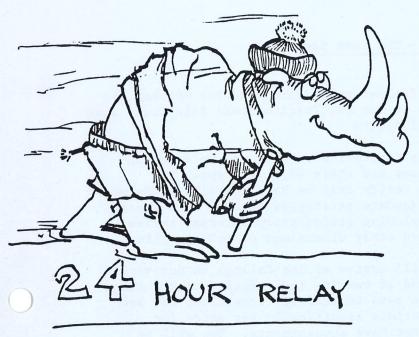
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VOLUME XII, No. 27 1986 October 02



The 24 Hour Relay is off and running again this year! Sorry for the pun but I couldn't resist.

If you can spare 15 minutes to 1 hour on either October 16th or 17th we would like to hear from you. Pledge sheets and sign up boards will be put up in the cafeteria early next week. If running is not your forte, we need lap counters to keep track of the runners. A motor home will be provided for the counters, which is a little comfort, as well as coffee and good things to eat.

So get your team together and plan to join us at China Creek Park. Trophies will be awarded. I plan to take part, what about you?

J.B.

UNITED WAY WHITE ELEPHANT SALE

CLEAN YOUR HOUSE FOR CHRISTMAS and bring all former treasures to K.E.C. We need your donations now...

books - toys - clothes - knick-knacks, etc.

These can be deposited in a bin in the **SECURITY OFFICE** for sale on **OCTOBER 16TH.**

B.M.W.



King Edward Campus



MEMO

	*
Central Administration	
King Eaward Campus	
Vancouver Vocational	Institute
Langara Campus	
Continuing Education	(B)

TO:

The VCC College Community

FROM:

Paul Gallagher, President

DATE:

September 26, 1986

SUBJECT:

Institutional Evaluation - The Next Step

The next step in our Institutional Evaluation is scheduled for October 14-17, 1986. Following the completion of our own Institutional Self-Study last July, we now move on to the External Audit.

The purpose of the External Audit is to provide us with an arm's length commentary on our own review processes and their effectiveness. The External Audit Team will attempt to verify that we have identified the major college—wide issues, that we have adequate strategies to deal with these issues, and that we have or are developing satisfactory internal review processes for programs, services, and other dimensions of college life.

The 12-member External Audit team will arrive at the College on October 14 and will spend most of October 15 and 16 meeting individually with College people. Many of these meetings have been tentatively scheduled, but each member of the team will have open periods specifically set aside for faculty, staff and students who do not have appointments. You will be advised of times and places for drop in meetings. If you wish to speak with an External Audit team member but cannot arrange an in person appointment, please call Dick Strachan at VVI (681-8111 local 432); he will relay your phone number to a team member for follow up.

The names of the External Audit team members will be posted on each campus.

I hope you will use this occasion to contribute to making VCC an even better college.

Fall, hu Sep 1 26/86

FREE WEEKEND SMALL BUSINESS SEMINARS AT KEC

Come and listen to a chartered accountant and a lawyer about financial implications and legal issues in starting and running a small business. The lectures will be conducted in simple English. Excellent for ESL students. Admission is free. These lectures are sponsored by KEC SMALL BUSINESS ENTREPRENEUR DEVELOPMENT (SEED) and co-sponsored by THE PUBLIC LEGAL EDUCATION SOCIETY.

SEMINAR 1 - DATE: October 11, 1986 (Saturday)

TIME: 12:00 Noon - 2:00 P.M. PLACE: Staff Cafeteria KEC

TOPIC: Small Business and Taxation

SPEAKER: Andrew Cheung (Chartered Accountant)

SEMINAR 2 - DATE: November 01, 1986 (Saturday)

TIME: 12:00 Noon - 2:00 P.M.

PLACE: Room 3053 KEC

TOPIC: Starting a Small Business and the Law

SPEAKER: Florence Tam (Lawyer)

For details, call Alice Wong at local 453.

A.W.

CAFETERIA ADVISORY COMMITTEE

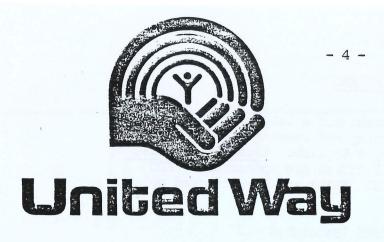
The Cafeteria Advisory Committee met on Tuesday, 1986 September 30. The concerns and suggestions which you had given your committee members were discussed with the Domco representatives Stan Manson and Johan Burkhard. They will try to respond to your requests as soon as possible.

However, Domco has several concerns which the committee felt should be passed on to everyone:

- The kitchen is off limits to faculty and staff, except on Domco related business. This is a ruling of the Workmens Compensation Board and the Health Inspector's Office.
- 2) Groups using room 2145, the faculty/staff dining room or the students dining room rearrange furniture for their use then do not return it to its original set up.

Bill Hill, Director of Building and Grounds, will be hiring a design consultant to improve the flow of people through the two cafeteria areas. This is a long term project but the committee thought everyone should know of future plans.

The cafeteria areas are for everyones use. Let us work together to keep it as pleasant and efficient as possible.





THURSDAY, OCTOBER 16, 1986, 1230hr. to FRIDAY, OCTOBER 17, 1986, 1230hr. FACULTY/STAFF LOUNGE, ROOM 2145 also known as the Dart Room.

FOR MORE INFORMATION OR SPONSOR SHEETS CONTACT STEVE BAKER @ K.E.C. 875-6111 loc.422.

SIGN-UP NOW - SPACE IS AVAILABLE

CONTACT STEVE BAKER @ K.E.C.

875-6111, loc.422 before 12 noon
and after 2:30 pm.

ALL GAMES WILL BE 501, OPEN START, DOUBLE FINISH. SPONSORSHIP IS FOR TOTAL NUMBER OF GAMES PLAYED BY THE PARTICIPANT BEING SPONSORED. AN AVERAGE OF EIGHT GAMES CAN BE PLAYED IN ONE HOUR.

DOUBLES MATCHES ARE WELCOME WHEN ALL FOUR PLAYERS ARE SIGNED UP.

ALL PARTICIPANTS ELIGIBLE FOR PRIZES FOR HIGH SCORE, HIGH OUT AND THE MOST 180's SCORED.

ALL SPONSORS ELIGIBLE FOR PRIZES WHEN ESTIMATING TOTAL POINTS SCORED BY PARTICIPANTS.



UNITED WAY SLAVE DAY

WCULD YOU LIKE TO HAVE PAUL GALLAGHER OR DALE JONES TO DO YOUR MENIAL TASKS, LIKE FILING OR MAKING COFFEE FOR 2 HOURS WHILE YOU JUST SIT BACK AND RELAX??? IT CAN BE ARRANGED!!!

Most of the Administrators at Central Admin. and K.E.C. have agreed to take part in an "ADMINISTRATORS SLAVE DAY". They will be auctioned off at the BEER GARDEN OCTOBER 16th in the KEC Cafeteria, Paul and Dale are only two of the Slaves to be auctioned. Get together with some of your friends and plan to take part in the bidding. A list of all Administrators taking part will be published next week.

There is no reason why Langara or V.V.I. cannot buy a Slave, so plan to join us on the 16th. The Auction will take place around 6 P.M. I PROMISE IT WILL BE WORTH THE TRIP! SEE YOU ALL THERE...

Jöanne Bydal

UNITED WAY WEIGHT LOSS PROGRAM

To date 22 people have signed up for the Weight Loss Program. Yesterday was weigh-in day and the first day of dieting. Please be kind to those on their diet by lending all the moral support you can. If you have to eat french fries for lunch, please try not to eat them in front of a dieter. Good luck and thanks to all those taking part. Please buy a ticket and try to guess the total weight these 22 people will lose in the next 5 weeks. Winners will be announced after October 31st.

J.B.

CONGRATULATIONS!

Canada TESL Journal has accepted 2 articles written by Sue Ling, an instructor in the ELT - HT Department. These articles about the writing process will be published in the near future. Congratulations Sue!

D.R.



Please help to keep our hopes alive. Give like you've never given before. Thanklyou





INNOVATION ABSTRACTS

Published by the National Institute for Staff and Organizational Development With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

IMPROVING LEARNING IN COMMUNITY COLLEGES

I don't know what the world will look like in 15 years. No one does. Perhaps the one thing that we can predict with some certainty is that the world will continue to change and that education is the best way we

know of to prepare people to change.

The abilities that have become valuable in our kind of world are the skills of synthesis and application. The demand for these higher levels of cognitive development has an analogy in today's perception of physical fitness as a developmental process: when machinery replaced muscles on the job, people moved to a higher level of physical development; perhaps the age of the computer will have a similar impact on cognitive development. Instead of performing the low level cognitive skills of memory and recall, which are handled better by a computer today, human beings are now free to concentrate on higher level development—analysis, synthesis, and the ability to use knowledge.

Following this line of reasoning, I asked myself how educators might go about developing a program of "learning fitness" comparable to the physical fitness movement that has so captured public fancy. Let me give some examples of how the concepts behind physical fitness apply equally well to learning fitness.

- 1. The dissemination of research on physical fitness has been helpful, and the general public proved fairly easy to reach and to teach. Smoking has declined, jogging has increased, knowledge about the cardiovascular system has spread, and many people know the difference between exercising to develop muscle strength and exercising to develop heart and lung capacity. If learning fitness came to be perceived as important as physical fitness, would not people be eager for more knowledge about how to attain it?
- 2. Fitness is developmental. It is clearly understood that no one can give people physical fitness—not Nautilus, not Adidas, not Jane Fonda, and not the national and local park and recreation system. Experts can diagnose, prescribe, and offer feedback, but in the final analysis, both physical fitness and learning fitness are qualities that people must attain for themselves. The best we can do is provide the environment, the equipment, and the support system to enable people to develop themselves.

3. We cannot modify the rules of physical fitness to take account of the life circumstances of the aspirant. We can't, for example, suggest that adults invest less time in the process because they have job and family responsibilities—although we can certainly make jogging tracks available, put exercise rooms and swimming pools in hotels, make the hours of Nautilus consistent with adult schedules, and deliver

inspiration and information.

4. We can't make everyone equal in physical fitness. Everyone can improve, and everyone can do something—even if from a wheelchair or in homes for the elderly. But the challenge must be consistent with the ability and condition of the learner. Today's concept of physical fitness is basically non-competitive. Sure, there are a few super stars who win the Boston Marathon, but for most people the companionship of running together and the feeling that they are doing something good for themselves is enough.

5. Fitness must have some payoff; it has to work. People need the reinforcing feedback of feeling better, looking better, and in general taking pride in their accomplishment. One of the interesting things about physical fitness is that people are willing to wait for long-term results. Joggers do have to see improvement, but it does not need to be today or tomorrow. Indeed, the current advice seems to be that intermittent exercise is better than constant pushing and that muscles need time to recover and time to grow and develop.

Fitness is never finished. We cannot participate in a rigorous well-balanced program as young people and hope to remain fit for the rest of our lives. We will all slip out of shape from time to time, but w should learn early in life what being in shape feels like and we should know how to get in shape.



7. Fitness is for amateurs. There is no mystique about it, and experts do not intimidate. Although body builders and marathon athletes may know everything there is to know and do everything there is to do in developing their own expertise, they do not deter the rest of us from knowing what works for us.

8. Fitness does not require large expenditures of money. Wearing the right shoes will surely help, but stylish jogging outfits and fancy equipment are incidental, and lack of funds is rarely heard as an

excuse for doing nothing.

9. Fitness is active. No one ever became fit by watching someone else or listening to descriptions of fitness. People who are models of fitness can inspire; experts can demonstrate exercises and skills; and reading assignments can inform and develop appreciations; but in the final analysis, the only way to develop fitness is to engage actively in the activities that are known or thought to lead to that goal.

If the goal of a good college is to prepare students for a lifetime of active learning, what do we know from

research and experience about the processes of teaching and learning and how to improve them?

One of the better applications of research knowledge on teaching and learning in higher education is found in the recent NIE Report on educational reform entitled, *Involvement in Learning* (Study Group on the Conditions of Excellence in American Higher Education, 1984). The committee of educational researchers conclude that "The quality of undergraduate education could be significantly improved if American colleges and universities would apply existing knowledge about three critical conditions of excellence—(1) student involvement, (2) high expectations, and (3) assessment and feedback" (p. 17).

They define student involvement as the amount of "time, energy and effort students devote to the learning process" (p. 17). It doesn't take research to convince any teacher that involvement in learning is critical; our own learning experiences and those of our students offer ample testimony. But the two

fundamental principles derived from research by the authors of the NIE Report bear highlighting:

1. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program, and

2. The effectiveness of any educational policy or practice is directly related to the capacity of the policy or

practice to improve student involvement in learning (p. 19).

Sandy Astin, in Achieving Educational Excellence, contends that students who are involved in almost anything on the campus are more likely to learn and less likely to drop out than students who remain on the periphery. This positive effect occurs in all types of institutions and among all types of students. Holding a part-time job, participating in athletics, student government, honors programs and almost anything else that rings the student into closer contact with faculty and fellow students seems to result in a closer identification with the college with the attendant positive effects on student retention.

Because residential living and student activities are not significant aspects of the community college environment, the burden of involving students falls heavily on classroom teachers. But the typical college classroom doesn't demand much involvement on the part of students. Therefore, the task for teachers is to

encourage students to put forth the exertion that is required for learning.

Research suggests that community college teachers strive for student involvement in the classroom, are significantly concerned about individual differences, are student-oriented, and conscientiously provide feedback on student performance. And while they seem to fall short in holding high expectations for their students, there is now a growing movement among community colleges to raise expectations and to demand performance.

I salute you—community college teachers and administrators concerned about teaching—as the frontline

for teaching excellence.

K. Patricia Cross Harvard Graduate School of Education

Abstracted from "Improving Learning in Community Colleges," presented to the National Conference on Teaching Excellence, The University of Texas, Austin, May 21, 1986.

For further information, contact the author at the Harvard University Graduate School of Education, 406 Gutman Library, Appian Way, Cambridge, MA 02138-3704.

Suanne D. Roueche, Editor September 12, 1986, Vol. VIII, No. 18

INNOVATION ABSTRACTS is a publication of the National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, Texas 78712, [512] 471-7545. Subscriptions are available to nonconsortium members for \$35 per year. Funding in part by the W. K. Kellogg Foundation and Sid W. Richardson Foundation. Issued weekly when classes are in session during fall and spring terms and monthly during the summer.

APPOINTMENTS - FACULTY WITH ADMINISTRATIVE RESPONSIBILITIES

Loren Houldson - Acting Head, Counselling Department, effective 1986 October

Pat Sproston - Coordinator II - Auto Body Repair Technician program, effective 1986 October Ol.

Rose Marie Watson - Head, ESL-Outreach Department (resulting from the merger of ESL-Neighbourhood Department and ESL-Night School Department), effective 1986 November 01.

H.E.P.

ATTENTION COUNSELLORS AND INSTRUCTORS IN COLLEGE FOUNDATIONS, A.B.E., B.T.S.D., AND ESL!

Mr. Mark Rittenberg of Harvard University will be giving three "Active Learning" workshops in Vancouver in November.

> Workshop 1 Fri. Nov. 22 - Sun. Nov. 24 Workshop 2 Tues. Nov. 26 - Thurs. Nov. 28 Workshop 3 Fri. Nov. 29 - Sún. Dec. 1

Explore your personality as a teacher/counsellor, learn more effective ways to communicate with your voice and body, and acquire dynamic techniques for enlivening students and reducing their anxieties.

Spaces in the workshops are limited. Only 16 spaces are earmarked for K.E.C. Don't be disappointed. Apply now by sending the form below and a cheque made out to V.C.C. for \$110, postdated Nov. 1, 1986 to Alison Norman, School Canadiana, K.E.C. (Room 3154). Applications will be handled on a strictly first-come, first-serve basis. No refunds after Nov. 1 except for documented medical reasons.

For more information, call Alison Norman at Loc. 536 afternoons.

A.N.

ACTIVE LEARNING WORKSHOP

CONDUCTED BY MARK RITTENBERG, HARVARD UNIVERSITY
Name:
I would like to attend Workshop # My second choice of dates is Workshop #
I enclose a cheque for \$110 made out to V.C.C. postdated Nov. 1, 1986. I understand no refunds will be given after Nov. 1,1986, unless there are documented medical reasons.
(Signature)

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Nov. 1, 1986. I unders	\$110 made out to V.C.C. postdated tand no refunds will be given after re are documented medical reasons.
	(Signature)

LETTER FROM TED & SHANNON HOUGHAM

Dear Peter & Colleagues & friends

It's one month since we arrived in the NWT. Probably one of the most stressful months of our lives what with living in hotel rooms, meeting all new people, being unsure of our housing, etc., etc.

All seems settled today. It's 9:30 a.m. and I sit in a round log building, big enough to hold 200 people. I have a roaring fire beside me in a big modern wood stove. The scene outside is misty and drippy - a lot like Vancouver today. At 10 my class will arrive - all activities begin at 10 in this town. The mornings are peaceful. Tonight is my second evening class. The first one was attended by a record 14 people. This evening business is in addition to day classes.

Shannon is the store bookkeeper - for awhile at least - her UIC if it comes will far exceed that pay. This morning she's back at our log house (rented from some missionaries) washing clothes in a hand operated wringer washer. Now that we've settled we're enjoying our life here. The sked comes Monday and Thursday - I'm hoping for a blackboard today. The pay is good. There's lots of opportunity for people with skills - and the fish are huge. We were throwing back northern pike that were 2 feet long in favour of keeping trout of a similar size.

We have photos of golden birch trees (I hope), but now the wind and rain have stripped them. Snow and freeze up should be here by the end of October. We are, after all, at 64 degrees North.

Peter, please pass the letter along. Hello everyone! - see you April 6. Anyone want caribou hide moccasins - send your orders. Send letters too! The mail plane is big excitement let me tell you.

All for now - students arriving. Take care, Ted & Shannon too. (Address) Rae Lakes VIA Yellowknife, XlA 1RO

P.L.

NEW BOOKS IN THE LIBRARY

What color is your parachute? 1986
Riel and the rebellion.
Sound heritage: voices from British Columbia
Tough guy: Bill Bennett and the taking of British Columbia
Maximum immunity: how to fortify your natural defenses...
British Columbia heritage cookbook.

B.A.

ANNOUNCEMENT

From October 3 - 5 at Expo, Vancouver Community College is presenting several performances as follows:

Friday, October 3, 1986

- The Jazz quartet is performing "Eclectia" at 11 a.m., 12 noon, 1 p.m. and 3:30 p.m. on Centre Stage at Discovery B.C.
- 2. The Madrigal Singers are performing at 11:30 a.m., 12:30 p.m. and 1:30 p.m. on Centre Stage at Discovery B.C.
- The Wind Ensemble is performing at 4:20 p.m. at the Plaza of Nations.

Saturday, October 4, 1986

At the Plaza of Nations the Stage Band will be performing at 4:30, 6:30 and 8:30 p.m.

Sunday, October 5, 1986

The Plaza of Nations will again be the stage for the Jazz Ensemble at 9:30~p.m.

Don't miss these performances at Expo and you can see what talent the College has to offer!

E.W.

GOOD-BYE, BOB GAUTHIER

Bob Gauthier, Executive Assistant for Instruction, has submitted his intention to retire in order to pursue business-related interests. He'll be leaving toward the end of next week and I know that we'll miss him at KEC.

Thank you, Bob, for your good work and our best wishes in your future endeavours.

H.E.P.

UNITED WAY

Because of Bob Gauthier's resignation, Bruce Watson has been asked to serve as chairman of KEC's United Way Campaign Coordinating Committee. Working with Bruce will be Frank Fornelli and Betty Pletcher from this campus, Joanne Bydall from Central Administration and Gail Barry from Continuing Education. In addition, Jay Strachan will coordinate the 24-hour relay with Ron Fletcher and Thorne Husband assisting. Dave Crow and Lorne Malo will be coordinating our beer garden at which Grant Kelly will provide leadership (and chefmanship) for the chilli fest. In addition, Marion Farmer has offered to head up our annual bake sale and Alice Wong will oversee the "white elephant sale." Beyond that, I know that others will be involved as well.

Ross Carter (Central Administration) is this year's college-wide campaign chairman and Richard Pearce (Continuing Education) has taken on the coordination of the campaign for the educational institutions of the lower mainland.

I appreciate the willingness of so many in becoming involved in this year's campaign and I'm confident that the United Way drive for funds will again meet with success. Our total involvement and participation is appreciated, both within the college community as well as our larger community.

H.E.P.

POSITION OPENINGS

V.C.C./K.E.C. requires a Co-ordinator I (Advanced Level) for English as a Second Language Department: Half-Time. Closing date for applications is Oct. 31/86

V.C.C./K.E.C. requires a Library Assistant V (temporary). Closing dates for applications is Oct. 14/86

V.C.C./V.V.I. requires a Department Head for the Drafting Department. Closing date for applications for this position is Nov. 01/86.

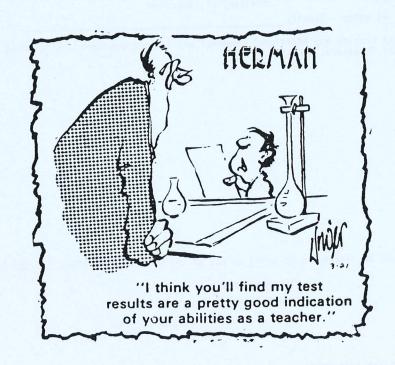
V.C.C./K.E.C. requires a Clerk II (Continuing Education). Closing date for applications is Oct. 2/86.

V.C.C./Langara campus requires a Clerk Typist II for the Continuing Education Division (First Aid Attendant). Closing date for applications is Oct. 2/86.

Ministry of Post-Secondary Education, Victoria requires a Coordinator, Business Programs (Education Officer 3).

For further information on the above positions, please see bulletin boards.

H.E.P.



K.E.C. DAY - QUESTIONNAIRE

The King Edward Day Committee requests your input to assist in the planning of King Edward Day 1987. Please complete this questionnaire and return to DONNA BARRECA or ROBERT CALOWELL by September 26/86.

	NODERY CALDWELL by September 26/86.
1.	Please complete this statement by indicating the degree of importance you attach to the options stated, and/or by adding your own. (1most important; 5least important)
	The purpose of King Edward Day should be 1 2 3 4 5
	a) learning .
	b) meeting other staff, faculty
	c) fun
	d) focus on KEC - internal
	e) focus on KEC within the community college network
	f) trends in the educational field
	g) other. Specify
2.	The format of the day should include (check those you feel are appropriate and add your own suggestions)
	plenary session/s social events
	speakers - from outside the collegeevening event
	speakers - from within the college entertainment
	formal workshops
	open house style
	Surprise events
3.	Speakers
	Please indicate which level you would most like to hear from:
	a) representative of KEC administrationb) " " VCC administration
	30010
	e) other - Specify
4.	Please provide any additional comments and suggestions here: (including topic issues, speakers, events)
5.	I would be interested in being on one of the working committees for KEC Day.
	planning workshops
	entertainment
	other

Name and telephone:

KEC DAY QUESTIONNAIRE - COMMENTS:

- 1) Invite Paul Gallagher to give us some background and perspective on developing cooperative relationships between V.C.C. and B.C.I.T.
- 2) Ministry of Education representatives should be called upon to present their definitions of Education. Members of the College Board should discuss their ideas in shaping Educational possibilities. Each should be asked to present the philosophy of Education to which he/she adheres. This also applys to the administration of VCC and KEC. Decision making processes at all levels should be discussed by all present.
- 3) -A brief report from P. Gallagher on the institutional evaluation and directions for VCC and KEG.
 -Good outside speaker on innovation in education.
 -Inside faculty speakers who have approaches etc. that may be useful to us all sharing ideas.
- 4) My overall suggestion is to get away from speeches and the serious stuff for a change.
- 5) Most of us work in designated areas and therefore don't really get to know what the rest of the campus is doing or who is doing it. I think King Ed. Days should be a "Getting to Know" your campus and its people!
- 6) Noted authors or newcomers M. Atwood, Gwyn Dyer, David Suzuki, or UBC or SFU professors. It is a very important day and it deserves to be fostered and continued.
- Stress management Review of College Policies Workshops that applies to all-not just instructors.
- 8) Please make any prior information or announcements in <u>plain</u> English so we don't have a <u>repeat</u> where everyone has a different idea of what we are to discuss.
- 9) Give the Phoenix award again!
- 10) This is <u>KEC</u> Day, <u>not</u> a Professional Development Day. Let's meet each other, have fun, share our projects most of us don't know what the rest of us are doing. Keep administration at a low priority level. Informing each other on what we <u>do</u>!

K.E.C. FACULTY/STAFF ACTIVITIES

Dennis O'Neill	Visit shops and industry in Lower Mainland; attend Staff Development Workshops at BCIT.	Sept. 22-26
Marian Sylvester	Take VVI course #2500. (3 1/2 hours each day.)	Sept. 23 Oct. 07, 14 & 21
Pat Sproston	Attend courses at BCIT on Competency Based Learning.	Sept. 25-26
Diane Jones	Read materials; get acquainted with the system of recording acquisitions and other operational details of the Reading and Study Centre.	Sept. 29 - Oct. 03 Oct. 27-31
Sam Lewindon	Attend conference, "Strategies For Change".	Sept. 30
Barbara Wood	Do research pertaining to ESL - will include examining the foundations and current issues of the field.	Oct. 01
Aileen Yip	Develop, improve and increase skill in teaching "Writing" to ESL Beginners.	Oct. 01-22
Jean Cockell	Attend BCCUPM Meeting.	Oct. 03
Audrey Findley	Visit ESL classes.	Oct. 06-10
Thorne Husband	Attend BC Psychological Association's Annual Conference.	Oct. 16-17
Lee Aceman	Take Eva Williams' pronunciation course.	Various days in Oct./Nov.
Maygie Trebble	Learning how to work with computers; studying word processing; general familiarization with computers and computer literacy. Also, participating in a program to develop skills in the area of counselling psychology.	Oct. 06-31
7.0		



