

Cooperative Education (0810)

Test at a Glance

Test Name	Cooperative Education		
Test Code	0810		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Coordination	26	22%
	II. Locating and Developing Training Stations	16	13%
	III. Related Instruction	22	18%
	IV. Legal Aspects	14	12%
	V. Career Guidance	14	12%
	VI. Public Relations	16	13%
	VII. Special Needs	12	10%

About This Test

The Cooperative Education test is designed for prospective teachers of cooperative education at the secondary-school level in the state of Pennsylvania.

The 120 multiple-choice questions assess knowledge of fundamental facts and the ability to analyze problems and apply principles in specific situations. The examination is typically taken by examinees who have completed a bachelor's degree program with an emphasis on cooperative education. The seven content areas cover coordination, locating and developing training stations, related instruction, legal aspects, career guidance, public relations, and special needs.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Coordination

- Establishing program guidelines and ensuring understanding of rules and regulations
- Recognizing appropriate strategies for recruiting students
- Correlating related classroom instruction and on-the-job training activities by developing a training agreement and a training plan
- Selecting and assessing a training station based on safety of the environment, accessibility for students, matching career objectives, and appropriateness for future employment
- Recognizing appropriate documentation of wages, hours, and related on-the-job activities
- Developing procedures for integrating school and training activities in areas such as academic and training activities, attire, and employer/school emergency needs

II. Locating and Developing Training Stations

- Developing and utilizing student and business community surveys
- Developing and utilizing advisory committees for program development: representation of appropriate groups, size of the committee, and frequency of meetings
- Identifying and comparing the criteria for evaluating the training station supervisor as well as the student learner's progress toward career goals as described in the training agreement and training plan
- Identifying the components of the training memorandum/agreement and training plan

III. Related Instruction

- Differentiating between Capstone and Diversified Occupations related instruction
- Identifying information outlined in the state *Scope of Instruction*
- Identifying and developing related technical materials for Diversified Occupations programs
- Identifying Career and Technical Student Organizations in cooperative education programs as required by Chapter 339, Pennsylvania Department of Education (PDE)

IV. Legal Aspects

- Identifying federal and state child labor laws
- Recognizing the 17 hazardous occupation orders and areas of permitted exemptions at both the federal and state levels
- Recognizing the PDE regulations in Chapter 4 for Diversified Occupations and Cooperative Education Programs

V. Career Guidance

- Knowing what is measured by aptitude, interest, and ability assessment instruments
- Identifying student problems such as school problems, family problems, stealing, ethics, and trade secrets that may affect performance
- Knowing external resources available to the coordinator to help solve student problems, including the police, guidance counselors, drug enforcement agents, community agencies, and Planned Parenthood
- Developing and using follow-up studies
- Knowing the purpose of the student/parent interview

VI. Public Relations

- Identifying the contents of program brochures for both student and employer
- Identifying procedures and formats for handling news releases in newspapers, television, and radio
- Identifying speakers and/or components for a public presentation about the co-op program to a service/civic group
- Knowing organizational aspects of an employer-appreciation event

VII. Special Needs

- Knowing vocational components of an IEP
- Identifying and selecting appropriate material for students with special needs
- Identifying appropriate strategies for development of training station sites for students with special needs
- Identifying local agencies that can aid the coordinator with the development of students with special needs

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty.

Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

- The employer should first explain safety procedures to the student-learner when
 - another employee is injured
 - the student-learner starts the job
 - OSHA inspectors are on the premises
 - the student-learner asks about them
- A coordinator should visit training stations for all of the following reasons EXCEPT to
 - ensure that training station personnel understand the coordinator's role in the program
 - ensure that the firm meets legal requirements for a training station
 - provide instruction to upgrade the on-the-job trainer's occupational skills
 - confer with the employer about the quality of the training being offered
- The training station supervisor is required to
 - provide transportation for students to and from the job
 - provide work clothes for the students
 - maintain an accurate file on students' performance
 - promise students full-time employment after graduation
- While attempting to recruit an employer to serve as a training station, a coordinator should first do which of the following?
 - Relate the benefits of the program to the firm and to the community.
 - Explain the program and the employer's role in it.
 - Establish rapport with the employer.
 - Provide names of existing stations to contact for more information about program operation.
- Which of the following topics is NOT included in a general cooperative education related instruction class?
 - Personality development
 - Community awareness
 - General occupational data
 - Technical information
- Providing related instruction in the diversified occupations program is primarily the responsibility of the
 - cooperative education coordinator
 - occupational skills instructor
 - training station supervisor
 - craft advisory committee
- The term "student-learner" legally refers to a student who is enrolled in a cooperative vocational-education training program under a recognized
 - labor union
 - community organization
 - state or local educational authority
 - foreign government authority
- The Fair Labor Standards Act includes all of the following EXCEPT
 - provisions for minimum wage
 - provisions for equal pay
 - requirements for age certificates
 - standards for the employment of minors
- A cooperative education coordinator should select student-learners for placement based on their
 - desire to earn money
 - academic performance
 - ability to benefit from the program
 - ability to find a source of employment on their own

10. What is the first step a coordinator should take upon learning that a student-learner has been dismissed from a training station due to lack of skills or poor work behaviors?
- (A) Enroll the student in a course to acquire the needed skills before returning to the job site.
 - (B) Try to convince the training-station supervisor to continue working with the student.
 - (C) Assess the student's skills and behaviors to determine what remedial work is needed.
 - (D) Counsel the student to pursue a different career path.
11. Primary responsibility for public relations for a school's cooperative education program lies with the
- (A) school principal
 - (B) school secretary
 - (C) employer
 - (D) cooperative education coordinator
12. The employer-employee appreciation event typically is planned and conducted primarily by the
- (A) school faculty and administration
 - (B) cooperative education students
 - (C) cooperative education coordinator
 - (D) occupational advisory committee
13. Which of the following must a cooperative education coordinator primarily consult with in order to redesign a job to meet a student's special needs?
- (A) The advisory-committee members
 - (B) The vocational instructor
 - (C) The training-station supervisor
 - (D) A consultant from industry

Answers

1. The correct answer is B. If student-learners know the safety procedures before starting a job, they can use correct procedures to protect themselves and others from injury. This saves human suffering, lost work time, liability costs to the employer, and possible citations or fines by government agencies.

2. Choice C is the correct answer. The cooperative education coordinator must ensure that a student-learner has a positive learning environment and experience at the workplace and be certain that all parties involved understand the coordinator's role in working with the training-station supervisor. The coordinator must be certain that the firm continually meets legal requirements and maintains a safe environment for the student. Finally, constant communication between the supervisor and coordinator is necessary to assess and modify, when appropriate, the quality of training the student is getting at the site.

The coordinator's job is never to provide occupational skills instruction to a trainer. Trainers are carefully selected based partially upon the occupational skills they possess. The coordinator must focus on the student and provide whatever services are needed to ensure that student's success.

3. The correct answer is C. The training supervisor is responsible for the student while at the job site. The training supervisor must maintain accurate and meaningful information about the student's performance to share with the coordinator to assist in delivering a cooperative education program to meet the student's career and training needs.

4. Choice C is the best answer. All the activities are very important for coordinators during the initial visit to employers. However, establishing rapport with an employer is the first step to take. The ability to establish a positive rapport is the key to coordinators' eventual success in securing training stations. Coordinators must introduce themselves, be courteous, be able to communicate clearly, be enthusiastic about the cooperative education program, and be able to appeal to employers' interests.

5. Choice D is the correct answer. Technical information is not included in a general related instruction class because this type of information is so occupationally specific and is not needed by the entire group. These topics are generally grouped by specific occupations and delivered separately to students in each of the different occupations.

Personality development, community awareness, and general occupational data would be useful to the whole group, because these topics include the basic skills and general occupational information that all students need if they are to achieve their career goals.

6. Choice A is the correct answer. Among the choices, only the cooperative education coordinator provides this sort of instruction.

7. Choice C is the correct answer because it states that a student-learner is one who is in a program approved by a government body in the United States. All other responses either do not refer to a cooperative vocational-training program or do not refer to a government body in the United States.

8. Choice C is the correct answer. The Fair Labor Standards Act includes provisions for minimum wage, provisions for equal pay, and standards for employment of minors. It does not include requirements for age certificates.

9. The correct answer is C. A student should be selected for placement based on the student's ability to benefit from the cooperative education program. The program is designed to help the student learn or improve job skills, not focus on earning money. It is the coordinator's responsibility to locate an appropriate training station that meets all requirements and will provide the education the student needs.

Students should be selected on the basis of training needs, not because they have high grades. Many students with poorer grades can benefit from the on-the-job training and should not be overlooked because of grades.

10. Choice C is the best answer. When a student is dismissed from a training station, the first step a coordinator should take is to assess the student's skills and behaviors to determine what remedial instruction is needed. This can be done by talking with the training-station supervisor, the student, and others to gather data. The student may take aptitude tests or demonstrate job skills so the coordinator can determine a plan of action for helping the student improve before returning to a placement site.

11. The correct answer is D. The cooperative education coordinator has the primary responsibility for public relations. The cooperative education coordinator would involve the school secretary, school principal, and the employers, but would take the initiative and handle the associated activities.

12. The correct answer is B. An employer-employee appreciation event is planned and conducted primarily by the cooperative education students to provide an opportunity to give recognition and express appreciation. The cooperative education coordinator provides guidance to students in planning and conducting a successful event. The school faculty and administration and occupational advisory committee may be involved, but the students take most responsibility for the activity.

13. The correct answer is C. The training-station supervisor is the best qualified to redesign a job to meet a student's special needs. Because jobs are interdependent, changing the content of one job or the way in which a task is to be performed can have an impact on the jobs done by other workers. The training-station supervisor must determine the tasks to be performed and skill requirements. The vocational instructor or an advisory committee member may help in the redesign process by providing information about the student's abilities or suggesting equipment modifications, but the training supervisor knows best what will work in the placement situation.



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