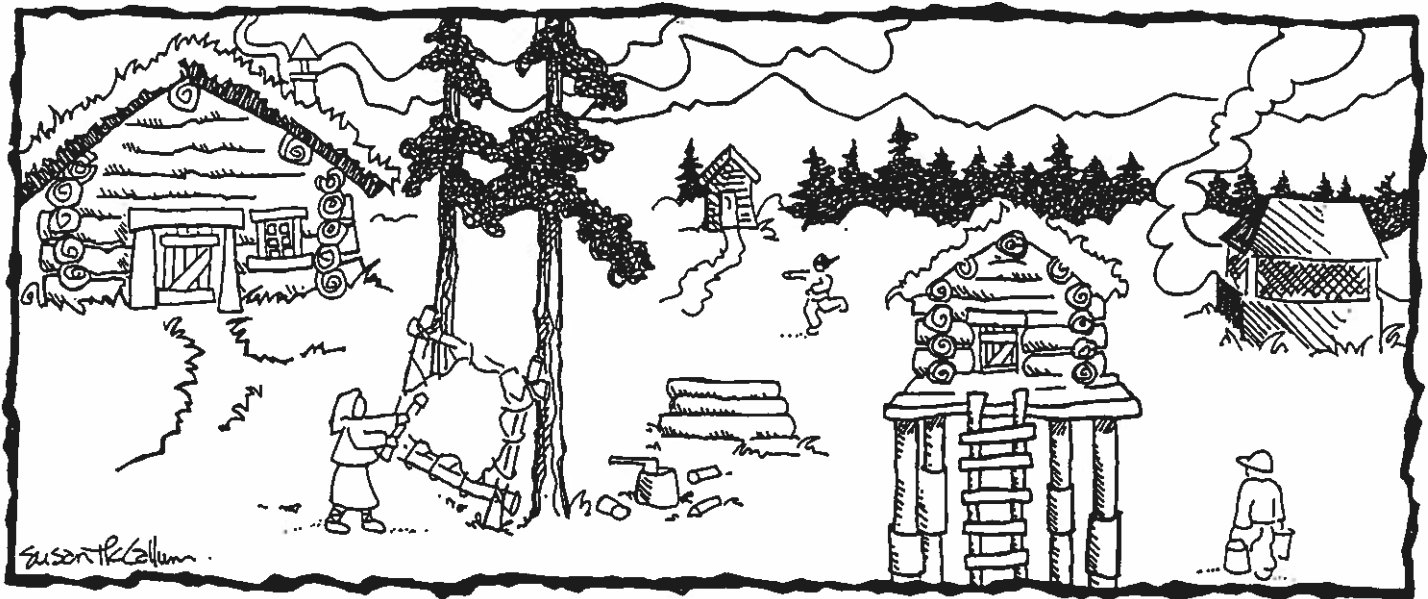


**Yukon
College**

FIRST NATIONS



COMMUNITY BASED

SERVICE DIRECTORY

Relevant, Excellent, Affordable Adult Education.

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Purpose of the First Nations Community-Based Service Directory

Provide information about a wide range of existing community-based courses and names of communities where courses were delivered. As a result, new partnerships and network systems between First Nations might develop as a result.

Provide a foundation for new initiatives which First Nations may want to develop.

Encourage partnerships between First Nations and the College to jointly plan, design and deliver training modules.

Alleviate possible duplication when modifications to existing courses might fit First Nations needs thereby eliminating unnecessary start up costs.

YUKON COLLEGE

OUR VISION

Satisfaction of the educational needs of adult learners in a northern context.

OUR MISSION

Relevant, excellent, affordable adult education.

OUR VALUES

In fulfilling its mission, Yukon College will

- Respect all people;
- Respect the environment;
- Utilize the knowledge of First Nations;
- Be fair, open, trusting, sharing and caring; and
- Pursue excellence.

OUR GOALS

We will strive to achieve the following goals to the best of our ability:

- Meet the needs and expectations of our students.
- Create a collaborative environment with our staff.
- Be highly responsive to the adult learning needs of our community.
- Provide open access and the means to success for all our students.
- Continuously improve the quality of our programs and services.
- Work in partnership with the community.
- Incorporate First Nations' knowledge in our programs and services.
- Enhance functional literacy among Yukoners.
- Be sensitive to the environment and minimize our negative impact on the environment.
- Be a leader in the development of the Yukon.

PROGRAMMING PRIORITIES

1. Programs have to be linked to demonstrated needs of the community and the outcomes evaluated.
2. Skill development appropriate to the achievement of students' chosen career paths or individual goals.
3. Specific programs and services in response to the self-determination needs of First Nations people.
4. Decentralized programming.
5. Distance education.
6. Each student in a one year certificate program, or longer, shall demonstrate satisfactory knowledge about Yukon Land Claims and Self-Government agreements.

MESSAGE FROM THE
VICE-PRESIDENT OF FIRST NATION
PROGRAMS & SERVICES

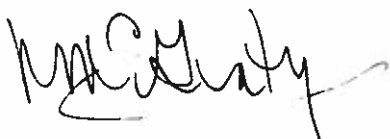
Greetings!

Yukon College has had increasing requests from First Nations to assist in assessing and developing community-based training. The Yukon College Directory of First Nations and Community-Based Services was developed to provide information about College services that have been tailored or designed to meet specific training needs of First Nations.

The Directory has two basic components: (1) a wide selection of topics that we think are relevant or of interest to First Nations, and (2) a five step process to plan and access training. We have provided examples of partnerships between Yukon College and First Nations, such as the Upper Liard Pre-Employment Carpentry Project, the Dawson First Nation Surveying Preparation Program and the Rampart House Project (these you will find in the Directory under Section III: Process for Accessing College Services).

I hope you find this information useful in your pursuit to empower your people through self-government. The College will continue to support your efforts to become self-reliant. We believe that this will not only benefit Yukon First Nations, but all Yukoners.

Mahsi Cho!



Vera McGinty

PROCESS FOR ACCESSING COLLEGE SERVICES

Community-Based Education Model

Developing and delivering an education or training program can be complex. There are many factors to consider and, at times, the task may seem overwhelming. Good planning and teamwork, however, will go a long way to ensuring that the training will be successful.

In helping you plan, the College recommends that the following Community-Based Education Development Model be considered. By working through these steps, most problem areas will be addressed and you can be assured that the training you need is what is delivered.

The model suggests that the need for training usually is a result of an issue or situation that has developed in the community. Step One reviews the context or the environment of the situation before proceeding. A needs assessment is then completed to make sure that everyone is clear on what is required. Often, you will need the help of others to complete the training, such as outside funding agencies, and in Step Three their commitment is obtained. You can now go ahead and deliver the training and review what you have done.

This model also strongly recommends that the College be consulted at the earliest possible moment so that we can plan and design the training with you. In order to make the training as relevant and meaningful as possible, we need as much information and direction from you as we can get. This partnership is shown as a Steering Committee in the model. A Steering Committee may be quite small, e.g., the Band Manager may have regular meetings with the local College campus coordinator to design some office training, or large as in the Community Services Preparation Program where seven different agencies are represented. In any case, your input is required throughout the development, delivery and evaluation of the project.

COMMUNITY-BASED EDUCATION DEVELOPMENT FIVE STEP PROCESS

The College is striving to make its community-based education projects easily accessible to its First Nations clients. The Community-Based Education Development Process is one method that might assist First Nations with planning. The advantages of the five step process is that it provides consistency and it emphasizes community involvement.

The five step process includes:

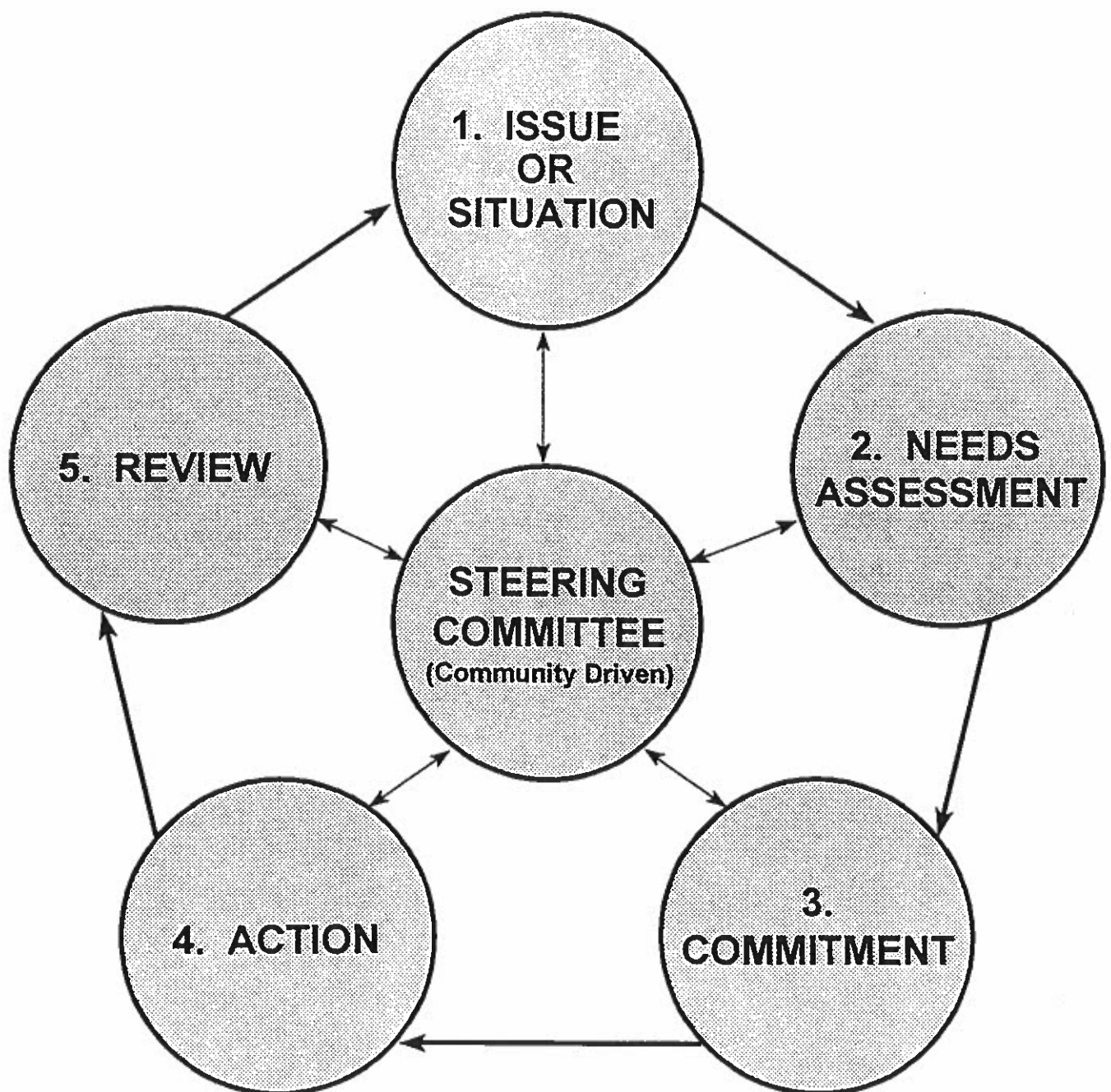
1. **Issue or Situation:** community training needs often develop from issues or situations such as:
 - self government & land claims implementation
 - new employment opportunities from mining or tourism
 - social problems

This model strongly recommends that the College be consulted very early in the process so that staff can assist with planning and designing project training. Campus Coordinators or Vera McGinty (Vice-President of First Nations Programs & Services, Toll Free # 1-800-661-0405) can advise you with the best way to proceed.

2. **Needs Assessment:** To gain project support, it is necessary to involve the people who will be affected by the training (ie. employers, funding agents, potential students and community members) in planning and development. These resource people might be useful as project steering committee members.
 3. **Commitment:** key players must fully support the project. This is the time to:
 - set goals & realistic time lines
 - define roles, tasks & obligations of each partner
 - develop an evaluation process
 - develop funding proposals & submit to funding agencies
 - sign contracts and legal documents
 - hire staff
 4. **Action:** once resources are in place, the project can be delivered. Generally a Steering Committee monitors the delivery and ensures directions are followed.
-

5. Review: Evaluation is done throughout the project; at the end of the project, a summative evaluation will determine the overall success of the project and any follow-up required.

COMMUNITY-BASED EDUCATION DEVELOPMENT MODEL



COMMUNITY-BASED EDUCATION MODEL

The following example of a Surveying Preparation Program delivered for the Dawson First Nation may help clarify the process.

SAMPLE: Dawson First Nation Surveying Preparation Program

1. Issue:

The Dawson First Nation anticipated that there would be a number of employment opportunities for its members as survey field assistants once the land claim had been settled. Few members had these qualifications.

2. Needs Assessment:

A Steering Committee consisting of the First Nations Training Officer, Land Claims Manager, Land Claims Trainee, and two Yukon College staff was formed to review the situation. Information was gathered about the extent of the survey work, when it was likely to happen, what qualifications did people need and how the First Nation would want to employ their members.

Other communities (Pelly Crossing, Mayo, Stewart Crossing and Carmacks) were also contacted to see if they had any interest in participating in this training. Potential students were interviewed to determine their background and interests. Human Resources Development Canada and YTG - Community Development Fund, potential funding agencies, were also contacted.

3. Commitment:

The College reviewed existing curriculum and developed a program outline for the Steering Committee's review. A proposal was also developed that, once approved by the Steering Committee, was sent to the funding agencies. The proposal outlined the goals of the training, the time frame, the content, evaluation process and the roles of the various partners. This process took about 8 months.

4. Action:

The program ran from January to May, 1993. Throughout the delivery, the Steering Committee met on a regular basis to review the program. They also talked to the students and recommended changes to the program that would help. For example, the students wanted more time for Math so additional tutorials were arranged.

5. Review:

The program met all of its objectives. It had a very high student completion rate and the students were very pleased with the instruction they had received. One area where the program did not succeed was in finding employment for the students. The jobs that had been identified through the land claim did not come about as the claim signing was delayed. As a follow-up, the Steering Committee contacted private employers and a number of the students were employed this way.

YUKON COLLEGE COST ESTIMATES DAWSON FIRST NATION SURVEYING PREPARATION PROGRAM*

A. SALARIES AND WAGES

Full-time Instructor	(\$240/dy X 110 dys)	\$26,400.00
Benefits	(14% of salary)	3,696.00
Casual Instructors:		
Student Success	(\$30/hr X 32.5 hrs)	975.00
Small Motor Mechanics	(\$30/hr X 65 hrs)	1,950.00
Wilderness First Aid	(\$30/hr X 30 hrs)	900.00
Camp Operations	(\$30/hr x 18 hrs)	540.00
Benefits	(11% of Salaries)	480.15
Contract:	Curriculum Development	6,000.00
	Camp Outfitting	<u>5,000.00</u>

Sub-Total **\$45,941.15**

B. OTHER EXPENSES

Travel Instructor Moving Expenses		800.00
Mileage	(\$400/tp X 1 tp)	400.00
Meals & Acc.	(150/dy X 2 dys)	300.00
Casuals: Mileage	(\$400/tp X 2 tp)	800.00
Meals & Acc.	(\$150/dy X 20 dys)	3,000.00
Contract: Mileage	(\$400/tp X 1 tps)	400.00
Meals & Acc.	(\$150.00 X 10 dys)	1,500.00
Rental: Equipment		2,500.00
Classroom	(\$500/mo x 4 mos)	2,000.00
Housing	(\$800/mo X 4 mos)	3,200.00
Supplies (Including Photocopying)		2,500.00
Postage and Freight		1,000.00
Program Materials		5,000.00
Communications		1,000.00

Sub-Total: **\$2,400.00**

PROGRAM TOTAL: **\$70,341.15**

C. ADMINISTRATION FEE (15%) 10,551.17

TOTAL PROGRAM COSTS: **\$80,892.32**

* Cost estimates will vary, reflecting the uniqueness of each program.

COMMUNITY-BASED EDUCATION MODEL

The following is another example, of another community-based project that combines training and employment needs with a community development need.

SAMPLE: Liard Pre-employment Carpentry Project

1. Issue:

The Kaska Nation requested assistance from Yukon College to develop a pre-employment carpentry program that could be modified to address specific needs of the Upper Liard community: to raise the carpentry skill level of their First Nation members and create a local employment opportunity.

2. Needs Assessment:

The Liard First Nation determined that the target learner group would be members who required more than the generic carpentry apprenticeship; the project included personal development skills. Practical use of these skills were integrated into building a washhouse and renovating the Learning Centre.

3. Commitment:

The Liard Nation acquired funds from Human Resource Development Canada (HRDC) for the project. The project was designed, developed and delivered as a team effort between the First Nation and Yukon College. Local resources such as supply companies were used as much as possible.

4. Action:

The project ran from July '94 - April '95. Throughout, the project was highly visible and largely supported by the community. Family members were encouraged to provide encouragement and ongoing support. The family was considered a key ingredient for the success of the program. Student graduation ceremonies became a well-publicized community event; College staff, including the President attended to congratulate the graduates.

5. Review:

Program evaluations of HRDC projects are done by the Apprenticeship Board of (YTG) Advanced Education. Project/instructor evaluations were done by the students.

(Budget for the Project unavailable.)

YUKON COLLEGE COMMUNITY CAMPUS STAFF LIST

Carcross Box 142 Y0B 1B0	G. Breithaupt	Coord/Inst Coord/Inst p/t		821-4296 821-3321 821-4006
			FAX	
Carmacks Box 103 Y0B 1C0	Mick Larkin Dawn Marino	Coord/Inst f/t Asst Inst f/t		863-5806 863-6818
			FAX	863-6505
Tro'dek Hatr'unohtan Zho Dawson, Box 313 Y0B 1G0	Pat Russell Karen Dubois Helen Winton	Coord/Inst f/t Instructor p/t Instructor p/t		993-5231
			FAX	993-6918
Faro Box 59 Y0B 1K0	Miranda Atwood	Coord/Inst f/t		994-2832 994-2819
			FAX	
Haines Junction Box 5531 Y0B 1L0	Steve Osborne Elaine Hurlburt	Coord/Inst f/t Instructor p/t		634-2688
			FAX	634-2913
Mayo Box 207 Y0B 1M0	Anne Meaney Leckie John Reid Lori Lacey	Coord/Inst p/t Coordinator p/t		996-2831
			FAX	996-2727
Te'sek Gehr'oonatun Zzeh Old Crow, Y0B 1N0	Mark Stevens Cheryl Itsi	Coord/Inst f/t Secretary		966-3065
			FAX	966-3812
Hets'edan Ku Box 50 Pelly Crossing, Y0B 1P0	Dorothy Johnson Walter Majola	Coordinator p/t Instructor f/t		537-3131
			Modem FAX	537-3610 537-3501
Ross River General Delivery Y0B 1S0	Dianna Loan	Coord/Inst f/t Instructor p/t		969-2518
			FAX	969-2903
Skookum Jim c/o YTG Mail or 3159 Third Ave Y1A 1G1	Ray Marnock Margot Harvey	Coord/Inst f/t Coord/Inst p/t		668-7056
			FAX	668-7596
Teslin Box 132 Y0A 1B0	Joyce Anderson Graham (Buzz) Burgess	Coord/Inst p/t Coord/Inst f/t		390-2650
			FAX	390-2909
Watson Lake Box 336 Y0A 1C0	Trudy Agar Sharon Caouette Jenny Skelton	Coord/Inst Dev Studies f/t Coll Prep p/t		536-2478
			FAX	536-7880
Whitehorse Correctional Centre YTG - J - 4	Isabelle Dumont	Instructor f/t		668-2175
			FAX WCC General	667-2694

Arts (Certificate) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description:

To provide students with a broadly-based introduction to the liberal arts that is transferable to the a Bachelor of Arts at a Canadian university.

Educational Requirements:

1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success:

Successful completion (with a C average) of 30 credits (10 courses) of required and elective courses. Upon completion, students will be awarded the college Certificate of Arts.

Duration:

Normally one academic year (2 semesters) of full-time study but may be extended or pursued part-time if desired.

Native Element/Applicability:

Many of the academic skills—reading critically, researching and writing reports, conducting and reporting experiments—are generic and transferable to business, administration and other endeavours. Also lays groundwork for future university study in all disciplines.

Arts (Diploma) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description:

To provide students with a broadly-based, 2-year introduction to the liberal arts that is transferable to a Bachelor of Arts at a Canadian university.

Educational Requirements:

1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success:

Successful completion (with a C average) of 60 credits (20 courses) in English composition and literature, the social and pure sciences, and other disciplines chosen by the student. Upon completion of program requirements, students will be awarded a college Diploma of Arts.

Duration:

Normally two academic years of full-time study (4 semesters) but may be extended or pursued part-time if desired.

Native Element/Applicability:

In addition to offering solid academic grounding, many of the academic skills - reading critically, researching and writing reports and conducting and reporting experiments - are generic and transferable to business, administration and other endeavours. Also lays groundwork for future university study in all disciplines.

Criminal Justice (Northern Justice/Criminology) (Certificate) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To enhance students' knowledge of criminology and to provide grounding in the discipline for those interested in seeking entry-level employment in the justice related fields.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with a C average) of the 12-credit (4 courses) Criminal Justice core and 18 credits (6 courses) of approved electives and required courses. Upon completion of program requirements, students will be awarded a Certificate in Criminal Justice.

Duration: Normally one academic year (2 semesters) of full-time study but may be extended or pursued part-time if desired.

Native Element/Applicability: Program content is valuable for people wishing to work in justice and justice-related programs. As well, many of the academic skills - reading critically, researching and writing reports - are generic and transferable to business, administration and other endeavours.

General Studies (Certificate) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To provide students with a flexible alternative to the Applied Technology, Business and Office Administration and Academic Studies programming for those who do not wish to pursue a university degree and/or want to develop a individualized program from a variety of programming areas at the College.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with a C average) of 30 credits (10 courses normally), a minimum of 12 credits in Academic Studies including 6 credits of English composition and literature, the rest (up to 18 credits) may be from other divisions. Upon successful completion of program requirements students are awarded the college Certificate of General Studies.

Duration: Normally one academic year (2 semesters) of full-time study but may be extended or pursued part-time if desired.

Native Element/Applicability: The flexibility of this program allows an individual to develop a personalized study plan to meet whatever employment or other skills needs she or he might have. Potential combinations could include accounting, computer skills, office management, criminology and northern studies courses. As well, many of the academic skills—reading critically, researching and writing reports—are generic and transferable to business, administration and other endeavours.

General Studies (Diploma) Program

SKILL AREA: Academics

LOCATION: Academic Studies, Ayamdigut

Description: To provide students with a flexible 2-year alternative to the Applied Technology, Business and Office Administration and Academic Studies programming for those who do not wish to pursue a university degree and/or want to develop a individualized program from a variety of programming areas at the College.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with a C average) of 60 credits (20 courses normally), a minimum of 24 credits in Academic Studies including 6 credits of English composition and literature, the rest (up to 36 credits) may be from other divisions. Upon completion of the program requirements, students are awarded the college Diploma of General Studies.

Duration: Normally two academic years of full-time study (4 semesters) but may be extended or pursued part-time if desired.

Native Element/Applicability: The flexibility of this program allows an individual to develop a personalized study plan to meet whatever employment or other skills needs she or he might have. Potential combinations could include accounting, computer skills, office management, criminology and northern studies courses. As well, many of the academic skills—reading critically, researching and writing reports—are generic and transferable to business, administration and other endeavours.

Literacy Training: Hets'edan Ku Literacy Project

SKILL AREA: Adult Literacy

LOCATION: Hets'edan Ku Campus, Pelly Crossing

Description:

To assist adults with learning problems and low skills in reading, writing and numeracy; includes a computer assisted learning process.

Education Requirements:

See course Description:

Criteria for Success:

Demonstrated competencies and skills in the areas of reading, writing and numeracy skills.

Duration:

16 weeks

Native Element/Applicability:

Individualized to assist each learner to work at his/her own pace.

(This was a special project financed through the Department of Education - Advanced Education Branch.)

Literacy Training: Mayo Literacy Program

SKILL AREA: Literacy

LOCATION: Mayo Campus, Mayo

Description:

To provide reading and writing skills for basic literacy learners; develop advanced critical thinking and analytical skills for workplace learners.

Education Requirements:

Initial assessment of learners using the Test of Adult Basic Education (TABE), Adult Basic Learning and Education (ABE).

Criteria for Success:

Demonstrated competencies and skills in reading and writing.

Duration:

Native Element/Applicability:

Program developed in response to the closure of the local mine and the development of Native Land Claims. Designed to meet individual needs for educational development.

Northern Human Service Worker/BSW Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: Based on a four-year University of Regina BSW degree program, the Northern Human Service Worker program is designed to educate and train northern residents to undertake social work practice in a northern cross- and multi-cultural context. As a result of extensive community input into the content of the program, particular attention is given to the social needs, values and aspirations of Yukon's First Nations peoples.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with B+ average) of 60 credits of University of Regina social work courses and of 60 credits of Yukon College Academic Studies (with a B average), including ENGL 100 and NOST 100. Upon completion of the program requirements, students are awarded University of Regina's Bachelor of Social Work.

Duration: Normally 4 academic years (8 semesters) of full-time study, but may be extended or pursued part-time if desired.

Native Element/Applicability: There is little doubt that First Nations communities are in need of First Nations human service workers. This need is only going to become more urgent as more and more First Nations take control over a variety of social programs. First Nations need their own people helping.

Northern Studies: Native Studies Diploma Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description:

To introduce students to the interdisciplinary study of the North and its indigenous peoples while permitting them flexibility and latitude in the content and direction of their program.

Educational Requirements:

1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success:

Successful completion (with a C average) of 66 credit (33 courses) that include 9 credits of introductory social sciences, 6 credits of English composition and literature, the 12-credit Northern Studies core, and 15 credits of approved electives and required courses. 18 credits must be at the second year level. Upon completion of program requirements students are awarded the college Diploma of Northern Studies - Native Studies.

Duration:

Normally two academic years of full-time study (4 semesters) though most students pursue their studies over three or more years.

Native Element/Applicability:

In addition to the obvious utility and broad applicability of the program content, many of the academic skills - reading critically, researching and writing reports and conducting and reporting experiments - are generic and transferable to other areas of endeavour.

Northern Studies: Northern Justice/Criminology (Diploma) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To introduce students to the interdisciplinary study of the North and the criminal justice system as it operates in a cross-cultural environment. The program is designed for students who wish to transfer to a degree program in Criminology or who wish to seek entry-level employment in the criminal justice field.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Normally two academic years of full-time study (4 semesters) though most students pursue their studies over three or more years.

Duration: Successful completion (with a C average) of 66 credits (33 courses) including the 12-credit Northern Studies core, 27 credits in approved CRIM electives and required courses, and 27 credits in approved Academic Studies electives or required courses. At least 18 credits must be at the second year level. Upon completion of program requirements students are awarded the college Diploma of Northern Studies – Northern Justice/Criminology.

Native Element/Applicability: Program content is valuable for First Nations people wishing to work in justice and justice-related programs. As well, many of the academic skills—reading critically, researching and writing reports—are generic and transferable to business, administration and other endeavours.

Northern Studies: Outdoor and Environmental (Diploma) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To introduce students to the interdisciplinary study of the North and its environment. Program content is fairly flexible, allowing students to concentrate on such issues as conservation, protection, sustainable use, and recreational potential.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with a C average) of 66 credits (33 courses) including the 12-credit Northern Studies core, the 6-credit Outdoor and Environmental Studies core, 6 credits of a lab science, 6 credits in either a social science or a second lab science, 18 credits of approved electives or required courses, 6 credits of English composition and literature and 12 credits of additional electives. At least 12 credits must be at the second year level. Upon completion of program requirements students are awarded the college Diploma of Northern Studies – Outdoor and Environmental Studies.

Duration: Normally two academic years of full-time study (4 semesters) though most students pursue their studies over three or more years.

Native Element/Applicability: This program, focusing on the North and the use and appreciation of its environment, will appeal to the First Nation person interested in becoming involved in Native tourism, guiding, ecotourism and other such opportunities. This program would also be appropriate for those who wish to become involved in assisting the First Nations on boards and committees that will be involved in the planning, management and development of settlement, traditional and territorial lands. In addition, many of the academic skills—reading critically, researching and writing reports, conducting and reporting experiments—are generic and transferable to business, administration and other endeavours.

Northern Studies: Science (Diploma) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To introduce students to the interdisciplinary study of the North, with an emphasis on scientific understanding and investigation. The program is designed to enable students to continue their studies in a scientific profession or to work in the North at the technical level or after further university study.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with a C average) of 66 credits (33 courses) including the 30-credit Certificate of Science (described elsewhere in this section) or its equivalent, the 12-credit Northern Studies core, MATH 105 (statistics), the NOST field course, and 18 credits of approved electives or required courses. A minimum of 12 credits must be at the second year level. Upon completion of program requirements students are awarded the college Diploma of Northern Studies – Science.

Duration: Normally two academic years of full-time study (4 semesters) and an intersession field course, though most students pursue their studies over three or more years.

Native Element/Applicability: The flexibility of this program allows an individual to tailor the program to meet specific personal needs and goals. First Nations people may wish to take advantage of new opportunities in providing technical or scientific services to a variety of clients. The technical training also presents employment opportunities in many sectors. As well, many of the academic skills—reading critically, researching and writing reports—are generic and transferable to business, administration and other endeavours.

Preparatory Course: Basic Academic Skills

SKILL AREA: Entry level math, writing, reading, vocabulary, spelling, English

LOCATION: Available at all campuses with the exception of basic literacy

Description:

To provide core courses: Math 020; Writing 030; Reading 030; Vocabulary 030; Spelling 030; Math 030; English 040; English 050. Bridging to other programs.

Criteria for Success:

Successful completion of exit examinations.

Duration:

Continuous Intake

Native Element/Applicability:

Most campuses have a variety of learning materials related to current First Nations issues and general interest. Elders and other community resource people may be involved in campus programming. Basic skills may be taught through specific projects as in the Carcross newspaper project, the Skookum Jim North of 60 project, or the various employment readiness projects. Introductory science uses a health perspective approach and oral history.

Preparatory Course: Computer Literacy

SKILL AREA: Computer Literacy

LOCATION: Ayamdigut Campus, Whitehorse

Available to all Campuses

Description:

Introduction to DOS, Keyboarding, WordPerfect 5.1 and Microsoft Excel.

Education Requirements:

N/A

Criteria for Success:

Motivation to become computer literate

Duration:

Varies

Native Element/Applicability:

Relevant to individuals' personal computer needs as well as to the work environment.

Preparatory Courses: Directed Study

SKILL AREA: Varies

LOCATION: Available at most campuses

Description:

A learning experience within a particular community and in an area of study of particular interest to an individual student. Past projects have included literacy tutoring, oral history, introductory anthropology, and an experimental research project.

Criteria for Success:

An oral presentation and a written paper.

Duration:

Usually one semester

Native Element/Applicability:

Varies with the interest of the individuals.

Preparatory Course: Law

SKILL AREA: Law 050

LOCATION: Ayamdigut Campus, Whitehorse

Description:

Introduction to law, particularly with respect to how the criminal justice system operates in Yukon communities.

Education Requirements:

Grade 10 or equivalent

Criteria for Success:

Duration:

one semester

Native Element/Applicability:

Tribal justice

Preparatory Course: Science

SKILL AREA: Science 040, Oral Tradition

LOCATION: Ayamdigut Campus, Whitehorse

Description:

An introductory science to prepare for further science study, from a health perspective; and oral tradition is valued as a means of passing on knowledge.

Education Requirements:

Grade 10 or equivalent

Criteria for Success:

Duration:

one semester

Native Element/Applicability:

Focus on holistic concept of life and science

Preparatory Course: Student Success 050

SKILL AREA: Study Skills

LOCATION: Some modules available at all campuses

Description:

An opportunity for students to observe and examine themselves as learners and take control of their learning presently and in the future.

Education Requirements:

Grade 10 or equivalent

Criteria for Success:

Duration:

Full course requires 4 months

Native Element/Applicability:

Focus is on the individual's awareness of his/her learning process and empowerment for academic performance

Renewable Resource Management (Diploma) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To prepare students for technical positions assisting in the management, conservation and protection of land and water-based resources. Particular attention is given to preparing graduates for employment by First Nations governments and for work in cross-cultural settings.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study; OR have obtained grades of C in Yukon College Developmental Studies courses ENGL 050, MATH 050, SCI 040 and COMP 050 or equivalents.

Criteria for Success: Successful completion (with a C average) of 66 credits of required and approved elective courses. A full description of requirements is available in the Yukon College calendar. Upon completion of program requirements, students are awarded a college Diploma in Renewable Resources Management.

Duration: This is a structured 2-year program (4 semesters) with some courses being taught in late summer, spring and winter. Students must be prepared to work outdoors and to adapt their summer work schedule or other commitments to the demands of the program.

Native Element/Applicability: This program was designed by a team that included First Nations renewable resources managers and specifically intended to provide training relevant to the realities of post-land claims co-management regimes. Fourteen of the twenty four seats are reserved for First Nations students. The admission process is designed to encourage representation from all Yukon First Nations.

Science (Certificate) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To provide students with an introduction to the pure sciences that will enable them to undertake a Bachelor of Science at a Canadian university or for those who wish to seek admission to professional programs in the applied sciences that require an initial year of science, such as Engineering.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study. Students must have also successfully completed Biology 11, Chemistry 11, Math 11 and 12, Physics 11, and one of the following: Biology 12, Chemistry 12, Computer Science 12, Geology 12 or Physics 12.

Criteria for Success: Successful completion (with a C average) of ENGL 100 and 101, MATH 100 & 101, CHEM 110 & 111 and PHYS 110 & 111 and 6 credits of electives (2 courses). Upon completion of program requirements, students will be awarded a college Certificate of Science.

Duration: Normally one academic year (2 semesters) of full-time study but may be extended or pursued part-time if desired.

Native Element/Applicability: A solid grounding in the pure sciences may be attractive to the First Nation person wishing to pursue a degree in the pure or applied sciences, teaching, medicine, veterinary medicine, chemistry, computer science, etc. In addition, many of the academic skills—reading critically, researching and writing reports and conducting and reporting experiments—are generic and transferable to other endeavours.

Women's Studies (Certificate) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To introduce students to the study of women and women's issues. The program is designed to encourage students to critically reassess social, political, cultural and economic "norms" and to question what has been traditionally accepted as "knowledge." Moreover, Women's Studies courses and programs are structured to encourage active participation in cooperative learning.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with a C average) of 30 credits (10 courses) that include WSTD 100 and 101, 6 credits of approved Women's Studies A-level courses, 6 credits of approved Women's Studies B-level courses, 9 credits of required Academic Studies courses and 3 credits of approved electives. Upon completion of the program requirements, students are awarded the college Certificate of Women's Studies.

Duration: Normally one academic year (2 semesters) of full-time study but may be extended or pursued part-time if desired.

Native Element/Applicability: The Women's Studies program encourages students to be actively involved in their own learning and in addressing inequalities (gender, racial) in the wider community. As well, it encourages an exchange of information among women of different cultures, communities, backgrounds and skills and fosters a sensitivity to women's issues.

Women's Studies (Diploma) Program

SKILL AREA: Academics

LOCATION: Ayamdigut Campus, Whitehorse

Description: To introduce students to the study of women and women's issues. The program is designed to encourage students to critically reassess social, political, cultural and economic "norms" and to question what has been traditionally accepted as "knowledge." Moreover, Women's Studies courses and programs are structured to encourage active participation in cooperative learning.

Educational Requirements: 1) Graduation from high school with a) a C (2.0 GPA) average and b) English 11 and 12, Algebra 11, Social Studies 11 and lab science 11 OR be 19 years of age or older and a) have successfully completed Adult Senior Secondary Certificate and, b) have completed English 11 and 12, Social Studies 11 and at least one additional academic elective OR be 19 years of age or older and a) present acceptable scores from GED, CAT or similar standardized test taken in the past two years and b) submit a letter outlining your career/study goals and proposed program of study.

Criteria for Success: Successful completion (with a C average) of 60 credits (20 courses) that include WSTD 100 and 101, 27 credits of approved Women's Studies A-level and B-level courses, including a course on perspectives of Indigenous Women, 12 credits of required English and psychology, and 15 credits of approved Academic Studies electives. A minimum of 18 credits must be at the second-year level. Upon completion of the program requirements, students are awarded the college Certificate of Women's Studies.

Duration: Normally two academic years of full-time study (4 semesters) but may be extended or pursued part-time if desired.

Native Element/Applicability: The flexibility of the electives make this an extremely useful program for those working in the human services, justice-related fields and social services in First Nations communities. The emphasis is on similarities and differences of experience in dominant and indigenous societies, the exchange of knowledge and on developing a sensitivity to women's perspectives and issues.

Yukon Native Teacher Education Program (YNTEP)

SKILL AREA: Bachelor of Education Degree

LOCATION: Ayamdigut College, Whitehorse

Description:

To provide a degree program which would attract persons of First Nations ancestry into the teaching field.

Education Requirements:

Admission to the University of Regina. (Grade 12 or mature admission)

Criteria for Success:

Appropriate Academic and Professional standing.

Duration: Four year program.

Native Element/Applicability:

The content of this teacher training program is similar to the one offered at the University of Regina with adaptations to meet the needs of First Nations students.

The program attempts to reflect the particular needs of Yukon Education. Adaptations to meet the cultural and linguistic factors of the Yukon will be incorporated into students' course of study. Other changes will centre on the development of relevant pedagogical content for use in Yukon schools.

ACCOUNTING 100 COURSE

SKILL AREA: Business Administration

LOCATION: Ayamdigut Campus, Whitehorse and
Modules available through community campuses
Also offered by distance education

Description:

Introduction to principles and application of accounting

Education Requirements:

Requirements: Minimum Grade 10

Criteria for Success:

Demonstrated skills and abilities, successful in examinations

Duration:

Native Element/Applicability:

Relevant to First Nations businesses, often developed specifically for First Nations peoples.

Effective Business Writing, Teslin

SKILL AREA: Communication Skills

LOCATION: Teslin Campus, Teslin

Description:

To develop writing skills with emphasis on effective Business Writing.

Courses Include: Sentence Writing Strategies, Punctuation, Capitalization, Writing Effective Paragraphs, Writing Business Letters, Summaries and Reports

Education Requirements:

Pretest - short autobiography as indicator of individual skill level.

Criteria for Success:

Duration:

45 hours

Native Element/Applicability:

Target Group: Teslin Tlingit Council Staff

Computer Training: Public Computer Training Program

SKILL AREA: Computer Skills in DOS and Windows

LOCATION: Professional Studies, Ayamdigut Campus
Modules of Computer Training available at community campuses

Description:

Public Computer Training offers a wide variety of training in computers and their software applications. Basic, introductory workshops through to advanced applications in both the DOS and Windows environments can be tailored to the specific needs of the students.

Education Requirements:

N/A

Criteria for Success:

Completion, Yukon College Certificate

Duration:

12 - 24 hrs. generally, but specific training packages can be designed.

Native Element/Applicability:

Program will respond to the computer training needs of organizations or companies and design training packages to meet their needs. (Individualized programs, lectures, seminars, workshops and modules).

Computer Training: Stewart River Computer Venture Project

SKILL AREA: Computer

LOCATION: Mayo Campus, Mayo

Description:

To address computer skills training identified by Federal, Territorial and First Nation Governments.

Courses Include:

MS-DOS; Harvard Graphics; AccPac; Windows; Word Perfect 5.2; Desk Top Publishing.

Education Requirements:

Computer Literacy or familiarization with computers.

Criteria for Success:

Demonstrated competency in modules taken.

Duration:

Native Element/Applicability:

Needs have been identified for Self Government.

Management: First Nations Management Program

SKILL AREA: Management for First Nations Businesses

LOCATION: Ayamdigut Campus, Whitehorse

Description:

To provide participants with a solid grounding in First Nations Management techniques and business practices. Possible positions: Accounting, personnel management, First Nations management, program management, financial management, community economic development officer.

Education Requirements:

Grade 12 or equivalent, mature status (19 yrs), work experience, interview, entrance testing. "Strong" base in Math & English (refresher course provided).

Criteria for Success:

Year One - Certificate in First Nations Management; Year Two - Diploma in First Nations Management.

Duration:

See above, Criteria for Success.

Native Element/Applicability:

Designed for First Nations students. Program is offered at Ayamdigut Campus.

Management: Hotel/Motel Management Training (Youth Work Project)

SKILL AREA: Hotel/Motel Management Training

LOCATION: Te'sek Gehtr'oonatun Zzeh, Old Crow

Description:

To provide students with an orientation to motel management in a small rural community, utilizing a community development process; with a major focus on First Nations cultural practices.

Education Requirements:

Minimum grade 8, preferably grade 10

Criteria for Success:

Demonstrated competencies and skills geared to the learning outcomes stated at the beginning of the course and the completion of a business plan.

Duration: 6 months

Native Element/Applicability:

Developed specifically for native youths; in total cooperative and collaborative planning with the youths and Elders. The program was 100% funded by Youth Services Canada.

Management: Management Training Project (Na Cho Nyak Dun)

SKILL AREA: Land Claims Related Training in Management

LOCATION: Na Cho Nyak Dun First Nation and Mayo Campus

Description:

A special project designed for the Na Cho Nyak Dun (NND) First Nation, consisting of series of courses identified as necessary to meet Land Claims Training needs.

Courses include:

Business Management	Computer Training
Communication Skills	Forestry Management
Human Relations (Health & Wellness)	Personal Skill Development
Decision Making	Time Management
Leadership Skills	Big Game Management
Land Use Planning	Joint & Co Management

The course development and planning involves the learners and becomes a key ingredient of the teaching/learning process.

Education Requirements:

Learners identified by NND Chief and Council.

Criteria for Success:

Demonstrated competencies and skills.

Duration:

Intermittent for two years.

Native Element/Applicability:

Courses identified by NND. Planning and development of courses done in conjunction with NND staff. The learning outcomes are applicable to the job related specifications.

Office Administration Program, Dawson City

SKILL AREA: Business Administration

LOCATION: Tro'dëk Hätr'unohtän Zho Campus, Dawson City

Description:

To provide students with the knowledge and skills to enter employment as general office assistants, administrative assistants and accounting clerks.

- Business Communications and Math. Word Processing, public & private sector accounting, Windows, WordPerfect for Windows, Lotus for Windows and AccPac Plus.

Education Requirements:

Grade 12 or mature student status with suitable scores on GED or College placement test, or Level III and English 040 (or equivalent)

Criteria for Success:

Yukon College Certification for Administrative Assistant Certificate or the Accounting Clerk Certificate

Duration:

153 training days (Sept. - May). Full-time but part-time may be accepted upon special request.

Native Element/Applicability:

Individualized programs, lectures, workshops.

Proposal Writing for Business Development Project, Mayo

SKILL AREA: Management

LOCATION: Mayo Campus, Mayo

Description:

To initiate discussions on business development training re: types of training, schedules, course content and delivery.

Proposed Topics:

Financial Management; First Nations Economic Development; Management; Personnel; Marketing; and other related topics.

Education Requirements: N/A

Criteria for Success:

Successful applications for funding and co-operation of various training and business institutes. (Justice Institute of B.C., YTG training staff, FBDB and Dana Naye Ventures).

Duration:

Native Element/Applicability:

The courses are designed to address economic development needs of Mayo; particularly that of the First Nation.

Small Business Management Course

SKILL AREA: Business Administration

LOCATION: Carcross Campus, Carcross

Description:

Courses Include:

Business planning	Decision-making skills
Cost-effective advertising	Marketing techniques
Analysis/evaluation of financial and human resources of small business	
Setting goals and objectives for profits in a fiscal year.	

Education Requirements:

Criteria for Success:

Duration: 16 hours

Native Element/Applicability:

Generic program, of interest to all community members.

Mayo Life Skills Project

SKILL AREA: Community and Personal Development

LOCATION: Mayo Campus

Description:

To provide learners with a process for taking the needed steps for community-based personal growth; ie. grieving, suicide prevention, anger management, relationship training, Positive Indian Parenting, problem solving.

Education Requirements:

N/A

Criteria for Success:

Duration:

Three delivery phases - time frame not specific.

Native Element/Applicability:

Project intended for the development of the entire community of Mayo, with a specific emphasis on Yukon College students, youth, and First Nation government staff.

Public Health and Safety

SKILL AREA: Basic and Advanced Red Cross Standard First Aid, Survival Wilderness First Aid, Heart and Stroke Care and Maintenance, CPR, Search & Rescue

LOCATION: Available through all College Campuses

Description:

Public Health and Safety, in partnership with various agencies, provides a wide variety of training in health and safety. Courses are offered in First Aid, CPR, health promotion and safety to the general public and to companies and organizations. Certification is provided by the participating partners such as The Red Cross, St. John Ambulance, CPR Yukon, Canadian Institute of Safety Search and Rescue, Heart and Stroke Foundation as well as Yukon College.

Education Requirements:

N/A

Criteria for Success:

Upon completion, graduates will receive certification from the organization delivering the training, eg., Red Cross, St. John Ambulance, CPR Yukon, Canadian Institute of Safety Search and Rescue, Heart and Stroke Foundation, Yukon College.

Duration:

24 hours

Native Element/Applicability:

Offered to YNTEP, Native Language instructors and teaching assistants, and available through all College campuses.

Wilderness Camp Project, Carcross

SKILL AREA: Community and Personal Development Wilderness Camp

LOCATION: Carcross Campus, Carcross

Description:

To promote healthy family activities in the bush.

Education Requirements: N/A

Criteria for Success:

N/A

Duration: 5 days

Native Element/Applicability:

Cultural Activities at the Camp, First Nations members participated.

General Education Development Program (G.E.D.)

SKILL AREA: High school level of Writing, Social Studies, Science, Interpreting Literature and Arts, and Mathematics

LOCATION: G.E.D. Testing done at Ayamdigut College, Whitehorse and may be held at community campuses if there are sufficient numbers wanting to write.

Description:

The General Education Development (G.E.D.) is an international testing program for adults who have been unable to complete high school. G.E.D. tests measure the level of "educational maturity", gained through experience, which is often equal to, or above, the level of a high school grade. The questions on each of the five tests (Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics) require you to use general knowledge and thinking skills.

Education Requirements:

You must have not obtained a high school diploma (previous enrolment is not a requirement).

Criteria for Success:

A G.E.D. certificate will be awarded with successful "pass" marks on the tests. Any tests in which a score of 45 has not been obtained, may be rewritten after a period of four months.

Duration:

Preparation time depends on the learner.

Native Element/Applicability:

Yukon College will accept a G.E.D. Certificate as the prerequisite for admission to many training programs.

Community Designed Courses: Dawson City Campus

SKILL AREA: Varies

LOCATION: Tro'dëk Hätr'unohtän, Dawson City

Description:

Technical Math	Office Administration
Survey Prep	Mechanical Systems
Life Skills Coach Training	Proposal Writing
Instructional Skills Workshop	Carpenter's Helper
Welding	Leadership Skills
Small Business Management	Oral Communication
Early Childhood Education	Geography 222-Land Planning
Computer Training (DOS, Windows, WordPerfect, Accpac)	
Skills for Life and Learning Strategies for Empowerment	
Air Brakes Supervisory Skills, Level 1 & 2	
Skills for Life and Learning - Strategies for Empowerment	

Criteria for Success:

Demonstrated competencies and skills in specified subject areas.

Duration:

Varies

Native Element/Applicability:

Most courses are generic and applicable to any community learners; some courses have native content or are designed to address First Nations or Land Claims issues, career and business development.

Community Designed Courses: Skookum Jim Campus

SKILL AREA: Various

LOCATION: Skookum Jim Campus, Whitehorse

Description:

To offer basic training to First Nations participants in a variety of areas that will enhance their social, economic and cultural quality of life.

Courses Offered:

Survey Training for Beginners	Selling Your Art to a Retailer
"Welcome Yukon"	Traffic Control
Security Guard Workshop	Foodsafe Program
Self-Defence for Women	Job Readiness Program
Yukon First Nation Oral History	Video Production Workshop
Resume Writing	Audio Recording Techniques
Basic Hair Styling	Communication Skills
Traditional Parenting	Intro. to Computers Drop In
Reading Circle	Safe Driving Manual & Workbook
Workplace Hazardous Material Information System (WHMIS)	

Duration:

Varies from 3 days to 2 weeks, depending upon courses taken.

Native Element/Applicability:

Offered at the Skookum Jim Friendship Centre, students are native, courses are designed for First Nations people.

Community Services Preparatory Program, Whitehorse

SKILL AREA: Personal development, Preparatory Science, Mathematics and English

LOCATION: Ayamdigut Campus, Whitehorse

Description:

A specialized preparatory or bridging year for First Nations students who wish to enter other programs, especially those related to health and human services. The focus is on personal wellness from the perspective of traditional Yukon First Nations' values and practices. This course includes preparatory courses in mathematics, writing and science.

Education Requirements:

Interviews, mature student status with suitable scores on College placement tests

Criteria for Success:

Successful completion of all courses, Certificate in Community Services Preparation Program; provides "bridge" (linkage) to certificate/diploma/degree Health & Human Service Programs.

Duration:

First Term: September - December; Second Term: January - April

Native Element/Applicability:

Designed for First Nation students. Program is currently offered only at the Ayamdigut Campus.

Cultural Education Project (Traditional Skills) Project Pelly Crossing

SKILL AREA: Traditional arts and crafts and oral communications

LOCATION: Hets'edä Kų', Pelly Crossing

Description:

To produce Northern Tutchone arts and crafts as a community project; following up on the "small business skills" course that was conducted in the community.

Practical skills include:

- Oral History/Story Telling (Traditional Communication Skills)
- First Nation's Art and Crafts
- Drum Making
- Plato Computer Skills (elementary reading, writing mathematics).

Criteria for Success:

Demonstrated skills and competencies

Duration:

60 hrs. of classroom time, 320 hrs. applied practice; sixteen weeks in total.

Native Element/Applicability:

Course developed, designed and taught by a group of local First Nation instructors, as well as by a peer group and Elders. Course content is all Northern Tutchone.

Introduction To Yukon First Nation Oral History Project

SKILL AREA: Cultural Awareness, Storytelling

LOCATION: Ayamdigut, Whitehorse. Available to all communities.

Description

To define culture, its relationship to practice, tradition, language, spiritual belief, ceremonies and healing.

To become familiar with the process of reclaiming and preserving cultural identity through Yukon Oral History, storytelling, legends, elders views, contemporary theory and application.

Education Requirements:

N/A

Criteria for Success:

Participation and one group assignment.

Duration:

10 hours

Native Element/Applicability

First Nations instructors, Yukon First Nation course content and traditional methods of instruction.

Introduction to Yukon First Nations Kinship and Clan Systems Project

SKILL AREA: Traditional story telling, knowledge of Yukon First Nations culture, research

LOCATION: Available to all communities from Main Campus, Whitehorse

Description:

To familiarize learners with:

- Yukon First Nations family systems
- Traditional and contemporary genealogy charts
- Research methods for researching personal family history as a means of preserving culture and tradition of Yukon First Nations.

Topics Include:

Yukon First Nations	Culture Moiety and Clans
Family and Kinship Systems	Lineage and Genealogy
Family of Origin Personal, Family and Community Responsibilities	

Criteria for Success:

Participation and attendance; one group assignment

Duration:

10 hours

Native Element/Applicability:

First Nations instructors, Yukon First Nation course content and traditional methods of instruction.

Oral History Research and Methodology Project

SKILL AREA: Traditional oral communications: stories, research and interviewing skills.

LOCATION: Carcross Community Campus

Description:

To acquire basic knowledge of oral history research and its value to the First Nations' communities in Carcross. Understand the value of oral history within the context of historical research in the north, and the ethical responsibilities of oral history researchers. Develop practical research, interviewing, and technical skills to successfully complete an original piece of oral history research

Education Requirements:

Criteria for Success:

Attendance 10%; assignments 90%

Duration: 45 hours

Native Element/Applicability:

Course content includes history of First Nations' communities in the Carcross area.

Pre-employment Job Readiness Program: Ketza River/Grew Creek Open Pit Project

SKILL AREA: Job Readiness

LOCATION: Ross River Campus, Ross River

Description:

To strengthen the social, academic, and workplace skill of the participant.

To develop skills that will help the participant to become a responsible and conscientious employee in the workforce. Emphasis is on job preparation and life skills, communication, reading comprehension and basic math skills, basic mining and job safety skills.

Education Requirements:

To be determined through an interview by a panel of three: two members of the Kaska Dena First Nation and one campus staff.

Criteria for Success:

Duration:

Ten weeks

Native Element/Applicability:

Partnership between Ross River Dena Council and College Campus

Pre-Employment Job Readiness Program: Pelly Crossing

SKILL AREA: Career Development

LOCATION: Hets'edä Kų' Community Campus, Pelly Crossing

Description:

To have people return to learning for the exploration and examination of career interest and self development goals. Provide opportunity for agencies in the community to participate in adult education through the mentoring process. Enhance principles and practices of cultural education through the involvement of Elders as Cultural Educators and the involvement of other First Nation members as tutors/instructors.

Courses Include:

Computer Fundamentals, Basic Office Administration, First Aid and CPR, Basic Math, Communication Skills, Native Parenting Skills, Cultural/Traditional Courses.

Education Requirements:

Minimum grade 8

Criteria for Success:

Demonstrated skills and competencies in learning areas.

Duration: 16 weeks

Native Element/Applicability:

Courses have been developed and designed with the students to meet self-employment needs and to fill the local labour market requirement.

Pre-Employment Job Readiness Program: Watson Lake (Youth Work Program)

SKILL AREA: Job Readiness

LOCATION: Watson Lake Campus, Watson Lake

Description:

Job responsibilities; Basic Math; Planning a Business; Basic Accounting; Career Planning.

Education Requirements:

Criteria for Success:

Demonstrated applicable skills.

Duration:

Seven weeks during the Summer.

Native Element/Applicability:

First Nations students participation in final 3 day conference.

Child Care Training Project

SKILL AREA: EC 106 Special Topics in Early Childhood Development

LOCATION: Ayamdigut College, Whitehorse

Description:

The program offers a series of workshops to Child Care Workers, Family Day Home Providers, and Child Care Directors that increase participants' practical skills and knowledge of child development, behaviour management, program planning, inclusive child care, culturally relevant child care, and other topics. Training is offered on a part-time basis, designed to be completed in conjunction with employment in a day care setting.

Workshops delivered by distance education include teleconference sessions using computer graphics, videos, and tutor-assisted activities.

Education Requirements:

N/A (Participants are already employed in or operating their own licensed child care facilities.)

Criteria for Success:

Participants will receive a "pass" mark in the four-credit course, EC 106 Special Topics in Early Childhood Development.

Duration:

Training is offered on a part-time basis, designed to be completed in conjunction with employment in a day care setting. Time required to complete four workshops depends on scheduling and availability of workshops.

Native Element/Applicability:

Culturally relevant child care; First Nations course content. Courses are generic to all children.

Early Childhood Development

SKILL AREA: Early Childhood Development

LOCATION: Ayamdigut Campus, Whitehorse
Modules available through community campuses
Also offered through distance education

Description:

Provide the students with the knowledge and skills necessary to work with young children and their families in a variety of early childhood settings.

Education Requirements:

High school diploma or equivalent. Mature applicants 18 or over, or out of school one year. After 2 courses students must apply to and be accepted into the program.

Duration:

Two year diploma program (total of 27 courses)

Criteria for Success:

First year course work field placements, Yukon College Certificate. Second year completion, Yukon College Diploma.

Native Element/Applicability:

Modules have been adapted for First Nation child care projects, such as the project developed in Ross River.

Instructor Training: Instructional Skills Workshop (ISW)

SKILL AREA: Instructional Skills for Adult Learners

LOCATION: Ayamdigut Campus, available to all campuses

Description:

The course provides experienced and new instructors with opportunities to practice skills, share ideas, observe a variety of instructional techniques and plan effective lessons in business and health-related areas, volunteer activities or in a formal classroom. Skills include: design and instruction of three 10-minute mini-lessons.

Education Requirements:

This workshop can be adjusted to the educational level of the participants although ideally participants should have basic reading and writing skills.

Criteria for Success:

Participants who attend the 4 days and who are able to plan and teach 3 ten-minute mini-lessons will receive a course completion certificate.

Duration:

24 hours taken either full time or part-time. Schedules can be arranged to meet the needs of the group.

Native Element/Applicability:

This workshop can be designed for specific groups that do "in-house" training for their work group. First Nations group facilitators are encouraged to become ISW facilitators.

Instructor Training: Native Adult Instructor Diploma Program (NAID)

SKILL AREA: Native Adult Instruction

LOCATION: Program available at Ayamdigut College,
Modules may be available through some campuses

Description:

To provide skills to native and non-native people who wish to specialize in the instruction of First Nations adults in fields such as basic education, literacy, academic studies and vocational and career training.

Courses Include:

Community-Based Education; Elements of Instruction I, Elements of Instruction II, Teaching native adults, Instructional Design and Evaluation, Adult Teaching and Learning Theory, Practicum Project.

Education Requirements:

Completion of grade 12, or the equivalent, or experience in adult education or a relevant teaching area which may include a trade or teachable skill such as First Nations language or cultural specialty, or endorsement by a First Nations community or organization.

Criteria for Success:

Those students who complete all six courses plus the practicum receive a Native Adult Instructor Diploma from the British Columbia Centre for Curriculum and Professional Development.

Duration:

Each course is 30 hours in length for a total of 180 hours. The practicum is from 10 to 20 hours depending on past experience.

Native Element/Applicability:

The goals, content and method of instruction attempt to reflect a philosophy deemed to be sensitive to First Nations people.

Adventure Travel Guide for First Nations, Champagne-Aishihik & Yukon College (Manual)

SKILL AREA: Theoretical knowledge and practical skills to become professional wilderness guides, including tourism industry skills, personal development & leadership skills

LOCATION: Champagne/Aishihik First Nation and
Haines Junction Campus, Haines Junction

Description:

The Adventure Travel Guide Training Program is designed to prepare participants for employment as entry level professional guides in the growing adventure travel sector of the outdoor tourism industry. The program combines Canadian National Standards for Outdoor Guides with the unique wilderness skills and culture of First Nations people. Participants will spend 16 weeks (Phase I) in instructional programming emphasizing cultural ecotourism and professional service, followed by a four week "on-the-job" practicum (Phase II) working with established adventure travel operations. Graduates of the Adventure Travel Guide Training Program may gain employment as entry level professional guides with tour operators, or may further specialize their career through advanced skill training.

Education Requirements:

Applicants screened by an interview process to determine suitability for the program. Screening panel consists of a Champagne-Aishihik member, the program coordinator and a college representative.

Criteria for Success:

Complete all (40) critical objectives and 15 important objectives and attain a passing mark of 60% on the exam.

Duration: 20 weeks

Native Element/Applicability:

Program developed by the Champagne/Aishihik First Nations in conjunction with Yukon College to meet specific training and educational needs.

Forest Management Program

SKILL AREA: Communications, Mathematics, First Aid

LOCATION: Teslin Campus, Teslin

Description:

To build skills in: Listening, Reading, Writing, First Aid, Computers, Calculators, Fire Management, basic concepts of Algebra, Geometry and Trigonometry. This is basically a bridging program for the Renewable Resources Management Program offered at the Ayamdigut Campus.

Education Requirements: N/A

Criteria for Success:

Successful completion of exams, assignments and field exercises along with acceptable attendance and participation.

Duration:

Preparatory courses: 10 weeks

Renewable Resource courses: 17 weeks

Native Element/Applicability:

Forest Management Program Trainees - selected by Teslin Tlingit Council and Yukon College.

Na Cho Nyak Dun Management Training Program

SKILL AREA: Lands Management

LOCATION: Na Cho Nyak Dun First Nation and
Ayamdigut Campus, Whitehorse

Description:

To prepare students to assist in the planning, management and sustainable use of land resources in the post-land claims context.

Educational Requirements:

Acceptable standards in English and Math. The project includes a customised upgrading component for students who lack the essential qualifications.

Criteria for Success:

Students are evaluated on their ability to perform job-related tasks. Upon successful completion of the project program, students will be awarded a college Certificate of Completion.

Duration:

The lands management part of the project consists of one month of full-time training. This training is preceded by instruction in communications.

Native Element/Applicability:

Project design consists of developing curricula to meet the particular needs of the Na Cho Nyak Dun First Nation and includes practical job-related training in land use planning, big game management, and co-management. The First Nation decides which individuals are selected for the program.

Note: As this project is but a part of a larger training package administered by Community Programs, it would be advisable to check content with Dudley Morgan or Chris Blore, or other knowledgeable person.

Vuntut Gwitchin Land Claims Training

SKILL AREA: Land Claims

LOCATION: Te'sek Gehtr'oonatun Zzeh, Old Crow

Description:

To encourage people to look at potential new jobs with the First Nation or upcoming business opportunities and to "attack" their studies with very real goals in mind. Cultural curricular activities are integrated into the courses to assist people in Old Crow in bridging their culture with activities perceived as non-traditional.

Courses Include:

Native Issues and Literature, Career Counselling, Office Management Skills, Cultural Writing, Curriculum, Maintenance Worker Training, Motel Management Program, Plumbing Systems, Leadership Training, Computer Training, Work Based Writing Skills Rampart House Oral History Project, Personal Financial Responsibility

Criteria for Success:

Demonstrate practical skills in learning areas. Expressed knowledge and understanding in subject area.

Duration: Two semesters

Native Element/Applicability:

The courses have been developed and designed by the local campus and the Vuntut Gwitchin Council and Administration to meet specific educational and training needs required by the Vuntut Gwitchin for Land Claims Implementation.

Surveying Preparation Program - Dawson First Nation

SKILL AREA: Basic Surveying Procedures

LOCATION: Professional Studies, Ayamdigut Campus
Tr'odëk Hätr'onohtän Zho, Dawson City

Description:

To prepare the participants for entry level employment in the survey field as field assistants. To provide a foundation of skills, knowledge and attitudes to enable them to further their careers in surveying.

- basic surveying procedures, allowing access to entry level employment as field assistants
- camp skills: small motor mechanics, Wilderness First Aid, Field Methods, Camp Operations

Education Requirements:

Chosen through interview by Steering Committee, eligible for HRDC (formerly HRDC (formerly Canada Employment)) sponsorship.

Criteria for Success:

Yukon College Certificate

Duration:

83 training days (Jan. - May)

Native Element/Applicability:

Opportunities exist as survey field assistant, line & chain people with existing surveying companies, various levels of government & Yukon First Nations.

Basic Employment Skills for Industry Mining

SKILL AREA: Fundamental Skills for Industry Mining

LOCATION: Ayamdigut Campus, Whitehorse
Modules available through community campuses

Description:

The program is designed to provide a foundation of skills for related employment. along with practical, hands-on trades courses, students will receive training and certification in a number of areas including Standard First Aid and CPR, Air Brakes, and Work Place Hazardous Materials Information Systems (WHMIS).

The program will also give students information on the current and potential employment opportunities in the Yukon's mining industry. The changing complexity of the mining industry, specifically the requirement for employees with a strong academic and technical background, will be emphasized to enhance students knowledge of the breadth and nature of further employment opportunities in this area.

Grade 10; or mature student
with suitable scores on CAT; or Level III (or equivalent)

Criteria for Success:

After successful completion of the courses, students will receive a Citation to attest completion.

Duration: Seven-week program. Priority will be given to full time students.

Native Element/Applicability: Many of the skills in the program are generic and transferable to other areas. Modules have been designed to meet specific community needs for Carmacks and Ross River First Nations.

Pre-Employment Carpentry Program

SKILL AREA: Entry level carpentry skills and theoretical trade knowledge

LOCATION: Ayamdigut Campus, Whitehorse,
Community Projects: Dawson City, Upper Liard and
Champagne/Aishihik First Nations

Description:

To provide students with theoretical trade knowledge; to develop their practical skills to a level that will enable them to enter industry as capable and knowledgeable apprentices and entry-level workers. Students are encouraged to seek apprenticeship upon completing this program as a means of furthering their skills toward journeyman level in the carpentry trade.

Education Requirements: N/A

Criteria for Success:

Completion of first and second term courses, Yukon College Certificate. Successful completion of applicable exam(s), students will be offered technical credit towards a Yukon apprenticeship.

Duration: 36 weeks

Native Element/Applicability:

First Nations have delivered specific training projects, utilizing practical skills to build and renovate needed structures, e.g. Upper Liard washhouse; Aishihik housing project.

Technical Upgrading Module, Pelly Crossing

SKILL AREA: Trades and Technology (drafting)

LOCATION: Hets'edän Kų' Campus, Pelly Crossing

Description:

Blueprint reading, drafting, technical mathematics, computer, human relations, communications.

Education Requirements:

Criteria for Success:

Demonstrated competencies and skills in each subject area.

Duration: 32 weeks

Native Element/Applicability:

All elements of this area are directed to future entry into pre-trades or careers as well as providing a pre-employment focus for the local job market.

Equine Parasitology in the Yukon, Carcross

SKILL AREA: Directed Independent Study (Veterinarian Science)

LOCATION: Carcross Campus, Carcross

Description:

Acquire indepth knowledge about equine parasites, especially in the Yukon.

Develop skills and knowledge necessary to collect information systematically on a subject related to veterinary science.

Write about a scientific issue for two audiences - one academic, the other general.

Education Requirements:

Registration in College Prep; completion of, or concurrent work in English 050.

Criteria for Success:

Attendance & participation 10%; Assignments 90%.

Duration: 45 hours

Native Element/Applicability:

For those who have an interest in the health care of horses.

Millennium - Tribal Wisdom and the Modern World Project

SKILL AREA: Awareness of indigenous issues (video recording of tribal and other people from 15 countries)

LOCATION: Available at the Ayamdigut library to the public throughout the Yukon. The study guides are available from Developmental Studies at the Ayamdigut campus.

Description:

The Millennium series consists of ten one-hour video programs and accompanying print resources. Ten years in the making and filmed in 15 countries, the series uses first-person narratives, told by both tribal and other people, who are confronting - and trying to fully understand - issues such as family, personal identity, power, art, spirituality, death and the natural world. The series introduces the viewer to many indigenous societies. These societies are not portrayed as lost paradises from which we have strayed, but rather we are reminded that our ideas about the world are not the only ideas we could possibly have. The idea is to understand the wisdom of the tribal peoples.

Criteria for Success: N/A

Duration: Ten one-hour video programs

Native Element/Applicability:

All ten videos were reviewed by Ingrid Johnson, a Yukon First Nations graduate in anthropology. Her review is documented in a guide that discusses both the strengths and weaknesses of each film; suggests issues for class discussion; and connects the content of the individual films with Yukon First Nations issues.

Research Proposal Writing Project, Carcross

SKILL AREA: Special Interest: Research Proposal Writing

LOCATION: Carcross Campus, Carcross

Description:

To produce a "real-life" proposal that could be turned into a research paper.

Education Requirements:

Criteria for Success:

Duration: 3 hours plus follow-up

Native Element/Applicability:

Requested by Yukon Native Teacher Education Programs (YNTEP) and Bachelor of Social Work (BSW) students.

Resume Writing Project

SKILL AREA: Special Interest: Résumé Writing

LOCATION: Carcross Campus, Carcross

Description:

To introduce basic Résumé writing format and to assist participants who need a specific Résumé to apply for a specific job.

Education Requirements:

Criteria for Success: (non-credit)

Duration: 3 hours, plus follow-up

Native Element/Applicability:

Interest in developing personal Résumés

SPECIAL COMMUNITY-BASED PROJECTS

These are projects that are planned by the First Nation communities and the community campuses in specific areas. Research is done on a community wide basis; in most cases by elders and youths. The youths or young adults and adult students generally attend the campus and provide the typing for the projects.

Projects completed to date:

- . Tro'dëk Hätr'unohtän Zho, Dawson Community Campus
 - booklet produced
 - newsletter produced
- . Te'sek Gehtr'oonatun Zzeh, Old Crow Community Campus
 - Rampart House Project
 - The Rich Trapper (booklet)
- . Hets'edä Kų', Pelly Crossing Community Campus
 - Arts & Crafts Production, taught by the Elders (Cultural Educators) and manufactured by Elders and students.
 - Newsletters
- . Whitehorse Correctional Centre (WCC)
 - Collected writings 1994-95 from the students at WCC.
- . Carcross Community Campus
 - The Carcross Chronicle

Special Projects can occur through a community planning process with the local campus.

Research may be done by the students as a part of their on-going studies.

The planning group should include: instructors, students, selected campus committee member(s), and community representative(s) which must have elders representation.

KEEP THE TRADITION

"Keep the Tradition" is an excellent example of community-based curriculum planned and developed locally for relevancy to a particular community/region while remaining usable throughout the Yukon.

This program is an Adventure Travel Guide training program for First Nations and was developed jointly by Champagne-Aishihik First nations and Yukon College. At each stage the developer had to consult with a local steering group to ensure that the date met their requirements. Many local individuals and companies were also consulted during the curriculum development to ensure accurate, relevant, local information.

The package has been printed and is ready for use pending final approval by the Chief and Council of the Champagne-Aishihik First Nation.

Annotated Bibliography on Yukon First Nations Resource Material

Asp, Vera & Angela Dennis Listen Tahltan People are Talking. Dease Lake, British Columbia: Tahltan Tribal Council, 1977

A collection of eleven stories by Tahltan Elders: Grandma Emma Brown, Mrs. Mary Low, Mrs. Angela V. Dennis, Agnes Hunter and Mrs. Minnie Dennis. Stories and Legends were collected and transcribed by summer students Vera Asp and Angela Dennis.

Council for Yukon Indians. Ditth'ëk Ts'ä' Tr'ëtädal, Walking Together. Words of the Elders from the Elders' Council Assembly. Whitehorse, Yukon, 1993.

Documents the first gathering of Yukon First Nations Elder's Council. It addresses the issues and concerns of Yukon First Nations. At this time the role of the Elders was reinstated as advisors and spiritual leaders. Indexed by topic area and speaker and presented by language (community) grouping.

Council for Yukon Indians. A Finding Aid for Oral History Resources of Yukon First Nations People. Data collection and cataloguing by Sue Spalding. Whitehorse, Yukon, 1994

An index to Yukon First Nations oral history material in the Yukon. Sources include: Council for Yukon Indians, CBC, CHON FM, Nedaa, Northern Storytelling Festival, Yukon Archives, Yukon Native Language Centre and Kluane First Nation.

Cruikshank, Julie. My Stories are my Wealth. Stories told by Angela Sidney, Kitty Smith and Rachel Dawson. Recorded by J. Cruikshank. Whitehorse: Council for Yukon Indians. 1977

The stories are told by Mrs. Angela Sidney, Mrs. Kitty Smith and Mrs. Rachel Dawson and recorded between 1974 and 1976. The legends are of a classical nature in Yukon Oral history. Variations of stories are told by the different storytellers. This allows for readers to become accustomed to variations between stories, cultural background and regions. The legends are written verbatim. Illustrations by Susan McCallum.

Cruikshank, Julie. Nindal Kwänindür: I'm Going to Tell You a Story. Stories told by Kitty Smith, recorded by J. Cruikshank with introduction and notes. Whitehorse: Council for Yukon Indians and Yukon Territorial Government. 1982.

A collection of twenty-nine stories as told to Mrs. Kitty Smith and presented in her own words. These stories are distinguished and speak of a time when animals and humans could talk and took place at the end of the last century. Recorded by Julie Cruikshank. Illustrations by Susan McCallum.

Cruikshank, Julie. The Stolen Women: Female Journeys in Tagish and Tutchone Narrative. *Canadian Ethnology Service, Paper No.87, Ottawa: National Museum of Man Mercury Series*. 1982.

This paper contains twenty-nine stories and legends by Mrs. Angela Sidney and Mrs. Kitty Smith. It is broken into four sections of Tagish and Tutchone narratives.

Cruikshank, Julie. Life Lived Like a Story: Life Stories of Three Yukon Native Women. Lincoln: University of Nebraska Press. 1990.

A unique autobiography of three prominent Yukon First Nation women: Angela Sidney, Kitty Smith and Annie Ned. Each share their life histories through storytelling. Subjects include: childhood, rites of passage, marriage, child rearing, clan and family histories and classical Yukon legends. Also contains genealogy, kinship charts and photos.

Cruikshank, Julie. Reading Voices: Dän Dhá Ts'edinintte'e. *Oral and Written Interpretations of the Yukon's Past*. Vancouver: Douglas and McIntyre. 1991.

A history text used in Yukon schools for grade ten students, focussing on Yukon's First Nation History. Contains archival photos, maps and stories by elders appear throughout the book to illustrates historical facts.

Curriculum Development Program, Council for Yukon Indians. The Girl Who Married the Bear. (Film Strip). Whitehorse, Yukon, 1984.

The legend of *The Girl Who Married the Bear* comes to life in this filmstrip for children. Illustrated by Susan McCallum and narrated by Louise Profeit-LeBlanc.

Curriculum Development Program, Council for Yukon Indians. Land of My Ancestors Series. Yukon First Nations perspective on our Environment. A curriculum for intermediate level (grade 5 to 9). Whitehorse, Yukon, 1993.

Series of three curriculum guides which include subjects of Plants as Food and Medicine, the Art of Clothing and Trees. This curriculum was developed from information collected in oral history from Yukon First Nation Elders. Includes illustrations and activities. Also contains stories and legends by various sources.

Curriculum Development Program. The Girl Who Married the Bear. (As told by Marie Johns) Council for Yukon Indians. Whitehorse, Yukon 1993.

The legend of *The Girl Who Married the Bear* is presented with illustrations in this "big book" format, for children. Illustrated by Susan McCallum.

Curriculum Development Program How Emma Got Her Indian Name. Council for Yukon Indians. Whitehorse, Yukon 1993.

A children's story written by Emma Shorty that reflects her experience of growing up near her grandmother in the village of Teslin and how she was given her Tlingit name. Illustrated by Susan McCallum.

Dauenhauer, Nora and Richard Dauenhauer. Haa Shuká, Our Ancestors; Tlingit Oral Narratives. 2 Volumes. University of Washington Press, Seattle and London. Sealaska Heritage Foundation. Juneau, 1987.

Tlingit legends and stories from Southeast, Alaska. Literature appears in Tlingit language and is translated into English.

Easterson, Mary. Potlatch: The Southern Tutchone Way. Kluane First Nation. 1992.

Documents the Southern Tutchone potlatch system with authority from the Kluane First Nation. Book is very detailed and is accompanied by an educational video, photos, maps and includes two versions of the legend, *The First Potlatch* by storytellers: Mrs. Rachel Dawson and Mrs. Kitty Smith.

Government of Yukon, Aboriginal Language Services. Ltaduten & Deyik Ta. David and Rosie Johnston. Interviewed by Clara Schinkel. Transcribed and Translated by Emma Sam. 1992.

An interview conducted by Clara Schinkel, transcribed and translated by Emma Sam of David and Rosie Johnston of Teslin in 1989. David and Rosie speak about early life in Teslin. Includes genealogy chart of David and Rosie's family with Tlingit names.

Government of Yukon. Skookum Jim. Native and Non-Native Stories and Views About his Life and Times and the Klondike Gold Rush. By Rab Wilkie and Skookum Jim Friendship Centre. Prepared for Heritage Branch, Department of Tourism, Government of Yukon. Whitehorse, Yukon, 1992.

A book that documents Tagish man Skookum Jim. His life, history and his discovery of gold are featured. Includes pictures and legends told by Elders: Angela Sidney, Johnny Johns, Rachel Dawson, Annie Ned, Kitty Smith, Patsy Henderson, Fred Boss, Billy Johnson, Johnny Fraser, etc.

Government of Yukon. Tagish Literacy Workshop. Whitehorse: Aboriginal Language Services. 1994.

Product of a workshop held to document Tagish language, held at the Tagish Water Centre, includes Tagish kinship, place names, prayers and songs. Also contains photos of participants and Tagish Elders.

Hare, Greg and Sheila Greer. Desdele Mene. That Archaeology of Annie Lake. Carcross/Tagish First Nation. 1994.

Text covers an archaeological excavation of Annie Lake during the summer of 1992. Includes stories from Elders on how people used to live in the area. Includes photos, maps and drawings.

McClellan, Catharine. The Girl Who Married the Bear. Publications in Ethnology 2. Ottawa: National Museum of Canada. 1970.

Eleven versions of "The Girl Who Married the Bear" by Yukon Elders: Jake Jackson, Tommy Peters, Maria Johns, Johnny Fraser, Eddy Isaac, Albert Isaac, Charley Stevens, Sam Williams, Maggy Jim, Mary Jacquot and Lily Birkel. An excellent illustration of how stories vary from region to region and storyteller to storyteller.

McClellan, Catharine. My Old People Say. An Ethnographic Survey of Southern Yukon Territory. Part 1. National Museum of Canada. Ottawa. 1975.

Anthropologist, Catharine McClellan began this indepth study of the Tagish, Inland Tlingit, and Southern Tutchone in the 1940's. The text contains early photo's and information from prominent Yukon First Nation Elders, many of who have now passed on. Text takes on an anthropological and holistic view into the lifestyles of these three distinct Yukon cultures. Very thorough and complete. Part one concentrates on historical aspects, demographics, settlement patterns, technology, values, spirituality and world views, medicines, kinships and social systems. The text also contains a glossary-index of terms in Tagish, Southern Tutchone and Inland Tlingit. Example and product for first ethnographical work conducted with Yukon First Nations people.

McClellan, Catharine. My Old People Say. An Ethnographic Survey of Southern Yukon Territory. Part 2. National Museum of Canada. Ottawa. 1975.

A continuation of part 1 that elaborates on various topics.

McClellan, Catharine. Part of the Land, Part of the Water. A History of the Yukon Indians, with Lucie Birckel, Robert Bringham, James A. Fall, Carol McCarthy and Janice R. Sheppard. Vancouver/Toronto: Douglas & McIntyre. 1987.

A comprehensive text that documents Yukon First Nation history written with the help of numerous Yukon First Nations and elders territory-wide. A complete work that takes on an anthropological and holistic view into Yukon First Nation history, culture and contemporary lifestyles. Various points are illustrated with verbatim accounts from Yukon elders who tell their personal experiences and memories. Many elders are featured in the text, complete with archival photographs, maps and illustrations.

Nyman, Elizabeth and Jeff Leer. Gágiwduł.át: Brought Forth to Reconfirm. The Legacy of the Taku River Tlingit Clan. Yukon Native Language Centre and Alaska Native Language Centre. 1993.

A verbatim account of Atlin Elder Mrs. Elizabeth Nyman's life history, clan history and origins, with some classical legends, archival photo's from personal collections, charts and maps. The contents were originally recorded in Tlingit and have been translated by Jeff Leer. Both languages appear side by side.

Sidney, Angela. Haa Shagoon (Our Family History). Compiled by Julie Cruikshank. Yukon Native Languages Project. Whitehorse, Yukon: Council for Yukon Indians & Yukon Government. 1983.

Mrs. Sidney documents clan names of the Tagish Dakl'aweidi, Deisheetaan, Yanyedi and Gaanaxtiedi. Kinship/genealogy charts are included of the Dakl'aweidi and Deisheetaan clans. Stories of origins and how the Dakl'aweidi, Deisheetaan and Yanyedi clans first came to the Tagish area are documented verbatim style.

Tom, Gertie. Ekeyi: Gyo Cho Chu My Country: Big Salmon River. Place Names of the Big Salmon River Region, Yukon Territory, Canada. Whitehorse, Yukon: Yukon Native Language Centre. 1987.

A book that documents place names around the Big Salmon area in Northern Tutchone. Mrs. Tom tells stories of her history and family relations. As well it contains legends.

Wedge, Dora. Through the Seasons. A Story of a Tagish Girl. Story adapted from My Old People Say by Catharine McClellan. Whitehorse, Yukon: Yukon Native Brotherhood. 1979.

This is a story that documents a year in the life of a little Tagish girl, which takes place about fifty years ago. The story offers information on how Tagish people lived on the land and explains their migratorial systems.

Ye Sa To Publications. Stories From Fort Selkirk, As Told By Our Elders. Recorded and Translated by Pearl Silas and Betty Joe. Curriculum Development Program, Ye Sa To Publications. CYI. 1981.

Contains three stories and legends by elders: *Hunting*, Mrs. Jessie Suza (Edwards), *Early Life in Selkirk*, Mrs. Martha Silas, and *Caribou and Man*, Mrs. Julia Roberts. In addition text contains a Questions and Activities section.

Yukon College. Rampart House, Stories Told by Our Elders. Stories collected, edited and published by students at Te'sek Gehtr'oonatun Zzeh College. Old Crow Yukon: Yukon College. 1993.

Text contains Vuntut Gwitchin elders: Sarah Abel, Hannah Netro, Stephen Frost, Charlie Thomas, Marion D. Nukon, Charlie Peter Charlie, Robert Bruce Sr., Mary Kassi, Alice Frost. Project conducted by students attending Te'sek Gehtr'oonatun Zzeh College during the Fall of 1993. Contains photos and map of Rampart House; verbatim transcripts of interviews conducted on project.

Yukon College. Moosehide (Édha Dădhēchan Kek'et): An Oral History. Prepared by the Developmental Studies Students of the Dawson Campus (Tr'odëk Hatr'unotan Zho) of Yukon College. Dawson City, Yukon: Yukon College. 1994.

Contains transcripts of interviews conducted with members of the Han Hwechen: Mabel Henry, Margaret Henry, Percy Henry, Gerald Isaac, Angie Joseph, Julie Moberg, Archie Roberts, John Semple, Victor Henry and Mary Vittrekwa. Contains photos of elders and students, photos of Moosehide and a map of Moosehide.

Yukon College Elders Advisory Council. To the Vice President, First Nations. Yukon College. 1994.

Minutes from March 1994 Elders Advisory Council. Elders express concerns and provide advice relating to Curriculum Development Team at Yukon College.

**CHECKLIST OF RECOMMENDED SELF-HELP BOOKS & VIDEOS
IN YUKON COLLEGE LIBRARY**

[1st edition, July 1994]

Yukon College EAP Committee

This list has been compiled after careful consideration of materials held in the library, and from recommendations given by College staff. We hope to keep building this collection over time based on your ongoing input and comments. Please direct these to Sally Bremner, College Library, 668-8727.

ALCOHOL ABUSE

see also PARENTING

1. Alcohol and the family (video recording) Princeton, N.J.: Films for the Humanities, 1990.
HV5132.A354 1990

2. Black, C. It will never happen to me. N.Y.: Ballantine, 1987.
HV5132.B52 1987

ANGER MANAGEMENT

see also RELATIONSHIPS

1. Lerner, H.G. The dance of anger: A woman's guide to changing the patterns of intimate relationships. N.Y.: Harper & Row, 1985.
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GLOSSARY OF TERMS

Accreditation

The process of program review and evaluation usually undertaken by an external professional or governmental body (e.g - Professional Engineers accreditation, etc.)

Advanced Credit

Credit given for prior learning experience (such as courses taken in other institutions, relevant work/life learning, etc.). Advanced Credits help the student to avoid unnecessary repetition of courses or course content.

Advanced Placement or Standing

The practice of exempting students from specified courses in a program, yet with the requirement that relevant and approved courses should be taken instead of exempt courses to complete program requirements. Advanced placement or standing helps the student to avoid unnecessary repetition of courses or course content.

Articulation

A process whereby courses offered at one institution are evaluated and/or equated to courses offered by another institution - see transferability.

Assessment

The process by which an attempt is made to measure the quality and quantity of learning and teaching. Various techniques include assignments, projects, tests, final examinations, student self assessment, instructor observation, and student portfolios.

Basic Skill

A skill basic to the mastery of a particular subject.

Bridging

Generally refers to a program designed for a specific group and that addresses the preparedness of that group for further study. The emphasis is on practicing skills relevant to the particular courses the students will engage in, in the near future. Bridging programs tend to focus on non-traditional teaching methods that allow students to discover their own talents and make decisions about the direction of their academic lives and careers. Personal awareness and wellness, study strategies, course specific reading skills, writing skills, computer literacy, critical thinking, and academic and career planning are significant to bridging programs.

Challenge Examination

Some courses have an examination available to individuals who feel they know the course material and therefore do not need to register in the course. There is a challenge examination fee.

Computer Assisted Instruction

Use of a computer to assist in the presentation of learning materials to learners. Progress can be monitored by the computer and additional materials selected according to the needs of the learners.

Contract

A contract is a formal agreement between two or more parties which is legally binding. It generally states the obligations of each of the parties and outlines the details of the work.

Course

A number of classes or other activities in a sequence that deals with a certain subject. Often the course is assigned a number such as Accounting 100.

Course Challenge

One method of prior learning assessment by which a student may either receive advanced placement for relevant knowledge or skills acquired outside of Yukon College. Availability of course challenges is dependent on the suitability of the challenge and administrative limitations. Each Dean is responsible for outlining procedures, restrictions, or limitations respecting course challenges. For some courses, it may not be practical or possible to challenge the course due to constraints imposed by external agencies. For further guidelines on course challenges, please refer to page 7 of the November 1994 issue of the *Yukon College Academic Regulations and Procedures Manual*.

Credit

A unit of measure of formal instruction used by colleges and universities. At Yukon College, one credit is worth approximately 15 hours of formal instruction.

Distance Education

The provision of instruction in a planned learning situation that occurs when the instructor and student are separated in time and/or space.

Entry Tests (various eg. University placement)

Any test used to determine a student's admissibility to a course or program.

Evaluation the process of judging the value or worth of something.

- (i) **formative evaluation:** evaluation conducted during any educational activity to provide information which can be used to improve the effectiveness of the activity.
- (ii) **summative evaluation:** evaluation at the conclusion of an educational activity to determine the effectiveness of the activity.

Exit Standard

The level of skill and/or knowledge that must be reached in order to successfully complete a course. E.g. 45 wpm on a typing exam. These are set criteria as opposed to more open learning outcomes.

GED Test

The General Education Development Test is a high school equivalency test taken by non-graduates of high school who are past high school age.

Laddering

A process of learning which allows and provides for all learning to lead to higher levels of learning and accreditation, if desired by the student. This process allows for multiple entry and exit points within the system. The ladder could, for example, be comprised of the following steps:

- Skill sets
- Topics
- Certificate
- Diploma
- Degree
- Masters Degree

To illustrate this concept: it may take 4 months of study to become a Home Support Worker. The learner could stop there and be a Home Support Worker. Or they could choose to study for an additional period of time to become an RNA (Registered Nursing Assistant). They could stop there and remain a RNA, or they could continue still further in their studies in order to become a RN (Registered Nurse). Each stage of study adds to what was learned previously and, at the same time, leads to further studies if desired.

Learner Assessment

This tends to be individualized. The College attempts to determine what skills, knowledge and attitudes the learner brings to the learning situation (pre-assessment), how they are progressing through the learning process, and decide the extent to which the learner was successful in meeting their goals as well as the institution's goals.

Learning Outcomes

The skills, abilities and knowledge a student is expected to master to complete a course. This information should be provided at the beginning of the course and is used by both the student and the instructor as an evaluation tool to gauge what they have accomplished. Learning outcomes must be stated in reasonable terms.

Levels of Certification

- ▶ A **certificate** is normally awarded for successful completion of a program of studies of up to twelve months' duration or its equivalent.
- ▶ A **diploma** is awarded for successful completion of a program of studies generally of two years duration or its equivalent.

Module

Self-contained unit of work in a course of instruction. Modules are used where a topic or theme can be broken down into a number of parts or options of study.

Needs Assessment

This often tries to answer the questions, "What do the clients need and how can those needs be met?". There may be several needs that are identified; the needs assessment would help prioritize. The focus is broad and generally relates to goals, products, problems or conditions.

Preparatory Courses

Usually this term refers to the sciences, mathematics, writing and computer skills necessary for more advanced study in career or university programs.

Prerequisite

Something that is necessary to register in a course or program. A prerequisite may be First Aid, an interview, a course, a certain score on a test, or a specific work history.

Prior Learning Assessment (PLA)

A systematic process of identification and evaluation of learning gained from prior experience for the purpose of granting college credit and facilitating the development of appropriate education goals and plans. It is a method of assessing by some valid and reliable means (challenge exam, standardized test, portfolio assessment) what has been learned through non-formal education or training which is worthy of credit in a course or program offered by the institution providing the credit. Assessment, in the context of PLA, helps us decide whether what a person knows and can do is equivalent to what we expect of students completing credit-bearing courses or programs.

Key features of PLA are:

- 1 assessment is not linked to any particular education or training program
- 2 diversity of evidence
 - in the classroom, instructors help students to generate evidence so they can successfully complete the course.
 - in PLA, evidence comes from home, work, other experience
- 3 learner has control - engages in the active process; tells what s/he is good at and presents the evidence.
- 4 PLA is based on adult learning techniques
 - adults are learner-centered, which means:
 - acceptance of context based on need
 - learners should be active
 - everyone brings something of value
 - individual needs must be met
 - discussion and experimentation are central
 - self-assessment is critical to success

Program

Series of related courses culminating in a certificate, diploma or degree.

Project Based Training

Usually a course or a program in which the goals and specific components are identified by a group that supplies the funds. Eg. the Dawson and Liard Pre-employment Carpentry Projects; These are usually tied to the sponsoring organization's goals; examples are the Dawson and Liard First Nations Carpentry Programs.

Proposal

A proposal is an offer, that states the intent, which is to be accepted or adopted. It usually reflects the thoughtful planning of an applicant seeking funds from another agency. The formats vary depending upon the requirement of the funding agency.

Skill Development (as opposed to credit) courses

Skill Development courses are typically much shorter than courses for credit. They are designed to allow students to quickly develop highly relevant, job-applicable skills in a particular area. For short courses and workshops or seminars, skill development is the most significant learning outcome, and is intended to have immediate applicability for the student in his/her job.

Training Plan

A systematic strategy which supports the organization's mission and goals for improving employee's knowledge, skills, and effectiveness at work, whether to become better at what employees are doing now or to prepare employees to take on greater or different responsibilities in the future.

Transfer Credit

Advanced credit based on credit courses taken at another institution. Transfer credits help the student to avoid unnecessary repetition of courses or course content.

Transfer/Transferability

Yukon College has negotiated the transferability of many of its courses and programs with other institutions. The College has an obligation to its students to provide accurate and timely information about such arrangements. In particular, students will be informed that such transfer arrangements do not, in themselves, ensure students' admission to other institutions. Many institutions provide transfer credit to admitted students on a course-by-course basis, even if formal arrangements have not been developed.

Tutoring

Method of instruction in which one student or a small group receives personal instruction from another student or an instructor. It is often conducted to complement instruction offered by the teacher as a course.