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Cooperative Education Programs for Prospective Vocational-Technical Education Teachers (COPE). First Annual Report.

Rutgers, The State Univ., New Brunswick, N.J.

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This program was initiated in 1967 to provide an alternate source of teachers for vocational education. It gives high school graduates, primarily from vocational and industrial arts education programs, as well as technical institute graduates, an opportunity to combine a cooperative work experience in their chosen trade or occupation with an approved academic program. Upon completion of the prescribed program, individuals will receive appropriate teacher certification and will have earned the bachelor of science degree. The cooperative aspect of the offering and the formal university program are compatible in that university college courses are offered in the late afternoon and evening, leaving the student ample time to work in industry. The student is required to accrue a minimum of 5,000 hours of approved work experience under supervision of a coordinator. Time spent learning the trade in either the high school or technical institute programs would be counted toward the 5,000 hours experience requirement. Upon completion of the minimum experience requirement, the student is required to pass an occupational competency examination. Details on recruitment, public relations, the students, entry requirements, coursework and recommendations are included. (CH)

ED027392

COOPERATIVE EDUCATION PROGRAM FOR PROSPECTIVE  
VOCATIONAL-TECHNICAL EDUCATION TEACHERS

COPE

First Annual Report

FORD FOUNDATION  
Grant No. 67-290

THE DEPARTMENT OF  
VOCATIONAL - TECHNICAL EDUCATION  
GRADUATE SCHOOL OF EDUCATION  
RUTGERS - THE STATE UNIVERSITY

VT007461

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FIRST ANNUAL REPORT, OF

THE

COOPERATIVE EDUCATION PROGRAM FOR PROSPECTIVE  
VOCATIONAL-TECHNICAL EDUCATION TEACHERS (C O I)

ALBERT J. PAUTLER  
PROJECT DIRECTOR

CHARLES J. BUZZELL  
ASSISTANT DIRECTOR

FUNDED BY

THE FORD FOUNDATION  
320 E. 43RD STREET  
NEW YORK, N.Y.

7.  
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION,  
RUTGERS - THE STATE UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
NEW BRUNSWICK, NEW JERSEY

JULY 1, 1968

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## PART I

### INTRODUCTION

Rutgers - The State University of New Jersey, is a unique institution which combines some of the features of the principal types of institutions which have given American higher education its peculiar diversity-- the colonial classical college, the land-grant college, and the state university.

Founded in 1766 as Queen's College, Rutgers was the eighth college in the colonies. Its sponsorship by the Dutch Reformed Church, formally discontinued in 1864, was typical of the times when most colleges were established by religious groups.

In 1945 the State Legislature extended the designation of "State University" to all units of Rutgers. In 1946, an urban complex, the University of Newark, was merged with Rutgers; and in 1950, the College of South Jersey at Camden became a part of the State University. With research units and experimental farms scattered from Sussex (northern) to Cape May (southern) counties, Rutgers extends its influence to all parts of the State.

The Department of Vocational-Technical Education was founded on July 1, 1963 and established formally as the fifth department of the Graduate School of Education. This department was made possible through extensive exploration and planning with the State Department of Education, Division of Vocational Education.

The Graduate School of Education is located on the New Brunswick Campus of the University. New Brunswick, which is the core of Central New Jersey, is surrounded by many towns, with a total population of over 500,000. Located in the center of the largest metropolitan area in the United States, New Brunswick is 30 miles southwest of New York City, and 60 miles northeast of Philadelphia. Combined with New Jersey's own prominence as a major market, the three areas represent a closely combined trade zone of 18 million people. A radius of 250 miles covers a 12-state area which many companies serve from plants in New Jersey. Over 50 million people -- one-fourth of the United States' population -- work and buy in this region.

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Paper presented at Upper Midwest Vocational Teacher Educational Conference, University of Minnesota, May 14, 1968.

## PROGRAMS AVAILABLE:

The Department offers courses and programs leading to certification, as well as degree programs. Degrees granted include the Bachelor of Science, Master of Education, and the Doctor of Education.

Undergraduate programs are available in agricultural education, home economics, trade and industrial education, and technical education.

Programs on the Master's level are available in agricultural education, business education, distributive education, home economics, technical education, vocational trade and industrial education, and vocational coordination and supervision.

The highlight of each Master's program is the Master-Teacher Externship. Externships are "tailor-made" to meet the individual needs of students, and are provided through the cooperation and coordination with industrial, business, and research concerns, as well as public agencies. The period of the externship may vary from three to six weeks in length, for which the extern will receive graduate credit at the rate of one credit per week of the externship.

The Vocational-Technical doctoral curriculum consists of four groups of courses and/or experiences as follows: Core, Selected Area Coursework, Internship and Dissertation Study. The full details of the program are available in the Department bulletin, Doctorate in Vocational-Technical Education. A brief schematic of the Vocational-Technical Doctoral Major follows.

# VOCATIONAL-TECHNICAL DOCTORAL MAJOR

## CORE 18 HOURS

WITHIN THE 30 MASTER'S CREDITS AND THE 18 CORE CREDITS, A MINIMUM OF ONE COURSE IN EACH OF THE FOLLOWING 6 CORE AREAS MUST BE TAKEN:

1. VOCATIONAL-TECHNICAL EDUCATION
2. EDUCATIONAL FOUNDATIONS
3. PSYCHOLOGY
4. SOCIOLOGY
5. ECONOMICS
6. RESEARCH METHODS

## SELECTED AREA COURSEWORK 18 HOURS

EMPHASIS IN ONE OF THE FOLLOWING AREAS:

1. ADMINISTRATION
2. RESEARCH
3. COLLEGE TEACHING

## INTERNSHIP 6 HOURS

## DISSERTATION STUDY 12 HOURS

The previously stated material was presented to better acquaint you with Rutgers, the Department, and the programs available in the area of Vocational-Technical Education. In addition, background material concerning the location and factors of industrial growth and development are of serious concern in this specialization. The most recent and most innovative undergraduate teacher education program at Rutgers is the COPE program.

#### COOPERATIVE OCCUPATIONAL PRETEACHING EXPERIENCE

The Department of Vocational-Technical Education of Rutgers - The State University, through University College, has developed a second track for a new source of teachers for vocational (trade and industrial) education. This particular program is designed to provide high school graduates, primarily from vocational and industrial arts education programs, as well as technical institute graduates, with an opportunity to combine cooperative work experience (COPE) in their chosen trade or occupation with an approved academic program. Upon satisfactory completion of the prescribed program, the individuals will receive appropriate teacher certification, and will have earned the Bachelor of Science degree.

The cooperative aspect of the offering and the formal University program are compatible in that University College courses are offered in the late afternoon and evening, leaving the student ample time to work in industry. The student is required to accrue a minimum of 5,000 hours of approved work experience, under the supervision of the COPE coordinator in his trade. Time spent learning the trade in either the high school or technical institute programs would be counted toward the 5,000-hour experience requirement. The student, upon completing his minimum experience requirement, can petition the department to take an occupational competency examination. Satisfactory achievement on this examination will earn 12 hours of academic credit for the student.

The first 60 hours, or approximately three years, are devoted to the basic requirements and liberal arts courses. At the end of this three-year period, the student will meet with the vocational education screening committee for a review of his academic and work experience records. With a favorable recommendation, he may begin taking vocational and professional education courses.

University College is the evening degree-granting college of Rutgers. Classes are only conducted in the evening, which makes it possible for a COPE student to work a full-time job during the day and attend classes in the evening. A student may register for nine credits per semester. A nine-credit load would require the student to attend class two evenings per week.

University College conducts classes in five different areas of the state. Classes are offered in Camden, Jersey City, Newark, New Brunswick, and Paterson. Students register at the local division, where they will take their course work.

COPE students are first required to be accepted by University College, and then must appear for a personal interview with the director or assistant director of the program.

Scholarships of \$200 for the first year are available. This money will cover the cost of tuition and fees for a total of six credits per term. The scholarships are made available through a three-year grant from the Ford Foundation. The Ford Foundation funded the project for a three-year period (July 1, 1967 - June 30, 1970). The grant was received to help start the program, and encourage minority group individuals to enter the field of vocational-technical education as teachers.

Students who start the program without any transfer credit will require approximately six years to complete the B.S. degree requirements. It is possible, under present New Jersey certification requirements, that a COPE student would be able to enter vocational-technical teaching before completion of the B.S. degree. When a student has been employed in his specialization for the number of years required for state certification, he may choose to start teaching and continue with his degree program. This is entirely possible within the structure and organization of the COPE program.

A student may pursue a specialization in any one of the recognized trade or industrial areas offered in the secondary or post-secondary programs of the state. Advisement is important due to the length of time required to complete the program, and the requirements needed by teachers of the future. Consideration of new offerings and discontinuation of some present offerings are carefully considered in advising students. An attempt is made to be as accurate as facts and figures indicate concerning future trends in vocational education.

The cooperative work aspect of the COPE program is based upon 5,000 hours of supervised work experience in the trade or occupational specialization the student is preparing to teach. The 5,000 hours is equal to about 30 months (2½ years) of full-time employment. Credit is not given for the 5,000 hours of supervised work experience per se. The supervised work experience allows the student to register for the occupational competency examination in his specialization. Twelve credits are granted for successful completion of the competency examination. The examination is part written and part practical in nature. Hour-for-hour clock time is granted toward the 5,000 hours for students who graduated from a vocational high school specialization or a post-high school program. Completion of the COPE program results in certification and the Bachelor of Science degree.

Since the program started only within the past year, it is much too early to evaluate the program at this time. It will take between four and five years before the first student will be graduated from the program. It is planned that an evaluation study will be undertaken after a number of the COPE graduates enter vocational-technical teaching.

At this point in time, it appears safe to say that the basic idea is workable. The idea of a cooperative experience in industry, combined with a university program, should provide another source of vocational-technical teachers. The final product, it is hoped, will be unique in a number of ways. First, the new teacher would have completed and received a B.S. degree. Second, the new teacher would have successfully taken and passed an occupational competency examination. In addition, he would have had at least 30 months of supervised work experience plus, perhaps, at least another 30 months of employment in his specialization. Third, the new teacher could enter teaching at age 24 or 25, and be able to move on to more advanced study. Under the more traditional approach, a person enters teaching after a specified number of years of trade experience. Then, to obtain certification, and much less a B.S. degree, is a tremendous challenge.

The COPE program was started with the first semester of the 1967-1968 academic year. Ten students were accepted by University College, and were screened into the COPE program. Three of the original ten did not register for the second semester. One dropped out after a few weeks because he was unable to work and go to school in the evening. The other two failed both of the courses they were taking, and decided not to return for the second semester.

Eight new students entered the program for the first time during the second semester. The COPE enrollment for the second semester of the 1967-1968 year was fifteen.

At the present time there are thirty students enrolled in the program for the next academic year (1968-1969). With the present staff, an enrollment of 30-40 students seems to be of a workable size. Additional increases in enrollment, however, will warrant an appropriate increase in staff.

## PART II

### ADVISORY COMMITTEE

A Curriculum Advisory Committee for Trade and Industrial Education was recently established in the Department of Vocational-Technical Education. The members of this committee also serve as advisors to the COPE program.

The membership of the committee consists of the following: employers representing both large and small industries, a state education director, a local superintendent of vocational education, and a state employment service manager.

The purposes of such a committee are two-fold in nature. The department is able to discuss its programs and problems with the people who end up with the products of the educational process. The students that are being educated end up in jobs in industries much like those represented by the members of the advisory committee. Committee members are able to offer advice, criticism, and suggestions concerning the direction of such a program as COPE. Also, they can be most helpful in offering employment, within their organizations; to COPE students. This makes a nice arrangement, since some of the advisory committee members can give feed-back information concerning the work habits and problems of COPE students employed in their organizations.

A listing of the advisory committee members follows.

C O P E

CURRICULUM ADVISORY COMMITTEE FOR  
TRADE AND INDUSTRIAL EDUCATION

Mr. Kenneth Boehmer, President  
General Conditioning Corporation  
Route #22  
Greenbrook, New Jersey  
752-4141

Mr. Walter Billiet, Director  
Trade and Industrial Education  
Vocational Division  
Trenton, New Jersey  
609-292-6070

Mr. Donald Carlson  
Personnel Administrator  
General Dynamics Corporation  
Electro Dynamic Division  
150 Avenel Street  
Avenel, New Jersey 07001  
636-9100

Mr. Manny Germinsky, President  
Germinsky Electric Company, Inc.  
208 West 4th Street  
Plainfield, New Jersey  
755-9500

Mr. Neal Clemens, Manager  
New Jersey State Employment Service  
65 Morris Street  
New Brunswick, New Jersey 08902  
247-6300

Mr. Joseph Freedman, Chief  
Bureau of Employment Programs  
Department of Labor Industry  
State of New Jersey  
John Fitch Plaza  
Trenton, New Jersey 08625  
609-292-2121

Mr. Donald Hoagland, Superintendent  
Monmouth County Vocational  
School District  
75 West Main Street  
Freehold, New Jersey  
462 - 1940

Mr. Michael Kaplan, Vice President  
Kaplan Construction Corp.  
358 Crowells Road  
Highland Park, New Jersey  
846-3717

Mr. Earl E. Lohr  
F.L. Baumeister Company  
281 Lincoln Boulevard  
Middlesex, New Jersey  
356-5600

Mr. R.J. Muehlig, Manager  
Industrial Relations  
Westinghouse Electric Corp.  
Route #27 at Vineyard Road  
Edison, New Jersey 08840  
287-2000

Mr. William Preston, Manager  
Industrial Relations  
Ford Motor Company  
F.O. Box 591  
Metuchen, New Jersey 08840  
548-2000

Mr. George A. Rietz  
10 Boulder Road  
Rye, New York 10580  
914-WO-7-4010

Dr. Richard B. Scheetz,  
Coordinator  
School-Industry Cooperation  
Department of Education  
225 West State Street  
Trenton, New Jersey 08625

Mr. Paul Smith, Director of  
Industrial Relations  
Kearny Works  
Western Electric Company, Inc.  
100 Central Avenue  
Kearny, New Jersey 07032  
642-7700

Mr. Walter H. Van Hoesen, Jr.  
President  
West Machine Works, Incorporated  
101 Forrest Street  
P.O. Box 388  
Metuchen, New Jersey 08840  
549-2183

Dr. David Rosenwald  
Accounting Manager  
I B M  
Garden State Parkway - Exit 136  
Cranford, New Jersey 07016  
272-6900 Extension 382

#### FACULTY

Dr. Carl J. Schaefer, Professor and Chairman  
Department of Vocational-Technical Education  
Rutgers - The State University

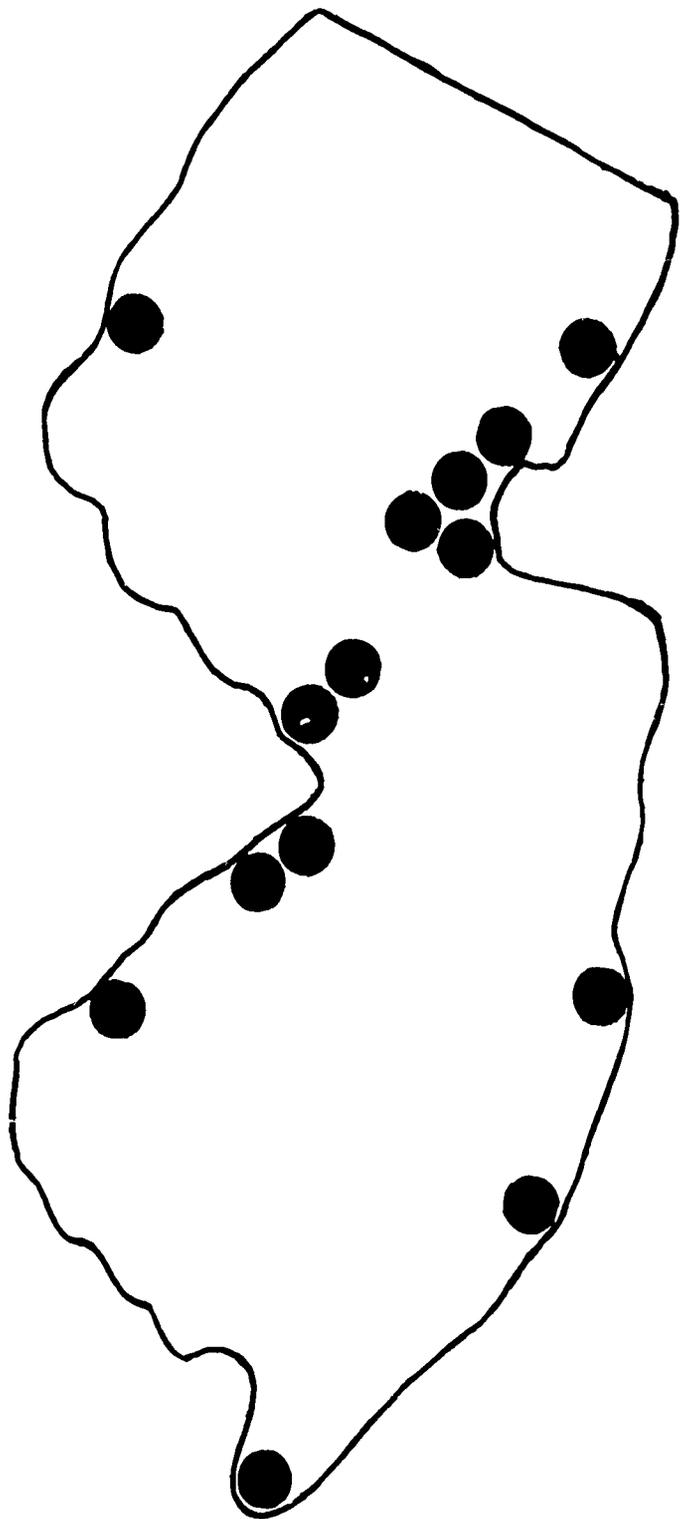
Mrs. Elaine House, Lecturer in Education

Mr. John Moullette, Lecturer in Education

Mr. Charles Buzzell, Instructor and Assistant  
Director of COPE

Dr. Albert Pautler, Assistant Professor and  
Director of COPE  
Advisor to Committee

# RECRUITMENT



A STATE WIDE RECRUITMENT  
PROGRAM WAS INITIATED IN  
SEPTEMBER, 1967. IT COVERED

18 HIGH SCHOOLS

IN

11 COUNTIES

AND RESULTED IN  
THE PRESENTATION OF  
THE COPE PROGRAM TO MORE THAN

1300 STUDENTS

PART III  
RECRUITMENT

As with any new program, recruitment of students is a very important factor. Dissemination of information concerning the COPE program was one of the first steps undertaken to get the program underway.

A descriptive COPE brochure was designed and printed. A mass mailing to all secondary and post-secondary schools in New Jersey was then made with the new brochure. The brochure had a tear-out post-card which interested students could fill out and return requesting application materials.

A letter was sent with the initial mailing of COPE brochures stating that a presentation could be made in the local schools, if this was desirable. As a result, nineteen programs were presented in eleven counties of New Jersey. The presentations were made to approximately thirteen hundred students.

The COPE director and assistant director took part in many other programs involving administrators, guidance personnel, and teachers.

Visual aids were designed by the department and made by a professional illustrator to make it possible to speak to various groups and use high-quality visuals. A "flip-flop" chart system, 35 mm slides, and overhead projector visuals were made for this purpose. The quality of the visual materials was considered outstanding, and many favorable comments were received from people who viewed the presentations.

PROGRAMS PRESENTED

Atlantic City High School Technical Center and Vocational School  
41 North Illinois Avenue  
Atlantic City, New Jersey

Bergen County Vocational and Technical High School  
200 Hackensack Avenue  
Hackensack, New Jersey

Burlington County Vocational and Technical High School  
Cadillac Road  
Burlington, New Jersey

Camden County Vocational and Technical High School  
6008 Browning Road  
Merchantville, New Jersey

Cape May County Vocational-Technical Institute  
Franklin Street  
Cape May, New Jersey

Dickinson High School  
2 Polasky Street  
Jersey City, New Jersey

Eastern Regional High School  
Box 38  
Glassboro, New Jersey

Ferris High School  
123 Coles Street  
Jersey City, New Jersey

Middlesex County Vocational and Technical High School  
256 Easton Avenue  
New Brunswick, New Jersey

Middlesex County Vocational and Technical High School  
618 New Brunswick Avenue  
Perth Amboy, New Jersey

Middlesex County Vocational and Technical High School - Girls  
Convery Boulevard  
Woodbridge, New Jersey

Ocean County Vocational-Technical Schools  
West Water Street  
Toms River, New Jersey

Thomas A. Edison Vocational and Technical High School  
625 Summer Street  
Elizabeth, New Jersey

Trenton Vocational and Technical High School  
Greenwood Avenue and Chambers Street  
Trenton, New Jersey

Warren County Vocational School and Technical Institute  
151 West Washington Avenue  
Washington, New Jersey



# VOCATIONAL-TECHNICAL EDUCATION

at Rutgers—The State University

GRADUATE SCHOOL OF EDUCATION  
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

## THE ALTERNATE ROUTE TO TEACHING VOCATIONAL SUBJECTS

SUSSEX  
TO  
CAPE  
MAY

**College + Job =  
B.S. & Certificate**

**Program Links  
Job, Teaching**  
New Brunswick—A new route for the training of future vocational teachers and leaders will be offered at Rutgers University this September. Supported by a \$67,800 grant from the Ford Foundation, the State University's department of vocational-technical education has developed a program to allow the high-school graduate combine an extensive work experience in his chosen trade with an approved academic program primarily in mechanical and electrical fields.

Uses Ford Foundation Grant

**Rutgers Begins New Program for Vocational Teachers**

### FORD FOUNDATION SPONSORED PROGRAM OFFERS ANOTHER APPROACH TO VOCATIONAL TEACHING

#### Scholarship for Prospective Vocational Teacher Awarded

The first scholarship under a new program at Rutgers University aimed at training vocational education teachers has been awarded to an outstanding high school graduate.

#### Rutgers Offers Shortcut to Teaching

A new route for the training of future vocational teachers and leaders will be offered at Rutgers University this September. Supported by a \$67,800 grant from the Ford Foundation, the university's Department of Vocational-Technical Education has developed a program to allow the high-school graduate combine an extensive work experience in his chosen trade with an approved academic program primarily in mechanical and electrical fields.

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Admission to the program is open to graduates in the upper three-fourths of their high school classes and to non-high school graduates who score satisfactorily on the General Education Development Test.

The Department of Vocational-Technical Education is actively recruiting institute graduates in (mechanical, electrical, and other vocational subjects) teaching. A special emphasis on recruitment of students from economically disadvantaged areas is being made.

#### Rutgers gives new method for skills teachers

the training of future vocational teachers and leaders will be offered at Rutgers University this September.

an occupation such as machinist, automobile mechanic, plumber, draftsman and designer or electrician. After 5,000 hours on the job, roughly 30 months, the student will take an occupational competency examination and, upon passing it, will be eligible to combine an extensive work experience in his chosen trade or occupation with an approved academic program primarily in mechanical and electrical fields.

## PART IV

### PUBLIC RELATIONS

Dissemination of information at the start of any new project or program is essential for both recruitment and public relations. The public relations services of the University were called upon to assist with the dissemination of information. As a result of this combined effort, information concerning the COPE program appeared in many newspapers throughout the state, and various professional publications throughout the nation.

Due to this widespread coverage, many requests for information were received from persons in New Jersey as well as from persons in other states and countries.

The COPE brochure, discussed in Part III, was distributed widely both in and out of the state.

The director and assistant director of the COPE program took part in the New Jersey Personnel and Guidance Association, Reverse College Day. This is an annual conference held in Atlantic City to acquaint the guidance directors and their staff with various post-secondary schools as well as industries offering employment to their students.

The director of the COPE program was requested to make a presentation at the Upper Midwest Vocational Teacher Education Conference concerning the program. The presentation was made on May 14, 1968. The title of the conference was, Developing Innovative Vocational-Technical Teacher Education Programs. The conference participants were vocational teacher educators from the midwest regions of the United States. The papers presented will be published along with the conference proceedings. The conference was sponsored by the Minnesota Research Coordination Unit in Occupational Education, University of Minnesota, Minneapolis, Minnesota.

The first COPE Employer-Employee Banquet was held on May 24, 1968 at the University Commons of Rutgers - The State University. The purpose of the banquet was to bring together the COPE students and their employers in order to express the appreciation of the Department of Vocational-Technical Education for the help and assistance rendered by the employers. State education department personnel were also in attendance at the banquet. We hope that it will be an annual banquet.

In addition, we have had many requests for additional information concerning the COPE program. Requests have been received from universities, colleges, state education departments, and high schools.

## PART V

### THE STUDENTS

The COPE program was started with the first semester of the 1967-1968 academic year. Ten students were accepted by University College, and were screened into the program. Three of the original ten students did not re-register for the second semester. One student dropped out of the program after a few weeks because he was unable to work and attend school in the evening, as his employer insisted on a great deal of overtime. An apparent excuse to drop out, since the full details of the program were explained to the student during his initial interview. The other two students failed both of their courses, and decided not to return for the second semester.

Eight new students entered the program for the first time during the second semester. The enrollment for the second semester of the 1967-1968 year was fifteen.

It appears at this time that 30 students will be enrolled in the program during the 1968-1969 academic year. With the present staff an enrollment of 30-40 students seems to be of a workable size for the present time.

Data based on the eighteen students to date are available and seems worthy of note. (Sixteen students plus two dropouts.)

TABLE 5-1

COPE STUDENTS				
Mean Age - Years	21.5			
Single	78%	N=14	of	18
Married	22%	N=4	of	18
Mean Percentile Rank - H.S.	59%	N=15		
Previous College Work Accepted by University College	22%	N=4	of	18
Previous Post-High School Work	72%	N=13	of	18
SPECIALIZATIONS				
Drafting	33%	N=6	of	18
Electricians	17%	N=3	of	18
Electronics	17%	N=3	of	18
Air Conditioning	5%	N=1	of	18
Machine Shop	17%	N=3	of	18
Automotive	11%	N=3	of	18
HIGH SCHOOL CURRICULUM PURSUED				
College Preparatory	33%	N=6	of	18
General	44%	N=8	of	18
Vocational-Technical	25%	N=4	of	18
Mean - Verbal (College Entrance Examination Board)	405	N=8		
Mean - Math (College Entrance Examination Board)	452	N=8		
% Taking College Entrance Examination Board	44%	N=8	of	18
Mean I.Q. (High School Transcript)	103	N=14	of	18

The data from Table 5-1 will give the reader a general idea of the background, high school record, and college board scores of the students.

Table 5-2 shows the grades received by the initial ten COPE students during the first semester of the 1967-1968 year.

Table 5-3 shows the grades received by the active COPE students during the second semester of the 1967-1968 school year.

TABLE 5-2

COPE STUDENTS

FIRST SEMESTER U.C. GRADES 1-26-68

Student	ENGL. 101	EC. 101	HIST. 101	SUBJECTS	SP. 101	P. MATH	MATH. 101
1		3		IT. 101			
2	W					W	
3	5			5			
4	5	3	3				
5 *		W					W
6	5				5		
7	5		3				
8	3	2	3				
9 **	5	5					
10	4						

10	Students						#
21	Subjects						0
4.0	Grade Point Average						1
*	Withdrawn after 5 weeks						2
**	Did not register for spring semester						6
							2
							8
							4

Grade  
 Distinguished 1  
 Good 2  
 Satisfactory 3  
 Poor 4  
 Failing 5  
 Withdrawn W



TABLE 5-3

## COPE STUDENTS

SECOND SEMESTER U.C. GRADES 6-3-68

Student	SUBJECTS										
	ECON. 102	MATH. 102	MATH. 101	ENGL. 102	HIST. 102	HIST. 201	HIST. 202	PHIL. 202	ECON. 220	ECON. 201	ECON. 250
1	3	3									
2			3								
3						3	5				
4								1			
5					3						
6						3					
7			4								
8									3	3	
9			5								
10										3	
11					3						
12	2			2							
13											1
14				4	4						
15											2

	<u>Grade</u>		<u>#</u>
15	Students	Distinguished	1
		Good	2
21	Subjects	Satisfactory	3
		Poor	4
		Failing	5
		Withdrawn	W
2.79	Grade Point Average		0



## PART VI

### PROJECTIONS - PLANS - RECOMMENDATIONS

1. The director and assistant director of the COPE program will assume a more active role in the advisement of students. This advisement will, of course, continue to involve the directors of the various University College divisions. During the first year of the program, all course advisement was rendered by the directors of the University College divisions.
2. All beginning COPE students are required to have an interview with the COPE director or assistant director. At the time of the interview, each student is required to take the English pretest, which is administered by the Chairman of the English Department of University College. (Transfer students from other colleges are not required to take the pretest.) The intent of this testing is to decrease the high percentage of failures experienced by COPE students during the first year of the program by identifying those who need remedial help.
3. On the basis of the results of the English pretest, a recommendation for remedial instruction in English will be given. Remedial instruction is offered on a noncredit basis by the University Extension Division.
4. The Curriculum Advisory Committee will continue to function in the future. It is anticipated that the members of the committee will take a more active position dealing with the placement of COPE students. Likewise, they will be involved in the development of the occupational competency examinations.
5. The First Employer-Employee Banquet was an unqualified success, and it is anticipated that the banquet will be a yearly affair. The continued support of the COPE employers or field faculty, as they are sometimes called, is essential to the continuation of the program. The banquet serves a dual purpose in that it provides, along with its obvious social function, an opportunity for the smaller employers to realize the extent of the commitment being made by other participating industries. In addition, the opportunity for articulation between the members of the educational institution and those from the various industries involved in the program, is also facilitated by this function.

6. The evening Feedback Sessions with COPE students will continue. A meeting with all active COPE students will be held during the fall and spring semesters to give the students a chance to discuss their programs and ideas.
7. Public relations and dissemination of information are important in any new program. Every attempt will be made to continue the media coverage on both the national and local level.
8. After COPE students complete one academic year in liberal and general education courses, they will be encouraged to take at least one course per summer session in the area of vocational-technical education. This would expose them, at a much earlier level, to the field they are preparing to teach, as well as placing them in the company of classroom teachers of vocational-technical education.
9. A workable size of the program, with the current staff, appears to be about 40 students. (Director about one-quarter time and assistant director full-time.) A decision regarding the expansion or limitation of the program will have to be made during the next year.
10. The experience gained from working to recruit members of minority groups into the COPE program was both enlightening and frustrating. Enlightening in that it identified some of the educational problems prevalent within certain segments of our culture. Frustrating in that the methods for solving these problems were either "unknown," "impractical," "untested," or "unorthodox."

Soon after the initiation of the recruitment drive, it became apparent that the two phases of the COPE program, the B.S. phase, and the work experience phase, had built into them "hidden prerequisites" which were immediately apparent to the individuals for whom the program was geared, but completely hidden to the proponents of the program.

#### The Recruiter's Jargon

One need only ponder for a moment the effect that the highly polished, articulate university representative, with his academic accolades streaming along behind like a chrome plated cortege, had on the culturally deprived student in the ghetto school. The presentation itself, although it came from a benevolent heart, was filled with the jargon of the university cloister, and certainly esoteric to those whose prime concern was "making bread on the street."

The effect on the potential student of this, his first encounter with the program, was convincing to say the least. It certainly did little to close the gap between the two worlds, "his and ours."

### The University's Requirements

Further conviction that the COPE program was not for him came when the student was given the entrance requirements for admission into Rutgers, University College. In order to be admitted without condition "a student must have been graduated from secondary school in the upper three-quarters of his class and must have sixteen units of secondary school work as follows:"

ENGLISH	4 UNITS	
COLLEGE PREPARATORY MATHEMATICS	3 UNITS	
FOREIGN LANGUAGE	2 UNITS	
ADDITIONAL	<u>7 UNITS</u>	
	16 UNITS	TOTAL

Should a student not meet these entrance requirements, he might be admitted with entrance conditions. These entrance conditions must be removed by the time a student without previous college credit has taken 30 credits. Conditions may occur in the following areas, and may be cleared as indicated.

1. MATHEMATICS. A student who has not had the prescribed high school units in mathematics may remove this condition by passing the preparatory mathematics course which is taught as a unit for one year.
2. FOREIGN LANGUAGE. A student without two high school units in one foreign language may remove this condition by electing (a) to take one year of a college language on a noncredit basis, or (b) to take two years of a college language for credit. (The 12 credits earned in Rutgers - The State University may be used either in satisfying the Bachelor of Arts degree foreign language requirement or as elective credit.)
3. SCHOLASTIC RECORD. A student whose record leaves doubt as to ability to do college level work will be enrolled on a probationary basis only after examination. The student is on probation and limited to two courses until the probationary status is removed by the Faculty Committee on Scholastic Standing.<sup>1</sup>

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1

Rutgers - The State University, University College Evening Degree Programs, Announcements for 1968-1969. Forty-fourth Series, February 1, 1968, Number 14, p. 30.

The point of all this is to show that the capable student from the ghetto school, for whom the COPE program could have some relevance, would be quick to see that he did not possess the "hidden prerequisites" necessary for survival in this academic environment. At no point was he told that the test of his intellectual prowess would be a realistic one, i.e., the assignment of a learning task and the necessary environment in which to learn it, and finally a realistic and relevant evaluation to determine if he had achieved the task.

Most, if not all, of the subjects which the student from the ghetto school would encounter in the university setting were built upon the assumption that he already had achieved a point of intellectual readiness and skill to commensurate with the average or above average college student. A grossly inaccurate and unfair assumption.

### Industry's Contribution

Everyone wants the bright, competent, skilled individual, and industry is no exception. Like the university, it is willing to make an investment in the highly productive, capable individual. On the other hand, the inarticulate (by middle class standards a worker who possesses the potential, but due to his environment has not developed this potential along the expected and prescribed route), is viewed with a jaundiced eye. For this type of individual placement is difficult, and again the "hidden prerequisites" (in some instances this means being white middle class) become painfully apparent.

### Some Possible Alternatives

In evaluating the limited success of the recruitment of individuals from minority groups, the authors identified certain courses of action which they feel might remedy the situation.

### The Recruitment Program

Two major changes in the recruitment approach for minority groups are currently under advisement. The first is to have a student who is currently enrolled in the COPE program make the presentation to the interested student groups. This presentation would represent a candid view of the program as it is seen through the eyes of the COPE student.

The fielding of questions from the group would be the sole responsibility of the COPE student with the administrative personnel acting only as resource persons. The second modification of the recruitment phase of the program calls for the extension of the recruitment presentation to gatherings which would meet outside of the school.

## The University's Commitment

The University administration is as keenly aware of the advantage of the "hidden curriculum" as they are of the inequities of the "hidden prerequisites." Their commitment to the alleviation of these inequities has been given, and all that is needed for the expansion of this commitment is the realistic and relevant design of programs. Their implementation has been guaranteed.

One such program which has already been initiated by this office, and has received the fullest cooperation of the University, was mentioned previously in this report. It is designed to identify and overcome deficiencies in English. This type of program needs to be expanded. The successful identification of areas of academic deficiency in potential students, and the involvement of these students in courses specifically designed to function in a remedial capacity is, at present, a major concern of the directors of the COPE program.

It is felt that in the future a more professional evaluation of potential students will be essential. This evaluation, carried out by a professional psychologist, could provide a means for screening students into the program who might otherwise doubt their capacity to do college work. In addition, professional testing and counseling of this type would identify areas in the individual's academic background which needed reinforcement, and would make recommendations as to how these deficiencies might be overcome.

## Industry's Contribution

Today many industries, large and small, have made and are making major contributions to the COPE program. However, two new avenues must be opened if the individuals with educationally and culturally deprived backgrounds are to be assimilated into the program.

First, industry will have to open its training programs to COPE students. The need for the student to leave the production line where he is "earning his keep while learning his trade" is apparent. It is no longer a realistic answer to the problems in many industries. If the industry expects to have workers for tomorrow's jobs, it must see to it that those being groomed for the role of teacher are given current and timely training. This training is going on behind many doors presently closed to COPE students.

Second, the time has come in many phases of industrial involvement when industry itself cannot be expected to "foot" the entire cost for training tomorrow's teachers. It is conceivable that new industries breaking ground in areas which are not yet current but which will place a heavy demand for a highly skilled work force on tomorrow's labor market, will need subsidizing in order to train the teachers for that work force. In a technology characterized by change, this would seem to be the coming rule rather than the exception.

In conclusion, the economic growth of this nation is predicated upon a productive, not destructive population. The current unrest among minority groups is an indication of their frustration and dissatisfaction with the way things have been. It has been painfully obvious to those involved in the COPE program, how completely irrelevant aspects of a program can be for those in another subculture. In an attempt to evaluate the successes and failures of this program, certain elements have risen and have demanded attention. To these a commitment has been made. The wisdom of this commitment and the degree of success it will enjoy is, at this point, speculative.

Perhaps a system of tutorial assistance should be made available to COPE students who enter the program with a definite cultural and academic deficiency.

## PART VII

### CONCLUSIONS

Since the program has been in full operation for only one academic year, it is much too early to make a complete evaluation. It will take between four and five years before the first student becomes eligible for graduation from the program. It is planned that an evaluative study will be undertaken after a number of the COPE graduates enter vocational-technical teaching.

At this point in time, it appears safe to say that the basic idea is workable. The idea of a cooperative experience in industry, combined with a university program providing another source of vocational-technical teachers, is sound. The final product, we hope, will be unique in a number of ways. First, the new teacher would have completed and received a B.S. degree. Second, the new teacher would have successfully taken and passed an occupational competency examination. Third, he would have had at least 30 months of supervised work experience, plus the possibility of at least another 30 months of employment in his specialization. Fourth, the new teacher could enter teaching at age 24 or 25 and be able to move on to more advanced study before age becomes a delimiting factor.

The COPE program is designed to provide another source of vocational-technical teachers.

The extent to which it is successful in its purpose will be dependent upon many factors. At this time many of the elements which may spell success or failure are obscure, and this full effect is as yet unknown.

STUDENT C	Age	Marital Status	Draft Classification	High School Curriculum Studied	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization	Grade Point Average in COPE
Mean Age 21.5 Years	22 Years Old	Single	* Student	Vocational - Technical * General	Not Available	Credits Accepted Not Accepted	17% Machine Shop 34% Electronics 14% Drafting 6% Auto Mechanics * Air Conditioning	Mean 3.0 3.6

STUDENT D	Age	Marital Status	Draft Classification	High School Curriculum Studied	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization	Grade Point Average in COPE
Mean Age 21.6 Years	22 Years Old	Single	* Student	Vocational - Technical * General	Not Available	Credits Accepted Not Accepted	17% Machine Shop 34% Electronics 14% Drafting 6% Auto Mechanics * Air Conditioning	Mean 3.0 3.5

STUDENT A

24 Years Old	32%	30%	24%	Mean 657	36.5% * 31 Credits Accepted	17%	Mean 3.6
Mean Age 21.5 Years	* Married	* Veteran	Vocational- Technical	CEE B Math and Verbal Combined	60.0% Credits Not Accepted	Machine Shop	Grade Point Average in COPE
	70%	71%	45%	692	15.5%	Electronics	
	Single	Student	General	CEE B Math and Verbal Combined	None	33% * Drafting	
		Draft Classification	* 25%	College Prep High School Curriculum Studied	None	11% Auto Mechanics	
						6% Air	
						Conditioning	

Mean Age 21.5 Years 21 Years Old	32%	30%	24%	Mean 657	20.5% * 6 Credits Accepted	17%	Mean 3.6
Age	* Married	* Veteran	Vocational- Technical	CEE B Math and Verbal Combined	60.0% Credits Not Accepted	Machine Shop	Grade Point Average in COPE
	70%	71%	45%	981	15.0%	Electronics	
	Single	Student	General	CEE B Math and Verbal Combined	None	33% * Drafting	
		Draft Classification	* 25%	College Prep High School Curriculum Studied	None	11% Auto Mechanics	
						6% Air	
						Conditioning	

STUDENT B

STUDENT C	Age	Marital Status	Draft Classification	College Prep	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization	Grade Point Average in COPE
Mean Age 21.5 Years	22 Years Old	Single	* Student	College Prep High School Curriculum Studied * General	Not Available	Credits Accepted Not Accepted	17% Machine Shop 34% Electronics 14% Drafting 6% Auto Mechanical * Air Conditioning	Mean 3.0 3.6

STUDENT D	Age	Marital Status	Draft Classification	College Prep	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization	Grade Point Average in COPE
Mean Age 21.0 Years	22 Years Old	Single	* Student	College Prep High School Curriculum Studied * General	Not Available	Credits Accepted Not Accepted	17% Machine Shop 34% Electronics 14% Drafting 6% Auto Mechanical * Air Conditioning	Mean 3.0 3.5

STUDENT E

Age 22 Years Old 21.5 Years	Marital Status Married * Single	Classification Veteran * Student	High School Curriculum Studied College Prep	CEEB Math and Verbal Combined Not Available	Previous Post High School Work None	Area of Specialization Auto Mechanics Conditioning	Grade Point Average in COPE 3.0

STUDENT F

Age 19 Years Old	Marital Status Married * Single	Classification Veteran * Student	High School Curriculum Studied College Prep	CEEB Math and Verbal Combined Not Available	Previous Post High School Work None	Area of Specialization Auto Mechanics Conditioning	Grade Point Average in COPE 4.0

STUDENT G

<b>Mean Age</b> <b>21.5 Years</b>	<b>25%</b> Married	<b>30%</b> Veteran	<b>24%</b> Vocational- Technical	<b>45%</b> General	<b>Mean 667</b> 719	<b>26.5%</b> Accepted	<b>17%</b> * Machine Shop	<b>Mean 3.0</b> 3.0
Age 19 Years Old			High School Curriculum Studied	None	None	None	<b>35%</b> Electronics	None
						<b>60.0% Credits</b> 20 Credits Not Accepted	<b>34%</b> Drafting	
							<b>11%</b> Auto Mechanics	
							<b>5%</b> Air Conditioning	

<b>Mean Age</b> <b>21.5 Years</b>	<b>22%</b> Married	<b>20%</b> Veteran	<b>24%</b> Vocational- Technical	<b>45%</b> General	<b>Mean 667</b> 780	<b>26.5%</b> Accepted	<b>17%</b> Machine Shop	<b>Mean 3.0</b> 5.0
Age 19 Years Old			High School Curriculum Studied	None	None	None	<b>35%</b> * Electronics	
						<b>60.0% Credits</b> 20 Credits Not Accepted	<b>34%</b> Drafting	
							<b>11%</b> Auto Mechanics	
							<b>5%</b> Air Conditioning	

STUDENT H

STUDENT I

<b>Mean Age</b> <b>21.5 Years</b> 21 Years Old	<b>22%</b> Married	<b>30%</b> Veteran	<b>24%</b> Vocational- Technical	<b>Mean 887</b> 746	<b>26.5%</b> Accepted <b>60.0% *Credits</b> 20 Credits Not Accepted	<b>17%</b> Machine Shop <b>34%</b> Electronics <b>35%</b> Drafting <b>11%</b> Auto Mechanics <b>5%</b> Air Conditioning	<b>Mean 3.6</b> 4.3
	<b>76%</b> * Single	<b>71%</b> * Student	<b>45%</b> * General	<b>35%</b> College Prep	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization
Age	Marital Status	Draft Classification	High School Curriculum Studied	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization	Grade Point Average in COPE

<b>Mean Age</b> <b>21.5 Years</b> 19 Years Old	<b>25%</b> Married	<b>20%</b> Veteran	<b>24%</b> Vocational- Technical	<b>Mean 887</b> 1031	<b>26.5%</b> Accepted <b>60.0% Credits</b> Not Accepted	<b>17%</b> Machine Shop <b>34%</b> * Electronics <b>35%</b> Drafting <b>11%</b> Auto Mechanics <b>6%</b> Air Conditioning	<b>Mean 3.6</b> 3.6
	<b>76%</b> * Single	<b>71%</b> * Student	<b>45%</b> * General	<b>30%</b> College Prep	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization
Age	Marital Status	Draft Classification	High School Curriculum Studied	CEEB Math and Verbal Combined	Previous Post High School Work	Area of Specialization	Grade Point Average in COPE

STUDENT J

STUDENT K

23 Years Old		33% * Married		30% * Veteran		24% Vocational- Technical		Mean 657		26.5% * 6 Credits Accepted		17% Machine Shop		Mean 3.6 2.3	
Mean Age 21.5 Years		78% Single		71% Student		45% General		957		60.0% Credits Not Accepted		34% Electronics			
Age		Marital Status		Draft Classification		High School Curriculum Studied		CEE: B Math and Verbal Combined		Previous Post High School Work		Area of Specialization		Grade Point Average in COPE	
		Single		Student		College Prep				None		Drafting			
						* College Prep						11% * Drafting			
												5% Auto Mechanics			
												5% Air			
												Conditioning			

25 Years Old		33% * Married		30% * Veteran		24% Vocational- Technical		Mean 657		36.5% * 47 Credits Accepted		17% Machine Shop		1.0	
Mean Age 21.5 Years		76% Single		71% Student		45% General		Not Available		60.0% Credits Not Accepted		34% Electronics		Mean 3.6	
Age		Marital Status		Draft Classification		High School Curriculum Studied		CEE: B Math and Verbal Combined		Previous Post High School Work		Area of Specialization		Grade Point Average in COPE	
		Single		Student		College Prep				None		Drafting			
						* College Prep						11% * Drafting			
												5% Auto Mechanics			
												5% Air			
												Conditioning			

STUDENT L

STUDENT M

<b>Mean Age</b> 21.5 Years		<b>22%</b> Married		<b>24%</b> * Vocational- Technical		<b>Mean 867</b>		<b>26.5%</b> Accented		<b>17%</b> Machine Shop		<b>Mean 3.0</b>	
<b>18 Years Old</b>		<b>76%</b> * Single		<b>45%</b> General		878		<b>60.0% Credits</b> Not Accented		<b>34%</b> * Electronics		4.0	
Age		Marital Status		High School Curriculum Studied		CEEB Math and Verbal Combined		Previous Post High School Work		Area of Specialization		Grade Point Average in COPE	
		Draft Classification		College Prep				None		<b>11%</b> Drafting			
		<b>71%</b> * Married		<b>33%</b>				<b>13.5%</b> * None		<b>5%</b> Air Conditioning			
		Veteran		College Prep						<b>11%</b> Auto Mechanics			

<b>Mean Age</b> 21.5 Years		<b>22%</b> Married		<b>24%</b> * Vocational- Technical		<b>Mean 867</b>		<b>26.5%</b> Accented		<b>17%</b> Machine Shop		<b>Mean 3.0</b>	
<b>20 Years Old</b>		<b>76%</b> * Single		<b>45%</b> General		Not Available		<b>60.0% Credits</b> 3 Credits Not Accepted		<b>34%</b> Electronics		4.0	
Age		Marital Status		High School Curriculum Studied		CEEB Math and Verbal Combined		Previous Post High School Work		Area of Specialization		Grade Point Average in COPE	
		<b>71%</b> * Single		<b>33%</b>				None		<b>11%</b> Drafting			
		<b>71%</b> * Student		<b>33%</b>				<b>13.5%</b> None		<b>5%</b> Air Conditioning			
		Veteran		College Prep						<b>11%</b> Auto Mechanics			

STUDENT N

APPENDIX B

FORMS

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

Dear

Thank you for your recent request for material concerning the Cooperative Occupational Preteaching Experience program (COPE). The program is designed to allow the high school graduate to combine an extensive work experience program in his chosen trade or occupation with an approved academic program. The program is primarily aimed at graduates of secondary schools, vocational and industrial arts programs. However, all applicants to the program will be considered.

The enclosed materials will spell out in greater detail the full operation of the COPE program. If, after reading the materials supplied, you have any additional questions, please feel free to contact the director or assistant director at 201-247-7636.

Thank you for your interest in the program.

Sincerely,

Albert J. Pautler, Ed. D.  
Assistant Professor and  
Director of COPE

AJP:bc

Enclosures

C-1

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

HOW SHOULD I APPLY FOR THE COPE PROGRAM?

1. Write to the University College registrar at 77 Hamilton Street in New Brunswick, New Jersey 08903, requesting a college catalog and application form.
2. Return the application form to the University College registrar of the center you plan to attend. (Camden, Newark or New Brunswick) Indicate COPE as your major.

CAMDEN  
Annex, Point and Pearl Streets

NEWARK  
601 Broad Street

NEW BRUNSWICK  
77 Hamilton Street

3. When you receive notification of acceptance to University College, contact the Director of the COPE program for an interview. (201-247-7636)

Dr. Albert J. Pautler  
Rutgers - The State University  
Department of Vocational-Technical Education  
10 Seminary Place  
New Brunswick, New Jersey 08903

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

APPLICATION FOR COPE SCHOLARSHIP  
(COOPERATIVE OCCUPATIONAL PRETEACHING EXPERIENCE)

To become a candidate for a COPE scholarship (usually an award of \$100 per semester for a total of \$200 to pay for tuition, fees, and books at University College - Rutgers), complete the following. Be sure to have it signed by the proper persons. All scholarships are contingent upon admission to University College and completion of registration. Schedule an interview with the COPE director as soon as possible.

1. Name \_\_\_\_\_ Phone \_\_\_\_\_
2. Address \_\_\_\_\_
3. High School \_\_\_\_\_  
Address \_\_\_\_\_
4. High school curriculum studied \_\_\_\_\_
5. High school graduation class rank \_\_\_\_\_
6. Year of graduating \_\_\_\_\_
7. Write a short statement (150-200 words) on a separate sheet of paper describing your desires to become a vocational teacher. In the statement indicate what vocational specialization you are interested in teaching.
8. Your father's or guardian's occupation \_\_\_\_\_
9. Number of brothers \_\_\_\_\_ sisters \_\_\_\_\_
10. COPE specialization \_\_\_\_\_
11. Have this application signed by:

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Principal

MAIL TO:

COPE DIRECTOR  
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
10 SEMINARY PLACE  
NEW BRUNSWICK, NEW JERSEY 08903

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

C O P E

INTERVIEW FORM

Date \_\_\_\_\_ Print  
Last Name \_\_\_\_\_

Name \_\_\_\_\_  
First Middle Last

Selective Service Number \_\_\_\_\_

College Address \_\_\_\_\_  
Tel. \_\_\_\_\_

Date of Birth \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Marital Status \_\_\_\_\_ Are you a U.S. Citizen? \_\_\_\_\_

State any serious illness or physical limitation \_\_\_\_\_

H.S. attended \_\_\_\_\_ Date of graduation \_\_\_\_\_

No. of brothers, older \_\_\_\_\_ younger \_\_\_\_\_

sisters, older \_\_\_\_\_ younger \_\_\_\_\_

Father's name \_\_\_\_\_ Father now living? \_\_\_\_\_

Father employed by \_\_\_\_\_

Occupation \_\_\_\_\_

Do you have use of a car for Co-op? \_\_\_\_\_ Driver's license? \_\_\_\_\_

What state? \_\_\_\_\_

What are your hobbies and interests? \_\_\_\_\_  
\_\_\_\_\_

What studies interested you most in H.S.? \_\_\_\_\_  
\_\_\_\_\_

Have you been in any Military Service? \_\_\_\_\_ Branch \_\_\_\_\_

Member of any reserve? \_\_\_\_\_ Branch \_\_\_\_\_ Active or inactive \_\_\_\_\_

Other Colleges, etc., attended \_\_\_\_\_

RECORD OF WORK EXPERIENCES

Arrange in order of last job first. Include military assignments.

Name of Company	Duties You Performed	Wages	From-To	Did You Like It?

What is your educational goal? \_\_\_\_\_

What is your professional goal? \_\_\_\_\_

What specialization will you pursue? \_\_\_\_\_

\_\_\_\_\_

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

INTERVIEW REPORT

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

Circle Appropriate Characteristics

APPEARANCE

PERSONALITY

POISE

Meticulous

Dominant

Talkative

Overbearing

Neat, Well Groomed

Strong

Ordinary

Confident

Ordinary

Well Balanced

Quiet

Balanced

Careless

Passive

Colorless

Commonplace

Negative

Offensive

Shy

Awkward

MATURITY

PECULIARITIES

PLACEABILITY

Very Mature

Speech

Excellent

Average

Manner

Good

Immature

Movement

Average

Other (state)

Marginal

Poor

COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUGGESTIONS FOR PLACEMENT \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

STATUS

- University College Application
- University College Action     Admitted     Rejected
- COPE Scholarship Application
- COPE Scholarship Granted
- Diagnostic Testing
- Score
- Score

\_\_\_\_\_  
Signature

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

CHECKLIST FOR COPE STUDENTS

1. University College Acceptance \_\_\_\_\_
2. COPE Interview \_\_\_\_\_
3. Letter to Registrar on COPE interview and  
status \_\_\_\_\_
4. COPE Scholarship Application \_\_\_\_\_
5. COPE Scholarship Status \_\_\_\_\_
6. Letter to University College on COPE Scholarship  
\_\_\_\_\_
7. Letter to student if COPE scholarship granted.  
Will include full procedure \_\_\_\_\_
8. \$100.00 check payable to student (1st Semester)  
\_\_\_\_\_
9. \$100.00 check payable to student (2nd Semester)  
\_\_\_\_\_

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

COPE - PERMISSION FORM

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_

COPE MAJOR SPECIALIZATION \_\_\_\_\_  
(WELDING; AUTO MECHANICS; ELECTRONICS)

EMPLOYER \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

PHONE \_\_\_\_\_ EXT. \_\_\_\_\_

SUPERVISOR \_\_\_\_\_ TITLE \_\_\_\_\_

PLEASE CHECK THE APPROPRIATE ITEM CONCERNING OUR FIRST CONTACT WITH YOUR EMPLOYER.

1. I grant you permission to contact my present employer concerning my COPE program.
2. I do not want you to contact my present employer until after \_\_\_\_\_  
Date
3. I do not want you to contact my present employer. I request a change of employment.
4. OTHER: \_\_\_\_\_  
\_\_\_\_\_

IF YOU HAVE ANY QUESTIONS, PLEASE CALL ME AT 201-247-7636. PLEASE RETURN THIS FORM WITHIN ONE WEEK.

Sincerely,

Albert J. Pautler, Ed. D.  
Assistant Professor and  
Director of COPE

AJP:bc

C-6

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

C O P E

Dear Principal:

The attached form is being sent to you by one of your past graduates who has entered COPE (Cooperative Educational Program for prospective Vocational-Technical Education teachers) at Rutgers - The State University.

The student has been accepted by University College and will pursue a work-study program leading to the B.S. degree.

For our records, a statement concerning the number of clock hours spent in the vocational or technical specialization is needed to complete the student's records.

Your cooperation in this matter is very much appreciated by both the applicant and the Department of Vocational-Technical Education.

Sincerely,

Albert J. Pautler, Ed. D.  
Assistant Professor and  
Director of COPE

AJP:bc

C-7

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

C O P E

RE: \_\_\_\_\_

A. NAME OF SCHOOL \_\_\_\_\_

B. DATE OF GRADUATION \_\_\_\_\_

C. VOCATIONAL OR TECHNICAL SPECIALIZATION  
\_\_\_\_\_

D. YEARS SPENT IN THE PROGRAM \_\_\_\_\_

E. CLOCK HOURS SPENT IN THE VOCATIONAL OR TECHNICAL  
SPECIALIZATION \_\_\_\_\_

(INCLUDE ONLY TIME SPENT IN THE ACTUAL SHOP RELATED TO  
THE SPECIALIZATION)

COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE \_\_\_\_\_ SIGNED \_\_\_\_\_

POSITION \_\_\_\_\_

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

C O P E

ALL INFORMATION ON THIS REPORT WILL BE STRICTLY CONFIDENTIAL.

Dear Mr. \_\_\_\_\_:

This form is being sent to you by \_\_\_\_\_,  
who (was, is) employed by you in the capacity of \_\_\_\_\_  
\_\_\_\_\_ (position, department or title) from  
\_\_\_\_\_ to \_\_\_\_\_ so that his work experience  
can be evaluated for his COPE program as a future teacher of  
\_\_\_\_\_ (trade to be taught) in  
vocational trade and industrial education. Please provide the  
necessary information and add any additional information you feel  
would help in this important evaluation, and return this form in  
the envelope provided.

Your cooperation in this evaluation is very much appreciated  
by both the applicant and the Department.

Sincerely,

Albert J. Pautler, Ed. D.  
Assistant Professor and  
Director of COPE

AJP:bc

C-8

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

COPE - PAST EMPLOYMENT FORM

EMPLOYEE \_\_\_\_\_

EMPLOYER \_\_\_\_\_

COMPANY \_\_\_\_\_

ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_

1. Date of employment. FROM: \_\_\_\_\_ TO: \_\_\_\_\_

2. Was employment full or part-time? \_\_\_\_\_

3. Type of position or title: \_\_\_\_\_

4. Type of work performed while in your employ: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Type of operations performed - machinery operated, skills used,  
material used, etc. \_\_\_\_\_  
\_\_\_\_\_

6. Probable success as a teacher: \_\_\_\_\_  
\_\_\_\_\_

7. Remarks - those you feel would be helpful in making an evaluation  
of this person's manipulative skill and general attitude.  
\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE: \_\_\_\_\_

POSITION: \_\_\_\_\_

**COPE**

STUDENT REPORT

**TO BE FILLED OUT BY STUDENT**

INSTRUCTIONS: The student should complete this portion of the report form and leave with the employer for his evaluation. The employer should mail this form to the University in the accompanying Self addressed envelope.

Date \_\_\_\_\_

Name \_\_\_\_\_ (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (Middle) \_\_\_\_\_

College \_\_\_\_\_ Major \_\_\_\_\_ Year \_\_\_\_\_ Division \_\_\_\_\_

Employing Firm \_\_\_\_\_

Department \_\_\_\_\_ Job Title \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Title \_\_\_\_\_

Attendance: Times Late \_\_\_\_\_ Reason \_\_\_\_\_  
 Times Absent \_\_\_\_\_ Reason \_\_\_\_\_

Gross Pay: Hour \_\_\_\_\_ Gross Pay \_\_\_\_\_  
 Week \_\_\_\_\_ Full Period \_\_\_\_\_

Brief Job Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EMPLOYER'S EVALUATION**  
 TO BE FILLED OUT BY EMPLOYER

The employer will please express his candid opinion of this student as a worker in his employ. Criticisms, and comments are earnestly solicited. This information will be utilized by the coordinator for the guidance of the student.

<p><b>RELATIONS WITH OTHERS</b></p> <p><input type="checkbox"/> Exceptionally well accepted</p> <p><input type="checkbox"/> Works well with others</p> <p><input type="checkbox"/> Gets along satisfactorily</p> <p><input type="checkbox"/> Has some difficulty working with others</p> <p><input type="checkbox"/> Works very poorly with others</p>	<p><b>ATTITUDE - APPLICATION TO WORK</b></p> <p><input type="checkbox"/> Outstanding in enthusiasm</p> <p><input type="checkbox"/> Very interested and industrious</p> <p><input type="checkbox"/> Average in diligence and interest</p> <p><input type="checkbox"/> Somewhat indifferent</p> <p><input type="checkbox"/> Definitely not interested</p>
<p><b>JUDGMENT</b></p> <p><input type="checkbox"/> Exceptionally mature</p> <p><input type="checkbox"/> Above average in making decisions</p> <p><input type="checkbox"/> Usually makes the right decision</p> <p><input type="checkbox"/> Often uses poor judgment</p> <p><input type="checkbox"/> Consistently uses bad judgment</p>	<p><b>DEPENDABILITY</b></p> <p><input type="checkbox"/> Completely dependable</p> <p><input type="checkbox"/> Above average in dependability</p> <p><input type="checkbox"/> Usually dependable</p> <p><input type="checkbox"/> Sometimes neglectful or careless</p> <p><input type="checkbox"/> Unreliable</p>
<p><b>ABILITY TO LEARN</b></p> <p><input type="checkbox"/> Learns very quickly</p> <p><input type="checkbox"/> Learns readily</p> <p><input type="checkbox"/> Average in learning</p> <p><input type="checkbox"/> Rather slow to learn</p> <p><input type="checkbox"/> Very slow to learn</p>	<p><b>QUALITY OF WORK</b></p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Very good</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below average</p> <p><input type="checkbox"/> Very poor</p>
<p><b>ATTENDANCE:</b> Reg. <input type="checkbox"/> Irreg. <input type="checkbox"/></p>	<p><b>PUNCTUALITY</b> Reg. <input type="checkbox"/> Irreg. <input type="checkbox"/></p>
<p><b>OVERALL RATING:</b> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Marginal <input type="checkbox"/> Poor <input type="checkbox"/></p>	
<p><b>COMMENTS (over if necessary)</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>(Signed) _____ (Company Representative)</p> <p>This report has been discussed with the student Yes <input type="checkbox"/> No <input type="checkbox"/></p>	



DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION  
RUTGERS - THE STATE UNIVERSITY

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Suggested courses for the following:

Summer Session:

Fall Semester:

Spring Semester:

\_\_\_\_\_  
Adviser

cc: \_\_\_\_\_

C-10

Name \_\_\_\_\_ Conditions \_\_\_\_\_

This worksheet specifies the requirements you must fulfill. Please keep it up-to-date with all grade reports as a continuing record of all credits earned. Entrance conditions must be cleared within 30 credits (beginning students) or 12 credits (students with transfer credit). Basic requirements must be completed within 66 credits (beginning students) or within specified limits (students with transfer credit). For further details, consult catalog.

<u>Grades</u>	<u>Credits</u>	<u>Basic</u> (30)
_____	_____	English 101, 102 _____
_____	_____	Economics 101, 102 _____
_____	_____	History 101, 102 _____
_____	_____	Mathematics 101, 102 or 131, 132 _____
_____	_____	English 219, 220 _____

Liberal Arts (30)

_____	_____	Humanities (12) _____
_____	_____	Science 101, 102 or lab. sci. (6-8 in one science) _____
_____	_____	History 201, 202, 417 (9) _____
_____	_____	Sociology 207 _____

Supplementary (17)

_____	_____	Economics 250 _____
_____	_____	Speech 284 _____
_____	_____	Ed 381. Educ. Psychology (3) _____
_____	_____	Ed 386. Prin. Tech. Tch. Sec. Sch. (3) _____
_____	_____	Ed 415. Intro. Phil. Educ. (3) _____
_____	_____	VoEc 207. Voc. Guid. Voc. Tchrs. (2) _____

Major (31)

_____	_____	VoEd 305. Fund. Job Anal., or VoEd 331, Admin. Curr. (2)
_____	_____	VoEd 330. Meth. Tch. Shop (2) _____
_____	_____	VoEd 332. Dev. Instr. Mat. & Devices (2) _____
_____	_____	VoEd 333. Shp. Organ. & Manag. (2) _____
_____	_____	VoEd 405. Sup. Tch. Voc. Sub. or Ed 487 (6) _____
_____	_____	VoEd 408. Prin. & Prac. VoEd (2) _____
_____	_____	VoEd 435, 436. Occup. Prin. & Prac. (12) _____
_____	_____	VoEd 437. Ind. Prac. Seminar (3) _____

Free (20)

_____	_____	_____
_____	_____	_____
_____	_____	_____

