

A tribute to a friend and colleague

By Emily Sheppard

As you are aware Kathy Murray passed away on December 13, 2000 at the Health Sciences Centre in St. John's. She was surrounded by friends and family and was in the thoughts of many of her friends and colleagues who could not be there.

Kathy started working with the former Labrador College in 1991. Her first job with the college was as an instructor in the Human Services Worker program offered at the Learning Centre in North West River, Labrador.

Kathy worked and lived in North West River for a number of years and continued to live in North West River for several years after she took a position at the Happy Valley-Goose Bay campus.

Kathy worked in the Program Development Office at the campus and over the years worked on a number of new programs for the college. Some of these programs included Northern Natural Resources, Geological Field Assistant, Environmental Field Assistant, Industrial Warehousing, etc.

As the college developed so did Kathy's position. She took on the responsibility of Marketing and International in addition to her other duties. The college became involved with an international project for water and sewer in Jamaica and Barbados and Kathy played a key role in its development.

Kathy worked at the Happy Valley-Goose Bay campus until the



Kathy Murray (left) is seen here working the college's booth at North Atlantic Forum 2000. Kathy passed away in December and will be missed by all.

summer of 1999, when she moved to St. John's and took a position with the Marketing and International Division. During her years working with the college, she

"Some people come into our lives and quickly go. Kathy stayed for a while, left footprints in our hearts, and we will always be grateful."

built up a large circle of friends and colleagues who will miss everything that was Kathy.

She always started her work day by finding out how everyone else was. If she knew someone was having a bad day, she would do something to lift their spirits. One time when her secretary was in the hospital, she brought in all kinds of things to make her feel more at

home. At the same time, if she was in the hospital she would want her secretary to bring her work. Kathy was the only person I have ever known who celebrated every holiday and season. You could always count on her bringing in some kind of treat for breaks as she loved to cook and bake.

Kathy gave of herself endlessly and tirelessly, even when she was struggling with her health. A friend and colleague with her thoughtfulness, determination, commitment, and just her all around good nature can never be replaced and will always be missed.

A Kathy Murray Memorial Scholarship Fund has been set up by the college and will be presented to a student graduating from the Northern Natural Studies program at the Happy Valley-Goose Bay campus. Kathy helped to revise this program to meet the needs for a northern curriculum.

Cole's book focuses on Newfoundland's Rhodes Scholars

Doug Cole, a medical science instructor in St. John's, has just released his third book *Rhodes Scholars of Newfoundland* through ESP Press Ltd.

Cole says he became interested in the Rhodes Scholars of the province while doing research for his other books *The Families of Elliston* and *Elliston: The Story of a Newfoundland Outport*.

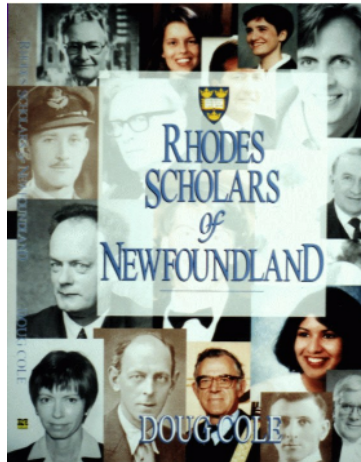
"I would see them in the old newspapers when it was announced they had received the Rhodes Scholarship, but there was never any follow-up," says the first-ever winner of the college's President's Award of Excellence (1991).

"I wanted to know what they did with their lives after Oxford. I also wanted to applaud all Newfoundlanders using the scholars as a focus point."

Cole began researching the province's 92 scholars since 1904 (there were a couple of years when no scholarship was handed out because of the Second World War). He collected stories from old books and tracked down many of the scholars and their families and interviewed them personally. He also collected nearly 100 photos which appear throughout the book.

Former Tory Cabinet Minister John C. Crosbie, a former Rhodes Scholar himself, wrote the foreword for the book paying Cole and the teachers of Newfoundland and Labrador a compliment when he says: "Doug Cole has performed a real service in gathering this information together so that we can see exactly what splendid results our educational system had over a period of some 96 years despite the financial stringency and difficulties often experienced."

Cole's latest effort retails for \$24.95 (although he has a special offer for colleagues). You can purchase a copy by calling ESP Press toll free at 1-877-895-2920.



A few famous Rhodes Scholars

Edwin Hubble, 1910, astronomer: Hubble telescope is named after him.

Bill Clinton, 1968, US President: You know the story on this guy.

Rex Murphy, 1968, CBC personality: an intelligent, yet often unintelligible intelligencer.

Most people have an impression that having a government job means having it easy.

I admit, before I started working with the college I believed the people who worked there did so at a fairly leisurely pace. Boy was I wrong!

It didn't take me long to realize just how flat-out busy everyone in this entire system really is. Sure things seem to move along at a slow pace, but it's not because we're not working hard – it's because there's so much to do. My days just fly by.

Staying organized in this environment is also a challenge. The longer something stretches on, and the more you add to your plate, the easier it is to forget or overlook something. If anyone has a fool-proof way of scheduling please let me know!

One of the ways we have come up with to try and help keep you abreast of what is happening in the college is this newsletter. We now have correspondents in many of the campuses so spreading the good news about the people and

happenings in your area will be easier than ever.

But this newsletter can only be successful with your cooperation. I urge you, if you have an idea for a story, get in touch with your

Currents correspondent. And the stories don't have to be limited to college activities. Staff members who have interesting hobbies or who have accomplished something outside the college make great topics for articles (see the Doug Cole story in this issue).

Also, there are still a few campuses where we are looking for contributors. There is a listing (see the We want you story) in this issue of the campuses which are currently represented. If yours is not there, why not think about becoming a correspondent? It's a lot of fun.

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Mr. Ed.



Stephen Lee

Float takes first place

By Cecil Roberts

According to the story, the Grinch is supposed to steal Christmas, but at the annual St. Anthony Lions Christmas Parade, he stole the show - and the St. Anthony campus turned out a winner.

The prize-winning float delighted children and adults alike all along the parade route - from one end of St. Anthony to the other. Judging from the reactions that he evoked, the Grinch was also a favorite at the post-parade gathering at the local high school.

“Look, mom, look! The Grinch!” was a familiar cry when that dastardly Grinch arrived – with Santa (not the real one of course) bound in ropes no less!

There were the inevitable discussions among the younger set, trying to determine whether or not he was the “real” Grinch. Reactions varied though. One little girl got so mad that the Grinch had captured Santa, she demanded that her mom bring her home right away. She wouldn’t even stay long enough to collect her goody bag from Santa (the real one)!

The idea for the Grinch float all started with a discussion during one of the campus’ Marketing Committee meetings. The committee was looking for ways to promote the campus and become more involved in the activities of the local community. It was thought that since the expertise was available in their Carpentry program for the construction work, this would be a task they could fairly easily tackle. Ideas were solicited from the staff and students, and they eventually settled on the Grinch theme.

The St. Anthony campus won the prize for best non-commercial float at the community’s Christmas parade. Their theme was “How the Grinch Stole Christmas.”



The project was a collaborative one between the student council, the college, and a local business. The cost of the float was shared between the student council and the college, while the flatbed was donated by Shears Building Supplies. The students of the Carpentry class took care of the construction. Students and staff also volunteered their time to play the characters that made the float the success it was.

Although their entry won the “best non-commercial float” trophy, the real winners may very well have been the children who got such a delight from seeing the Grinch.

Programs accredited

Both the Welding and Heavy Duty Repair programs at the Happy Valley-Goose Bay campus received their accreditation from the provincial Department of Education in November. Also accredited at the campus are the Millwright and Sheet Metal programs.

Accreditation is important because it means the program meets a specific set of requirements and standards set down by either the provincial or federal governments.

Accreditation for programs lasts for three years from the date they were first accredited.

The college now has more than 30 of its programs accredited, most of them both provincially and nationally.

The Arts on Campus by Wade Pinhorn

College of the North Atlantic has a number of programs that are artistic by nature. Some examples include Music Industry and Performance, Visual Arts, Recording Arts, Digital Animation, Classical Animation, Journalism, and Multimedia at the Bay St. George campus. However, according to career descriptions provided by Human Resources Development Canada (HRDC), there numerous programs that include an artistic element, many of which we don't immediately recognize as being artistic. Here is the list from HRDC.

Creative Arts: Animation Painter, Animator, Art Director, Art Gallery Manager, Art Instructor/Teacher, Carver, Commercial Artist, Conservation/Restoration Technician, Copy Stylist, Copywriter, Craft Instructor, Creative Writer, Director of Photography, Exhibit Designer, Fashion Designer, Film and Video Camera Operator, Film Editor, Glass Blower, Graphic Artist, Graphic Arts Camera Operator, Graphic Designer, Illustrator, Industrial Designer, Interior Designer, Jeweler, Layout Designer, Lettering Artist, Make-up Artist, Medical Illustrator, Page Designer, Painter, Paste-up Artist, Photographer, Props Person/Set Dresser, Sculptor, Sign Painter, Stained Glass Artist, Stencil Maker, Taxidermist, Technical Illustrator, Theatre Designer.

Performing Arts: Acting Teacher, Actor, Announcer/Broadcaster, Arranger, Astrologer, Broadcasting Manager, Choreographer, Composer, Conductor, Dance Teacher, Dancer, Director, Disk Jockey, Film Producer, Floor Director, Magician/Illusionist, Model, Musician, Musician (Military)), Psychic

Consultant, Puppeteer, Radio Producer, Record Producer, Script Assistant, Singer, Sports Manager, Teacher (Music or Voice), and Television Producer.

If you look at this list and compare it to our program offerings, it soon becomes apparent that many more of our programs are artistic than initially meets the eye. For example, wouldn't a Baking student adding the finishing touches to a marvelous cake be considered artistic? What about a student of Early Childhood Education, who needs an artistic edge in order to stress creativity in the classroom? Most certainly a Hairstylist student would be considered a creative type. Textile Studies would require an artistic approach as part of the program. Could we go so far as to say that a Motor Vehicle Repair (Body) student can have an artistic eye when matching paints? Surely there is a pride in the finished product that rivals that of a bona fide artist.

My point is that, over the next few articles, I will focus on the Arts at College of the North Atlantic and that some of the programs to be highlighted are obvious candidates. However, I wish to identify the artistic elements in as many of our programs as possible. In the next article, I will outline some of the naturally artistic programs and talk about the effect that they have on campus life.

Wade Pinhorn is the Music Industry and Performance instructor at the L.A. Bown building of the Bay St. George campus.

Hospitality program helps improve service

By Emily Sheppard

The Happy Valley-Goose Bay campus delivered a Northern Hospitality/Cooking program in Hopedale this past fall which commenced on September 25, 2000 and ended on December 1, 2000. Gary Callahan taught all aspects of the program which included Cooking, Basic Server Skills, and Ambassador Skills.

There were 12 successful graduates of this program and there are currently four full-time workers employed at the

Amaguk Inn in Hopedale. Four others are working there part-time and Patricia Pottle, who is the owner of the hotel, also participated in the program.

Many comments have been made by hotel customers about the improvement clearly seen in the cooking, professionalism, and service since this program was offered. Interest has since been expressed by another community for the same program to be delivered.

Rock on a Roll

As the CBC National recently reported, "The Rock is on a Roll" and the St. John's job market is booming for CNA Office Administration students.

Last year, 110 Office Admin. jobs were called in to Joan Fogarty, the Coordinator for the Office Administration program.

This academic year (September 2000 to January 2001) the program has already sent over 50 students to the workforce. Salaries are also on the rise. We have had two graduates offered jobs in January in the \$30,000 range. Employers are telling us they are very impressed with the quality of our graduates.

Video conferencing to connect campuses

By Wayne Hann

The college's Information Technology group has deployed an IP network-based video conferencing service to college campuses.

Fourteen of the 18 campuses have or will soon have a group video conferencing facility in place. The remaining campuses will be set up within the next month or so.

This service will enable college faculty, staff, and students to communicate over distance using the college network.

A multipoint bridge that was purchased as part of the project enables three or more campuses to participate in multipoint conferences. Many groups including the Provincial Council on Higher Education, The Open Learning and Information Network (OLIN), and several of the college's divisions and teams have been successfully using the facility. Efforts are underway to determine the extent to which this facility can be used in academic settings such as the college's Distributed Learning Service at the Clarendville campus.



Josephine MacNeil, computer support specialist at the Ridge Road campus, speaks to Dr. Trent Keough (on monitor), Director of Programs, during a video conference.

“Video conferencing technology will enable people to participate in group meetings without having to absorb the expense and time commitment associated with travel to college campuses,” says Wayne Hann, Manager of Information Technology/Conferencing Technology.

“We are very excited about the potential for using Team Station technology in learning applications for distributed as well as classroom courses,” adds John King, manager of the Distributed Learning Centre.

“We have just received an applied research grant from Open Learning and Information Networks (OLIN) to examine and test Team Stations for use in our learning environments this semester. We hope to be running some “proof of concept” trials during February and March.”

The results of the research will be posted on the DLS website.

Further information on this facility can be obtained by contacting the Information Technology group.

We want you - and your news!

Have an idea for a news story? Know of a staff member whose volunteer work should be recognized? Know of an employee who has won an award or has an interesting hobby? Let the Currents correspondents know about it!

Currents correspondents currently include:

Jeff Mercer – Gander
John Whelan – Grand Falls-Windsor
Conrad Sullivan and
Catherine Moss – Baie Verte
Paul Tilley – Clarendville
Heather Pumphrey – Prince Philip Drive
Brenda Janes and

Pauline Hutchinson – Corner Brook
Linda Murphy – Ridge Road
Debbie Tobin – Headquarters
Dodie Blanche – Placentia (Carbonear)
Suzanne Keeping – Bonavista
Irene O’Brien – Topsail Road
Bonnie Morgan – Seal Cove
Emily Sheppard – Happy Valley-Goose Bay
Cecil Roberts – St. Anthony
Linda Spurrell – International

We still need correspondents for those campuses not listed. If you are interested in being a contributor to Currents please contact Stephen Lee, Communications Officer.

International Update

College administration wants to see increased opportunity for international experience and work.

The restructuring of the college's directors' positions brings International together with Community and Corporate services and Programs. This integration is an exciting and challenging one. The bridging of these three areas will provide for greater flexibility, wider faculty and staff involvement, sharper focus, and better collaboration.

International projects provide many excellent opportunities for faculty, staff and students. Already, various Schools' teams are working collaboratively with International. They are developing projects with the cumulative power to dramatically change our institutional future.

As you will read in this International Update, we are developing a number of exciting opportunities for our students, faculty, and staff. These activities provide both personal and professional development experiences as well as financial benefits to the college.

I look forward to working with college students, faculty, staff and management to bring these and future projects to successful completion. I encourage the college community to become involved in these international activities.

Trent Keough
Director

New Project in India!

The college's new CCPP/ACCC project is in Southern India and is entitled "Environmental Education." Our partners for this project are Cambrian College of Applied Arts and Technology in Sudbury, and Nachimuthu Polytechnic in Pollachi, Tamil Nadu, India.

The goal of this project is to contribute to environmental sustainability in India through development of industry-institute linkages, technology transfer, and development of appropriate environmental education programs. This will provide industry with the skilled human resources necessary for the development and implementation of environmentally sound practices.

This new project will develop an effective process for industry-institute collaboration in program review and development, environmental technology courses for inclusion in existing Automobile Engineering and Textiles Technology programs, and other modules for inclusion in an Environmental Technician Diploma program.

The project will provide opportunities over the next four years for CNA faculty to travel to India and for Indian faculty to visit Canada, with the first activities being programmed for early February. Pollachi is a small town located fairly near Coimbatore, a large industrial city with textiles and automotive as its main industries.

This is the college's second project in India. Our current project, Women's Environmental Programs, in partnership with University College of Cape Breton and Periyar Maniammai College of Technology for Women in Thanjavur, Southern India, is now in its second year. The next activity

for this project will be undertaken later in February.

Both these projects will provide ongoing opportunities for faculty and staff to participate, both in India and in Newfoundland.

Exciting Opportunity in Peru

The college has developed a partnership with WUSC and Agriteam Canada Consulting Ltd. to develop a response to a CIDA Request for Proposal for a \$4.7 million project to be located in Piura, in northern Peru. Both WUSC and Agriteam are very successful in winning projects like this and currently manage a wide range of multi-million dollar CIDA, World Bank, and Asian Development Bank projects all over the world.

The project goal is to help improve the human and social capital of the selected rural areas of Piura. Its objective is to help students in the selected rural areas of Piura complete primary education at the regulatory age with the required basic skills.

As background, the government of Peru is trying to raise the level of coverage in initial (children 5 years old) and primary education, to improve the quality of education at all levels and to strengthen the administrative capability of the Education Ministry, the intermediary organizations and the education centres (which is the equivalent of a school). The International Office feels that, along with our strong partners, we have the full complement of skill sets to respond to this opportunity. We are currently seeking the CVs of any interested faculty and staff for our initial proposal.

Anyone interested in either of these opportunities is encouraged to contact Vicki Shawyer in the International office. We should note that the ability to speak Spanish is a requirement of this project.

International Update



From left to right are (back) Alana Yorke, Earlene Ponde, Chris Bowers, Glenn Kirby Cathleen (last name unknown), representative from Gaisce. Front, Hugh Mac Conville, Gaisce Coordinator, and Tom Hutchings, Executive Director of the Zone 9 RED Board.

Would you like to work in Ireland?

By Chris Bowers

Students, faculty and staff will soon be able to study and work in Ireland through an exchange agreement with the Letterkenny Institute of Technology in County Donegal. Over the past two years, the college has developed a unique partnership with various Irish organizations.

In June 2000, the college hosted Gaisce Award participants from Northwestern Ireland. The Gaisce Award is an Irish youth development organization similar to the Duke of Edinburgh Awards. Sixteen Gaisce participants and group leaders travelled to Western Newfoundland for two weeks of outdoor activities with students from the college. Together they volunteered on various community

development projects on the Port au Port Peninsula and South Coast.

In the fall of 2000, the college sent five graduates and students to work in Ireland under the Youth International Internship Program. Alana Yorke and Carla Hartley from Corner Brook's Adventure Tourism program and Earlene Pond from Stephenville's Community Studies program worked with the Gaisce Award. Sterling Tulk and Brad Boardman from Stephenville's Courseware program are working with Hitouch, a multimedia company in Dublin.

The exchange agreement with the Letterkenny Institute of Technology will enable students from the college's Business Studies,

and eventually Environmental Engineering programs, to receive full credit for courses they complete in Letterkenny. Students may also complete a degree in Letterkenny, after they finish the diploma program at the college.

Faculty and staff of the college will be able to use this exchange as well. Short-term assignments and guest lectureships will give staff and faculty an opportunity to trade jobs with their counterparts in Ireland.

For more information on these opportunities in Ireland, please contact Chris Bowers, (709) 643-7924, or chris.bowers@northatlantic.nf.ca

College President named to task force

College of the North Atlantic President Pamela Walsh has been appointed to the National Broadband Task Force, an arm's-length committee set up by Industry Canada to advise the federal government on how to best make high-speed broadband internet services available to all Canadian communities by 2004. In making the announcement, Industry Minister Brian Tobin said access to high-speed broadband will provide the foundation for improved services such as distance learning and tele-health, and will foster both regional and local economic development. The task force includes members from every region of Canada who

represent industry stakeholders, digital content producers, rural communities and aboriginal groups, as well as users in the education, library and health sectors. "Our college, just last year, upgraded our province-wide network with high-speed broadband," says Ms. Walsh. "The benefits of broadband are clear, not just for the college, but for other community groups and institutions as well. For example, in some rural areas of the province where we have campuses, our network is being used by local physicians to video-conference with doctors in larger hospitals. The potential to expand upon these and other initiatives is great."

The task force's mandate includes consideration of, and advice on, the needs and characteristics of communities which, without government involvement, will not likely gain access to private sector-delivered high-speed services by 2004. They will also focus on the technical, institutional and financial barriers which could delay the delivery of such services by the private sector; the roles governments might play in overcoming these barriers, and what the federal government would need to do to engage the companies and other organizations who may consider delivering these services.

Innovation wanted - turning ideas into reality

By Jack O'Keefe

Did you ever wonder how new products and improvements to existing products are developed from an idea in someone's head to something like a paper clip or a cell phone or any other product?

This is the process of invention and it involves research and development, building prototypes and testing models, and finally producing something from the new idea that nobody has thought of or brought to the marketplace to that point in time. Being first to make a product and show that it works is an important part of getting a patent for an innovation.

This is not an activity for the faint of heart. The vast majority of great ideas do not make it any further than the great idea stage.

Why is this? The answers to this question are many and varied and often times it is a matter of cost.

It is expensive to do research, to build models, to test prototypes, to develop ideas into parts that have to be manufactured, and to sell the idea to others who might want to provide financing for the new idea. Ideas are lost on the shop floor or in the box of papers out in the garage because the process is too costly or it is not well understood. Resources are not readily available to do the work and inventors are often on their own to try to turn their ideas into reality.

If you are a person who has a good idea (or if you know such a person) and would like

to discuss the process of developing the idea into a product, we may be able to help. The Centre for Advanced Technology and Innovation has been established to assist individuals and business with their technical problems. Part of this assistance is advice on how to go about developing a product. If you would like more information contact Jack O'Keefe at 709-758-7242, Fax 709-758-7235 or email jokeefe@northatlantic.nf.ca.

Jack O'Keefe is Chief Technology Officer of College of the North Atlantic in St. John's, and is located in Room K114 of the Prince Philip Drive Building.

Continuous Learning in the workplace

By Sheldon Brown
Professional Development Coordinator



As human beings, we learn from the moment we're born until the moment we die. Learning doesn't stop when we graduate from school or college; nor does it stop when we reach a certain age or attain a specific position. Learning is a continuous process that occurs wherever we are and whatever we are doing. Learning is a lifelong process.

Continuous learning in the workplace is usually motivated by any combination of personal, occupational or organizational needs. People engage in workplace learning for a variety of reasons. Some people want to improve their opportunities for promotion or mobility by constantly learning new skills; others learn new skills to keep up with technological change and to be more effective in their current position. People may choose to engage in learning for personal enjoyment; others may be required by the organization to learn to perform new work practices and processes. Some learners may pursue training and personal development in stress management, conflict resolution or in coping with change; others may focus on functional skill development in their specific occupations. As well, many people are motivated to build capacity in the areas of leadership skills, teamwork, and other organizational skills.

Continuous learning in the workplace can be either self-directed or prescribed by the organization. Learning activities and

resources can include (but are not limited to) formal courses, workshops, seminars, conferences, job shadowing, mentorship, professional memberships, self-directed learning projects, industry placements, action learning teams, journal subscriptions, committee memberships, temporary assignments, distributed learning systems, networks and partnerships.

Continuous learning can be either informal or formal. Informal learning usually takes place at a subconscious level; through our day-to-day activities and interactions, we acquire knowledge and skills and develop attitudes without necessarily recognizing that this is taking place.

On the other hand, formal learning takes place when we actively identify specific needs and then develop a strategy with which to meet these needs. This process is much more effective when learners develop a personal learning plan. To facilitate learning plan develop-

ment, Training and Development Canada has developed a web-based, self-directed, self-paced learning tool entitled Continuous Learning: An Investment in You (www.edu.psc-cfp.gc.ca/tcd/continuu/english/contlrn.htm). Initially designed for federal government employees, this public, generic tool can help learners in any organization examine their views of continuous learning, identify preferred learning styles and needs, and develop a personal learning plan.

This column is dedicated to continuous learning at College of the North Atlantic. Future issues will review ideas, theories, models and resources pertaining to personal, professional and organizational development, with the intent to create awareness, stimulate discussion, promote personal action and yes, even challenge existing mindsets. To this end, this is your column. References to resources and suggestions for topics would be gratefully received.

Faculty members receive AETTN awards

Ian McMaster and Gary Tulk, faculty members at the college's Engineering Technology department, have both received awards from the Association of Engineering Technicians and Technologists of Newfoundland.

The awards were presented to McMaster and Tulk during the associations 32nd annual general meeting held Nov. 3-4 at the Clarenville Inn.

McMaster was presented with the President's Award for his outstanding contribution to the association over the past several years. Tulk received the Bachelor of Technology Award.



Erwin McCurdy, CET, former President of the Association of Engineering Technicians and Technologists of Newfoundland, presents Ian McMaster, M.Ed, Ph.d, AscT, with the President's Award.

Congratulations are extended to both. Great work Ian and Gary.

Christmas fundraising at Seal Cove campus

By Bonnie Morgan

On December 6, 2000, 125 students, staff, family and friends attended a pre-Christmas Dinner at the Seal Cove campus.

This annual event, organized by the Student Activities Council, raised over \$600 to provide assistance to families within the campus community who would be in need during the holiday season.

Guests were treated to roast turkey and plum pudding, prepared by the Commercial Cooking class under the guidance of instructor Leo Maloney. Maloney's class also prepared Christmas cakes and other holiday confections which were given away as door prizes.

Local businesses contributed prizes such as hats, beer and sweat-shirts. As usual, faculty and staff donned aprons and served dinner to students and special guests.

In addition to the money raised at this event, the Student Activities Council solicited donations of food, clothing, toys, and other products from the campus community throughout the fall term. The items collected filled two Christmas hampers, which were given to the families of students attending classes at the Seal Cove campus.

Top - Two-year-old Elizabeth Cadigan, daughter of Librarian Bonnie Morgan, examines the Christmas Tree during the Christmas dinner at the Seal Cove campus.

Bottom - Some of the faculty and staff who served dinner were, from left, Robert Purcell, Building Manager; Bill Haynes, Petroleum Training consultant; Ed Power, instructor (ABE, Related Courses); Leo Maloney, instructor (Commercial Cooking); Laurie Tulk, Guidance Counsellor; Neil Moores, Student Affairs/Employment Officer; Shirley Squires, Computer Support Technician; and Sandra Reid, cashier.

Photos by Industrial Instrumentation instructor Robert Babb



Financial services staff donates to hospital foundation

By Debbie Tobin

The Financial Services staff at Headquarters has been overseeing a fundraiser since 1996 giving the proceeds to local charities – mainly the Sir Thomas Roddick Hospital Foundation.

In the beginning, they sold tickets on baskets, however this became too difficult to oversee when Financial Services moved to the 4th floor of the Doug Fowlow Building. When they had the baskets, donations went to the Bay St.

George Children's Wish Foundation and they gave the famous Stephenville quadruplets a gift certificate which purchased their first pairs of winter boots; however, most of the money was given to the Hospital Telethon.

Now staff members wear jeans (Casuals) each Friday and give a monetary donation (most give \$1). Any staff member in Bay St. George can get in on this; just see Joy St. Croix on the 4th floor and your name will be entered in the logbook and each Friday you can drop off

your donation. The money is given each October when the Telethon happens and each staff member is given a receipt for their individual contributions. To date, they have donated the following amounts:

1996	\$ 500
1997	\$ 600
1998	\$1200
1999	\$ 900
2000	<u>\$1090</u>
Total	<u>\$4290</u>

Benefits of the accreditation process

By Linda Murphy, Admin. Accreditation Coordinator

College of the North Atlantic is involved in the accreditation and re-accreditation of more than 40 programs in both industrial trades and engineering technologies. Engineering Technology/Technician Programs are eligible for accreditation by the national body, Canadian Technology Accreditation Board (CTAB), and Industrial Trades Programs are eligible for accreditation through the Provincial Apprenticeship Board (PAB).

CTAB Accreditation is a process of review performed by an external, non-governmental agency that is voluntarily adopted by an institution or a program. PAB is responsible for the accreditation of all provincial apprenticeship-training programs offered by the college.

The primary objective of accreditation is to ensure the learner, industry, employers and the public that trades and engineering

technology programs meet or exceed educational and industry standards, and also meet the professions' standards and criteria for accreditation.

The secondary objective is to ensure accreditation meets the challenges of technological development by stimulating ongoing curriculum improvement. The national standards and plans of training provide guidance for the improvement of college programs and the development of future programs to meet the needs of industry. These objectives are achieved through a process of continuous review.

Accreditation positively contributes to the achievement of goals of all parties in post-secondary education. Accreditation is of value to prospective students, graduates, employers, educational institutions, professional associations, government and the general public.

Benefits - The public benefits through industry by receiving high

quality service from the graduates of accredited programs.

-Employers benefit by having assurance that graduates from accredited programs have the competencies demanded of current and forecast industry requirements and that they will be productive.

-Faculty benefits by ensuring their programs are current with student and industry requirements, by having access to a national pool of expertise and through an increased opportunity for professional development.

-Graduates benefit by having assurance that their education has met a standard and thereby adequately prepares them for employment in industry. They also gain credentials which are portable both nationally and internationally.

-Trades wo/men and technologists/technicians benefit by having the standards of their profession continually improving, thereby ensuring the credibility of the professions are maintained.

Staff, students getting the SCOOP on entrepreneurship

Forty staff and 40 students from College of the North Atlantic will participate in this year's Atlantic Colleges Committee for Entrepreneurial Development conference being held in St. John, New Brunswick February 16-17.

The theme of this year's conference is Taking the Risk – The Entrepreneurial Voyage.

Considered the biggest professional development networking opportunity of college faculty, administration and staff in Atlantic Canada, the conference brings together more than 450 staff and students from colleges and universities in the region.

Over the two-day conference participants will have the opportunity to partake in a wide range of

workshops and seminars and will witness the Gala dinner and Recognition Awards Showcase.

Positive initiative for Davis Inlet

By Emily Sheppard

The Davis Inlet Learning Centre has been in operation for a number of years now and it is obvious that the students are very dedicated to their studies. In 1998 there were three graduates. There were four graduates in 1999, two graduates in 2000, and the instructor has predicted another three graduates for 2001.

The majority of the graduating students have succeeded in acquiring the academic stream requirements and their attendance is of the best around.

This program is seen as a very positive initiative in the community and there has been so much interest at times that ABE was offered during the evenings. The students and instructors are to be commended for their work and we encourage them to keep it up!

Corner Brook staff donates to fire fighters' toy drive

Staff of the Corner Brook Campus has always supported various worthwhile charities in conjunction with on-site social events. The 2000 Annual Christmas Dinner held on December 22 was no exception. As in prior years, the Staff Club Committee encouraged all faculty and staff attending the dinner to contribute a toonie in aid of the Firefighters Toy Drive as they entered the cafeteria. The response was overwhelming with a total of \$603 being collected! Firefighter John Evans was on hand to accept the donation on behalf of the Corner Brook Firefighters Association.

Special thanks to Glenda Ezekiel and Keith White, Business

Barbara Stone of the Corner Brook Staff Club Committee is seen here making the donation to Firefighter John Evans.



and Computer Studies Department, who donated half of this from the proceeds of a

special project with which they were involved.

Professional Development \$: Is there life after the conference?

So! Carmella Singleton attended an ECE conference in California. And what good did that do, I ask myself, if you weren't looking for a great day on a beach? "I met a fabulous speaker presenting on a topic that I had some interest in prior to the conference." (Oh yes, and was that on the beach?) "When I came back, I kept in contact with many of the people I had met at the conference." (Oh, great. What good did that do the college?) I stopped speaking in parenthesis and called Carmella on the phone. (I am glad I was not paying long distance charges. This story is a VERY condensed version of a VERY interesting story.) Here's what happened to the ECE program in District 5 after Carmella returned to the ice and snow.

First, she formed a new professional steering committee (Partners in Practice) with some of the new contacts she had made at that PD conference (near the beaches).

2. The proposal to HR Canada by this new non-profit committee was approved, and the organization was granted funding by HRD Canada to develop a mentoring model for ECE in Canada.

3. CNA, Niagara College and Child Care Connections, Nova Scotia partnered to develop the model, publishing "Partners in Practice Mentoring Model: Reflection, Caring, and Sharing." This model has been distributed to all post-secondary institutions in Canada.

4. A Field Practice Workbook "Mentoring Model in the Field Practice of Early Childhood Studies Programs" has subsequently been developed and is now being piloted at CNA and Niagara College. It will be available for any ECE training program in Canada to use.

5. A workbook for training institutions to be used for field practice in ECE should be ready for publication by December 2001.

6. A new website has been established for training in mentoring. You can become a trained mentor via the Internet. (www.partnersinpractice.org)

7. The ECE program established a database to match second-year students-in-training with the most appropriate mentors: matching personalities, interests, even location.

Less tangible, but at least as important: The profile of both the province and the college have improved a notch or two because of our increased presence in Canada (and now the world) in the ECE field. Our ECE program has been greatly enhanced, and our students are much better for having come from a program as progressive as ours. Carmella's tan, although long faded, is not going to be taken out for a PD "holiday" any time soon... she doesn't have the energy. (I wonder what would happen if they went on a conference every year. There I go talking in parenthesis again!)