

Grand Valley State University
Padnos College of Engineering and Computing
School of Engineering
Cooperative Education Employment Requirements Research <Student Form>

Student: _____

Co-op Semester: Fall/Winter/Summer _____ (indicate year)

Grand Valley State University's Padnos College of Engineering and Computing requires all cooperative education (co-op) students and employers to understand and agree to certain terms and conditions. Please check each box to demonstrate understanding of these terms and conditions.

- Co-op is mandatory for all engineering students. For permission to accept a co-op offer, a student must have a GPA of 2.7 or above and no lower than a 'C' grade in the foundation-level courses. No course may be repeated more than once (without the program's prior permission), and the student must be on track to complete the engineering foundation coursework prior to or concurrently with his/her first co-op rotation.
- If the student accepts a full-time co-op employment offer (40 hours per week or greater for the duration of the academic semester) and fails to meet the secondary admission requirements, prior to the second co-op rotation, the student must inform the employer of the academic ineligibility and inability to assume the role as a co-op employee. The student's ability to receive academic credit for his/her co-op employment will not be granted until the student receives full admittance into the School of Engineering's upper-division. An engineering internship (without academic credit) may be considered as a viable employment option in the interim, until the academic requirements of the co-op program are met. Such arrangements must be discussed and approved by the co-op employer.
- Both the student and employer commit to the co-op agreement for the duration of three rotations. The strongly preferred form of fulfilling this requirement is to spend three co-op rotations, with the same employer, starting the summer after achieving secondary admission and alternating semesters until completion. The agreement should outline a plan for a three rotation, alternating sequence co-op experience that allows the student to gain an increasingly challenging level of responsibility, with the final rotation being commensurate with a full-time engineer.
- Any change to the three-semester, alternating sequence plan that is originally outlined by the student and employer must be approved in advance by the program curriculum committee of the student's chosen major. A formal petition must be submitted to the Program Chair 60 days prior to the start date of the student's next co-op rotation. Late petitions will not be considered. Petitions that are granted an approval by the program curriculum committee will require the supervisor's signature, prior to the start date of the student's next co-op rotation.
- Students must be supervised and/or mentored by a degreed engineer. The student has the responsibility to ensure that this is the case prior to making a commitment to an offer of co-op employment.
- The co-op employer will provide progressively responsible engineering work within and across co-op semesters, which will culminate in a project or experience that is commensurate with industry and academic expectations of an entry-level engineer. This will vary depending upon the company and the student's interest and ability, but the employment opportunity should allow the student to grow in a technical and professional capacity throughout the three rotations. The student is responsible to inquire about the position prior to accepting an employment offer to ensure that the co-op position provides an opportunity for growth that is in alignment his/her short- and long-term goals and overall career plan.

The co-op prep course curriculum instructs all students regarding the importance of professionalism, including time/organizational management and oral/written communications. All co-op students are responsible for meeting academic/professional deadlines in a timely manner and being proactive regarding all academic/professional communications.

Since professionalism is a major learning objective of the co-op experience, it is expected that all oral and written communication skills for the co-op courses (EGR 290, 390, 490) will be conducted in a proactive and professional manner.

I understand that co-op preparatory materials, regarding the importance of research in the co-op process, were designed to help with self-assessment and career exploration/development and to assist with finding a suitable match during the job search process, with the student bearing the ultimate responsibility for the job search and the decision-making process.

I understand that I am ultimately responsible for securing and maintaining co-op employment that aligns with my short- and long-term employment goals. This understanding includes working with my supervisor to ensure that I receive progressively challenging responsibilities that align with individual and corporate goals.

Please provide a detailed description of your short- and long-term engineering goals, indicating preferences to exposure in the following areas: specific industry, culture, and career path

Short- and Long- Term Engineering Goals

1.

2.

3.

Please provide a list of researched employers that align with the goals listed above. Remember that it is the student's responsibility to ask questions at the interviews that will help to determine the fit of the interviewing company with student-identified goals.

Researched Employers and Short Description of Company's Alignment with Engineering-Related Goals:

1.

2.

3.

Signatures Required for Acknowledgment of Satisfactory Completion of Co-operative Education Employment Research:

I, _____, agree that I have understood the co-op preparatory material that was presented to me in EGR 289 regarding the importance of research in the co-op process and the need to find a co-op employment offer that matches my short- and long-term employment goals. I realize that I am making a one-year commitment and completely understand the significance of accepting an employment offer that aligns/does not align with my career goals.

Student: _____ Date: _____

EGR 289 Instructor _____ EGR 289 Section No. _____ Date: _____



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