUN are:

- [Careerbeacon.com](http://www.careerbeacon.com)
- [Glassdoor.ca](http://www.glassdoor.ca)
- [Indeed.ca](http://www.indeed.ca)
- [LinkedIn.com](http://www.linkedin.com)
- [Monster.ca](http://www.monster.ca)
- [Simplyhired.ca](http://www.simplyhired.ca)
- [Talentegg.ca](http://www.talentegg.ca)
- [Workopolis.com](http://www.workopolis.com)
- [Wowjobs.ca](http://www.wowjobs.ca)

3.3.3 Career Development (Student Life)

Jobs may be posted at the Career Development (Student Life) Centre and not be forwarded to the ECEO (e.g., certain jobs in Physics, Mathematics, Computer Science, etc.) but could be appropriate work terms. Students should check “MyMUNLife” and apply for any positions that interest them and that appear suitable, but should remember that an ASM-CE must approve the work description before a student can accept the position.

3.3.4 Personal Network

An effective tool in obtaining a work term outside of the co-op competition is reaching out to a student's personal connections. This involves touching base with relatives, becoming active in industry related societies, organizations, functions, and events and connecting with potential employers through online media sources.

Personal Connections – Relatives, Friends, Secondary Contacts, etc.

Reaching out to relatives, friends, secondary contacts, etc. that work in the industry is a successful method in securing a work term. These contacts can provide students with “inside” information concerning employer contact information, project status and future working information, as well as educate employers concerning MUN's co-operative program while recommending students for positions on their behalf. The chances of securing an interview with an employer could increase dramatically if you were referred by someone they know.

Join a Learned Engineering Society/Organization associated with your Discipline

Students can develop valuable network connections and avail of professional development opportunities through active membership and participation in learned Engineering Societies and Organizations. Often, these societies and organizations host various local events throughout the year where students can attend and meet peers within their chosen discipline. Some examples include:

- Canada Research Chairs
- Canadian Society for Chemical Engineering (CSChE)
- Canadian Society for Civil Engineering (CSCE)
- Canadian Society for Mechanical Engineering (CSME)
- Institute of Electrical and Electronics Engineers (IEEE)
- Mining Industry NL (MINL)
- NACE International (professional organization focused on corrosion engineering)
- Newfoundland and Labrador Oil and Gas Industries Association (NOIA)
- Newfoundland Association of Technological Industries (NATI)
- Newfoundland Environmental Industries Association (NEIA)
- Society of Petroleum Engineers (SPE)
- Professional Engineers and Geoscientists of Newfoundland and Labrador (PEGNL)
- The Society of Naval Architects and Marine Engineers (SNAME)
- Women in Science and Engineering (WISE)

3.3.5 Annual Career and Graduate School Fair

The Memorial University annual career fair is usually held on the last Wednesday of September from 10:00 am to 4:00 pm in the Field House on campus. A majority of employers that participate in this career fair are local and national engineering companies that are targeting Co-op work term students and potential engineering graduates. Students are recommended to dress appropriately and produce hard and soft copies of their résumés for distribution when meeting with representatives of career fair participants and possibly future employers.

3.3.6 Employer Information Sessions at MUN

During the academic term, various local, national and international engineering companies visit campus to conduct Information Sessions open to students in which they introduce the company and

the services that they offer, as well as potential recruitment opportunities. At times companies focus the session on valuable graduate attribute skills or résumé, interview or employment search techniques. Students can source out valuable information relating to the companies' hiring policies and take the opportunity to meet and make contact with engineering and human resource personnel for future employment purposes, especially when preparing for an upcoming interview.

3.3.7 ECEO

The ECEO can be a beneficial source for students seeking work terms outside of the job competition. ASMs-CE and office staff have the knowledge and tools in order to provide students with input concerning past and present employers, industry related information, cover letter and résumé feedback, as well as advice in all areas of developing employment opportunities.

Students can book an appointment with an ASM-CE to discuss a large array of topics including:

- employer history,
- past and present co-op opportunities,
- region specific employer information,
- new and growing industries/markets,
- MUN Alumni connections,
- résumé and cover letter review,
- general advice, and
- funding options.

3.4 Entrepreneurial Work Terms

Entrepreneurial Work Terms (EWT) are designed for creative students who want to solve problems and make an impact. They provide students a relatively low risk yet demanding environment in which they explore a business idea or take their business to the next level. Selected students work from the Memorial Centre for Entrepreneurship's co-working space, receive direct mentorship from an experienced entrepreneur, meet and learn from other student entrepreneurs, participate in entrepreneurial workshops, and in an entrepreneurship course and/or a validation program at Genesis Centre. Each selected first time participant (or team) automatically receives the Early Bird fund (\$500) to validate the market potential of their idea.

A 'posting' seeking interest will be sent to students early in the academic semester. Students meeting eligibility requirements should apply to the MCE by the deadline and meet the outlined requirements. After a selection process, students may receive an offer of a financed EWT with a bursary of \$4,500 for the full-semester, or an unfinanced EWT offer.

Any student interested in entrepreneurship should discuss their plans with an ASM-CE early during the academic term to receive guidance. An EWT is not meant as a fall-back for those with difficulty finding a position. They should also contact the MCE for information on processes and timelines and to develop these plans, and business ideas. More information is available at <http://mce.mun.ca>

Eligibility criteria are as follows:

- Any student at Memorial undertaking a co-op work term and who has successfully completed at least one, and preferably all required, work terms.
- Students require an idea to be eligible for an EWT. MCE can help explore business ideas,
- ECEO must approve the project scope and description including technical merit.

- Students will be allowed to complete an EWT in a group with a maximum group size of two, only if they are able to show that there is enough substance to put the two group members full time to work.

Engineering EWT students should plan to meet with their assigned ASM-CE at least twice during the semester, up to monthly.

3.5 Work Term Funding Opportunities

When searching for co-op work terms, students should make eligible employers aware of some of the funding opportunities that may be available to them. Note that not all funding vehicles described below may be available each semester, and occasionally there may be other opportunities. Students or employers should contact the ECEO or check the website if they require more information including eligibility requirements. Information about a number of these programs can be found at:

- http://www.mun.ca/coop/programs/engineering/Funding_and_Award_Programs.pdf
- <https://www.mun.ca/fps/resources/current/programs.php>

4 CO-OP WORK TERM COMPETITION

A high level overview of the timelines for the continuous offer co-op competition is seen in Figure 2 below. Students should check with the ECEO, or the co-op web page for specific dates each semester.

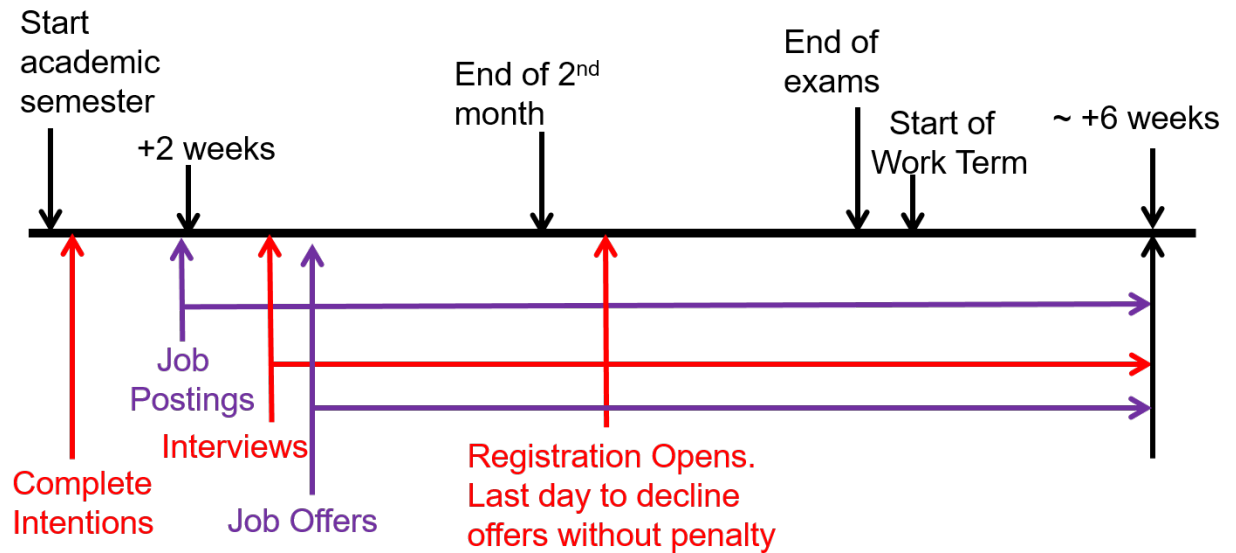


Figure 2: Job Competition Timeline

4.1 Co-op Postings

The co-op competition starts early in the academic term and students should check their MUN email at least daily for messages about work term postings.

The co-op competition is managed via the my.mun.ca web portal. Students should log in through this web portal and search for the link to MyMUNLife. In their first year, all students will be required to confirm that the ECEO may send applications to employers on behalf of the student by completing the Co-op Consent Form. MyMUNLife will be used by students throughout their time in the engineering faculty to view and apply for co-op placements and manage their interview schedules.

Work Term Competition postings typically take place on a weekly basis (usually Thursdays); however, towards the last part of the semester postings may be more frequent, and for shorter periods of time. Students should check with the ECEO for the posting dates for each semester. All co-op opportunities are posted electronically via MyMUNLife.

By the beginning of the third month of the academic semester unplaced students should consider discussing their work term search strategy with an ASM-CE who may be able to offer suggestions to help the student be more successful.

Work term postings will continue as long as employers submit positions to the ECEO. Interviews rarely take place during exams; however, positions may be posted during this time period, and it is the student's responsibility to be aware of this. The work term competition will typically continue

through at least the first month of the work term, or until the ECEO determines there is insufficient time left to constitute a viable work term.

Late in the competition, an employer may request that ECEO staff forward résumés of students who have the interest and background for a proposed co-op position without a specific job description being posted. Staff will attempt to consult students prior to sending their résumés, and students not interested in specific positions may advise ECEO staff without penalty.

Unplaced students should check with the ECEO on a regular basis to keep up to date on current events. Students should also check MyMUNLife and their e-mail accounts at least daily. Students are encouraged to continue seeking a position until the job competition ends, which is typically more than a month after the work term begins.

4.1.1 Postings for Placements outside of Canada

Typically, employers from outside of Canada will follow the normal posting/interviewing process. Sometimes ECEO will post a generic job description early in the work term competition to collect a pool of applications from interested students, from which employers can choose to interview.

Students wishing to work internationally (including the USA) should ensure they understand the rules that apply around working internationally. If they are unsure, they should seek direction from an ASM-CE. They should also review and follow the information under Working Internationally section in the Rules and Regulations Handbook.

Applications can take several weeks to process at the local passport office of Passport Canada, so students actively looking for an overseas work term are encouraged to apply for their passports early in the academic term. Students are reminded to keep their passports up-to-date – some countries require that passports be valid for six months following the departure date from that country in order to allow entry. More information for placements outside of Canada is available on the MUN co-op page under the Students tab at https://www.mun.ca/coop/students/international_placements/.

4.2 Applications to Co-op Positions

Students should make sure that their résumés are updated and available in MyMUNLife in advance of the start of the competition and should ensure that their personal information is always current and accurate. Note that some data, such as address and phone number, is pulled directly from the MUN student self-service database. If that data is inaccurate, the student should update it in that tool.

Students should review all posted co-op opportunities and prepare cover letters and résumés according to the guidance provided during Professional Development seminars and in Section 5 of this Guide and be willing to accept the position if offered. See the section on Co-op Offers in the Rules and Regulations Handbook for more details.

Students should be as flexible as possible about the type of work terms they apply for, and about work location and work environment (office, field, plant, etc.).

To ensure that the competition runs smoothly, all postings will have a deadline for applications. Application deadlines are rigid, and late applications will not be accepted.

The ECEO forwards all applications to the employers, who will send back lists of students they wish to interview. In some instances employers may interview all applicants, but in most cases they will screen and interview only a portion of the applicants.

4.3 Interviews

Students invited to an interview should research the jobs prior to the interview; this research, together with information learned at the interviews, should allow for an informed acceptance or rejection decision should the student be offered the co-op placement. Interviews will normally take place on campus or via electronic communications, occasionally they may be held at a local employer's place of business.

Students will be notified that they have been invited to an interview, and the date of the interview, through MyMUNLife. Students are then required to select a time slot and sign in for an interview in MyMUNLife on a first come/first served basis.

Students who have applied to a number of postings, but are not securing many interviews, should schedule an appointment with an ASM-CE who may be able to review their applications to help make improvements.

5 SUCCESSFULLY SECURING A WORK TERM

Students should be aware that "[The one] who gets hired is not necessarily the one who can do the job best but the one who knows the most about how to get hired."³ This quote means developing proficiency in researching employers, preparing a résumé, submitting a job application and conducting an interview is essential to being successful in a job search.

5.1 Essential Workplace Skills

Engineering students often have more skills than they believe they possess. Students may or may not have relevant engineering related skills to showcase on a résumé, but students definitely have many general technical and soft skills that have been gained through various life and/or work experiences over the years that they can highlight on a résumé, in a cover letter, or during an interview.

Students are encouraged to develop and strengthen work skills before and during their work terms. They should review skills and tools listed in job postings and look for opportunities to further develop their industry related skills.

In fact, engineering students already possess many of the nine skills identified by Employment and Social Development Canada (ESDC) as needed for success in the workplace, as they are used in almost every job. See APPENDIX B .

5.2 Licenses and Certifications

Some work term positions require that the student has a driver's licence so that they can use a company or rental vehicle to travel to field sites or other company offices. Students without valid licences are encouraged to get them as soon as they are able. A few work terms may require that the student has their own vehicle.

Students with interest in field or plant work should consider taking first aid and other related safety training. Students should ensure their first aid training is current or indicate to the supervisor when it expires.

Other training and certifications that may be useful depending on the industry might include: WHMIS, Microsoft Certification, Cisco Certification, AutoCAD, training in industry specific modelling or CAD software, HYSYS, coding languages, VBA, or advanced knowledge of excel.

5.3 Researching the Employer

To create a more effective job application package students should spend some effort researching employers to better understand their markets, customers, industry, projects, activities, and the way they do business. This research is essential since job descriptions are generally brief. Employers expect students to have a basic knowledge of what the organization does.

³ R.N. Bolles. 2020. *What Color is Your Parachute?* California | New York : Ten Speed Press.

Information on potential employers can be found on-line, in news media, or from students who have already worked with that organization. Students may also learn more about organizations from career fairs, industry fairs, or information sessions at the University.

Employers will know how much research a student has done from their job application and their performance in an interview, if granted. Students lack of knowledge about an organization or position is typically interpreted by the employer as a lack of interest and will negatively impact their chances.

5.4 Job Application Packages

The cover letter and résumé are your first introduction to a prospective employer and both should make a positive first impression. Their purpose is to secure an interview by providing the employer an overview of the applicants experience, skills, and interest in the job. They are the first impression made on an employer. Ensuring they are without flaws is critical to successfully getting an interview. Attention to detail in cover letters and résumé may indicate your ability to pay attention to detail on the job. Use tools such as Grammarly to ensure there are no grammatical or typographical errors.

A résumé is a synopsis of an individual's educational background, employment record, extra-curricular activities, achievements and skills. A résumé should be accurate, factual and concise and should demonstrate good written and organizational abilities. In most cases, a résumé should not exceed two pages.

The purpose of the cover letter is to introduce the applicant and their résumé. It provides a summary of the skills and experiences listed on the résumé that are relevant to the advertised position.

Students applying to work term placements posted through MyMUNLife should pay close attention to the instructions provided by the employer in the work term posting. Job posts may specifically ask for a student's driving record, references, or other information. Failure to provide these may result in the student being overlooked. Some employers ask that the student apply directly on the employer's web site. Students who apply to these positions are also asked to apply on the MyMUNLife site in order for the ECEO to track applications, and make interviewing easier.

5.4.1 The Résumé

The résumé is a written summary of the applicant's education, work experience, achievements, skills, and interests. It introduces the applicant as a potential employee and demonstrates their suitability for a particular job. The résumé should be designed to stimulate interest and result in an interview. In most cases, it should not exceed two pages.

Students should remember that a résumé is a dynamic document and will be edited regularly throughout not only their academic career, but their whole life. Some individuals will even create different résumés to highlight different skill sets for different industries. It is essential that students update their résumés shortly before, or just after finishing a work term to ensure it is updated while the tasks completed, and skills achieved are fresh in their minds. It is important to always have an updated résumé since one never knows when a job opportunity may arise.

Numerous books and web sites are available to help job seekers prepare a résumé; students are encouraged to consult several references before selecting a format appropriate for them, especially as they progress through the program.

The format favoured by many co-op employers is the modified chronological résumé, with sections described below. The order of the various sections should be chosen to present the most important information early in the résumé. As students proceed in the program they should be aware of the type/style of résumé a particular employer or industry might be looking for and attempt to tailor their documents accordingly. For example, a one-page résumé is often preferred by start-ups and some employers in the High Tech sector. When the employer preference is unknown, the two-page format might be a safer alternative as it allows more space to provide additional details. Sample résumés and cover letters are provided in APPENDIX C . The sample one page résumés are provided as a guide for students to see possible formats and content and to provide a starting point.

Personal

This section includes:

- student name,
- address, both local and home (if different),
- telephone number, local, home, and cell (include area codes),
- @mun.ca email address.

The @mun.ca email address is the official address, and is the only one that should be used for university correspondence. This helps maintain a level of professionalism.

Human rights legislation prohibits discrimination on the basis of marital status, height, weight, age, sex, and religious or political belief. This type of information should not be included on a student's résumé.

Education

The student should indicate their discipline and current academic term (Year One if in Engineering One). Including the expected year of graduation helps employers not familiar with Memorial's program.

The student should list other post-secondary schools attended and degrees or diplomas if awarded prior to starting engineering at MUN. The student should state what high school was attended, but not junior high or elementary schools.

Awards and Scholarships

This section should list any scholarships the student has earned, noting what they are for (e.g. academic excellence, community involvement, sports). If academic marks are worthy of note, they should be listed in this area.

Work Experience

Junior students should list all work experiences but, as students proceed through the co-op program, non-technical jobs should be given less emphasis, or removed. Jobs should be listed in reverse chronological order, beginning with the most recent. For each position, major duties and achievements/accomplishments should be listed in point form. For non-technical jobs in particular, the descriptions should focus on skills developed rather than the tasks undertaken, and action verbs should be used to start each point: supervised, constructed, analyzed, researched, prepared,

evaluated, planned, etc. A sample list of Engineering related action words is included in APPENDIX D.

The following three sections are very important, especially for students with little work experience. These items give the employer information on leadership abilities, organizational and communications skills, and interests.

Volunteer Experience

Any relevant volunteer work may be included here. This can be formatted in the same way as the Work Experience section, especially if a student does not have a lot of work experience. It can also be a shorter list briefly describing the experience and timeframe if the student has a lot of relevant work experience.

Skills

This section lists knowledge of computer languages and software, any mechanical or trade skills, drafting and surveying skills, driver's license, additional languages, etc. APPENDIX B includes a list of personal skills that can be used to generate the skills section of a student's résumé.

Extra-Curricular Activities

This section includes memberships in societies, professional organizations, clubs or sporting organizations and should emphasize any leadership roles that the student may have had (for instance, coaching, event planning or chairing committees).

Interests

Students can list any other interests including sports, reading, travel, etc.

References

The ECEO recommends against including references on a résumé. Students, however, should have a list of references available to provide to employers during an interview.

5.4.2 The Cover Letter

Each application submitted for a work term position should have a unique cover letter, linking the student's unique skills and experience to the job description and qualifications requested, and include information found during the student's research into the organization. "Form letters" that are not uniquely written for the position are strongly discouraged as they may indicate to the employer that the student is not interested enough in the position to complete an individualized letter.

The cover letter provides the first opportunity to express personal interest and to highlight to the employer what the student can offer. The letter should not exceed one page and should contain all of the items outlined below (and included in the example);

- student contact address, phone number and email address, as on the résumé,
- organization/company contact information,
- job that is being applied to and where was it advertised (ex. for jobs in MyMUNLife it will generally be '...as advertised through the ECEO at Memorial University of Newfoundland...'). Students should remember not to mention MyMUNLife in their cover letters,
- brief summary of information about the organization, not quoted verbatim from the job description or the company/organization website,

- expression of interest in the specific position or company,
- description of what the student has to offer the organization, specifically what skills they have that address the requirements of the position and how they were obtained (this is the most important section of the letter), and
- interview request and a thank-you.

A sample cover letter with instructions can be found in APPENDIX C .

5.5 Interviewing

After employers have reviewed the job applications and determine which students may have the background and interest to meet the organization’s needs they will invite some students to an interview. During the interview, the student has the opportunity to discuss their qualifications and interest in the position with a representative from the organization.

This interview may be face to face, via video conference, one-way video interview (the interviewee records responses with no interviewer present), or telephone. The employer will elaborate on the job and will ask many questions to determine if the student is suitable and has sufficient skills, interest and enthusiasm for the job. Some employers will use more than one round of interviewing to select candidates.

There are different types and formats of an interview and the type chosen is based on the preference of the employer. Students may have to complete multiple interviews for a single position and employers may use several formats during the interview process. Some typical types of interviews are:

- Informational –used by job seekers to learn more about the industry and work environment and activities
- Screening – often the first interview in the hiring process to determine the qualifications of potential candidates
- Behavioural/Situational – uses example situations to see how the candidate has reacted in the past to situations that might occur during employment
- Competency/Technical – often includes a test or problem to solve related to the knowledge required for the role
- Aptitude test – determines the interviewee’s suitability for the position or workplace this might be skill, ability, or behaviour based
- Informal – takes place in a casual setting to learn more about a candidate’s fit for the organization

Of the above list, one of the most common interview types is the Behavioural/Situational interview. The theory behind this interview style is that past behaviour predicts future behaviour. An employer may ask a student to “Provide an example of when....” or to “Describe a time when....”. This type of interview provides a student the opportunity to highlight multiple skill sets based on previous experiences. Students should use the STAR technique, as described below, to formulate answers and stay on track.

Situation – describe the specific situation (the who, what, when, and where)

Task – explain the task that was completed, highlighting specific challenges and constraints

Action – describe the specific actions taken to complete the task, highlighting the skill, trait, or quality the interviewer is seeking

Result – close with discussing the results of these actions, and quantifying when possible

It is expected that a student will become familiar with each of the different types of interviews that may be conducted. In addition to the mock interview required during ENGI 200W, students who are interested in gaining more experience in interviewing can request a Mock Interview with Career Development at <https://www.mun.ca/student/student-success/work-experience/interview-skills.php>. To make the most of an interview opportunity, students should observe the guidelines discussed in the following sections.

5.5.1 Questions to Expect

It is a good idea to consider, in advance, questions that might be asked in an interview and to have formulated some possible answers. The objective is not to appear rehearsed, but well organized and motivated.

Typical Questions

A list of possible questions is below. Job search websites may have other lists. Students should strive to keep answers positive and always bring the conversation back to their specific achievements.

- Tell me about yourself.
- Give me an example of a time you reached a desired result by setting priorities.
- What skills can you bring to this job?
- Why should we hire you?
- What was your biggest accomplishment in high school or university?
- Tell me about a technical skill you learned, either in university or during a job, something that you later used with good results.
- What are your strengths and weaknesses?
- Tell me about a creative idea you contributed to a project or activity. How did it make a difference?
- How does your work experience relate to the job we have available?
- How would a previous employer describe you?
- Describe a situation in which you worked well with other people to reach an important goal.
- What do you know about our organization? Why do you want to work here?
- Describe a situation where you had to use critical thinking to solve a problem.
- Was there ever a time you had difficulty working with others, and how did you solve that?

The first question is usually a warm up question, but it can be difficult to answer because it is so broad. Students should consider this a good opportunity to tell the interviewer something positive that is not on the application. This valuable opportunity should not be wasted with flippant remarks or unrelated information.

Other types of questions pose a hypothetical situation and ask for an analysis. This may be a conflict situation with staff or a problem with a client. This gives the employer the opportunity to assess the candidate's ability to think on their feet.

Prohibited Questions

An interviewer should not ask questions relating to areas of discrimination as defined under the Human Rights Code, and candidates are not required to answer these questions if they are asked. Subjects that should **not** be questioned include:

- national origin,
- credit rating,
- specific age,
- mother tongue,
- religious beliefs,
- sexual orientation,
- gender identity,
- birth place,
- political beliefs,
- marital status, spouse, number of children, pregnancy, family plans, and
- health issues.

If a question has no bearing on the interview or the job being applied for, the candidate should politely inform the interviewer. The response should be "I am sorry, but I feel that such information is not necessary to evaluate my qualifications for this position." Students should report such questions to the ECEO.

5.5.2 Before for the Interview

Students should use the following checklist when preparing for an interview:

- Prepare adequately for the interview.
- Dress appropriately. Attire should be suitable for both the position and the work environment. Dress plays a significant role in first impressions, and research concludes that a significant percent of one's lasting impressions are based on visual perceptions.
- Leave cell phone outside, or turn off ringer.
- Arriving 10 minutes early for the interview is a best practice.
- Take a list of references and/or reference letters, as well as extra copies of their résumé and transcript.
- Bring copies of any safety training or other relevant certificates to the interview.

5.5.3 During the Interview

Students should use the following checklist when attending an interview:

- Attend the interview with a positive mental attitude.
- Use a firm handshake.*
- Use a headset and mic if attending a video interview.
- Sit upright, facing the interviewer and always maintain eye contact.*
- Ask questions about the organization and the job.
- Never answer a call or text during an interview
- Show interest in the job and the employer.
- Speak clearly and with confidence.
- Ask well-thought-out questions. A rule of thumb says that in a good interview the applicant and the employer should each do about one half of the speaking.
- Project a positive image even when discussing situations that have had a negative impact; this indicates maturity.
- Thank the interviewer(s) when leaving and shake hands.*

*Note that due to cultural or religious differences some students or employers may not shake hands or maintain eye contact. Some individuals may also avoid shaking hands for health reasons. Students should be aware of this and adjust their actions accordingly.

The student **should not**:

- Fidget with objects, chew gum or stare around the room during an interview. Note that shuffling papers during phone or video conferences can be very distracting to the interviewer.
- Try to become overly friendly.
- Speak in a negative manner about past employers, schools attended, or hometown.
- Answer questions with a yes or no or interrupt to ask or answer a question.
- Offer information non-essential to the interview.
- Ask unrelated questions or provide flippant remarks.
- Smoke during, or immediately before the interview.
- Speak too quickly or too slowly.

Students may wish to bring personal portfolios, containing items that they have personally created or produced, to interviews to showcase their abilities. There are many useful examples of technical portfolio organization online.

5.5.4 Asking Questions During the Interview

During the interview, candidates will normally have an opportunity to ask questions. A job applicant who has thoroughly researched the organization and who asks informed questions at the interview has the best prospect for employment. These questions could relate to information the employer has offered, but students should also include other questions. It is a good idea for candidates to develop some default questions that can be asked at any interview, in case no others come to mind. Questions may be written down and brought to the interview, and notes may be taken during the interview.

The employer usually closes the interview by asking if there are any further questions. This will be the students opportunity to ask any final questions and thank the employer for the interview.

5.5.5 Interview Feedback from Employers

When interviews have been completed, employers submit their rankings and sometimes also provide feedback on how well students performed. This feedback can be used to counsel students in areas where weaknesses may exist. If students are concerned, they are encouraged to seek the advice of an ASM-CE on matters related to their interviews.

The following feedback has been received by the ECEO from employers and is presented to illustrate what employers observe.

Positive Comments

- "confident, experienced and will gain a good deal from this work term",
- "good interview, very mature",
- "well-spoken in the interview",
- "excellent presentation",
- "expresses themselves well",

- "communicates well",
- "very personable",
- "honest and frank discussion".

Constructive Feedback

- "student did not do homework to learn about our organization; I think this is essential for the interview process",
- "make sure you get the company name and interviewer's name right",
- "appears somewhat nervous and lacked confidence",
- "should be more talkative",
- "should speak up and clearly, whispering makes it hard to conduct the interview"
- "does not appear to be very interested",
- "has an abrupt style of speech",
- "concerned about having to do work not done before",
- "not very communicative, nervous",
- "very few questions, difficult to tell how interested the student was in the job",
- "student was late and I considered not interviewing him", and
- "needs help in structuring application and résumé".

6 PREPARING FOR THE WORK TERM

There are several steps that must be followed to ensure that the student is prepared for the work term. ASMs-CE are always available to answer questions that students may have when getting ready for their work terms.

6.1 Contacting the Employer

The ECEO will provide students with contact details with the employer's name and phone number after they have accepted a position. Students can then contact the employer and begin to arrange work details including:

- start date and time,
- dress code,
- travel to the job location if relevant,
- how transportation will be paid, what method to use, etc. if relevant (note that not all employers pay travel),
- housing (if applicable – note that employers typically subsidize housing only in more remote locations),
- where to go upon arrival at the office or job site,
- who to contact on arriving at the office or job site,
- required learning accommodations for disabilities,
- any other questions that will make the first day less confusing.

Most employers will provide students with a written offer of employment which should be kept for the student's records. If an employer does not provide an employment offer, the student should request one, especially if it is a co-op placement they found themselves, outside the work term competition.

6.2 Security and Medical Screening Requirements

Students should be aware of any added clearance requirements from their employer. Some employers may require a student to get security clearance prior to starting work. This may take from several weeks to several months to obtain, and will be initiated by the employer.

Some employers, especially those in industrial settings, may also require the passing of additional medically based screening tests for the purposes of ensuring health and safety at work. This might include tests such as hearing, lung capacity, or drug use. Students should be aware of these tests and prepare accordingly. While the use of some substances such as alcohol and marijuana are legal in Canada some employers may test for their use before or during a work term. Marijuana and other drugs can linger in the system for a long period of time. Testing positive during this period has resulted in students losing positions and/or being dismissed from work terms. Students should understand how product use can affect their employability.

6.3 Student Insurance

Students should consider their needs for medical insurance before going on a work term. A student Health and Dental Insurance Plan is available through the Student Union, or there are other plans that

offer protection in the event of an illness or accident. Students working outside of Newfoundland and Labrador should check with MCP to ensure they have coverage while working out of province. Out of Province coverage may be required. Students working in Canada must opt-in to the MUNSU health plan should they wish to use it. Some employers will offer some medical coverage to students. Students who will be working outside of Canada are advised to contact a third party supplier if they wish to acquire secondary health insurance.

6.4 Course Outlines

Course outlines for each of the Work Terms contain important details about each work term including submission dates and expectations. Work term related forms are discussed in detail in the Course Outlines. Some forms are completed directly in MyMUNLife, and the remaining ones are found at www.mun.ca/coop/programs/engineering/docs_forms.php.

It is the student's responsibility to complete (or have completed by the supervisor) all of the necessary documents for the work term and to submit them at the assigned times.

6.5 Taking Courses During a Work Term

Employers have the right to assign work term hours to meet the needs of the job. Students must therefore obtain written approval from their employer and the ECEO before registering for an academic course during the work term. Employers do not have to allow students to complete academic deliverables during work hours, so students must not undertake courses if the workload will interfere with timely completion of their assigned job duties. If the job commitment makes it inappropriate, then the employer has the right to refuse such permission. Failure to obtain appropriate employer authorization for such courses will be noted and may be considered in the student's performance evaluation.

The ECEO recognizes the work term as a significant effort, and a student's primary focus should be on the requirements of their position and the required communications deliverables. The ECEO discourages students from taking an additional course during their work term, and students should consider the expected work load before registering for even one additional course. The ECEO may refuse a student's request to take additional courses during the work term, even if that prevents the student from graduating on time.

7 DURING THE WORK TERM

The work term component of the engineering program requires the same level of commitment as the academic component. Work terms are completed in sequence, and successful completion of each work term undertaken is a prerequisite to registering for the following work term.

This section elaborates on aspects of the work term requirements and will give the student adequate knowledge to deal with situations as they arise. Students should also refer to regulations in the University Calendar that governs the work term requirements, along with the specifics found in the Rules and Regulations Handbook and the specific Course Outline for each work term.

A high-level example of the Work Term Timeline is provided in Figure 3 below. Students should check the co-op web page and Course Outline to determine specific dates each semester.

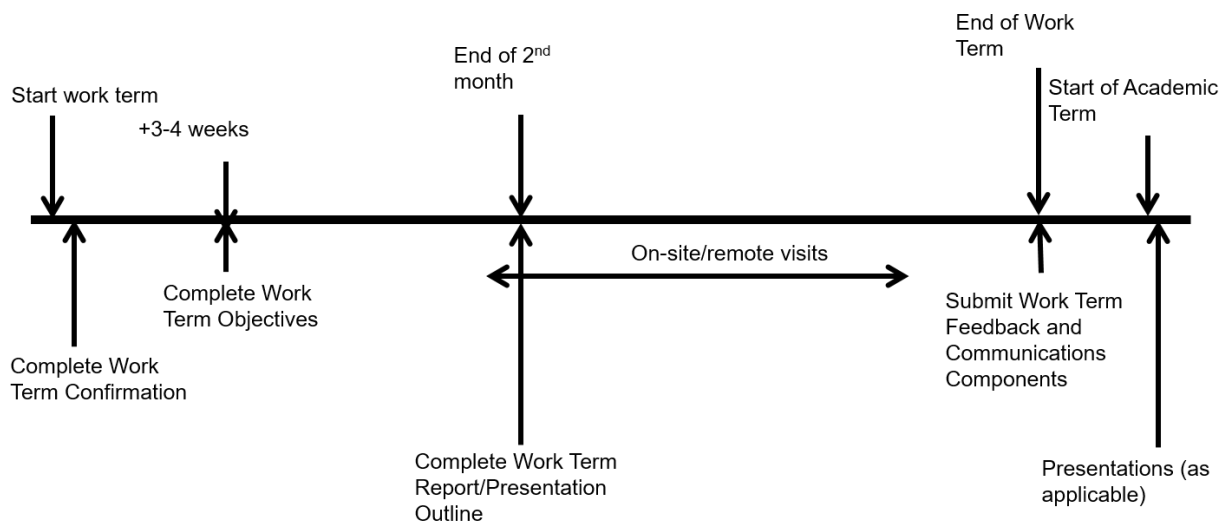


Figure 3: Work Term Timeline

7.1 Expectations for the Work Term

A summary description of each work term from the MUN Calendar is below. They are provided to show the growth students should expect as they progress towards becoming a professional engineer.

7.1.1 Work Term 1

Work Term 1 provides opportunity for an introductory experience in an engineering work environment. Students are expected to learn, develop and practise the basic standards of behaviour, discipline and performance normally found in a professional work environment. They are expected to learn the basics of technical writing and to become familiar with the various communications tools used in an engineering work environment.

7.1.2 Work Term 2

Work Term 2 requires students, under supervision, to contribute positively to the engineering and problem solving processes practised in the work environment. They are expected to set objectives, take direction, work independently as required, learn professional behaviours, and function as effective team members. An ability to investigate work-related concepts should be demonstrated.

Students should become better familiarized with the use of engineering tools, data analysis, prioritization of assignments, and effective communication of technical information.

7.1.3 Work Term 3

Work Term 3 requires greater participation in the students' engineering discipline. They become more experienced and proficient in problem solving and use of appropriate design processes. They should demonstrate speed and accuracy in their work, accept greater responsibility and be able to function with less direct supervision. Good judgement, increased initiative and improved analytical skills are expected to develop at this stage. Students should better appreciate the attitudes, responsibilities, and ethics expected of engineers.

7.1.4 Work Term 4

Work Term 4 requires students to engage in complex facets of engineering. Participation in their selected engineering discipline is expected. Students should be able to contribute independently to design and/or problem solving processes, understand their responsibility to society and the environment, understand project management strategies, think critically, and use engineering tools appropriately. The level of responsibility should reflect their academic background and experience. Good teamwork skills are expected and leadership skills may be developed.

7.1.5 Work Term 5

Work Term 5 requires students to continue to engage in advanced facets of engineering. Participation in their selected engineering discipline is expected. Students should apply skills independently in engineering analysis, contribute to a safe work environment, and utilize engineering tools while understanding their limitations. They will contribute significantly to design and/or problem solving processes, and demonstrate project management and leadership abilities. The level of responsibility should be commensurate with their academic background and experience.

7.1.6 Work Term 6

Work Term 6 requires students to further engage in various advanced facets of engineering. Participation in their selected engineering discipline is expected. Students should gain further appreciation of the use and importance of acquired analytical skills in engineering analysis, and significantly contribute to design and/or problem solving processes. The level of responsibility should be commensurate with their academic background and experience. Work scope should be mostly independent, with longer timelines, and with the possibility of leadership opportunities.

7.2 Professional Conduct During the Work Term

Students should consider that positions acquired through the ECEO's work term competition have been developed by the ECEO for students to enhance their skills throughout the co-op experience. Students are thus expected to treat these positions appropriately, so that future students may gain similar benefit in later terms.

While on a work term, every student is an ambassador of Memorial's Engineering Co-op Program. Students' actions will create in the mind of the employers a positive or a negative impression of Memorial's program and co-op students in general. This impression determines whether that employer will continue to participate in the program at Memorial or look to other institutions.

Co-op students on their way to becoming professional engineers are expected to act in a manner that will leave a positive impression, no matter what the circumstances. Students should:

- abide by organization rules and regulations with respect to safety, work habits and work hours.
- respect company/organization property.
- maintain good relations with fellow employees, management, clients and the general public, even when confronted with stressful situations.
- follow policies as set out in the Student Conduct section of the Rules Handbook
- maintain professional behaviour consistent with the Code of Professional Ethics of PEGNL (included in APPENDIX E).

Students who behave inappropriately risk losing their work term position and may face academic penalties.

7.3 Reflective Learning

Reflective learning is the process by which an individual identifies what has been learned from a prior experience. During a work term some of the learning is apparent and based upon the learning objectives set at the beginning of the term. For example, a performance objective might be to learn how to use and apply a software application package. The reflective learning process would involve the student evaluating how effectively they have learned this skill and how it can be applied to future experiences.

Equally important is the learning that takes place subconsciously as a result of a specific experience. For example, the objective of an assigned project might be to solve a specific problem in a short period of time. There could be considerable reflective learning when the student identifies how much was learned about time and project management. They might also recognize what they have learned about the industry and the role of the professional engineer within it.

The Reflective Learning process can thus be thought of as a continuous feedback loop accelerating learning and performance. Students are encouraged to engage in the reflective process throughout their work terms and at the end of major projects or milestones.

7.4 The First Week on the Work Term

Students can expect that the first week on the job will include some contact with their employer's Human Resources representative to set up contracts and salary payment. Students will also receive some form of orientation, which can be formal or informal, depending on the employer; training in company policies and procedures or safety practices is also likely.

Students must also complete the Work Term Confirmation (WTC) form in MyMUNLife. The form confirms to the ECEO that the student has started work, and provides the required information for communication with students and supervisors. Although the on-line form will appear as 'Approved' when the position is created, students must still input the required information. The WTC must be updated whether the student is in a new position, or is returning to a previous employer. The office-building name, street name and number should be included as well as the actual work location if it different from the employer's mailing address. Specific location information is important as it helps the ASMs-CE arrange site interviews and follow up on any aspects of the work term. If any information is not known, or changes during the work term, especially the supervisor name and email address, students should inform their ASM-CE and update the WTC form online.

Salary information is also required in the WTC as it helps the ECEO aggregate salary information to provide it to employers so they may pay their students competitively.

7.5 Daily Diary

Students are required to maintain a hand written daily diary for some work terms and are highly encouraged to keep one for all work terms. These diaries should be started the first day of the work term. These diaries are fundamental to good time management and legal or personal recourse, and may be useful during future job searches. More information on maintaining a diary, including samples from actual students can be found in the Work Term 1 Course Outline.

7.6 Work Term Objectives

The Work Term Objectives form, gives both the supervisor and the student the opportunity to set formal task and learning objectives for the term. By clarifying objectives early in the term, they can better plan and derive the maximum benefits from the work term. Objectives help to focus the learning of the work term towards specific goals, and what the student and employer want to get out of the work term. This also permits the ASM-CE to evaluate whether the objectives are realistic based on the student's academic record and prior experience. Two types of objectives should be set: performance objectives, which describe tasks to be completed or technical skills to be learned; and personal/professional objectives, which describe work or people skills to be developed or improved.

Students should write their objectives using the SMART method to help focus the objectives and make it easier for the employer to provide feedback on the student's performance during the work term. **SMART** objectives are described in further detail in APPENDIX F. The work term objectives, and how well they are being met, should be discussed with the supervisor about midway through the term. The objectives should also be reviewed when completing the end of term performance review.

7.7 Work Term Oral and Written Communications Requirements

Students are required to submit a communication component each work term to the ECEO for evaluation. These are typically based on some aspect of their job or industry. They take the form of a written report, oral presentation, diary, or some other format as determined by the ECEO for the specific work term. While the student's employer may have additional requirements for a presentation or report, only the University's requirements are provided in the Work Term Course Outline.

7.7.1 Purpose of the Communication Requirement

The communications requirements are intended to illustrate the learning that students have acquired during their work terms. Technical reports provide the opportunity to develop good writing skills, an important element in becoming a professional engineer; presentations provide practice in organizing and presenting material orally. Both provide a forum to complete critical analysis, and to develop organizational, presentation, evaluation and prediction skills. The career development report requires a reflective self-assessment of skills and qualities developed during work terms and an understanding

of the job market and factors influencing employment. Work term reports and presentations are sometimes used by employers to maintain a record of the past term's work, and are used by the University to measure the amount of learning that has taken place. Without the communications requirement, the work term might be "just another job" instead of the educational experience it is meant to be.

7.7.2 Joint Submissions

The communication requirement of the work term is meant to give all students a forum to do critical thinking, research and analysis and to enhance their written communication skills. It is used by the University to determine the amount of learning that has taken place. The ECEO will not accept jointly written reports or presentations.

7.7.3 Work Report/Presentation Topic

The work report or oral presentation topic is typically relevant to the student's work term, but it does not always need to be based on the tasks that the student is actually performing or the project(s) that the student has been assigned. It could be based on engineering-related activities and procedures that are occurring in the students' work place in which they are not directly involved, or could be a special unrelated task assigned by the student's supervisor.

The contents and topic specified in the Work Report/Oral Presentation Outline shall be chosen in discussions with the supervisor and with their approval, with consideration given to the confidentiality of the subject matter.

Many employers will require a report to be completed concerning a student's main project. These may be suitable for the ECEO submission. In instances where the employer required report or presentation is not suitable, students may have to rely on their own initiative to develop an appropriate topic or see if their employer may have some other suggestions for a topic.

Students are encouraged to start thinking about a potential work report or oral presentation topic as soon as they start their work term. If the student is having difficulties finding a topic because of confidentiality or other constraints, the student should discuss this matter with their supervisor and ASM-CE. If, after the second month, students do not have a suitable topic, they should contact their ASM-CE for assistance.

7.7.4 Work Report/Presentation Outline

The Work Report/Oral Presentation Outline helps the student organize their ideas and to better communicate these ideas to their audience. Outlines provide a framework and a means of organizing the information in a logical order.

The final layout of the report or oral presentation may sometimes be different from what the student originally proposed in their Work Report or Oral Presentation Outline. Major deviations from the submitted outline should be discussed with both supervisor and ASM-CE before proceeding any further with the report or presentation.

7.7.5 Confidential Submissions

All required work term communications components must be submitted to the ECEO at the end of the work term as the student's assigned ASM-CE is solely responsible for grading them. When

sensitive or proprietary information is involved, the Non-Disclosure Request Form should be submitted. Students should discuss their work report topics with their supervisors early in the term and determine if any of the material is confidential or consider changing to a less sensitive topic.

7.7.6 Completing Deliverables on Time

Employers are under no obligation to provide students with time to prepare their presentations or reports during working hours. Students should be selective about activities they may choose to do during the work term to leave themselves enough time to work on their report or presentation.

Students should have their reports completed about two weeks prior to the due date to give their supervisor time to read, provide feedback, and prepare comments for the End of Work Term Feedback Form. Some employers may require the report to be submitted much earlier for confidentiality screening purposes. Students should check with their supervisors early in the work term to determine when they should submit it for their employer's review.

The timely submission of all work term documents, including reports, diaries, and presentations, is taken into consideration in the performance evaluation. An overall grade of ***Pass with Distinction*** will not be considered unless all of the work term requirements are submitted in a timely manner. Any documents submitted (or postmarked) after the published date, without prior approval, are considered late and marks may be adjusted accordingly. Circumstances for the delay, if authorized in advance, and explained in the letter of transmittal, will be taken into consideration by an ASM-CE.

7.7.7 Deferred Work Term Report or Presentation

When a student knows in advance that they will be unable to meet document submission deadlines or presentation dates, as a result of an acceptable cause duly authenticated in writing, they should apply for a deferral before the deadline as defined in the University Calendar. An acceptable cause for deferral would typically not include vacations or other elective travel for non-academic reasons. Any student planning to complete a presentation and considering travel after their work term is strongly advised to confirm presentation dates before booking travel to ensure availability to present on scheduled dates.

Any student wishing to complete an optional oral presentation in Work Term 5 or 6 who is considering travel after a work term which conflicts with the scheduled presentation dates must first submit an official deferral request before submitting the Work Report/Presentation Outline.

7.7.8 External Reviewer Feedback

Most report evaluations are completed by the ASM-CE who is assigned to the student, however, the Faculty of Engineering and Applied Science in conjunction with the PEGNL has developed a program, known as the Co-operative Engineering Associates Program, to use the expertise of retired professional engineers in the feedback of the communications components of the co-operative work terms. Under this program, professional engineers become familiar with the various written and oral communications required for the work terms and participate in their commentary. The ASM-CE will first seek approval from the student before using this program.

Faculty members and/or graduate students may also assist in report evaluations, when students are working in placements relevant to the professor's field of expertise.

The student's assigned ASM-CE will still provide final evaluation and grading of the report in both these situations.

7.8 Site Visits

ASMs-CE monitor the performance of students while on their work terms. Most students can expect to receive an on-site visit where practical. If an on-site meeting is not possible, a remote meeting such as; a telephone call, video conferencing, or an email exchange, may be held with the student and supervisor. The term "site visit" will be used interchangeably for site visits and remote meetings throughout this document.

The primary purpose of the site visit is to provide mentoring for the student in all aspects of their co-operative education experience and to verify that the work term is progressing in a positive manner. More specifically, the visit:

- determines that learning is taking place, and helps students and employers to maximize the learning opportunities through reflection,
- encourages a review of past academic and work terms to identify strengths and areas for growth,
- provides advice around career objectives and a development of strategies to achieve future success, and
- enables a discussion with the supervisor on the student's performance and attainment of learning objectives.

Students should prepare for the meeting by confirming their supervisor will be available, booking an appropriate space, and reviewing their objectives and work report/presentation outline. The student should ensure that they can access the meeting room (i.e., room code or security card requirements). If a student's work location has changed after the initial confirmation form was completed, they should inform their ASM-CE of this change. Students should also check with their supervisor, or with site security to determine if there are any additional entrance requirements that might need to be considered before the ASM-CE arrives on site, such as government security screening.

The student should ensure their ASM-CE has all necessary information required to arrive at the student's place of work and meet with the student when they arrive. Important information to communicate to the ASM-CE prior to the visit might include:

- directions to the place of work;
- availability and location of visitor parking;
- provisions for temporary parking permit if required;
- location to meet upon arrival;
- ID requirements;
- permissibility of electronics such as a phone or camera on the worksite;
- security check-in and escort requirements;
- safety orientation completion requirements;
- specific site safety protocols, and
- Personal Protective Equipment (PPE) requirements for visitors.

During the site visit, students should be prepared to answer questions on duties and responsibilities and to show some of their work to the ASM-CE. The communications deliverable will be discussed and the student will be given an opportunity to ask questions on any aspect of the work term. The ASM-CE will also wish to speak with the supervisor to assess the performance to date.

Students are also encouraged to meet with their supervisors near the mid-point of their work term (just before the site visit is a suitable time) to discuss their performance to date. The End of Work Term Feedback Form, or the employer's internal evaluation form may be a useful tool to help direct this meeting. This meeting is an opportunity for the student to understand how they are performing, review progress towards work term objectives, and discuss where they could focus development for the second half of the work term.

On-site interviews are also combined with a program of promoting co-operative education to potential employers to develop further opportunities. The objectives are to:

- review prospects for the employer's continued participation in the Engineering Co-operative Education Program,
- obtain referrals to other potential employers,
- obtain an improved understanding of the co-op work and environment,
- engage in work term opportunity development with potential employers in the area,
- provide feedback to Faculty on the academic components of the engineering curriculum.

7.9 Work Term Evaluation

The evaluation for each work term consists of a mark given for the communication component, a mark given for performance and then a final grade. Some of the factors that will be considered in the final performance grade determined by the ASM-CE include meeting deadlines, the site visit, and employer feedback.

One of the responsibilities of becoming a professional engineer is being able to meet deadlines. All deadlines will be posted on the ECEO web page and are in the Work Term Course Outline. It is the student's responsibility to be aware of these dates. Missing Work Term deadlines will be taken into account in the performance or communication component marks.

The information acquired by the ASM-CE during the site visit will be used to counsel the student if an area for growth is observed. Additionally, the employer's feedback concerning skills development and achievement of learning objectives received at the end of the work term will also be considered when determining the performance grade.

8 ADDITIONAL CONSIDERATIONS ON A WORK TERM

8.1 PEGNL Log Book

The Professional Engineers and Geoscientists of Newfoundland and Labrador (PEGNL) is the association responsible for Licensing and Registration for the Professional Engineer (P.Eng.) designation in the province. Students completing work terms after Academic Term 4 are encouraged to begin making entries in the PEGNL log book starting in the first month of the work term. Up to one year maximum of pre-graduate experience (i.e. three of the four available work term slots) may be accepted towards P.Eng. work experience requirements. This experience does not necessarily have to occur in NL, and experience in other Canadian provinces and some international countries is often accepted. Further information is available at www.pegnl.ca, or the Professional Engineering association in the province in which they intend to practice. Students who purchase a log book through PEGNL can arrange to pick it up at the ECEO.

8.2 Employer Policies and Regulations

During work terms students will be informed of a variety of employer policies, procedures, and regulations. These are the product of experience in the operation of the particular organization, and govern its activities. Students are expected to follow all policies, procedures and regulations, and should consult their supervisors if they are unsure about appropriate activities.

Most organizations have specific policies governing internet usage, especially with respect to access for personal use and employees may be required to sign statements in which they agree to follow the organization's policy in this area.

Students are often required to meet the requirements of quality management systems, occupational health and safety programs, and confidentiality guidelines.

Any anticipated time away from work should be pre-approved by the employer who should also be informed of any medical appointments or time missed when sick.

8.3 Exit Interview

Near the end of the work term, students should arrange to have an exit interview with their employer. This may be with a direct supervisor/manager, with HR, or both. This interview should be used to do the following.

- Discuss how well the objectives set at the beginning of the work term were met and allow for the student to reflect on learnings from this work term and allow further growth in upcoming work or academic semesters.
- Reflect and evaluate how the student may have improved or further developed skills based on previously received performance feedback.
- Review the employer's feedback provided via the End of Work Term Feedback Form. This will help to point out strengths and areas for growth.
- Discuss work term placement prospects for the next work term or request suggestions for other employment.

8.4 Problems on the Work Term

The experience of the ECEO is that few students encounter serious problems while at work. If, however, any student has a situation that they feel is a problem, they should first try to resolve it through open dialogue with their employer, if this can be accomplished professionally and safely. If the difficulty is not resolved, the student should immediately contact the ECEO for further advice.

Over the years, relations with virtually all employers regarding pay, benefits, and conditions of work have been very professional. For example, most employers treat students as regular full time employees and follow the employment standards for the province or country in which they are located.

From time to time students may have a need to seek help in areas such as wellness, academic support, or personal counselling including mental health services. APPENDIX G provides more information for students seeking these kinds of assistance.

8.4.1 Health and Safety

Maintaining students' health and safety and that of their colleagues is paramount. APPENDIX H provides some information on the Occupational Health and Safety Regulations and students' rights under this act.

If anything in a student's job site or duties is a matter of concern, the student should discuss the matter with their supervisor or the safety officials for the employer or job site. If the matter is not resolved, the student should speak to an ASM-CE.

Ultimately, a worker has the right to refuse to do work that they believe is unsafe, however it is rare that refusal is required; most situations can be made safe through modification, proper training and protective equipment.

8.4.2 Labour Disputes

Some students will work in a unionized environment, and some may be required to join unions. Students in unions should follow the normal course of action as laid out by that union. If a strike is called, students are expected to follow their co-workers in any strike duties as deemed necessary by the union. Students in this situation should contact the ECEO immediately.

If a strike is called in the workplace, but the students are not part of the union, they should report to work in a normal manner. If they are prevented from entering the workplace, they should leave and call the employer, advising of the situation and asking advice. This course of action should continue for the duration of the strike. Students in this situation should contact the ECEO immediately.

8.4.3 Sexual Harassment

Sexual harassment is a violation of human rights. Memorial University does not tolerate harassment in any form. All members of the University have the right to study and work in an environment that is free from sexual harassment.

Sexual harassment is comments or conduct of a sexual nature and/or abusive conduct based on gender, gender identity, sex (including pregnancy and breast feeding) or sexual orientation, directed

at an individual or group of individuals by a person or persons of the same or opposite sex, who knows or ought reasonably to know that such attention is unwelcome and/or unwanted. Sexual harassment detrimentally affects the work or learning environment or leads to adverse job-related or academic consequences for victims of harassment

Sexual harassment is any sexually oriented behaviour that:

- negatively affects an individual's work performance or creates an intimidating, hostile or offensive environment for learning or working, or,
- explicitly or implicitly endangers an individual's continued employment or impacts upon the conditions of employment or performance evaluation, or,
- undermines an individual's personal dignity or self-worth.

APPENDIX I outlines Memorial University's on sexual harassment. It applies to all students of MUN's co-operative education programs who are employed at Memorial and outside of Memorial during work terms.

9 SUPPORT FOR TECHNICAL WRITING

Learning good technical writing skills is a very important aspect of work terms. Employers frequently comment on the importance of good written skills and some request to see prior work reports during interviews.

Students should strive for text that is clear, concise, complete, accurate and objective. Students must bear in mind the technical knowledge of their readers (their supervisors and the ASM-CE, faculty member or PEGNL volunteer) and prepare the text accordingly. Students should use language and describe concepts in a way that allows the reader to easily follow the report. There are resources available to provide additional assistance to students when writing their reports as listed below. Students are also encouraged to use Grammarly when writing.

9.1.1 Engineering Technical Communications Centre

The Undergraduate Technical Communications Co-ordinator assists engineering students with their technical communications, including referencing, technical reports, résumés, and emails. Students having issues with their technical writing should seek assistance from the centre, or see their website https://www.mun.ca/engineering/undergrad/technical_communications/.

An ASM-CE, after reading written submissions, may require students to seek help from the Technical Communications Co-ordinator before they can be promoted to the next work term. The ASM-CE may also direct a student to the Technical Communications Co-ordinator for further help.

The ECEO acknowledges the FEAS Undergraduate Technical Communications Co-ordinator as a contributor to the communication skills and referencing content located in the Course Outlines.

9.1.2 University Writing Centre

Students with weaknesses in written communications can also seek assistance at the University Writing Centre. Professionals are available to assist students correct any deficiencies that they may have in this area. Writing Centre tutors will work online to help students working outside St. John's on their work terms. The Writing Centre has many resources on good writing styles and report writing. These can be found at www.mun.ca/writingcentre/resources/.

10 ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS

Many international students attend the co-op engineering program at Memorial on educational visas. All requirements of the co-op program apply to international students with a few considerations outlined in the paragraphs below. International students should make an appointment and visit the Internationalization Office to discuss student work permits, health insurance options, and Canadian taxation issues prior to the work term.

Job Eligibility

Some co-op opportunities advertised by the ECEO will be clearly marked “Must be a Canadian citizen and/or permanent resident.” These positions are advertised as such at the request of the employers. Co-op placements requiring a high level of security clearance are usually not available to international students because of the length of time it takes to do security checks internationally. Students should check with the ECEO if they are unsure of their eligibility for a particular position.

Tax

International students who have an address in Canada and who are working in Canada are considered “Canadian residents” for Canadian income tax purposes – students should indicate this on salary and benefit forms they fill out when starting jobs.

Health Insurance

MCP does not cover international students while they are on work term outside of Newfoundland and Labrador (<http://www.health.gov.nl.ca/health/mcp/international.html>). International students whose work terms are outside of the province are required to purchase the foreign health insurance. Please visit the Internationalization Office and see the Health Insurance Co-ordinator for details.

Professional Skills Development Program for International Students (PSDP)

This program helps to prepare international students for professional employment in NL and throughout Canada. The program will take place once a week and will cover themes of communication, culture, volunteering and interactive professional skill development. The goal is to instill a level of Canadian job search knowledge and preparation to assist students throughout their academic study and after graduation. For details, please visit <http://www.mun.ca/isa/employment/psdp.php>

International Student Work Experience Program (ISWEP) for International Students

This program is an on campus part-time employment program for undergraduate international students and English as a Second Language (ESL) students with a valid study permit. The program will cover one full semester and is intended to help undergraduate international students during an academic semester secure employment secure paid employment on campus in one of three categories (students helping students, research or administration). Reflection is a mandatory component of ISWEP. For details, please visit: <https://www.mun.ca/student/student-success/work-experience/ISWEP.php>

11 Work Term Awards

Awards are available to students who excel in various components of the work terms. For students to be eligible for some of the awards, their supervisors must complete the nomination form that can be found at https://www.mun.ca/coop/programs/engineering/docs_forms.php.

The W.W. Cossitt Award

This award is intended for the Senior Engineering Student (Work Term 4, 5, & 6) who has made the most important contribution to an employer and therefore to the Co-operative Engineering Program. The award is made available by the Professional Engineers and Geoscientists Newfoundland and Labrador (PEGNL) once per semester and has a monetary value of \$1000. PEGNL issues the final award on recommendation by the Dean, Faculty of Engineering & Applied Science and the Engineering Co-operative Education Office. The recommendation is based upon: a) Supervisor nomination b) Student work performance; c) Student work report, or oral presentation and written summary; d) Student academic standing (must be scholarship standing).

The PEGNL Connections East Award

This award is intended for the Junior Engineering Student (completing work terms 1, 2, or 3 prior to Academic Term 5) who has made the most important contribution to an employer and therefore to the Co-operative Engineering Program. The award is made available by PEGNL Connections East once per semester and has a monetary value of \$500. PEGNL Connections East issues the final award on recommendation by the Dean, Faculty of Engineering & Applied Science and the Engineering Co-operative Education Office. The recommendation is based upon: a) Supervisor nomination; b) Student work performance; c) Student work report; d) Student academic standing (must be scholarship standing).

Paul S. Batstone Memorial Scholarship

This scholarship was established in memory of Paul S. Batstone who spent 20 years promoting co-operative education at Memorial University and was an ASM-CE in the Faculty of Engineering and Applied Science until his death in 2003. Valued at a portion of the income on the investment, it will be awarded to a senior student completing Work Term 3 or 4 during the spring work term who has demonstrated a high level of commitment to Engineering Co-operative Education and has made a significant contribution to their employer in the past work term. The recipient must meet the minimum academic requirements for a scholarship as defined by Memorial University. This scholarship will be awarded by the Senate Committee on Undergraduate Scholarships, Bursaries and Awards on the recommendation of the Dean, Faculty of Engineering and Applied Science with a nomination from the student's employer and input from the ECEO.

S.P. Raheja Memorial Scholarship

This scholarship, valued at a portion of the income from the endowment, was established through generous gifts from the friends and family members of S. P. Raheja. It is to be presented during the National Co-operative Education Week and will rotate annually between the Faculty of Engineering and Applied Science and the Faculty of Business Administration. To be eligible, students must be in scholarship standing, and be enrolled in the co-operative program, having successfully completed work term four in Engineering or work term two in Business in the previous scholarship year. The scholarship will be awarded by the Senate Committee on Undergraduate Scholarships, Bursaries and Awards, upon the recommendation of the Dean and Co-operative Education Office of the Faculty of Engineering and Applied Science or the Faculty of Business Administration as appropriate.

Director's Award for Exemplary Work Terms

The Director's Award for Exemplary Work Terms is normally available to senior engineering students completing the final academic semester, who have reached the pinnacle in both the performance and communications components, by achieving a grade of "Outstanding" for both components, and hence an overall work term grade of "Pass with Distinction" for all work terms successfully completed. It is awarded during the National Co-operative Education week by the Director, Engineering Co-operative Education Office, Faculty of Engineering and Applied Science. The recommendation is based on a nomination from the Academic Staff Members – Co-operative Education, with feedback from the work term employers.

Director's Award for Outstanding Work Terms

The Director's Award for Outstanding Work Terms is normally available to one senior engineering student in each major/discipline, completing the final academic semester, who has demonstrated excellence in both the performance and communications components by achieving an overall work term grade of "Pass with Distinction" for a significant number of work terms successfully completed. The awards will be presented during the National Co-operative Education week by the Director, Engineering Co-operative Education Office, Faculty of Engineering and Applied Science. The recommendation is based on a nomination from the Academic Staff Members – Co-operative Education with feedback from the work term employers. Consideration may be given to the academic average.

Dean's Certificate for Best Presentation

The communications component requirement for Work Term 4 is an oral presentation. One student in each session of the presentations will be awarded the Dean's Certificate for Best Presentation. The award is made by the Dean of the Engineering and Applied Science on recommendation of the ECEO.

Gosine Family Scholarship in Technical Communications

This scholarship was established by a generous donation from the Gosine Family to reflect their long association with the University, and particularly with Memorial University of Newfoundland's Faculty of Engineering and Applied Science. Raymond F. Gosine completed the Diploma in Engineering at Memorial prior to completing his engineering degree at McGill University. As of the creation of this scholarship, Raymond G. Gosine (Raymond F. and Teresa's son) had completed his B. Eng. degree in 1986, and is Memorial's vice-president (research), *pro tempore* and a professor and former dean of Memorial's Faculty of Engineering and Applied Science; Philippa Gosine, their older granddaughter, completed her B. Eng. in 2015; Anna, their other granddaughter, is an Engineering student at Memorial; and their daughter-in-law, Jane Gosine, is a professor of Music at the University. Valued at a portion of the income on the endowment, one or more scholarships will be awarded annually to students in the Faculty of Engineering and Applied Science whose written work, including co-op work term reports has shown significant improvement. The recipient(s) must meet the minimum academic requirements for a scholarship as defined by the University. This scholarship will be awarded by the Senate Committee on Undergraduate Scholarships, Bursaries and Awards on the recommendation of the Dean, Faculty of Engineering and Applied Science

APPENDIX A CEWIL CANADA RECRUITING ETHICS

CEWIL Canada was previously known as Canadian Association for Co-operative Education these Recruiting Ethics⁴ still contain that name.

The successful recruitment of co-operative education students depends upon the collective activities of three parties - the interested employer, the co-op student, and the associated educational institution. All participants must adhere to Provincial and Federal legislation in their recruitment and employment practices. However, the Canadian Association for Co-operative Education supports additional guidelines concerning recruiting ethics that support the development of a mutually beneficial and fair process for all concerned.

A. Employer Ethics

- Provide accurate job posting information including salary and location
- Provide reasonable notice of candidates to be interviewed and of interview cancellations
- Respect an institution's schedule regarding job postings, interview arrangements, job offers, etc., and heed the co-operative education policies and procedures of an institution
- Not discuss job offers or rankings with candidates before, during, or following an interview
- Not seek a candidate's assessment of another candidate
- Not make multiple job rankings or offers unless prepared to accept multiple candidates
- Honor all matches, and not rescind offers of employment
- Confirm all job offers in writing
- Not translate a co-op assignment into a full-time position encouraging a student to settle for less education

B. Student Ethics

- Abide by the co-op policies of their institution
- Ensure that employers have accurate information regarding their qualifications
- Notify the co-op office [ECEO], well in advance, if interviews must be rescheduled or cancelled
- Not discuss or mislead employers about their ranking or job acceptance intentions, and not provide information to employers on other students or employers
- Honor their acceptance of employment as a contractual agreement with the employer

C. Institution's Ethics

- Inform students, employers, and other interested parties of institutional policies and procedures
- Provide equal services to all students and employers
- Accommodate employers' reasonable requests for job postings, interview space, and presentation facilities
- Provide students with accurate information on all recruiting employers
- Notify the employer of any hiring limitations prior to them conducting interviews
- Notify employers of any students who, after being hired, are not academically eligible to continue in their program.

⁴ CEWIL-Canada (nd). *Recruiting Ethics*. Retrieved 12 Dec, 2017 from <http://www.cewilcanada.ca/Library/documents/RecruitingEthics.pdf>

APPENDIX B PERSONAL SKILLS CHECKLIST

Engineering students often have more skills than they believe they possess. They may not always have relevant engineering related skills to show case on a résumé, but they do have many transferrable technical and people skills gained through various life and work experiences that they can highlight during their job search.

In fact, engineering students already possess many of the nine skills identified by ESDC⁵ as needed for success in the workplace, as they are used in almost every job.

Reading

Comprehending, critiquing, or analysing notes, letters, memos, manuals, specifications, regulations, books, reports or journals

Writing

Writing text in order to record, explain, inform or persuade, writing in forms

Document Use

Reading, interpreting, producing graphs, lists, tables, blueprints, schematics, drawings, signs and labels

Numeracy

Ability to use/manipulate numbers, thinking quantitatively

Computer Use/Digital Skills

Knowledge of computer hardware, operating systems and other software (e.g., word processing, spreadsheets, and email)

Thinking

Problem solving, making decisions, reasoning, critical analysis, planning, organizing, finding information and researching

Oral Communication

Exchanging thoughts, feelings and information in order to share information, reassure or resolve conflict through conversations or public speaking, ability to converse in multiple languages

Working With Others

Working independently and co-ordinating with others, working as part of a team, managing people, responding well to supervision

Continuous Learning

Ability and enthusiasm to acquire skills and knowledge on an on-going basis

⁵ Employment and Social Development Canada: Understanding Essential Skills (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-are-essential-skills.html>) retrieved Jun 2020

In addition, the following more specific skills are drawn from some of the general skill sets above. These are also identified by employers as being highly valuable in the workplace depending on the job being performed:

Technical Skills

Appropriate general technical skills that are appropriate to a student's discipline. Such as the ability to use equipment, make repairs for Mechanical students

Flexibility and Adaptability

Ability to manage multiple work tasks, re-prioritize, and quickly adapt to changing work conditions and assignments

Time Management Skills

Ability to create schedules, set priorities and meet deadlines

Leadership Skills

Leading others, problem solving in a group, showing initiative

Instructional Skills

Ability to impart ideas and information to others clearly and convincingly

Persuasive Skills

Ability to sell your ideas, getting people to work together, negotiating

Observation Skills

Listen carefully, perceive and observe, appraise and learn by looking

Creativity

Ability to envision new and innovative answers to problems, inventive, imaginative

Using the essential and sought after skills listed above, students should make a list of the skills and abilities they possess to use when preparing their cover letters, résumé and interview answers.

APPENDIX C SAMPLE COVER LETTERS AND RÉSUMÉS

The following template cover letter is provided by the ECEO to show students the type of material to be provide in each paragraph. It is followed by two sample jobs and matching cover letters and 2 page résumés based on actual student's applications.

Student Name
Current Address
St. John's, NL A1X 2Y6
(709) 555-5555
studentemail@mun.ca

Date

Company Name
Address/Location

Dear Mr./Ms. Doe:

Introduce your term, discipline, work term and duration, and expected year of graduation. The letter should also state fully the job or jobs applied for, location and where the position was advertised.

State why you are applying for the job. In doing this, you can emphasize that you have an interest in the company/organization and the industry and indicate what you know about the organization. Use information from the job description to indicate why you are interested in the position. This is important because it indicates to the employer that you took the time to do some research and are genuinely interested in this job and the organization. This section should not quote vague statements or repeat information from the organization web site. Try to speak with students who have worked for the company, to get inside information about current projects, future plans etc. Keep files on companies for future reference.

Describe to the employer what you have to offer and why they should read your résumé. This is a good time to read the job advertisement again. This section of the letter should summarize previous experience and skills that meet the requirements of the advertisement. A good way to start this paragraph is with the statement: "You will see from my enclosed résumé...". The sentence would then tell the employer something about your career that will immediately gain their interest. These paragraphs should focus only on information related to the required experience or skills identified in the job description.

The letter should close with a request for an interview, where further elaboration will be made on the interest and qualifications outlined above.

Yours truly,

(Letters should be signed by hand, if possible)

Sandy Smith

Encl.: Résumé, Transcript

STRATOS

Contact: Ms. Stratos
Location: Mount Pearl

PRIMARY FUNCTION:

The Customer Solutions Engineering Group is responsible for engineering and implementation of edge core systems including terrestrial networking and value added services platforms, as well as customized solutions to meet specific customer requirements. Stratos integrates leading edge technologies over IP satellite networks.

You will be tasked with product evaluations, application and performance testing, and implementation of customized solutions where possible. The position will require you to develop and maintain technical documents and produce periodic reports.

COMPETENCIES:

The incumbent must be enrolled in undergraduate engineering program or related discipline. Other skills include;

- Understanding of voice & data communication technologies.
- TCP/IP networking protocols, LAN/WAN technologies – Cisco router experience is a definite asset.
- Knowledge of mobile and fixed satellite technology would be an asset, but is not required
- Computer skills including MS Office, MS Project, MS Visio applications
- Excellent troubleshooting and analytical ability
- Strong written and oral communication skills
- Excellent interpersonal skills contributing team participant
- Independent worker that requires minimal supervision
- Ability to manage multiple tasks and maintain a balance of priorities
- Good customer communication ability

Student Name
Local address
Local phone number
MUN e-mail

Date

Stratos Gobal
Mount Pearl, NL

Dear Ms. Stratos:

I am applying for the position with the Customer Solutions Engineering Group at Stratos Global, as advertised through the Co-op Office at Memorial University of Newfoundland. I am a first year engineering student, with expected graduation in 2024, seeking my first four month work term beginning in May 2020.

I am very interested in applying my computer skills to a fast pace, high technology environment that has current applications and benefits in the marine industry. Stratos Global, being a relatively small company, would provide me with the opportunity to see a variety of work related issues, provided an open ended learning environment. Stratos Global is poised to offer a challenging work term, where I can demonstrate that I have the skills and attributes as well as the ability to adapt to meet these challenges.

As you can see from my résumé, I have Microsoft application experience and have used PHP to develop a website at Bob's Warehouse, which has expanded my computer abilities. This position requires a high level of interaction with company personal, independent work requiring strong interpersonal skills and organizational ability. My experience tutoring students has developed my oral presentation skills and has allowed me to strengthen skills in multitasking and prioritization. Through academic achievements and my volunteer work at the SPCA, I am highly motivated and enjoy independently working and problem solving in a fast pace environment.

I would appreciate the opportunity or an interview where I can elaborate in more detail on my interest and qualifications for this exciting position. Thank you for your time and consideration.

Sincerely,

Name

Encl.: Résumé, Transcript

Student Name

1 Any Road, Suite 302
St. John's, NL A1A 1A1
(709) 123-4567
studentname@mun.ca
linkedin/studentname

EDUCATION

Memorial University of Newfoundland, St. John's, NL 2019 - Present
Bachelor of Engineering Co-op Program
Completing first year, expected graduation: 2024

Any Town High School, Any Town, NL 2019
Graduated with Honors

AWARDS

Memorial University Entrance Scholarship (\$2000) 2019
Governor General Award for Academic Excellence 2019
Jane Doe Memorial Arts Award 2019
Student of the Year Award 2019

EMPLOYMENT

Bob's Warehouse, Any Town, NL Jun. – Aug. 2019
Summer Student

- Developed the company website using PHP to display stock and company information
- Maintained stock database, ensuring sales were tracked on a weekly basis
- Presented guidelines to educate staff on using and maintaining website

Any Town Development Association, Any Town, NL Jun. – Aug. 2018
Student Project

- Maintained landscaping of cemeteries, tourist attractions and public buildings
- Communicated with tourists and provided local knowledge in answering queries
- Performed repairs and scheduled maintenance on the association's lawnmowers and power tools

Tutoring for Help, Any Town, NL Sept. – Jun. 2017 and 2018
Tutor

- Aided students with difficulties with school courses in mathematics and science following set curriculum
- Regularly arranged and scheduled one hour tutoring sessions
- Maintained accurate records of tutoring hours and provided written feedback for each student

PERSONAL PROJECTS

Graphics and Design Course, MUN, St. John's, NL Sept. –Dec. 2019

- Developed and assessed multiple design options to modify walker for client

Website Development, St. John's, NL 2019

- Created website for SoapWorks Inc.
- Developed front end user interface, tested and trouble-shot code

VOLUNTEER

Student Council, Any Town High School, Any Town, NL 2016 – 2019

Treasurer

- Organized and managed annual school events such as car washes, theme days, graduation and ski trips
- Managed and tracked finances using Excel for student council activities

SPCA, Any Town, NL 2015 – 2017

Shelter Volunteer

- Cared for shelter cats and dogs by cleaning cages, creating safe play spaces and aiding in the overall health and well-being of animals
- Monitored public visits, answered questions pertaining to adoption policies and overall care and maintenance of animals
- Attended and participated in local charity events to raise funds and awareness for the shelter

SKILLS

Software Skills:

- SolidWorks, Microsoft Office
- C++, Java, PHP and JavaScript programming languages
- HTML, XHTML and CSS
- MySQL database language

Training/Certificates:

- Completed Introduction to C++ Training Seminar (2020)
- Emergency First Aid/CPR A/AED (Valid until 2020)
- Driver's License (Valid until 2020)

Interpersonal Skills:

- Able to quickly learn and adapt in fast paced environments
- Problem solving
- Teamwork

INTERESTS

- Drawing, learning new technologies, skiing, travelling, and basketball

Contact: Mr. Works

Location: Corner Brook

Primary Function: The Works Division of the Department of Transportation and Works provides management and maintenance of over 600,000 square metres of floor space at nearly 400 sites across the province; Construction of new building and management of other capital projects for government departments and government-funded bodies; Provision of space for government departments in government-owned buildings and leased accommodations; Acquisition of land on behalf of government departments and agencies for various projects and public works; Disposition of surplus provincial assets and real property with property sales; Provision of environmental services for government buildings; Provision of centralized mail and messenger services for government; Provision of telecommunications services to all government departments.

You will work closely with project managers and engineering staff to provide assistance and support in the management of building construction, renovation and maintenance projects in government buildings. Duties may include initial investigations, researching mechanical design solutions, preparing cost estimates and working on tender packages. You will be expected to perform work as part of a team as well as work independently when required. You must also possess effective organizational, analytical and communication skills and will be detail oriented. Please submit a copy of your transcript with your application.

Student Name
Local address
Local phone #
MUN e-mail

Date

Department of Transportation and Works
Corner Brook, NL

Dear Mr. Works:

I am applying for the coop engineering position with the Department of Transportation and Works in Corner Brook, as advertised at the Engineering Co-operative Education Office, Memorial University of Newfoundland. I am an Academic Term 3 Mechanical Engineering student, with expected graduation in 2023. I am seeking a four month work term beginning in January 2020.

I am interested in this position because I would like to learn and contribute to the management and maintenance projects ongoing in our province. Supporting the team at the Department of Transportation and Works would allow me to gain experience in areas such as mechanical design and project management which will provide me with skills to expand my knowledge in infrastructure and public works and grow as an engineering student. Gaining hands-on experience in investigation and problem solving is valuable to my education and I am keen to use my strong skillset to positively contribute to your team.

From my academics, I have developed strong written communication skills from completing design and laboratory reports. I am familiar with working within the constraints of a budget though my experience organizing fundraising events for Engineers without Borders. As a coach, I have gained valuable organizational skills and interpersonal skills from planning and running basketball practices. I have completed a number of engineering design projects in my academic courses, which showcase my ability to create innovative design solutions as well as highlight my analytical skills. From my years of playing basketball, along with my experience providing high quality customer service as a sale representative at Canadian Tire, I have proven to be a strong team player.

Thank you for your time and consideration. I am requesting an interview where I can elaborate in detail on my interest and qualifications for this position.

Yours truly,

Name

Encl.: Résumé and Transcript

Student Name
Mechanical Engineering Student

40 Arctic Avenue, St. John's, NL, A1B 3X5
studentname@mun.ca • (709) 123-4567 • linkedin/studentname

Education

2018 – Present **Memorial University of Newfoundland, St. John's, NL**
Faculty of Engineering and Applied Science
Academic Term III, Mechanical Engineering Class of 2023
Cumulative GPA of 4.0/4.0

2018 **Holy Heart High School, St. John's, NL**
Graduated with honours from Grade 12

Scholarship and Awards

- 2018 MUN Endowment Fund (\$1275)
- 2018 Mary B. Whalen Memorial Scholarship Program (\$1000)
- 2017 Holy Heart Basketball Team Most Spirited Player

Work Experience

2016 - 2018 **Sales Representative/Cashier**
Canadian Tire, Hebron Way, St. John's, NL

- Handled cash, cheque and card transactions using in house software
- Provided training and assistance to new team members adhering to store policies and procedures
- Educated customers on product specific information
- Maintained a clean, welcoming and engaging environment for customers and co-workers

2015 - 2016 **Basketball Coach/Trainer**
Court College Basketball, St. John's, NL

- Taught players aged 10-15 and created development plans based on skill and experience level
- Provided instruction and guidance during training sessions
- Formed strong interpersonal and trusting relationships with coaches and players

Community Engagement/Extra Curricular

- Holy Heart High School Science Fair Judge, 2019
- Memorial University Engineering without Borders Chapter Member, 2018 – Present
- Shave for the Brave for Young Adult Cancer Canada, 2012 – 2014

Volunteer Experience

2018 - 2019 **Assistant Basketball Coach**
St. Paul's Junior High School, St. John's, NL

- Developed and led lesson plans for practices
- Motivated players, encouraged teamwork and provided feedback
- Developed personal relationships with referees, athletes and coaches

2018 **Assistant Basketball Coach**
Max Athletics Grade 6 Boys All Star Team, St. John's, NL

- Assisted in creation of skill development plans
- Motivated players, encouraged teamwork and provided feedback

Skills

- SolidWorks and AutoCAD software, C++ computer programming language
- Microsoft Office applications (Excel, Microsoft, PowerPoint)
- Google applications, docs, sheets and slides
- WHMIS training
- Valid Driver's License

Interests

- Basketball, golfing, downhill skiing, fishing, hiking, rock climbing and guitar

References

- Available upon request.

The following sample one page résumés are included to give students an idea of possible formats and content and to provide a starting point in developing a one-page résumé for job applications in sectors where they are more commonly used. The first résumé reflects that of a more junior student, whereas, the second résumé is that of an intermediate to senior engineering student.

<h1>Student Name</h1>	studentname@mun.ca (709) 555-5555 linkedin/studentname
<h2>Education</h2> <p>Bachelor of Engineering (Mechanical) Memorial University of Newfoundland (MUN) SEPTEMBER 2016 – MAY 2021</p> <ul style="list-style-type: none">GPA: 4.0/4.0	<h2>Volunteer Experience</h2> <p>Engineers Without Borders MUN Chapter 2016 – PRESENT</p> <p>Science Fair Judge Holy Heart High School 2017</p> <p>Assistant Basketball Coach St. Paul's Junior High 2014 – 2015</p> <p>Assistant Basketball Coach Max Athletics All Star Team 2013 - 2014</p>
<h2>Scholarships and Awards</h2> <p>2016 - MUN Endowment Fund (\$1275) 2016 - Mary B. Whalen Memorial Scholarship (\$1000) 2015 - Holy Heart Basketball Team Most Spirited Player</p>	<h2>Skills</h2> <ul style="list-style-type: none">SolidWorksC++ExcelWHMIS TrainingLeadershipProblem Solving
<h2>Work Experience</h2> <p>Sales Representative Cashier Canadian Tire 2014 – 2016</p> <ul style="list-style-type: none">Handled cash, cheque and card transactionsProvided training and assistance to new team membersRecorded and updated inventoryProvided product specific information to customersMaintained a clean, welcoming and engaging environment for customers and coworkers <p>Basketball Trainer Court College Basketball 2013 – 2014</p> <ul style="list-style-type: none">Assisted in creation of skill development plansTaught players aged 10-15Provided instruction and guidance during training sessionsFormed strong interpersonal and trusting relationships with coaches and players	<h2>Interests</h2> <ul style="list-style-type: none">BasketballGolfingDownhill SkiingFishingHikingRock ClimbingGuitar

STUDENT NAME

Computer Engineering Student



709.555-5555



student.name@mun.ca



St. John's, NL



www.linkedin.com/in/student-name

EDUCATION

Bachelor of Engineering Program
Memorial University, St. John's NL
Class of 2023 GPA: 3.9/4.0

SKILLS

- C/C++
- Python
- Java
- Java Script
- Arduino
- SolidWorks
- Data pipelines
- HTML
- React

CERTIFICATIONS

First Aid (2018 – 2021)
Valid Drivers License (2016 – 2021)
Certified SolidWorks Associate (CSWA) (2019)

ACHIEVEMENTS

Dean's List (2019)
Chevron Canada Ltd. Term Scholarship (2019)
Memorial Entrance Scholarship (2017)

VOLUNTEERING

St. Mary's Food Bank
Coding for Kids
Terry Fox Foundation

INTERESTS

Soccer |Swimming|Programming
Robotics|Cooking|Puzzles

WORK EXPERIENCE

Front End Developer

Computex Inc. | St. John's, NL | Winter 2020

- Oversaw design, development, and upgrades to system-on-chip devices and Internet-of-Things (IoT) electronics improving sales by 10 percent.
- Developed testing methods of prototypes to be used in driverless vehicles, AI assistants, and other commercial endeavors.
- Supervised attributes of microprocessor and microcontroller design to ensure performance, accuracy, and cost-effectiveness.

Computer Support & Service

NanoLan Inc. | St. John's, NL | Summer 2019

- Problem solved and troubleshooted; Windows XP, Vista, 7, Mac OS, Linux, Server 2003, SQL Server, and Exchange Server 2003.
- Designed and implemented systems for warehouse technology operations maximizing time efficiency and savings of approximately 10 hours per week.
- Desktop support specialist for various software and hardware applications.

EXTRACURRICULAR

Junior 3-D Designer

Olympus Airlock | St. John's, NL | 2019 – Present

- Designed airlock frame and integrated coding techniques to help streamline mechanism communications.
- Won Best Report Award – 1st phase of competition

Coach & Clinic Trainer

Fieldians Soccer | St. John's, NL | 2016 – Present

- Manage large groups of players of all ages with on-field/off field training, game fundamentals for metro/intersquad and provincial programs.

PERSONAL PROJECTS

Cyclone Video Game/App Designer	Arduino Candy Dispensing Sorter	Online Printed T-Shirt Designing System
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APPENDIX D ENGINEERING RELATED ACTION WORDS

These words can be used to start the tasks/accomplishments bullets used to describe a student’s past jobs and volunteer experiences. For each accomplishment/task in the employment history, start with a strong action verb such as those below. State what was done, the outcome, and quantify it if possible (how many, how big...). Providing specific details will allow the reader to gain a good understanding of the student’s work.

Accomplished			Selected
Achieved	Edited	Maintained	Simplified
Acquired	Eliminated	Managed	Solved
Adapted	Enforced	Marketed	Strengthened
Advised	Enhanced	Measured	Succeeded
Analyzed	Ensured	Merged	Summarized
Applied	Established	Minimized	Supervised
Arranged	Estimated	Modeled	
Assembled	Evaluated	Monitored	Taught
Assigned	Examined	Motivated	Tested
Attained	Exceeded	Negotiated	Trained
Authorized	Executed		Traveled
	Expedited	Observed	Troubleshot
Balanced	Explained	Obtained	Tutored
Budgeted		Operated	
Built	Fabricated	Organized	Uncovered
	Facilitated	Oversaw	Updated
Calculated	Finalized		Upgraded
Calibrated	Fixed	Participated	Utilized
Coached	Followed up	Performed	
Communicated	Forecasted	Planned	Verified
Compared	Formulated	Prepared	
Compiled		Presented	Wrote
Completed	Generated	Produced	
Composed	Guided	Programmed	
Conducted		Projected	
Configured	Headed	Promoted	
Consolidated	Helped	Proposed	
Constructed		Provided	
Consulted	Identified	Purchased	
Coordinated	Improved		
Counseled	Improvised	Raised	
Created	Increased	Received	
	Informed	Recommended	
Decided	Initiated	Rectified	
Decreased	Inspected	Redesigned	
Defined	Installed	Reduced	
Delegated	Integrated	Released	
Delivered	Interpreted	Reorganized	
Demonstrated	Introduced	Repaired	
Designed	Investigated	Reported	
Determined		Researched	
Developed	Judged	Reviewed	
Directed		Revised	
Displayed	Learned		
Documented	Led	Saved	
Drafted	Liaised	Scheduled	

APPENDIX E CODE OF PROFESSIONAL ETHICS

The following information comes from the PEGNL Code of Ethics Bylaw⁶.

1. Code of Ethics for Professional Engineers and Geoscientists

1.1 Professional engineers and geoscientists shall recognize that professional ethics are founded upon integrity, competence and devotion to service and to the advancement of human welfare. This concept shall guide professional engineers and geoscientists at all times.

1.2 Professional engineers and geoscientists shall conduct themselves in an honourable and ethical manner. Professional engineers and geoscientists shall uphold the values of truth, honesty and trustworthiness and safeguard human life and welfare and the environment. In keeping with these basic tenets, professional engineers and geoscientists shall:

- (a) hold paramount the safety, health and welfare of the public and the protection of the environment and promote health and safety within the workplace;
- (b) offer services or advise on or undertake assignments only in areas of their competence and practice in a careful and diligent manner;
- (c) act as faithful agents of their clients or employers, maintain confidentiality and avoid conflicts of interest;
- (d) keep themselves informed in order to maintain their competence, strive to advance the body of knowledge within which they practice and provide opportunities for the professional development of their subordinates;
- (e) conduct themselves with equity, fairness, courtesy and good faith towards clients, colleagues and others, give credit where it is due, and accept, as well as give, honest and fair professional criticism;
- (f) present clearly to employers and clients the possible consequences if their professional decisions or judgments are overruled or disregarded;
- (g) report to their association or other appropriate agencies any illegal or unethical engineering or geoscience decisions or practices by engineers, geoscientists or others; and
- (h) endeavour to interpret engineering and geoscience issues to the public in an objective and truthful manner.

⁶ PEGNL Code of Ethics Bylaw
http://www.pegnl.ca/documents/bylaw3_final%20Code%20of%20Ethics%20May%2013%202010.pdf

APPENDIX F S.M.A.R.T. OBJECTIVE WRITING

Students should attempt to write SMART objectives which are specific and measurable thus making it easier for the employer to evaluate the student's performance during the work term.

SMART objectives are:

- **Specific** (what is the specific goal you want to achieve),
- **Measurable** (how will you know you have reached that goal),
- **Attainable** (how will you achieve the goal),
- **Realistic** (can you do it, is it relevant to your work), and
- **Time limited.** (when will the goal be met).

Below are samples of commonly written vague objectives which are then improved using the SMART objectives template

Common – I hope to develop skills in project planning

SMART

S – learn and be able to use Microsoft Project to develop a project schedule for the construction of a new concrete bridge structure on Route 210 (Burin Peninsula).

M – schedule will be complete, and will not exceed 250 days

A – an experienced engineer can complete this task in 2 weeks

R – with assistance I am confident I can complete the task in 22 days

T – I will present the schedule to the design team in 4 weeks.

Improved - Working with the design staff, I will learn and be able to use Microsoft Project to develop a project schedule for the construction of a new concrete bridge structure on Route 210 (Burin Peninsula). The schedule should not exceed 250 days. I will present the schedule to the design team for feedback in 4 weeks.

Common – I wish to learn the manufacturing process in producing paper

SMART

S - I will understand the process and protocols involve in the manufacture of paper and what is involved in making different grades of paper / cardboard.

M – provide a presentation to co-workers

A – while complex, this process can be understood in this time period

R - will achieve this by reading process manuals and working alongside my supervisor during plant inspections

T – completed in one month

Improved – By the end of the first month, I will understand the process and protocols involve in the manufacture of paper and what is involved in making different grades of paper / cardboard. I will achieve this by reading process manuals and working alongside my supervisor during plant inspections and successfully giving a presentation on the topic to co-workers.

Common – I wish to learn about the company and the industry

SMART

S - use company brochures, web page, and personal contacts to develop a company profile to understand how the company functions, the industry, my role, policies, standards, etc.,

M – a short summary

A – I can contact a number of people, and there is sufficient information on the web

R – this can be accomplished, and will be done during a slow time in the office.

T – will be complete in two weeks

Stronger – During the first two weeks, I will use company brochures, web page, and personal contacts to develop a company profile. The goal is to understand how the company functions, the industry, my role, policies, standards, etc., in order to maximize learning outcomes. I will complete a two page summary of my finding.

APPENDIX G STUDENT WELLNESS AND COUNSELLING CENTRE

During both academic and work terms, engineering students can avail of the various services offered by Memorial University's Counselling Centre.

Through individualized [personal counselling](#), outpatient psychiatric services and a wide range of [group counselling](#), professional staff and faculty at the Centre, with the assistance of supervised doctoral residents and practicum students from the various training programs on campus, help students to develop their own unique resources.

The Counselling Centre also helps students develop their study strategies through [academic support programming](#). The Centre offers **support for study problems** in which students learn to apply strategies for managing university level academic work more effectively. Following an intake session, students are provided with access to an online Brightspace course called, "Academic Skills Portfolio", that facilitates the acquisition and practice of helpful skills.

Check out the brand new feature in Current Students if you are seeking help with studying, time management or procrastination.

The Counselling Centre is open Monday-Friday, 9 a.m. - 5 p.m. *With the exception of [special tests](#), and [admission testing](#)* all services are **free to registered students**. Appointments can be made in person or by telephone, 864-8874. Appointments cannot be made via email.

A **crisis counsellor** is available for students who feel they need to be seen immediately **Monday - Thursday from 10 a.m. - 1 p.m. and 2 - 5 p.m., Monday – Friday**. Students are seen on a first come, first serve basis.

Students in residence, and in crisis after hours, may talk to their Residence RA or Proctor. Students not in residence, and in crisis after hours, may go to a local emergency room for assistance. The Counselling Centre also offers a Wellness Program, which is designed to educate students about self-care and healthy lifestyles. In addition, the Glenn Roy Blundon Centre for Students with Disabilities, a division of the Counselling Centre, serves prospective and current students on Memorial's St. John's campus whose disabilities involve conditions affecting mobility, vision, hearing, learning (disabilities), chronic illnesses, or mental health. Support is also provided to students with documented temporary illnesses and injuries.

The source of the above information is: <http://www.mun.ca/counselling/home/>. More information can also be found through this link.

For additional resources, guidance and support, students can also contact the Chaplaincy at Memorial. The overriding intent of the Chaplaincy is to provide a forum for interaction, a non-threatening environment, opportunity for fellowship, as well as individual pastoral counselling and support.

The source of this information is: <http://www.mun.ca/chaplaincy/>. More information on the Chaplaincy at Memorial can also be found through this link.

APPENDIX H OCCUPATIONAL HEALTH AND SAFETY

Occupational Health and Safety is concerned with the working conditions and work process at places of employment. All persons at a workplace have a fundamental right to an environment that neither impairs their health nor imperils their safety. It is the responsibility of government, workers and employers to develop and foster awareness of health and safety matters.

The Occupational Health and Safety Act⁷ provides for specific obligations on government, employers, workers and self-employed persons, to make the workplace as free from health and safety risks, as possible.

Major points of Occupational Health and Safety Acts in each province include:

- **Duties of Principal Contractor** – The principal contractor engaged in a project shall ensure that employers, workers and self-employed persons performing work in respect of that project comply with the Act and the regulations.
- **Duties of Employer** – An employer shall ensure the health, safety and welfare of their workers, provide the necessary personal protective equipment, systems and tools; provide information, instruction and training; and ensure that the workers are familiar with the use of devices and equipment provided for their protection.
- **Duties of the Employee** – A worker shall take reasonable care and cooperate with the employer, to protect their health and safety and that of other workers in the workplace.
- **Right to Refuse Work** – A worker may refuse work if that worker has reasonable grounds to believe it is dangerous to their or any other person's health and safety. If the worker is reassigned to other work, or has not been reassigned, the employer shall pay the worker the same wages or salary and grant the worker the same benefits the worker would have received if the worker continued to work, or until they are able to return to work.
- **Stop Work Order** – If the conditions of the workplace pose an immediate risk to the health and safety of workers or others near the workplace, a written order to immediately stop work will be imposed and will not be lifted until the remedial measures in the order are in place. The employer shall continue to pay the workers the wages or salary and grant to them the benefits the workers would have received if the order to stop work were not in place.
- **Occupational Health and Safety Committees/Representatives** – A workplace where 10 or more workers are employed must establish an OHS Committee of not less than two nor more than 12 persons, where at least half are representatives of the workers, to monitor the health, safety and welfare of the employees. In the workplace, where less than 10 persons are employed, a worker health and safety representative will be elected.
- **Workplace Hazardous Materials Information System (WHMIS)** – The Workplace Hazardous Materials Information System is a national system designed to ensure that all employers obtain the information that they need to inform and train their employees properly about hazardous materials used in the workplace. Established uniform requirements are in place to ensure that the hazards of

⁷Government of Newfoundland and Labrador, Occupational Health and Safety Act
www.assembly.nl.ca/legislation/sr/statutes/o03.htm

materials produced, sold, imported or used in Canada are identified by suppliers and employers using standard classification criteria.

- **First Aid Regulations** – Regulations are in place which govern the level of first aid required, the number of workers required to hold valid first aid certificates, and the quality of first aid kits in each workplace.

When a worker or member of the public files a complaint with respect to possible unsafe working conditions at a particular workplace, the complaint will be investigated by an Occupational Health and Safety Officer. The Branch will investigate all complaints received, whether they are anonymous or if the complainant wishes to leave their name. In any case, the name of the person registering the complaint will be kept in confidence.

APPENDIX I POLICY ON SEXUAL HARASSMENT

The Sexual Harassment Office exists because Memorial University recognizes its ethical and legal responsibility to provide an environment that is free of sexual harassment, sexual assault and sexual violence.

Sexual Harassment is defined in Memorial's Sexual Harassment and Sexual Assault policy as 'Conduct or comments of a sexually oriented or gender-oriented nature based on gender expression, gender identity, sex or sexual orientation directed at a person or group of persons by another person or persons, who knows or ought reasonably to know that such conduct or comments are unwelcome or unwanted. It includes Sexual Assault and assisting in Sexual Harassment.'

Some examples of Sexual Harassment may include but are not limited to:

- Visual displays of sexual images;
- Unwelcome innuendos or taunting about a person's sex, sexual orientation, gender identity, gender expression (including pregnancy and breastfeeding);
- Unwelcome remarks or demands for sexual favours;
- Voyeurism;
- Stalking.

Conduct or comments constitute sexual harassment when:

- submission to such conduct or comments are made either explicitly or implicitly a term or condition of a person's employment, academic status, academic accreditation, or
- submission to or rejection of such conduct or comments by a person is used as the basis for employment, or for academic performance, status or accreditation decisions affecting such person, or
- such conduct or comments interferes with, or adversely affect, directly or indirectly, a person's work or academic environment or performance.

The Sexual Harassment Advisor offers private and confidential information and consultations for *students, staff and faculty* of all Memorial campuses and institutes. The Sexual Harassment Advisor provides information and co-ordination regarding informal and formal resolutions, as well as referrals for services (as requested). The Sexual Harassment Advisor is located in ER6039 of the Earth Sciences Building on the St. John's Campus and can be reached by phone at (709) 864-2015 or (709) 864- 8199.

Students are advised to report incidents of Sexual Harassment or Sexual Assault that occur during work terms, placements, internships, instructional field courses or practica outside the University. Students may avail of the support, advice and guidance of the Advisor to do so.

If you have any questions, concerns or ideas, please contact Rhonda Shortall, Sexual Harassment Advisor, by phone at (709) 864-2015, or by email at rshortall@mun.ca.

For more information regarding specific supports and resources available, please review the specific Sexual Assault Support and Response Guide customized for your Campus on the Sexual Harassment Office website. To view Memorial's Sexual Harassment and Sexual Assault Policy and the University-Wide Procedures for Sexual Harassment and Sexual Assault Concerns and Complaints, please visit <http://www.mun.ca/sexualharassment/>.