

cariboo college

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academic • career • community programs • university transfer • technical • vocational

1983 February 17

Ms C. Schmitt
Manager of Publications
Association of Canadian Community Colleges
211 Consumers Road - Suite 203
Willowdale, Ontario
M2J 4G8

Dear Ms. Schmitt:

In response to your letter to Information Officers dated January 13, 1983, it is our pleasure to enclose an article on the Training Access program recently initiated at Cariboo College.

Also enclosed are four photos designed for use as a sequence, although they can of course be adapted to your particular editorial needs through rewriting the accompanying caption material.

We also have in preparation an article on our program of support services for disabled students, which entails not only a full-time co-ordinator on staff but also changes in our facilities to enhance opportunities for these students to get the full benefit of our educational offerings. This article, with accompanying captioned photos, should be in the mail to you within the next few weeks.

Cariboo College is now in the second year of offering the only Animal Health Technology program in British Columbia. Would you be interested in an illustrated article on it?

College Canada has a good many readers at this College. We find it both interesting and informative, and we want to help it succeed in its communications mission.

Yours truly,

M. WAYNE CUNNINGHAM
Vice-Principal, Administration

Attachments: (5)

c.c. L. Koritz
L. Wright

/mr



association of canadian community colleges
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January 13, 1983

Dear Information Officer:

As a medium of communication between colleges, **COLLEGE CANADA** needs as much feedback as it can get in order to keep its readers up to date concerning college life and achievements.

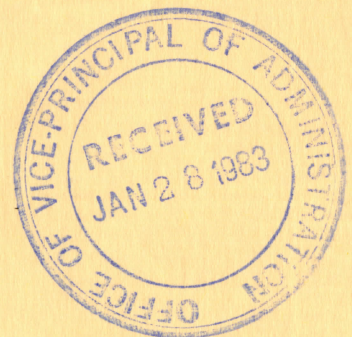
Any time you have a worthwhile information concerning your college, please send it to us. **COLLEGE CANADA** will try and publish as much news as possible. Please attach one or two photos to your press releases. They will help make your news livelier and more attractive in aspect and contents.

Hoping to maintain a close contact in the future, we are looking forward to hearing from you soon.

Don't forget, **COLLEGE CANADA** is here to serve you and make you known across the country.

Sincerely yours,

Cornelia Schmitt
Manager of Publications



A new idea in pre-employment training for up to a dozen trades specialties is now on "TRAC" at Cariboo College. By next fall, the old system of fixed entry dates and lock-step class schedules and deadlines will have been completely replaced by a flexible, personalized approach to acquiring competence in the necessary skills and knowledge.

"TRAC" stands for Training Access. The term accurately describes the new non-classroom format which allows students to enter at their individual level of ability whenever there is a vacancy in their chosen field.

Following an experimental intake of welding students last November, the TRAC program at Cariboo formally got under way on January 24 with a group of prospective heavy duty mechanics.

They were followed on February 14 by a carpentry group. On March 7 it's the turn of future electricians. During the summer another mechanics group will come on "TRAC", with electronics trainees due in September and drafting trainees soon afterward.

As the TRAC students enter the picture, the fixed-term classes in the various specialties will be phased out. Whenever a vacancy occurs thereafter, the applicant at the top of the waiting list for that specialty is eligible to enroll at the beginning of the following month.

Cariboo Principal Charles G. Brewster points out that this continuous intake policy not only does away with the "empty-seats" problem that occurs with fixed-entry classes, but also saves time for the applicants, who no longer have to wait up to several months for a new class to start.

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Interested persons first apply to the College's Admissions Office in Kamloops. In most cases, since the College has an established reputation in vocational training, they are placed on a waiting list.

When an applicant receives notice to report, he or she first takes a basic medical examination and then a series of diagnostic tests to determine levels of skill in such areas as reading ability and basic mathematics. If upgrading is necessary in these essential areas, it is made available.

From this point on, each student's rate of progress to pre-employment competency depends entirely on his or her own efforts, measured against provincially-established criteria. There are no deadlines (although reasonable progress must be made) and no pre-scheduled examinations.

The first step is to draw from the TRAC resources centre various packages of "common core" learning materials, including a guide on how to use them.

This common core consists of the basic knowledge and skills required for success in virtually any or all of the trades: basic mathematics and science, drafting skills, safety practices, mechanical skills, and some acquaintance with carpentry, welding, electricity and electronics, along with job-finding techniques and business operation.

Brewster points out that the common core also exposes the student to a variety of trades and provides the opportunity to change career goals early if such a change is indicated or desired.

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The student then puts in a full five-day week (8 a.m. to 3:30 p.m.) of learning activity in study centre and shop -- plus overtime if wanted. He or she studies the material and completes learning tasks as prescribed and explained in the learning guide. Generally it's a combination of textbook content, audio-visual kits and shop activity, complete with self-administered pre-tests.

The material is sharply focussed toward actual competency tests combining theory and performance. The student knows in advance how he or she will be tested. When the student is ready, the test is administered, and the way can be cleared for advancement to the next stage or level.

Once the common core (referred to also as Tier I) is mastered, the student proceeds to the "occupational core" (Tier II), where the skills required for the particular trade area or "family" are covered. For example, the future diesel technician or small engine repairman must first acquire the skills common to all mechanical trades.

At this level and beyond, an increasing proportion of the student's time is spent in the College's vocational shops, where instructors are constantly available for demonstration and consultation.

From the occupational core the student advances to the occupational specialty (Tier III), emerging eventually with a diploma, supplemented by a "skills check test." He or she is now in a sound position to apply to employers. In some trades, the indentured apprentice system will apply.

In some cases, the desired specialty may be one not offered by Cariboo College, such as for millwrights. Students in such specialties can transfer to an appropriate institution after completing Tier II.

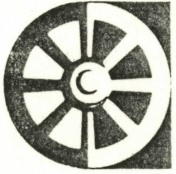
The specializations available at Cariboo include drafting, electrical and welding, plus, in the construction trades, carpentry and benchwork-joinery; in electronics, telecommunications and computer maintenance; and in the mechanical trades, automotive, diesel, heavy duty, partsperson and small engines.

The College has consistently been in the forefront of advances in vocational training, Brewster points out, since it began offering such courses in 1971. Several of the vocational faculty have been seconded to prepare standard curriculum materials for province-wide use. Its Office Administration Department has not only always used the continuous intake system, but also introduced the TRAC style of individualized, competency-based training in 1980.

The new "common core" learning packages, which will be used in many of the province's colleges, have been prepared at Cariboo by selected instructors released from their regular duties under contract with the Ministry of Education. At the next training level, the "occupational core" materials in the fields of mechanics, electrical, electronics and carpentry are also currently being prepared by Cariboo instructors.

Faculty members taking part include R.E. McNamara, adult basic education; Dorothy Draper, office administration; Dennis Morin and John Whittle, carpentry; Paul Kalk and Gene Turney, drafting; Tony Aben and Les Brewer, electrical; Alan Green, electronics; Lloyd Howard and Larry Siebert, mechanics; Gordon Tordoff, partsperson; and Michael Zoyetz, welding. English Instructor Roderick Michell has been coordinating the curriculum work.

Lynn Wright, administrative assistant, and Dian Aylwin, in charge of materials distribution, staff the TRAC learning resources centre.



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Photo captions for TRAC article illustration

DAILY LEARNING ROUTINE for a Training Access student at Cariboo College is demonstrated here by Stephen Foulger of Kamloops, a member of the College's first "TRAC" group. Stephen plans to specialize in Heavy Duty Mechanics after he has completed the Common Core and Occupational Core stages in the Training Access program.

Punching in at 8 a.m. is the first item on the day's agenda. Stephen then draws a learning guide and study supplies from Dian Aylwin at the Learning Resource counter. In the study area he works with audio-visual material. Later, he gets some pointers from Instructor Frank Stevens about hydraulic controls.



