

Celebrating 40 Years of Student Development

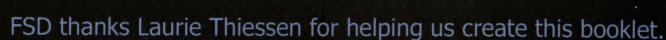


Kamloops Campus

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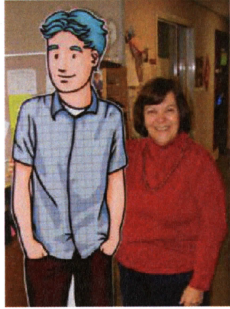


THOMPSON RIVERS
UNIVERSITY



Celebrating Success

A Message from the Dean...



Thom Rivers and Kathy

As the Faculty of Student Development begins its realignment process, we thought it would be appropriate to celebrate our 40 year history at Cariboo College (CC), the University College of the Cariboo (UCC) and Thompson Rivers University (TRU) by producing this booklet. Each department was asked to provide its history. We have tried to capture the essence of who we were from when our Basic Training and Skills Development (BTSD) began as a Manpower contract in Merritt, 1970, to who we are now when we developed our most recent program Teaching English as a Second Language (TESL).

We have always had an open door policy for our students to access CC, UCC and TRU. Our courses and programs have provided our students an introduction and prerequisite foundation for all certificates, diplomas and degrees as they explore educational opportunities, make transformational changes in their lives and continue their journeys in life long learning. In addition, our services and work experience opportunities have enriched the educational process for all students.

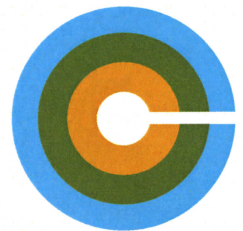
Our programs and delivery of those programs have been as diverse as the students we have served. While the majority of our work has been centralized on our Kamloops and Williams Lake campuses, we have accredited programs locally and internationally. We have taken education to the region via the Mile Vans and offered programming through our Regional Centres including Ashcroft, Barriere, Clearwater, 100 Mile House, and Lillooet. Over the years, we have accredited programs in Hong Kong, Macau, Thailand and Ras Al-Khaimah. As well, we have provided Continuing Studies and Short-term international contract programs in partnership with TRU World.

While 2010 brings a change to the structure of FSD, we will continue to serve our students as we have always done. We will continue to expand our course offerings and programs including Co-op for Credit, developing a Bachelor of TESL and exploring developing a Master of Counselling degree. We will have new synergies and partnerships but we will always remember our past and the roots from which we began.

We dedicate this booklet to our students-past, present and future- and to our colleagues who are no longer with us.

Kathy Mitchell

**HELD IN
TECH. SERVICES**



How Did We Ever Get To Be 40 Years Old?

The University Preparation Department at TRU has a rich and varied history extending back to the birth of Cariboo College in the early 1970s. Jim Bray and Jack Chernoff taught early versions of upgrading programs, in Merritt and Kamloops and those programs, up and running, were amalgamated into the new Cariboo College. For most of the 1970s, our department worked in cooperation with the Federal government's Manpower department to provide Basic Training Skills Development (BTSD) job readiness skills, training in Math, Science, English, and Life-skills/Social studies to groups of approximately 20 students. As Manpower's mandate was job-

"Some of us team-taught like Susie and I, and Reg did a lot of life-skills activities with all of our students from time to time. We had mock court cases, competitive debating, field trips to places like Tranquille, Douglas Lake, Victoria, the annual bull sale, forestry projects, and scheduled gym times at the main campus twice a week to give our BTSD students a rounded experience while they are in our care." (Fred Cunningham)

"In college, I was actually laughed at when I introduced myself as an English major in my first year Physics class – and then I got all the questions on vectors wrong. So I was horrified when I found out that my new job teaching BTSD IV would require me to teach science. I jumped at the chance to team teach with Fred and trade his English for my science. Whew. That was my first lesson in the importance of collegial cooperation." (Susie Safford)



*Iris Rich, Lois Peters and Elizabeth Templeman.
Combined they have over 103 years of service!
Lois receives the first ever 40 year long-term service
award May 2010*

training, classes were meant to mirror the experience of a workday and so were in session for 6 hours per day. Courses were delivered in six months blocks in both Kamloops and Williams Lake.

In the early 1980s there was a space crunch on campus and our department, now called ABE (Adult Basic Education) moved downtown to the Allan Matthews School. What at first felt a little like expulsion turned out to be a great benefit. Away from the distractions and debates of the main campus we were more free to concentrate on exploring what we wanted our program to accomplish. We were full of ideas it seemed, and actually brought many of them into being. One of the first shifts, was to break away from the full time, block intake BTSD model, to something more flexible, more responsive, we felt to the varying needs of students. We established the Centre for Independent Study (CIS) offering self-paced individualized courses, based on Open Learning materials. (The agreement we struck with the Open Learning Agency was the first formal agreement between OLA and what became UCC.) The implementation of CIS allowed us to serve vastly greater numbers of students seeking academic upgrading for entry into various university transfer, diploma and certificate programs. A year later in the fall of 1982, a similar change in program/course delivery took place at the Williams Lake campus.



"My first teaching contract with Cariboo College was in the fall of 1980. It was an adult upgrading program on the Anaham- Flats First Nations reserve (a one hour drive west of Williams Lake). The six-month program was literally packed with eye opening events for me, but one that stands out was my participation in a reserve-community Valentine's Day dance that my class held to raise funds for a trip to Vancouver. The two student volunteers who were to look after the front door and collect the entrance fee were unable to help out so I had to immediately take on this duty without notice. We had small plastic recipe-card box to put the money in, but to my surprise, we collected so much money so early in the evening that the box was packed full of bills and the money would pop out and fall all over the place when opened. Unfortunately, the only other place I had to put the money as it was collected was in the pockets of my ski jacket. Needless to say, the appearance of this temporary storage option was not ideal and likely had some folks wondering what was going on here. However, we made it through the night and everyone had a good time and we made enough money to pay the band with a good bit left over to help with the Vancouver trip expenses."

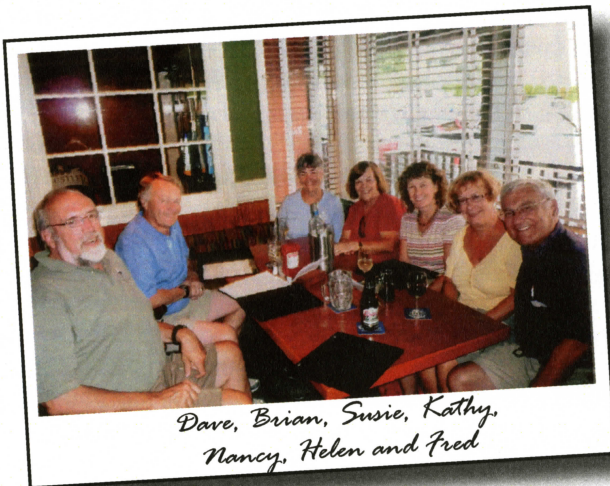
(Al Hneeda)

As community needs and implementation opportunities were identified, our department took on new challenges. Reg McNamara, for example, pursued some available government support and we became the site for one of the early Alternate Route programs – programming for adults with cognitive disabilities. This was the first step in what became an extensive area of program development, so extensive indeed that it has its own chapter in this publication. We also undertook English as a Second Language programming, first inheriting from Continuing Education the part time community classes for immigrants, and then shouldering the enormous responsibility of delivering multiple federally sponsored, full time, six month immersion programs to refugees and other new immigrants. This activity grew to become the ESL department whose history is recorded elsewhere. Our repertoire of programs included employment skills programs, with a variety of acronyms and often targeted to specific audiences – women, youth, long term unemployed. In many ways these were the ancestors of later activity such as Access to Training. Throughout the 1980s, we delivered academic upgrading and employment skills training in communities all over the Thompson- Nicola and Cariboo-Chilcotin: in addition to the major programming in Kamloops and Williams Lake, we had regular offerings in Merritt and 100 Mile House, frequent ones in Lytton, Lillooet, Clinton, Ashcroft, Cache Creek, and occasional programs in Spences Bridge, Boston Bar and, by invitation, a few other communities outside the Cariboo College region. We continued, as well, to work with Canada Manpower and local Indian bands to deliver ABE programs on-reserve. We can proudly claim Nathan Matthew as an early colleague who taught one of those programs, before he went on to even greater things.

In its early days, North Island College had a ship whose mandate was to deliver programming to isolated coastal communities. Or maybe it was just supposed to have a ship, nonetheless, not be outdone, President Jim Wright thought our idea of a roving van delivering education to individuals in the isolated parts of our region was great idea. By the mid 1980s, we had two Mobile Independent Learning Experience (MILE) vans to carry courses and tutoring on a weekly basis to many of the smaller communities in the College's northern and southern regions. The MILE vans have their own story to tell in this magazine as well.

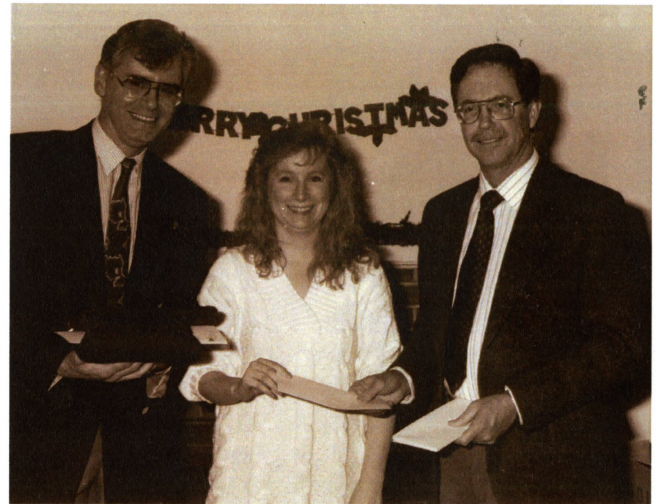
"What marks those years for me—in addition to a blistering workload as Chair of a department that just couldn't stop growing — is two things: a close knit group of colleagues -- cheerful, supportive, fractious, inventive, funny, warm, brave, did I say fractious? and an array of programming achievements remarkable for its magnitude, its diversity and its responsiveness to individual and social needs. Collectively we had great imagination and great will to get it done." (Susie Safford)

By the early 1990s, our department had moved back to the main campus and had mostly moved away from independent study courses to more traditional delivery. Never afraid to make a change, our goal was to improve the student experience and increase completion rates. The change in delivery was made at both the Kamloops and Williams



*Dave, Brian, Susie, Kathy,
Nancy, Helen and Fred*

" My first exposure to the ABE department at Cariboo College came when I had an interview with Susie in 1987. It was there I learned about the MILE vans and the innovative program to facilitate educational opportunities in the region. I couldn't wait to share the information about the MILE vans with my colleagues back in Calgary. It was that vision of community-based education and open access for all learners that captured my imagination and made me hope I'd be hired when we transferred to Kamloops. I'm still in awe all these years later about the programs we've delivered and the diverse learners we've served. I never did get to drive the vans but I've loved the journey!" (Kathy Mitchell)



Jim Wright, Student, Richard Oleson

Lake campuses. There was another change we needed to contemplate too: the ABE department had grown too large to function effectively as a single unit. It was time to define new, smaller departments that could pursue their goals with more focus. We split ABE into three separate departments of College Prep, College Access, and ESL.

Over the years, as ABE or as College Prep, our academic upgrading department has initiated a number of unique programs. These include instruction in both the Kamloops Regional Corrections Centre and the Rayleigh Corrections ABE, Native Access (Williams Lake campus), Career Orientation and Personal Empowerment (COPE), Men's Education and Career Alternatives (MECA) and First Steps. Many of these programs carry on today.



Accreditation is another area where our department has done pioneering work. The first Cariboo College international accreditation agreement was with The Canadian College of Macau for high school completion courses. In support of this agreement, we developed a credential, and established a thorough accreditation process which has provided a model for subsequent work of this kind. Over time accreditation activity extended to Thailand, Hong Kong and India. Locally, the department continues to do accreditation work with SCES and Neskonlith Education Centre.

With the transition of the institution into a full university in 2005, the College Prep department was re-named University Prep. We continue to provide a valuable service to students seeking to improve their academic foundation or to qualify for entry to any of the degree, diploma or certificate programs at Thompson Rivers University.

Our roots in Thompson Rivers University are deep and they range widely. We are firmly anchored to grow into the future.



Thompson Rivers University, Old Main building, Kamloops



Rose Mantello



Sylvia Golli and Susie Safford



Susie Safford and Cathy Bryenton



*DSD department chairs and dept heads from
the 1990's and early 2000's*



Anne, Marg, Leslie and Hazel Spring 2008



Hazel and the Chairs

Eric Villeneuve, Stan Bennett, Hazel Green, Kathy Mitchell, Lee Emery and Fred Cunningham

Faculty of Student Development Scholarships

At our wrap up FSD dinner, with everyone's generous donations of items for the auction and the bids made and "won," FSD has raised \$1,314 for our scholarships:

Rose Mantello Memorial Award - endowment
 A Mother's Chance Award - endowment
 Erik Thomson Memorial Bursary - endowment
 Reg McNamara Memorial Award - endowment
 Chad Green Memorial Bursary - endowment
 Christie Cole Memorial Fund - endowment
 Dr. Margaret S. Neave Memorial Award - endowment

ABEABC Award
 TRU University Prep Award
 Co-op Student of the Year Award
 Second Chance - COPE/MECA Award
 ESL Bursary Award

Reserved PARKING TUESDAYS CARIBOO COLLEGE MILE VAN

MILE VANS

The Mile Vans ran for 7 years from September 1984 to April 1991.

DRIVERS:

Mile South

84/85 Reg McNamarra
85/86 Allan Hneeda
86/89 Ley McMillan
89/91 Marvyn Fitzpatrick

Mile North

84 Jim Bray
84/86 Ley McMillan
86/89 Marvyn Fitzpatrick

ROUTES:

Mile South

Chase, Westwold, Logan Lake, Ashcroft, Lytton, Spences Bridge, Lillooet, Pavillion, Fountain.

Mile North

Barriere, Chu Chua, Clearwater, Avola, Blue River, Littlefort, Bridge Lake, Lone Butte, 100 Mile, Canim Lake, 70 Mile, Lac La Hache, Clinton.

My Year On The Mile Van (South)

I transferred down to Kamloops in late August 1985 to give the MILE van a try for one year. According to Reg, who had done the southern route the previous year, the southern route was loaded with great fishing spots. Well, he was right, as I did catch a few good size fish during my year on the MILE van and even got in some ice fishing during the winter months. However, when I wasn't fishing, I was actually travelling the country side taking Cariboo College to some of the smaller communities in our region. On Mondays, I drove to Westwold for a morning session of tutoring, then over to Chase for some afternoon tutoring and finally back to Kamloops in the evening. On Tuesdays, I drove to Logan Lake for a morning session and then over to Ashcroft for afternoon and evening tutoring. I slept in the van on Tuesday night in Ashcroft and did a bit of tutoring on Wednesday mornings before heading down to Spences Bridge for a noon-hour session. From Spences Bridge I drove to Lytton for some afternoon work and then up to Lillooet where I spent the night in the van. On Thursday mornings,



I did a bit of tutoring in Lillooet and headed off for Cache Creek around 11:00 am with a brief tutoring stop at the Pavillion Band office and then one or two hours in Cache Creek before starting my drive back home to

Kamloops with brief stops in Walhachin and Savona. On Fridays, the MILE vans usually had to be taken in for servicing. The van I had for the year always had problems with the brakes; perhaps due to the frequent stops at all the fishing spots, but more likely due to the extended breaking down the long, long hill into Ashcroft. Although my year on the MILE van was filled with unique experiences and unique memories (like the nights when the propane heater packed

it in at -30°C), by the end of the year I was ready to head back to Williams Lake and never drive anywhere again. (Al Hneeda)



Williams Lake Campus

Williams Lake History

When I started at Cariboo College in the fall of 1980 George Korman was the ABE instructor in Williams Lake. He taught the BTSD courses to Canada Manpower sponsored students in the basement of what was the Avco Finance building on 2nd Avenue from the mid 1970s to the fall of 1982 when we started the Centre for Independent Study and offered up to 14 different courses (most being OLA packaged courses) in the same building. George, Elaine Kvist and I ran the Centre from 8:00am to 8:00pm M – T and from 8:00am – 4:00pm on Fridays. We initially had office/classroom areas in the basement of the building. For most of the 1980s, Grace Simpson and Gail Thompson were our secretaries. Betty Morben was the office manager and Gerry McKee was the campus director.

George and I also looked after other department programs such as our many Canada Manpower sponsored field programs, plus the coordination of our ESL, ASE and Basic Literacy programs. By the mid

1980s, ESL and ASE had their own chairs and we put all our attention in the Centre and its many courses and students. By 1984 we grew so big that we needed to move to a larger classroom on the first floor of the Avco building and by 1985 all of Cariboo College programs moved across the valley into their new building on Hodgson Road (I was in Kamloops 1985/86 driving one of the MILE vans during the move). When I returned to WL Barb and Elaine had us settled in the new location and things just kept moving on. By the late 1980s, I had taken on the science portion of the Native Studies program at our WL campus and continued teaching the rest of my instructional hours in the Centre. In 1992, I was transferred to Kamloops and many of the WL CIS courses were gradually replaced with traditional lecture based courses. The Centre operated on a much reduced schedule until it was eventually phased out. (Al Hneeda)

First Steps

The First Steps Program celebrated its 20 year anniversary in September 2008. At its inception, it was original in its structure and pioneering in its goals; implemented through an equal partnership of three community organizations, actively supported by a broad base of additional organizations, the program took a holistic approach to the educational, parental and family needs of young mothers. Even as the community organizations involved have shifted and changed in their own right, often with new names and new mandates, as some groups have withdrawn from active involvement and others have come on, the benefits of this approach, for mothers and their children and for our community have remained in the forefront. Since 1988 more than 500 single mothers and thousands of children have been supported, educated and often inspired by their experience in First Steps. Currently the program is offered by four partners: the University Prep Department which provides the academic upgrading; Interior Community Services which provides individual and group support to students and their families while on the waitlist and in the program; the Boys and Girls Club of Kamloops which provides quality daycare on SD #73 property; and SD #73's Twin Rivers Education Centre which further supports students obtaining their academic goals.

The goal of the program is to provide an environment that promotes self-esteem for young mothers and their children and enhances the strength of the family. The longevity of the program speaks to its success and the successes of its students, many of whom move to the main campus to continue their educational journey and graduate with TRU certificates, diplomas and degrees.

"First Steps is an example of what can be achieved when community partners come together with vision and generosity. It's an example of what a university and its community can do together." (Susie Safford)



Access to Training (1997-2002)

Access to Training was a good idea which began with government. The project was a part of the Ministry of Advanced Education Training and Technology's (MAETT) Institution Based Training program whose goal was to reduce the complications and lower the barriers for income assistance recipients seeking to return to school. Although there were at the time multiple programs and agencies providing services which had the potential to be helpful, all were operating independently, with little communication and no coordinated effort between them. Prospective clients (and from our point of view prospective students) were frequently bewildered, confused and frustrated. The vision of the provincial IBT initiative was that it would be the responsibility of the University College (or in other communities the Community College) to create linkages between community groups, programs, and services, to get them talking to each other to better serve their clients. Student Development was the home at UCC for this

project and created Access to Training as a key vehicle of our response. In addition to managing government supplied funds for individual student program access, ATT established Storefront programs in Kamloops and Williams Lake. The Kamloops centre was located on the North shore and was managed by Dian Aylwin, the Williams Lake Storefront, managed by Dani Michael-Didier, moved location several times over the years, but it was always in a place easily accessible to prospective students. Designed to function as "mini travel info. centres" the Storefronts provided information workshops and informal support to those exploring a possible return to school. They referred to the campus community and/or community resources. The liaison with other community services was an integral part of the work done by Dian and Dani. The storefronts also provided the following services: academic support including math and computer workshops; career, personal and crisis counseling and educational planning.



Access to Training Storefront



1970



cariboo college

**ALLAN MATTHEWS
CENTRE**



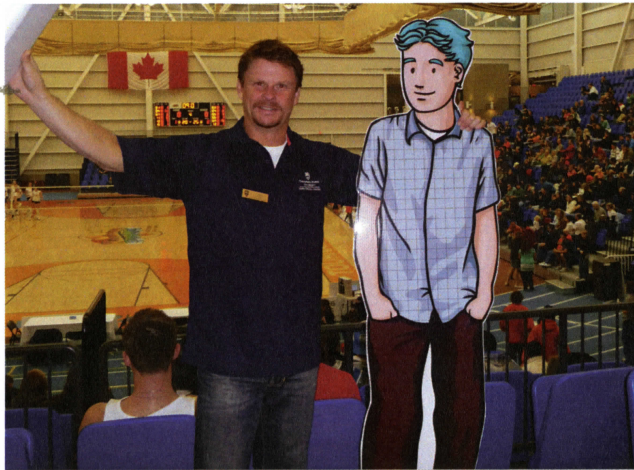
2010



THOMPSON RIVERS
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Coop Kids



Larry Iles and Thom Rivers



Shawn Read, Saskia Stinson, Sarah Gibson, Susan Forseille, Larry Iles and students



Kathy Mitchell and Margaret Pow



Susie Safford and David Charboneau

History of Career Education Department (CED) 1989 – 2010

The Career Education Department currently includes Co-operative Education and the Student Employment Centre, but this department has been much larger and much smaller in the past. Until very recently, the Education and Skills Training Program was part of this department; With 10 faculty and 4 support staff, CED is a dynamic operation that has made significant contributions to the strategic development of UCC and TRU.

Co-operative Education was launched in the fall of 1989 when Cariboo College converted to UCC. Carole Hebden left the DSD College Prep Department to take on a new role as Manager of Co-operative Education. She implemented the faculty-based, centralized co-op model that exists today and secured federal funding to launch UCC's first co-op program in Commercial Transport Vehicle Mechanics. Carole laughs at the memory of marketing mechanic co-op students without knowing one end of an engine from another. "I have been in every Inland Kenworth office in BC", says Carole.

The first 3 years of co-op were fast-paced with many proposals written to introduce co-operative education into CSOM, TCOM, CAST and CTEC and to secure funding for implementation. Co-op procedures, Working to Learn curriculum and criteria for evaluating student performance needed to be researched then developed. Extensive consultations took place regarding new co-op programs in BNRS, BTACS, business, science, tourism, journalism and, at one point, Carole gave a presentation on co-op to the Funeral Directors of BC. Kathy Bryenton (1990) joined the team and co-op expanded into the first degree that was launched by UCC - the BNRS program. In 1992, the group started to advocate for a Student Employment Centre on campus, a reality that eventually came to fruition ten years later.

1994 was a big year. Donna Taylor and Bernie Mahoney brought their skills to the co-op team. At that time, Co-op was located on the edge of the campus in House 8. Donna remembers the "wildness" of those days – a bear cub in the tree, deer grazing on the lawn, and feral

cats in the basement. Around this time, reporting lines moved from the Dean of Trades to the V-P Academic. That spring, Carole rode for the UCC Cyclethon and raised \$5000 to create the Co-op Student of the Year Award by pedaling from the Williams Lake Campus to the Kamloops Campus.

The following year, UCC created the Co-op Department. In 1996 we started a pilot project in B.Sc. Environmental Chemistry and Biology, doubled the CSOM placements and our small co-op team proudly achieved 210 co-op placements overall. By 1997 Larry Iles had joined the team. With Kathy Bryenton as Chair of the Co-op Department, we moved into the Division of Student Development.



Carole Hebden

David Charbonneau (2000) remembers joining Co-op as the Electronics Co-op Coordinator just in time to help us relocate from House 8 to Old Main 1712.

"While carrying boxes downstairs, I fell and sprained my ankle. Bernie fetched ice and wrapped it up. I felt like I was in good hands." (David Charbonneau)

Rapid expansion happened between 1997 and 2009. Kathy secured federal funding to run a Student Summer Works employment program for three consecutive years and then a Graduate Internship Program. With Larry Iles (2001-2005) as Chair, the department negotiated the administration of the student employment centre with the student union association and co-op was added as an option in almost every degree program at UCC/TRU. 2001 arrived with Marion Oke onboard as Sciences Co-op Coordinator with an background in teaching and forestry operations.

Within ten years, the Co-op Department had reached 2,400 co-op placements. By fall 2010, Co-op for elective graduating credit will become a reality at TRU placing our university in the lead as the first university to offer credit for non-mandatory co-op semesters.

Shawn Read (2002) who was an owner of a private career counselling company, was hired to transition the Student Employment Centre from a student union run operation

"When I arrived, Student Employment was a completely separate operation from Co-op. Now, our roles are more unified, almost interchangeable and the department has a stronger voice as a result." (Marion Oke)

to a faculty driven suite of educational options for students. Shawn and team has grown the Job Fair from 18 employers to a high of 73 businesses that filled the Campus Activity Centre in 2008.

Nancy Bepple (2001) with a background in IT, arrived to the role of Co-op Coordinator for Advanced Technology. Nancy, with Gail Lyons (2003) as program assistant. The department grew again with Sarah Gibson, (2008) who has a background in professional marketing that changed the way co-op talks about student recruitment. The term "messaging" has taken on new meaning under her influence and she has established a firm foundation for co-op in the ARET program.

Susan Forseille (2005) and Megan Gerow (2008) have added their expertise in career education, labour market information and employment strategies. Together with Shawn, the SEC team facilitates over 70 workshops every year that reach more than 1,000 students. To support them, Margaret Pow (2005) enters annually over 1300 job postings onto the SEC website and the program assistants schedule nearly 700 students for one-on-one appointments that provide assistance with career planning and work search strategies.

To celebrate the many campus partners who support co-op, ESTR and student employment, the Career Education and Co-op Department hosted the first annual Christmas Pancake Breakfast in 2001. Ten years later, this expression of gratitude has become a tradition that signals the end of every calendar year.

The Future for Career Education

What does the future hold? A look into the future is filled with exciting possibilities. The Career Education Department aims for the goal of having career education ingrained in all program areas at TRU.



Documenting our History - Programs for students with a disability at TRU

In 1980 the Provincial Government recognized the need for educational programs for adults with cognitive disabilities to be offered in the college system. With funds that became available, the Alternate Route Program, developed at Langara College, began at Cariboo College in both Kamloops and Williams Lake.

In 1981, the program was integrated into the Adult Basic Education Department, which was located in the Allan Matthews Centre, of Cariboo College. Lois Peters was the founding instructor. Wendy Swanson was the first instructor in Williams Lake. In 1985 a full-time contract program was developed for the former residents of the Tranquille Residential Facility to help them gain skills to be integrated more easily into community life.

In the spring of 1989, with the completion of the new buildings at the main Cariboo College campus, the ABE Department moved into their present site in the B wing of the Old Main building.

Two designated classrooms were included for the Adult Special Education students, with a kitchen, meeting room and a small computer lab.

With the change to the University College of the Cariboo in 1989, there came a reorganization of the ABE department moving to the Division of Developmental and Regional Programs. The programs for students with a disability also changed at this time to take a more employability oriented focus. A Supported Employment Program was initiated and the Real Work and Communication Program. Students were beginning to do small work projects around the college campus.

The new Vocational Skills Training program was developed in the fall of 1991. Life Skills courses were organized and students could choose courses to fit their individual needs. At this time, as well, the programs at the Williams Lake campus also expanded to include the Vocational Skills Training Program.

In the spring of 1992, the first students were graduated from the Vocational Skills Training Program. It was a very exciting time for the department. Students were graduated in four areas of specialization: Horticultural Assistant, Office Assistant, Automotive Assistant and Kitchen Assistant. Students with different skill levels were now able to access programs at their local college. Many students from these first classes are now working out in the community using skills gained at UCC.

In September 1992 Jay Goddard and Karen Moberg started the first full time Vocational Skills Training Program in Williams Lake.

Small programs were developed and piloted in 100 Mile House, Merritt and Clinton which although successful did not receive ongoing support or funding.

Both Kamloops and Williams Lake have continued to grow and flourish. The Vocational Skills Training Program received ongoing funding allowing the faculty to further develop the curriculum and provide opportunities for the students to integrate into campus life. In the fall of 1994 students were accepted into the Transition to Education and Employment Program (Tr. E. E.). Christina Cederlof was the first instructor for this program which allowed students to explore their own interests, goals and abilities and develop a plan for further education or an employment path. The first students graduated in the spring of 1995.

In 2002-03 Alice Stoddard worked to restructure the Work Skills Training Program into two levels. Thirty courses were re-configured into 5 generic Level I and II courses, Workplace Numeracy and Literacy, Communications, Networking, Computing and Work Experience.

In 2003-04 the TrEE and VST programs integrated to become the Education and Skills Training Program. Flexibility has been maintained by offering four different streams, Career Exploration, Retail Worker, Kitchen Assistant and Automotive Assistant. Graduates of this program receive a University Certificate from Thompson Rivers University and many graduates live independently and are employed in their local communities.

With all of the changes that have occurred over the last years a pattern of increased integration of our students into campus life and the ability to provide experiences that will lead to independence and involvement in the community. We now have students coming from the TRU campus from many communities within the region such as Merritt, Clearwater, Ashcroft, Salmon Arm, and Revelstoke. Some of them are living in Student Housing and coping successfully living on their own.

A History of Counselling

The old saying that change is constant is certainly apropos when studying the evolution of Counseling Services at Cariboo College (1970 -1991), UCC (1992 - 2005) and TRU. When it opened its doors in 1970, at the Indian Residential School, Cariboo College had two Counselors whose primary focus was to provide assistance with course selection and university transfer information. By 1982, the institution had four full-time Counselors providing personal, career, academic and employment counseling as well as course selection information.

The 1990s saw numerous and rapid change. Degree granting status in 1992 not only brought a name change (UCC), Counselors were under one leadership structure that housed academic advisors, and Coordinators for Aboriginal students and students with a disability. The three Counselors welcomed this change which included a move to join the Faculty Association and the shifting of course selection over to Academic Advisors.



Reg McNamara, Wil Daly and Jane Barley

A new reporting structure in the late 1990s resulted in Counselors and Academic Advisors going their separate ways. Counselors now belonged to the Division of Student Development and had a department Chairperson model rather than reporting directly to an Administrator. In addition, the CO-OP and Career Education took over employment services and job search strategies.

Since then, a counselor's primary role has been to provide personal, crisis, career and student success counseling. In 2005, the Wellness Centre was added to the department membership which now consisted of COPE / MECA, and Foundations for Success. A year later, an exciting new addition in the person of a Mental Health & Addictions Specialist (fully funded by I. H.A) was welcomed to TRU. This new addition coincided with a new home in the Faculty of Student Development.

While roles remain the same, the focus of attention has shifted to more personal and crisis counseling. Counselors have taken the initiative to upgrade their knowledge and skills in the area of mental illness and substance abuse. As a result, Counselors feel well prepared to respond to the opportunities and challenges that face our institution as we move into our 41st year.

Special thanks go to the following people who were instrumental in providing quality counseling throughout our first 40 years:

Wil Daly
Mrs. N. Olafron
Mia Gordon
Mel Felker
Jim Collingridge
Sharon Munk
Mary Ann Mochizuki
Kathy Lauriente

Rhonda Dextrase
Terry Kornutiak
Greg Sriver
Catherine Landry
Val McHarg
David Lidster
Cliff Robinson



Doug Knowles and Iris Rich



Susie Safford



Susie Safford and Wil Daly

Leaves of Change

History of COPE / MECA

COPE (Career Orientation and Personal Empowerment)

MECA (Men's Education and Career Alternatives)

In 1980, as an initiative of Canada Manpower to assist women in gaining employment skills, the COPE (Career Orientation in Preparation for Employment) Program was instituted in the Adult Basic Education Division of Cariboo College, located at Allan Matthews School and was first taught by Linda McMillan. Subsequent instructors included: Linda Bereault, Sharla Hill, and Iris Rich-McQuay. In 1990, Adult Basic Education (ABE) moved back to being on the University's Main Campus. The COPE Program was relocated to Old Main and was facilitated by Susan McGregor with subsequent instructors including: Jane Barley, Margaret Huff and current instructor Iris Rich, who has taught the program since 1998.

In 1993, at the request of many female COPE students desiring a similar program for their male counterparts, Reg McNamara, as Chair of the Access Department, instigated the first MECA (Men's Education and Career Alternatives) Program was facilitated by Wil Daley and located in the Culinary Arts Building. Doug Knowles is the current instructor and has been since 2002.

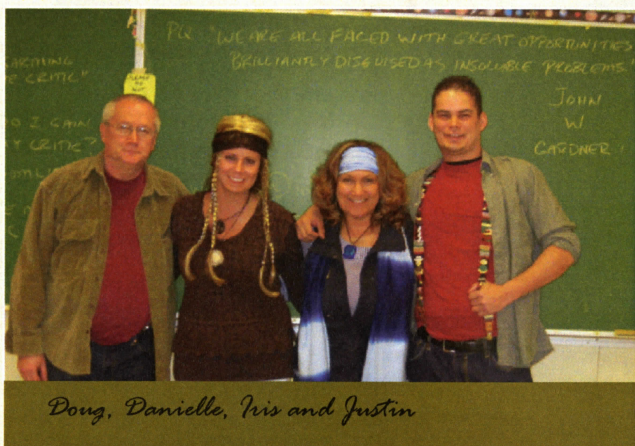
The beginnings of COPE and MECA saw two separate programs offering similar curriculum to two distinct, gender specific student groups. In the late 1990s, a philosophical shift marked the introduction of partial co-ed programming, still allowing time for gender specific issues to be addressed. In 1997, to facilitate greater opportunities for co-ed learning experiences, the COPE Program moved its location from Old Main to the Culinary Arts building, where the MECA Program was located, and in 1999 an adjoining room to the MECA classroom was constructed to further enhance the interpersonal learning experiences of students. The next twelve years expanded this co-ed experience and developed innovative curriculum which



Iris Rich and Wil Daley



Alyssa and Iris



Doug, Danielle, Iris and Justin

concentrates on human relationships, inter and intra-personal communication skills, self discovery, personal awareness, and exploration of future career and educational potentials. The COPE / MECA programs continue to provide small group facilitation which is gender specific, however, 90% of the class time is dedicated to the co-ed student class participating in a series of holistic, experiential modules using a self-reflective, cooperative learning model. Extensive inventories and practice of individual abilities, talents, learning and personality types, communication styles, interests, academic ability and aptitudes are experienced. These programs are about

personal change and require a student willingness to work towards regeneration, personal growth, and stated goals. The objective is to have a life-changing experience leading to meaningful life long learning and employment.

The two programs collaborate and partner with numerous community agencies and have contributed immensely to the student and faculty community of Cariboo College, University College of the Cariboo, and Thompson Rivers University while in the Adult Basic Education Department, College Access Department, and Counselling Department and as members of the Faculty of Student Development. As COPE celebrates its 30th year of instruction in 2010, the COPE / MECA Programs will become part of the University Prep Department in the newly realigned Faculty of Human, Social and Educational Development.



COPE and MECA 2010

ESL

The deep beginnings of ESL at Cariboo College were in part time, community based ESL in the late 1970s early 80s. Carol Keyworth, Joan Tithcott and Linda Donnelly taught classes generally small in number but diverse in age, ethnic background and language experience. They taught in church basements and community halls, in places close to and comfortable for their students. The program came to ABE from Continuing Education as part of some institutional reorganization, and it was survival English in every sense. While the students learned language for groceries, banking and parent teacher interviews, their teachers learned that now they really didn't need to use both sides of the flip chart paper and that there was money for classroom supplies. They finished every semester with a spectacular, multicultural pot luck lunch.

Following those modest beginnings, the first big boost to ESL enrolment was fuelled by global tragedy. In the 1980s the Vietnamese "boat people" came to Canada, including Kamloops, in such numbers as to overwhelm existing settlement systems. The federal government ramped up activities and services, and sponsored many full time immersion language classes. As a result, ABE took over yet more classroom space in the Alan Matthews Centre which vibrated with the energy and sounds of an increasingly diverse mix of students. Linda McMillan joined Joan, Carol, Susan Duerden and others to teach those challenging programs for students whose lives had been ravaged by war.

Elizabeth Templeman and Bruce Thomson share their memories of the beginning of the next phase of ESL development -- we might call those the middle years. The signal for the start of this phase, was the arrival of a dozen or so students from Hong Kong. These were neither immigrants nor refugees, but a whole new population -- young people coming here to experience Canada, to learn English, to boost their academic record with a Canadian educational experience. Someone should have sounded a bell, because this was truly the beginning of the road to today.

Elizabeth recalls:

"We had no program, no courses, no policies, ...and we had students raised to negotiate everything...

Cariboo College responded with policy generated at what may have been an unprecedented rate. e.g. you cannot take two courses which meet at the same time;

you cannot take more than 11 courses at one time;

you cannot take three levels of writing concurrently...

Who'd have thought we'd need such rules?

And their names. Those first students from Hong Kong, specialized in western names:

Venus and Arthur (married soon after); BoBo and LoLo; Jackson and Charleton; Augustine and Athelstone.... Most names we'd heard neither before nor since... As though drawn from old English novels..."

Bruce remembers "that these same "enterprising" students took offense at these, or some other, policies and occupied the office of the President, Jim Wright. Jim wasn't too happy about this himself, and that is how Bruce recalls that the position of ESL Coordinator came into being. As its first incumbent it was clear to him 'that my main job was to make sure that no students ever occupied Jim's office again. Fortunately, they never did.' "

As both Bruce and Elizabeth note, we were lacking in curriculum to address the needs and goals of this youthful, ambitious student population. So Susie Safford, then department Chair, gathered Elizabeth, Joan and Bruce over a Thanksgiving weekend and they designed an entire new program: its territory would be academic English and its goal to prepare students for further study; it would have three levels, address skills in separate courses, and incorporate allowance for courses outside ESL at the upper levels. In the ensuing 25 years much has changed in the program, but, testament to the soundness of that weekend's work, the program remains true to those initial values and design principles.

And so the ESL program grew as the international work of Cariboo College/ UCC intensified. There were more students and then some more students. Just when we thought we had a handle on the impact of cultural difference, there would be an influx of students from a new place. Having finally adjusted to the forceful style of our academically ambitious Hong Kong students, we were completely unprepared for the dynamics of an intake of gentle young Japanese women, seeking a cultural and language experience, and not at all interested in high pressure academic preparation. No doubt we scared the daylights out of them until we figured it out. And then the Koreans came, with a different style and expectation, and we had to revise what we thought we knew.... And so on and so on.

We had many students who came here as a gentle point of entry, and a place of preparation for study at other institutions around the country. Some were bound for greater success than others.

Elizabeth: I remember William: the sweetest boy, with not an academic bone in his body. His family had a shirt factory and William is now, no doubt, a wealthy man. What would have possessed a family to send him here? He had no command of the language, but was lovely and so friendly and honest. One day he came to let me know he'd miss our class Friday because he was going to write the TOEFL in Vancouver. He was, he told me proudly, being brought along by his friends to lower the average.

Growth, though impressive, was not steady. Just when we would get accustomed to the challenges of break neck enrolment increases -- where the always and only question was "how Many more??" (students/instructors/ classrooms/ all of the above), the bottom would fall out. Dian Henderson reflects on time shared with that fluctuating crowd of faculty in the office we fondly call, "the bull pen."

"I remember the days of being interviewed every semester and of sharing the bull pen with nine other people. At one point, we were down to 'the group' of seven' and as the painters came in to ask us what shade of beige we wanted on the walls to brighten up the room, Annie St. John and I penciled a life-size drawing of a sunset and a seascape on the back wall!"

During those days something we understood, or more often, something we didn't, would cause our enrolments to surge or to plummet. We were a demonstration project for Chaos Theory. Gerry Hewitt and Nerine Walker were co-chairs the semester we prepared 6 rooms to test new arrivals, and needed not-quite 3. It was a good thing there were two of them -- they could hold each other up.

But enrolments rebounded and programming continued to diversify. Bruce recalls the early versions of the short term summer programs:

"We also benefited from a summer activity program offered by Bunri College in Saitama Japan. This college had a summer activity program with Douglas College

in New Westminster, but one year they had too many students, and Chuck [Mossop, Founding Director of International Education] knew Tad Hosoi, his equivalent at Douglas. Carol Keyworth and I started to teach these students and I, as coordinator, planned and organized their activities. Over the next few years Carol and I made many trips to Banff and went horseback riding, played tennis and so on -- and soon began to hire activity assistants."

Another major client we managed to secure in those early days was Nova Academy from Japan, which at the time was the largest language school in Japan. They were looking for a Canadian institution and Chuck managed to arrive on their doorstep the first day they were looking. After an interesting negotiation session



Wendy Kipnis teaching a student

between their chairman, Saruhashi, his assistant Steven, Chuck and myself we made a deal, which lasted for many years, and brought probably hundreds of students to Cariboo, UCC and TRU.

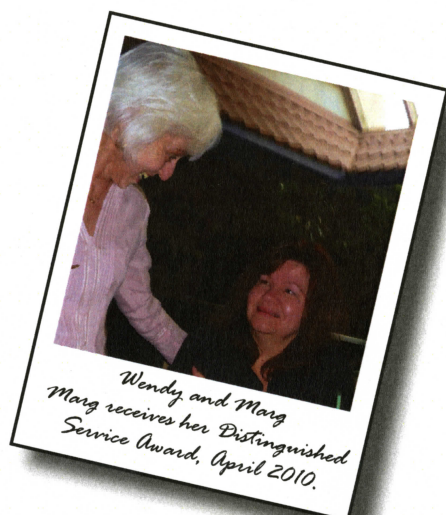
These were followed by programs with Kyoto Bunkyo and others to make up a thriving offering of short term summer activity.

While all of this was going on on campus, our community programs continued to prosper. In Williams Lake, 100 Mile House and Merritt, we carried on with the work of helping immigrants new and old to settle into their new communities.

Wendy Kipnis:

"I remember being hired over the phone to be a substitute for the substitute who had given notice a few days before Xmas. 'Just be in the classroom in Merritt on January 2nd!' I was told, and that was the beginning of my career here!

I loved the students. I had the lower level Punjabi group, two of whom were illiterate in their own language which certainly presented some challenges, But they would make chai tea at break and chappatis for lunch which they shared with me...."



Susie Safford recalls that same class:

"Making a visit to Wendy's ESL class in Merritt as part of her summative evaluation, I figured that like any new instructor, she would be nervous. So when something, as usual, happened to delay my departure, I drove like a maniac trying to be on time. I failed. The apartment/townhouse where Wendy taught her class was stylistically odd for a classroom. But space was tight and it was really no more peculiar than many other community classroom sites. Since I was already nerve-rackingly late, I felt the next best thing I could do for Wendy was to slip in unobtrusively. Foiled again. The entrance to the second floor "classroom" (really the living room) was by way of an ornate iron spiral staircase, which popped me out of the floor not exactly in the centre of the room, but close.

Feeling like a rabbit out of a hat, I mumbled apologies to Wendy and scurried to a seat among the dozen students at the U shaped tables. Wendy, gracious as always, introduced me,

explained I was there to watch her and not them, and then carried on with the lesson.

After a few minutes, almost enough time for both Wendy and me to recover from my entrance, a voice boomed across the room at me, "How was your drive?"

I flinch, make a dismissive gesture with my hand, and mouth "Fine. No problem" at the large Punjabi woman smiling at me. A few more moments pass.

"No snow?" she bellows.

I shake my head "no", smile weakly and demonstrate extreme concentration on Wendy who is giving instructions about what to watch for in a video.

"You are not tired? After your drive?"

Again I shake my head, and cast a desperate look of apology to Wendy who gives just the tiniest shrug. For a sentence or two, we all listen to Wendy and then, the voice -- determined, hospitable and loud,

"Would you like some tea? Tea after your long drive?"

Wendy says, "Yes. I think we all could do with some tea. Let's take a break."

And so we made and drank chai in the apartment kitchen and then got back to the lesson."

The department has continued to grow and thrive: adjusting to new student groups, revising the core curriculum, developing in new directions with the TESL program, and nourishing a fruitful culture of professional development. The future is rich with plans and possibilities.

The last word to Dian Henderson:

"We're writing these memories and tidbits down as if something were coming to an end, but I don't feel it that way. I feel that life here is, in perpetual motion -- constantly changing and adapting, but what always remains are the people... and the time we take to appreciate them is what matters most of all. What always remains are moments -- snippets of time and laughter shared, instances of frustrations, tears and struggles shouldered with others. What remains are mosaics -- designs colored by the people I work with. I'm thankful for the memories."



In Memorium



This story would not be complete without a place in it to speak
of colleagues who for awhile shared our work and our lives,
and left too soon.

*Our knowing them
Our losing them
Our missing them
Is part of what binds us together.*

Christie Cole (ESL)
Rose Mantello (Developmental Programs)
Gerry MacDonald (ESL)
Reg McNamara (College Access)
Joey York (Career Education)

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