

Process for

Pathways Brochure Development

A School/College/Work Initiative

Prepared by:

Office of the Vice President,
Student Services and Strategic Initiatives
Cambrian College of Applied Arts
and Technology

Fall 2004

Table of Contents

Introduction	Page 2
Development Process	Page 3
Suggested Timelines	Page 4
Appendix A – Blank Template	Page 5
Appendix B – Sample Brochure – English Public Secondary School	Page 6

Introduction

Cambrian College of Applied Arts and Technology was granted funding through the School/College/Work Initiative to develop individual program brochures for 13 English language secondary schools within the Sudbury Region. These brochures outline the course pathway from grade nine through to the acceptance of college for eight of Cambrian College's programs. Although developed in English, the template and research information were provided to the French Boards for translation.

The brochures were developed for the following eight Cambrian College programs:

- Tourism and Travel
- Theatre Arts Production
- Administrative Assistant
- Transition to College
- Chef Training
- Carpenter General
- Welder Fitter
- Appliance Servicing

These programs were identified as being programs with disappearing secondary school pathways; however, having a high demand for employability. The creation of these brochures has led to several other school boards and colleges adopting the documents in order to promote disappearing pathways.

The brochures were developed with the following intended outcomes:

- Develop student and teacher focused resource documents that clearly identify secondary school courses, knowledge, skills and attitudes recommended and/or required for entry into eight identified Cambrian College programs.
- Increase secondary school teacher awareness of education and career opportunities for students programs, specific to subject disciplines
- Develop and disseminate resources that will provide elementary and secondary school students, teachers, administrators and parents with positive awareness of career opportunities generated by the secondary school curriculum leading to the specified college programs
- Establish clear pathways for students to enter college programs
- Encourage more students planning on going directly to the workplace to consider college as an attainable option

The primary contact for this project is:

Chantale Coutu
Project Coordinator
Office of the Vice President Student Services and
Strategic Initiatives
Cambrian College of Applied Arts and Technology
1400 Barrydowne Road
Sudbury, ON P3A 3V8
(705) 566-8101 x 7646 (voice)
(705) 524-9582 (fax)
cacoutu@cambridanc.on.ca

The brochures are a joint initiative between:

- Cambrian College of Applied Arts and Technology
- Rainbow District School Board
- Sudbury Catholic District School Board
- Le Conseil scolaire catholique du Nouvel-Ontario
- Conseil scolaire du district du Grand Nord de L'Ontario

Development Process

Numerous steps were involved in the initiation, development, and dissemination of this project. The following outlines the process:

1. Identifying the eight programs for development, based on suggestions from the Deans of each School at Cambrian College. Programs have been identified as needing support due to disappearing secondary school pathways
2. Liaising with the consultants from the two local English school boards to obtain information required in completing the project
3. Identifying the mandatory course requirements and additional compulsory requirements for each secondary school from grade 9 to grade 12 levels
4. Researching the Ontario Curriculum and identifying courses that are not entrance requirements to the programs, but are recommended courses in easing the transition to the programs
5. Scheduling individual meetings with the Program Coordinators to cross-reference the additional suggested courses and obtaining approval on the recommendations
6. Identifying the Cambrian College admission requirements for each program
7. Identifying the important characteristics needed by those entering the college program pathway, the employment opportunities, the college program description, a list of essential skills needed in each pathway, and the college contact person
8. Creating a template that charts the pathway from grade 9 to grade 12 levels. (Appendix A)
9. Cross referencing the suggested courses for each of the secondary schools to ensure that they are offering the course and the level in their individual curriculums
10. Creating charts for each of the programs for each of the secondary schools, based on the created template
11. Sending the draft brochures to each of the secondary school guidance counselors to ensure the validity of the information provided
12. Revising and updating brochures based on suggestions from the secondary school guidance counselors
13. Printing numerous copies of each brochure for dissemination to each of the high schools. Categorized by English Public Secondary Schools and English Catholic Secondary Schools. Sample of one program brochure. (Appendix B)
14. Conducting numerous presentations on the purpose, development, and benefits of the brochures to members of the College, and various groups from the English and French school boards in Sudbury and provincially

Suggested Timelines

ACTIVITY	TIMELINE
Identifying the eight programs for development, based on suggestions from the Deans of each School at Cambrian College. Programs have been identified as needing support due to disappearing secondary school pathways	½ day
Liaising with the consultants from the two local English school boards to obtain information required in completing the project	Periodically
Identifying the mandatory course requirements and additional compulsory requirements for each secondary school from grade 9 to grade 12 levels	1 day
Researching the Ontario Curriculum and identifying courses that are not entrance requirements to the programs, but are recommended courses in easing the transition to the programs	½ week
Scheduling individual meetings with the Program Coordinators to cross-reference the additional suggested courses and obtaining approval on the recommendations	1 week
Identifying the Cambrian College admission requirements for each program	½ day
Identifying the important characteristics needed by those entering the college program pathway, the employment opportunities, the college program description, a list of essential skills needed in each pathway, and the college contact person	1 week to conduct research
Creating a template that charts the pathway from grade 9 to grade 12 levels.	½ week
Cross referencing the suggested courses for each of the secondary schools to ensure that they are offering the course and the level in their individual curriculums	1 week
Creating charts for each of the programs for each of the secondary schools, based on the created template	1 week
Sending the draft brochures to each of the secondary school guidance counselors to ensure the validity of the information provided	Allow 2-3 weeks for revised documents
Revising and updating brochures based on suggestions from the secondary school guidance counselors	1 week
Printing numerous copies of each brochure for dissemination to each of the high schools. Categorized by English Public Secondary Schools (Appendix B) and English Catholic Secondary Schools (Appendix C)	Allow 3-4 weeks for printing
Conducting numerous presentations on the purpose, development, and benefits of the brochures to members of the College, and various groups from the English and French school boards in Sudbury and provincially	After completion of project – periodically

APPENDIX A - BLANK TEMPLATE

Note: (*) indicates compulsory credits for OSSD

Shaded text=credits recommended for transition to college program

Grade 9		Grade 10		Grade 11		Grade 12	
English*	ENG1D ENG1P	English*	ENG2D ENG2P	English*	ENG3C ENG3E ENG3U	English*	ENG4C ENG4E ENG4U
Math*	MPM1D MFM1P	Math*	MPM2D MFM2P	Math*	MBF3C MEL3E MCF3M MCR3U	Option	Option
Canadian Geography*	CGC1D CGC1P	Canadian History*	CHC2D CHC2P	Option	Option	Option	Option
Science*	SNC1D SNC1P	Science*	SNC2D SNC2P	Option	Option	Option	Option
French*	FSF1D FSF1P or FIF1D	Careers and Civics* 0.5 cr. each	GLC2O & CHV2O	Option	Option	Option	Option
Option	Option	Option	Option	Option	Option	Option	Option
Option	Option	Option	Option	Option	Option	Option	Option
ADDITIONAL COMPULSORY REQUIREMENTS		1 credit in Arts and one credit in Health and Physical Education 1 additional credit in English, or Third Language, or Social Sciences and the Humanities, or Canadian and World Studies 1 additional credit in Health and Physical Education, or the Arts, or Business Studies 1 additional credit in Science (Grade 11 or 12) or Technological Education (Grade 9-12)					

Appendix B- Sample Brochure – English Public Secondary School

Front

Essential Skills you will need for your Career Pathway

The fourteen skills described below are identified by Human Resources Development Canada as "essential skills" through research and interviews with over 3,000 Canadian workers.

These skills are used to varying degrees in virtually all occupations; they are not the technical skills required by specific occupations. People in all types of jobs need to be able, for example, to read, to make decisions, and to solve problems. They also need to develop such general skills for use not only in the workplace, but also in everyday life and for lifelong learning.

- **Reading**...the comprehension of text consisting of sentences and paragraphs
- **Writing**...the preparation of written materials for a variety of purposes
- **Use of documents**...the use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials
- **Use of computers**...the use of any type of computerized technology
- **Money math**...the use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments
- **Scheduling or budgeting and accounting**...planning for the best use of time and money, as well as maintaining of the use of time and money
- **Measurement and calculation**...the measurement and calculation of quantities, areas, volume, and/or distances
- **Data analysis**...the collection and analysis of data in numerical form
- **Numerical estimation**...the production of estimates in numerical form
- **Oral communication**...the use of speech for a variety of purposes
- **Job task planning**...the planning and organization of one's own work
- **Decision making**...the making of any type of decision, using appropriate information
- **Problem solving**...the identification and solving of problems
- **Finding information**...the use of a variety of sources, including written text, people, computerized databases, and information systems

For further information, please contact:

Marisa Carbassi
Coordinator
Administrative Assistant Program
(705) 505-8101, extension 7759
mcarbassi@cambridgenc.on.ca

or

Cambridgian Liaison Office
(705) 524-7000
Dorinda Kupflee 1-800-461-7145, ext. 7597
E-mail: info@cambridgenc.on.ca

Make an appointment to see your school guidance councillor to discuss the Administrative Assistant program in greater detail.



Cambridgian College of Applied Arts and Technology

1400 Barrydowne Road
Sudbury, Ontario
Canada P3A 3Y8
www.cambridgenc.on.ca

A Joint Rainbow District School Board, Sudbury Catholic District School Board and Cambridgian College Initiative

Pathways
Enhancing Educational Opportunities for Students

A School / College / Work Initiative

Administrative Assistant

Course Selection and Career Pathways

From
Sudbury Secondary School
To
Cambridgian College of Applied Arts and Technology



CAMBRIAN COLLEGE
Sudbury, Ontario
www.cambridgenc.on.ca

Inside

Administrative Assistant

Note: (*) indicates compulsory credits for OSSD
 Shaded text = credits recommended for transition to college program

Grade 9		Grade 10		Grade 11		Grade 12	
English*	ENG1D ENG1P	English*	ENG2D ENG2P	English*	ENG3C	English*	ENG4C
Math*	MPM1D MPM1P	Math*	MPM2D MPM2P	Math*	MBF3C	Option	Option
Canadian Geography*	CGC1D CGC1P	Canadian History*	CHC2D CHC2P	Introduction to Financial Accounting	BAF3M	Principles of Financial Accounting	BAT4M
Science*	SNC1D SNC1P	Science*	SNC2D SNC2P	Information Technology Applications in Business	BTA3O	Information Technology in Business	BTY4C
French*	FSF1D FSF1P or FIF1D	Careers and Civics* 0.5 cr. each	GLC2O & CHV2O	Understanding Canadian Law	CLU3M	Option	Option
Introduction to Information Technology in Business	BTT1O OR Introduction to Business	Introduction to Information Technology in Business	BTT2O	Option	Option	Option	Option
Option	Option	Introduction to Business	BBB2O	Option	Option	Option	Option
Option	Option	Option	Option	Option	Option	Option	Option
ADDITIONAL COMPULSORY REQUIREMENTS	1 credit in Arts and one credit in Health and Physical Education 1 additional credit in English, or Third Language, or Social Sciences and the Humanities, or Canadian and World Studies 1 additional credit in Health and Physical Education, or the Arts, or Business Studies 1 additional credit in Science (Grade 11 or 12) or Technological Education (Grade 9-12)						

Students following this pathway would possess the following characteristics

- Enthusiasm and self-confidence
- Ability to make decisions
- Ability to engage customers
- Competitiveness
- Ability to work under pressure
- Excellent problem-solving skills
- Discipline and strong work ethic
- Ongoing, personable disposition

Employment Opportunities

- Multi-faceted positions within any corporate, small and mid-sized business setting
- May also advance into supervision, training, research and information management positions
- Office Managers, Office Coordinators, Executive Assistants

Cambridgian College Admission Requirements

- OSSD or equivalent or mature student status, including:
- Any grade 12 English (C), (U) or (M)
 - Any grade 11 or 12 Mathematics (C), (U) or (M)

Program Description

This program has been designed to provide the student with a comprehensive knowledge of computer software and administrative office management applications. Students will build upon their technical and administrative skills so that when they are employed they can act independently and make decisions with minimal supervision.