



Partners

building
success

YUKON COLLEGE COMMUNITY CAMPUSES



in Yukon
communities

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To the Reader

This book is about the heart of Yukon College – it's about the Community Campuses and the students, elders, learners, First Nations, businesses and community groups who are the partners building success in Yukon communities.

With great pleasure, I invite you to explore the Community Campuses programs and services that are delivered through our Yukon College Community and Extension Services and other college divisions. This book provides a snapshot of the partnerships, values, achievements and directions that Yukon Community Campuses have developed and are continuing to develop with Yukoners.

You will come away from these pages with a sense of the history of each community, images of life and learning at our 13 Community Campuses, and facts about the success, creativity, and cooperation that everyone brings to our Community Campuses.

Our adult learners experience College values within our Community Campuses. These values are: respect for all people and our environment; a commitment to utilize the knowledge of First Nations; fairness, openness, and trust all Yukoners; and the continued pursuit of excellence.

Our students make a learning journey. Often, it is a journey that students start in their own community and its campus' services, going on to other campuses and eventually returning to live, work and contribute to their community.

Most of all, we are proud to be a partner with so many others who share in the vision of meeting the educational needs of adult learners in the Yukon. Together, we commit our best to deliver relevant, excellent, affordable adult education to hundreds of Yukoners each year.

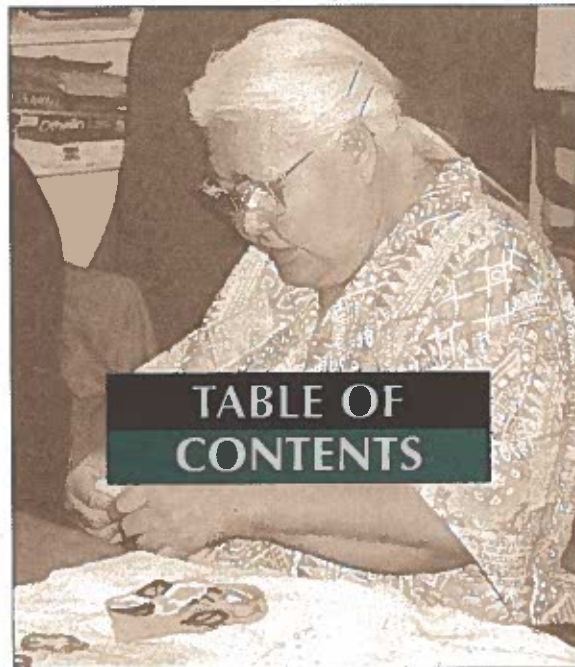
If you live in our communities – thank you for help in guiding our programs and services. We look forward to our future together.

If you are a business person or someone from outside of our communities, and would like to find out more about the programs and how you can participate in building success in Yukon communities, please contact the offices that are noted at the back of this book.



Sally Ross
President

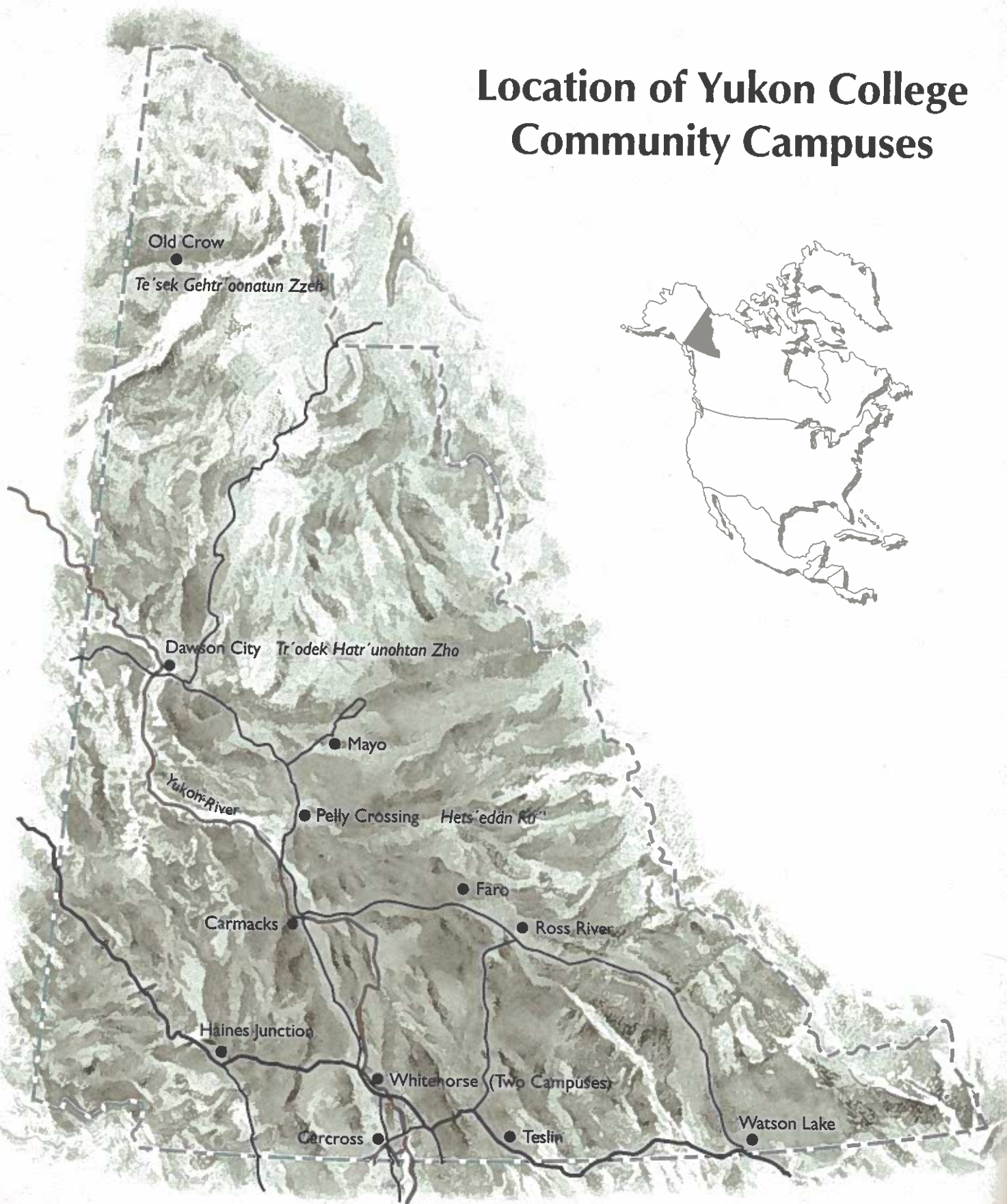
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Location of Yukon College Community Campuses



OVERVIEW

In the late 60s and early 70s, Adult Basic Education was introduced in Yukon communities with the goal of raising literacy levels and academic skills. The Yukon Vocational and Technical Training Centre—which later became Yukon College—ran the program. In those days, instructors begged or borrowed classroom space.

In 1981 the first Community Learning Centres (CLCs) were introduced in Dawson City, Carcross and Watson Lake. Their purpose was to establish a local adult education presence that would, through community input, deliver programs and courses relevant to local needs and lifestyles. The success of these three led to the establishment of similar CLCs in Mayo, Teslin, Carmacks, Ross River, Pelly Crossing, Old Crow, Haines Junction, Whitehorse Correctional centre and at Skookum Jim's. The last was established in 1988 in Faro.

The early 1980s were a time of change for community-based education in the Yukon. The Yukon Vocational and Technical Training Centre became Yukon College, and the CLCs became Community Campuses. Campuses expanded beyond their original focus of life skills and academic upgrading to include courses more relevant to job skills and community needs. Community campuses worked closely with their communities to provide relevant programming. By the late 1980s, land claims negotiations were a major working process in almost every Yukon community, which created a new focus for training at the local level. With the establishment of 13 Community Campus Committees under the 1990 College Act, communities played a bigger role in Community Campus programming. A discretionary fund of \$5,000 per year now allows the committees to help support local campus initiatives.

Besides preparing themselves for First Nations self-government, Yukon communities are also striving to stimulate and expand their local economies. They recognize tourism, mining and small business as community-sustaining industries. Courses in each of these areas have been offered at the campuses. Courses that were once separately delivered, such as academic and job related courses, have become more streamlined. And to make these programs happen, campuses are forging partnerships at local, territorial, and national levels. During the 1995/6 academic year, a total of more than 100 partnerships generated \$457,613 in revenue. Community Campuses offered a total of 273 courses to full and part-time students.

The challenge, as we enter the 21st century, is for the Community Campus network to continue meeting local needs. The response from Yukon College will be to expand educational opportunities for all Yukoners by increasing the accessibility of courses and programs by means of paper, fax, phone or computer.



Community Campuses contribute to the economic, social and educational development in the communities they serve

- Community Campuses offer over 270 courses to more than 2450 learners annually
- Community Campuses serve over 1400 people annually in ways other than through delivery of non-credit and credit courses

CARCROSS



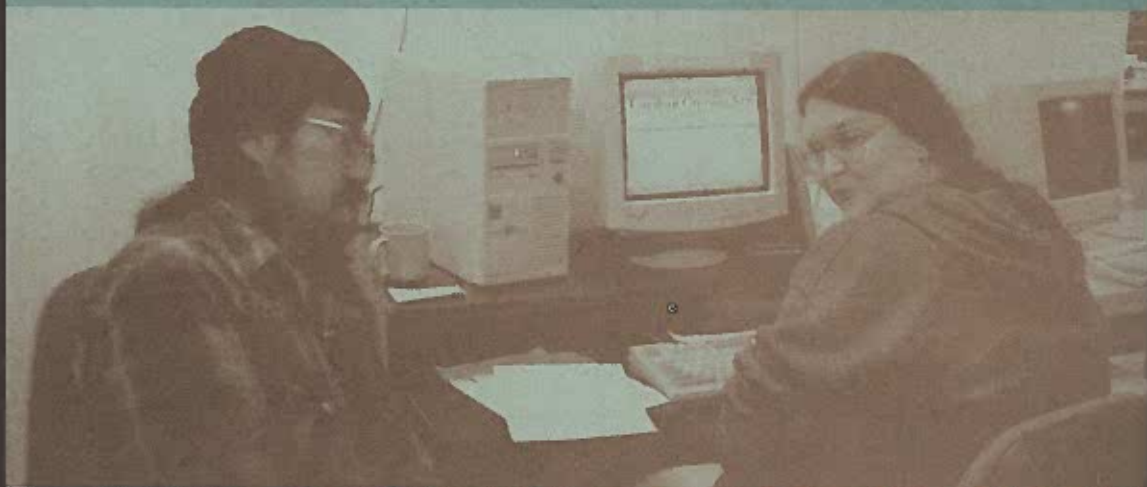
Carcross lies halfway between Skagway, Alaska and Whitehorse on the route made famous by the goldrush of '98. Once a fishing and hunting camp for inland Tlingit and Tagish First Nations people, the goldrush and the White Pass and Yukon railway changed the social fabric of the area. Today, it's home to about 400 people—half of whom are First Nations. Tourism has replaced both mine and rail as the mainstay of the local economy.

The campus has offered basic adult education programs since it opened in 1981. It works closely with the Carcross/Tagish First Nation to help prepare them to administer their pending land claims and self-government agreements. While core programming has remained much the same over the years, emphasis is placed on community development. Strong partnerships have formed with the Carcross/Tagish First Nation and other community groups.

Local staff run the basic adult education programs. They meet other community needs by designing and delivering a variety of additional programs and courses. These include First Nations training, early childhood development, computer training, tourism, small business and art courses. Students also assist in community development projects like the publication of a newspaper designed to boost tourism to the area.

Most students are members of the Carcross/Tagish First Nation. Even though Carcross is only an hour away from Whitehorse, the majority of students appreciate being able to attend school in their own community.

- Carcross Community Campus students research, write, sell advertising and produce their community newspaper
- Community Campuses employ approximately 80 sessional (part-time) instructors annually



It's important. If there wasn't a campus here, I wouldn't be in school... it's given me access to further education through upgrading... The Carcross Community Campus provided me with the education I require to get into trades... it's provided me with on the job training in Carcross... now that I have some education, doors are opened to me... it helps keep students in the community...

CARMACKS

Named for George Washington Carmack, one of the co-discoverers of the gold that sparked the Klondike goldrush, this community rests on the banks of the Yukon River mid-way between Whitehorse and Dawson City. The country around Carmacks is the traditional home to the Little Salmon/Carmacks First Nation. The community of 500 remains a refueling depot; once for the sternwheelers, today for drivers on the North Klondike Highway.

The Carmacks Campus has provided adult education programs, courses and services to the community since 1986. The College's long relationship with the community has benefited individuals, employers and agencies. Its principal partnership is with the Little Salmon/Carmacks First Nations, one of five Nations to sign land claims and self government agreements. Training is critical to the successful administration of these agreements.

Local staff manage the full and part time academic, job skills and general interest programs to meet community and client needs. College staff have worked closely with the Little Salmon/Carmacks First Nations to develop and deliver land claims-related and self government-related training. Other programs, like mine training, have and continue to be very successful.

Most students are First Nations people with families. Many did not complete secondary school and have returned to school to better their education or to improve their employment opportunities.

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CANADA



we want to better our education and seek a better job . . . we're going back to school because our children have grown up and don't depend on their parents as much anymore . . . I'm looking for a chance to change my life style . . . it means an opening door for needed education in small communities . . . people now need computer courses to get jobs, so the campus does hold courses for people who



■ 69 students took mine training courses on the Carmacks Campus over a 2 year period. Of these, 56 found mining related employment, while the remainder found employment in other fields

DAWSON CITY



Once boasting a goldrush population of 30,000, Dawson City is named for a geologist who spent many years in the Yukon. The areas around the town are the traditional lands of the Tr'ondek Hwech'in First Nation. Today, there are about 2,000 year-round residents who depend on mining and tourism to stimulate their economy.

The Dawson City Campus has offered upgrading and life skill programs as a Community Learning Centre since 1981. Over the years, programs have broadened to become more relevant to the community through distance education. In 1990 the campus received its Han First Nation name, Tr'odek Hatr'unohtan Zho, or "Klondike School House." The campus is a member of the local Chamber of Commerce (COC) and works closely with the First Nation.

Campus staff, in partnership with the Dawson City COC, oversee full-time and cooperative programs. One of these, the Office Administration program, received the Conference Board of Canada's Business-Education Partnership Award. Full-time jobs in the community are often the reward for completing campus programs like Employment Preparation, Mine Training, Early Childhood Development, Office Administration and Tourism. These courses continue to be campus priorities.

- The Dawson Community Campus serves over 500 learners through 17 partnerships with community organizations
- A special partnership garnered a national award for the Dawson Campus' Office Administration program



A person may want to learn the basic skills because they don't know how to read or write . . . upgrade their skills because they want to improve in their current job or just to keep up with the current changes in technology . . . people may want to do a career change because they thrive on the challenge . . . Dawson Campus keeps in touch with the outside, new developments in technology and

FARO

On the banks of the Pelly River and six miles off the Campbell Highway, Faro is the Yukon's youngest community. Now nearly 1,300 people, the town was established in 1968 to support one of the world's largest lead-zinc mines. Its residents come from far and wide; Faro boasts the largest population of Newfoundlanders west of Fort McMurray. The community has many annual traditions including the Winter Ice Worm Squirrm.

The Faro Campus is Yukon College's newest Community Campus. It opened its doors in 1988 and continues to play a key role in the community. Originally a part-time adult upgrading base, today's campus offers full-time and varied programs to meet the needs and interests of Faroites. The campus is able to meet heavy demand for programs when the need arises. This has been proven over the years as people enrolled to improve job skills and explore career changes at times when the mine was shut down.

Staffing is flexible, and the campus is able to hire additional staff as demand rises and funding is received. The part-time academic upgrading courses have become full-time programs in computer studies, early childhood education, office management and employment skills. The campus maintains solid partnerships with many local employers, agencies and organizations to provide relevant programs and courses.

The student population is as diverse as the programs. While most Faro families have two employed partners, those unemployed often look to the campus for a full time opportunity to add to their skill base. Part time students include people expanding their skills to improve their upward mobility in the workplace.



- One Faro student of the Pre Employment course successfully started a catering service that catered for the campus itself
- A unique partnership with Sea Search Canada sent Faro students to study biology, geology and oceanography in Glacier Bay, Alaska



I struggled in school all my life. I tried hard to understand the teachers but I couldn't. I quit school in grade 7. I had myself convinced that I just couldn't learn until I moved to the Yukon and thought I would try one last time and attended the college there in Faro. I finally got what I was looking for for a long time—a teacher who could understand me and knew how to teach me. Since

HAINES JUNCTION



■ The Haines Junction campus in partnership with the Champagne and Aishihik First Nation developed and delivers Adventure Tourism Guide Training

■ Community Campuses employ approximately 30 people as permanent staff

Haines Junction began as a highway camp in 1942. When the Haines Road was completed the following year, the community of Haines Junction was born. Today's population nears 800 people. The area is home to the Champagne and Aishihik First Nations. Haines Junction is also headquarters for the Kluane National Park Reserve, created to sustain the abundant wildlife of the area.

In 1986, a campus was opened to serve this community, Burwash Landing and Destruction Bay. Demand was so heavy in "the Junction", that programs and services were centralized there two years later. The campus maintains training partnerships with the Champagne and Aishihik First Nations, one of five first nations to sign land claims and self-government agreements.

Campus staff oversee full-time academic upgrading and deliver a variety of continuing education courses. The campus' unique setting makes for a wonderful opportunity to offer courses like avalanche training, wilderness guiding and wilderness survival. Partnerships with Champagne and Aishihik First Nations resulted in the development and delivery of an Adventure Tourism Guide Training program to meet the goals of a local tourism plan.

The majority of students taking full time academic studies at the campus are just starting on their career path. The main goal of most students is to improve specific skills for their jobs or future jobs. Others register in courses to learn new skills and/or for self interest.



To me, Haines Junction Campus means upgrading ourselves and preparing us for the work world, so we can get better jobs . . . the instructors are concerned with each student . . . They care whether we learn or not . . . the value of this is that we do not have to leave our community and families to continue with our education. We can accomplish this in our own community . . . we have the support of our

MAYO

In the early 1900's, river steamers carried freight up the Stewart River to Mayo—a supply centre and shipping depot—and left Mayo loaded with silver-lead concentrate from the area's mines. Today, about 450 people live in Mayo. The community is also home to the Na Cho N'y'ak Dun First Nation. In 1992 they were one of the initial First Nation communities to settle a land claims and self-government agreement.

One of the original three campuses established in 1981, Mayo calls the J.V. Clark school its home. The campus has always played a dynamic role in community education. Partnerships with local and territorial organizations and employers have greatly contributed to the community's development. Some significant partners include the Na Cho N'y'ak Dun First Nation, local businesses, Yukon Chamber of Mines, Yukon Chamber of Commerce and several mining corporations.

Campus staff share instruction and coordination duties. The campus offers full-time academic upgrading plus a broad range of courses, workshops and seminars. The success of programs like Mine Training, Early Childhood Education and Employment Preparation distinguishes the campus as a place for quality learning. The credit and non-credit Continuing Education courses continue to serve community and client needs.

Students who attend programs and courses at this campus come from many walks of life. Some return to upgrade academic skills to prepare for careers, to upgrade current employment skills or simply for the joy of learning.



- The Basic Skills for the Mining Industry Program in Mayo lead to successful employment by 9 of 13 students. The other 4 found employment in other sectors

I have benefited in many ways from the Mayo Campus. In the last couple of years I have found a better job, more training, and most of all, being more aware of the choices that I have. I also found myself enjoying my work, and having a feeling of achievement at the end of every day. A lot of these choices and changes were encouraged and taught by the Mayo Campus. I believe that hard work

OLD CROW



Lying eighty miles north of the Arctic Circle, Old Crow is the Yukon's most northerly community. This tiny community of log cabins at the confluence of the Porcupine and Crow rivers is home to nearly 300 members of the Vuntut Gwitchin First Nation. The Vuntut Gwitchin's lives still revolve around spring and fall caribou migrations. Old Crow can only be reached conveniently by air: almost everything—from groceries to skidoo parts—arrives via aircraft.

When the Tes'ek Gehtr'oonatun Zzeh campus—"schoolhouse where two rivers meet"—first opened its doors in 1987, all students studied basic adult education. Now, a new building and a community with land claims and self-government agreements means the campus-community partnerships are focusing on training for self-government administration. Strong partnerships also exist between the campus, Chief Zzeh Gittlit School and other agencies.

Campus staff is supplemented by instructors hired on an as-required basis. Core programming is basic adult education and college-prep courses. The campus also provides many other courses to meet community needs, such as small engine repair, motel management and Gwitchin language classes. Students have researched and published an oral history of the area, as recounted by Old Crow elders. They have also produced a documentary film about the importance of caribou to the community.

Most students attending the campus are local First Nation members. Some come to upgrade their skills to help their community implement land claims and self-government agreements. One of the campus' most famous students is Elder Edith Josie, C.M., known throughout the world for her newspaper column about Old Crow life.

■ Community-wide partnerships in applied research have produced a number of books and videos on the Old Crow Campus

■ For five years in a row, the Old Crow Campus has applied for and received major grants of up to \$120,000



the campus is a start of the path to your goals and career . . . I wanted to learn how to fix my outboard motor . . . the College has a good relationship with the community. When there are community events and workshops, the College involves students in such activities. The staff also organizes cultural events and encourages learning Native language, sewing, and beadwork . . . the College

PELLY CROSSING

Pelly Crossing is located where the Pelly River crosses the Klondike Highway. Most of the 300 residents are members of the Selkirk First Nation, a community that lived off the land until the late 1800's. The Selkirk First Nation, along with the Little Salmon/Carmacks First Nation and Na Cho N'yak Dun First Nation, is a member of the recently formed Northern Tutchone Training Institute.

The Pelly Crossing Campus opened in 1985 and is now located in the old First Nation administration office. In 1992 the campus was named Hets'edan ku', or "Learning House". Instructors come from outside the community to complement the local teachers of academic upgrading and continuing education courses. The demands of land claims and self-government negotiations means the campus also delivers training to the Selkirk First Nation administration and office staff.

Staff at the Hets'edan ku' campus work in partnership with the Selkirk First Nation to offer computer, accounting and other office skills training. The campus also works closely with the local public school to maintain relevant programs. By integrating employment skills and community workshops with full-time academic upgrading, the campus can continue to provide relevant education. The campus looks forward to new educational partners to enhance this work.

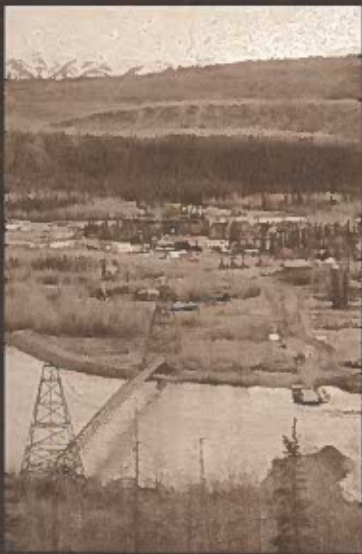
Students realize that land claims and self government issues require educated and trained people. For the majority of students, goals are to get the academic upgrading they need to go on to careers in their own community.



- The entire community partnered with the Pelly Crossing campus to sponsor an 18-week Technical Upgrading course attended by 21 students, including 6 high school students
- The Pelly Crossing Campus, in partnership with local elders, sponsored a small business program that produced goods that in turn became saleable items



Hets'edan Ku is a good quiet place to learn your skills. Hets'edan Ku means a learning house . . . it's for all ages to come and learn . . . they work at their own pace to give students chances of completing their courses and/or programs with more success. This also enables students to achieve their goals and to work part-time or full time . . . I feel that I have learned a lot of different



■ A recognition/appreciation night in Ross River drew 125 people, where 35 awards were presented

ROSS RIVER

Located in the central Yukon, Ross River is a community of about 500 people. Half of those are First Nations—and most of these are Kaska. A nomadic, subsistence people, their lives were changed first by the goldrush of 1898 and then by the thousands of people working on the Canol project during World War II. Today, mining is an intrinsic part of the community's economy.

The Ross River Community Campus was established in 1985 with just enough space for students, instructors and materials. One of the first to offer community-relevant continuing education, the campus needed space. In 1991 it was re-located to the community recreation building and in 1996 Ross River elders gave the campus its Kaska name Dena Cho Kanadi, or "big people learning." The Ross River Dena Council supports the training and education of their people by funding and by employment of those who complete their course work.

Campus staff coordinate, liaise, deliver and instruct at this busy campus. In addition to academic upgrading, employment skill programs are offered in mine training, business and administrative assistance, home care support for Elders, human skill development and traditional cultural skills. The campus maintains strong relationships with the Ross River Dena Council, the Ross River Dena Development Corporation and the business community. These partnerships help the campus deliver courses and programs that meet the needs of local residents.

The students of this campus know the opportunities and possibilities coming once their land claim and self-government agreement is signed. They want a role in their community growth and development, and are learning to better understand the land claim and self-government process.



People have the opportunity to better themselves without disrupting their lives. It provides local people the opportunity to gain employability skills, so local hire can be a reality . . . It means people don't have to leave to further their education . . . I have the support of family and friends and it's way more financially acceptable . . . it's important to me to have the Ross River Campus because

SKOOKUM JIM

This campus began as a Community Learning Centre at Kishwoot Hall in the industrial area of Whitehorse. In 1983, it moved to the Skookum Jim Friendship Centre, closer to the city core.

Many who struggled in their early education and who were reluctant to attend the "big" main campus, come to "Skookies". The campus provides a friendly, comfortable and positive learning environment for First Nations students. Our philosophy is that education must connect to the real world. Job skill courses with no connection to the local economy are meaningless. At Skookum Jim, all programs whether in the classroom, field trips or active research are relevant and practical.

Staff work to make campus philosophy a reality. The positive, stimulating atmosphere helps the 10-12 students accepted each year to develop personal skills as well as to meet academic criteria. Self care and healing merge with job preparation and academic skills. Group building projects and hands-on learning are incorporated into the program.



- One Developmental Studies student at the Skookum Jim Campus was hired in turn by the campus itself to teach a Continuing Education course
- More than 150 partnerships with Community Campuses generate almost a half million dollars in revenue on an annual basis



Skookum Jim Campus is for students who didn't complete grade school and would like to finish their grade 12 to further their education. The students come from all walks of life . . . The students work at their own pace which makes it good for each individual . . . Everyone has different looks and personality, but a lot of us have things in common. All of us are here to learn and gain skills . . .



TESLIN

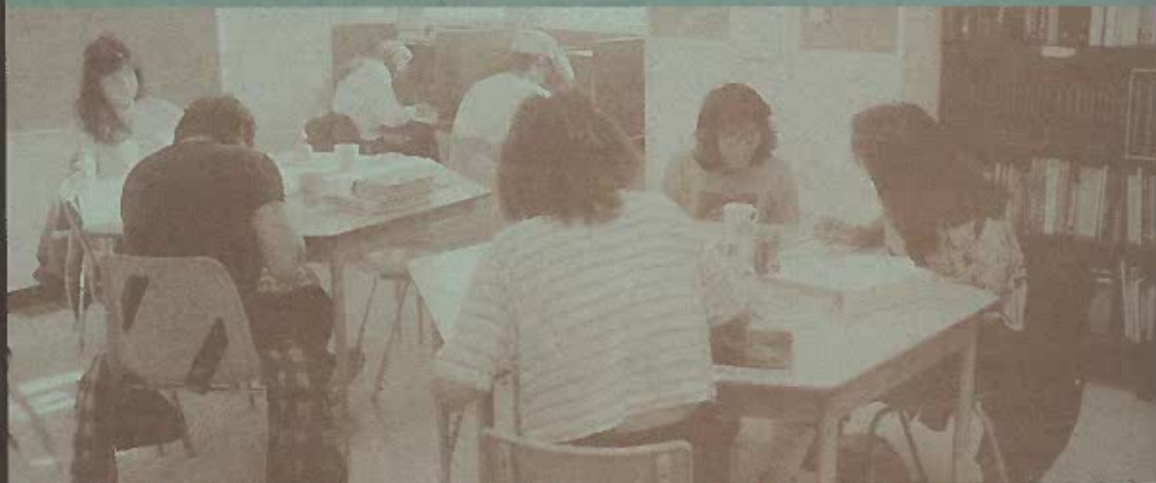
Teslin rests between Nisutlin Bay and Teslin Lake at Km 1296 on the Alaska Highway. The population, together with the Teslin Tlingit First Nation and surrounding residents, numbers nearly 600. Once an ancient Inland Tlingit gathering place, the townsite became a permanent settlement in 1903. Paddle-wheelers plying the Teslin and Yukon rivers were the supply link until the Alaska Highway brought the "Outside" to the isolated community.

Since it opened in 1985, the Teslin Campus has moved to many colorful locations, including the back seat of an instructor's car after fire destroyed the campus. The campus now enjoys a modern coastal-style Teslin Tlingit Council administration building with computer labs, classrooms and winter-proof plumbing. With the help of several community partnerships, the campus continues to meet the community's evolving educational and training needs.

Campus staff are supplemented by part-time instructors as needed. The campus offers a full academic upgrading program. To meet community needs, short courses and workshops are also given. Specialized programs like Forest Management Training, Employment Readiness/Career Development, Office Management and Introductory Carpentry continue to be offered.

Most students attend the Teslin Campus for academic upgrading to pursue career goals. Part time students enroll in continuing education courses throughout the year to learn or improve employment skills or for personal interest and development. A partnership with the Teslin Correction Centre enables inmates to upgrade their skills at this campus. These students are encouraged to transfer to the campus in their home communities after their release.

- 70% of graduates from Teslin Campus' Employment Readiness course obtained employment as a direct result of the course
- The Community Campuses support the delivery of Distributed Learning (Distance Education) to over 100 learners annually



The Teslin College Campus's main purpose is to provide academic education to individuals who seek higher education . . . Typical students strive to find solutions . . . The College Campus at Teslin is helpful in many ways. I can say nothing but good for such an institution . . . a typical student of the College is open minded with strong motivation to learn. They are willing to learn and grow

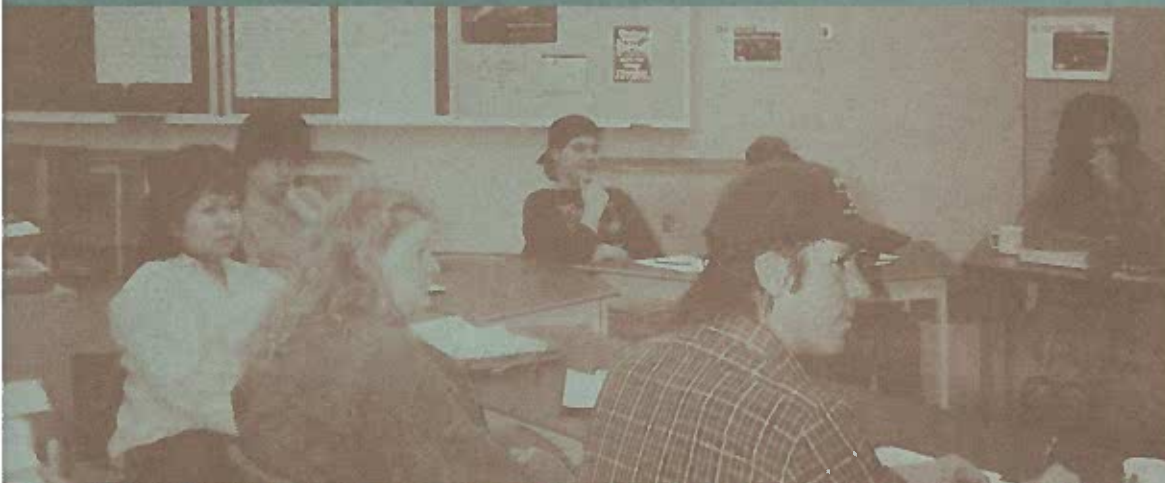
WATSON LAKE

This community is located in Yukon's southeast, only fourteen kilometres from the B.C. border and the "Gateway to the Yukon." Watson Lake was born during the construction of the Alaska Highway in 1942. With nearly 1800 people, it is now the Yukon's third largest community. The town is also home to the Kaska Dene Council, comprised of five First Nations from B.C., NWT and Yukon.

The Watson Lake campus has offered basic adult education since its "original three" days—two classrooms and an office located in the high school. In 1992 it accompanied the high school to its new building, with an entire wing dedicated to the Community Campus. The dynamic campus actively pursues partnerships in education to fulfill the needs of the community. Relationships with local organizations, even other institutions, have provided funding for computers and for many of the programs, like Office Management and Skills for Employment.

Campus staff run all programs, with additional staff hired as needed. They provide adult basic education, academic upgrading, and the Skills for Employment program. Some programs contribute directly to community development, like Office Management and Carpenter Helper programs. Community need dictates that computers, First Aid, and Tourism training will continue to be a campus priority.

Watson Lake students come from all walks of life. Many come to improve academic levels for better employment opportunities. A large percentage of part-time students are from the community's adult population. They come to upgrade their employment skills, to gain new skills or simply to satisfy an interest.

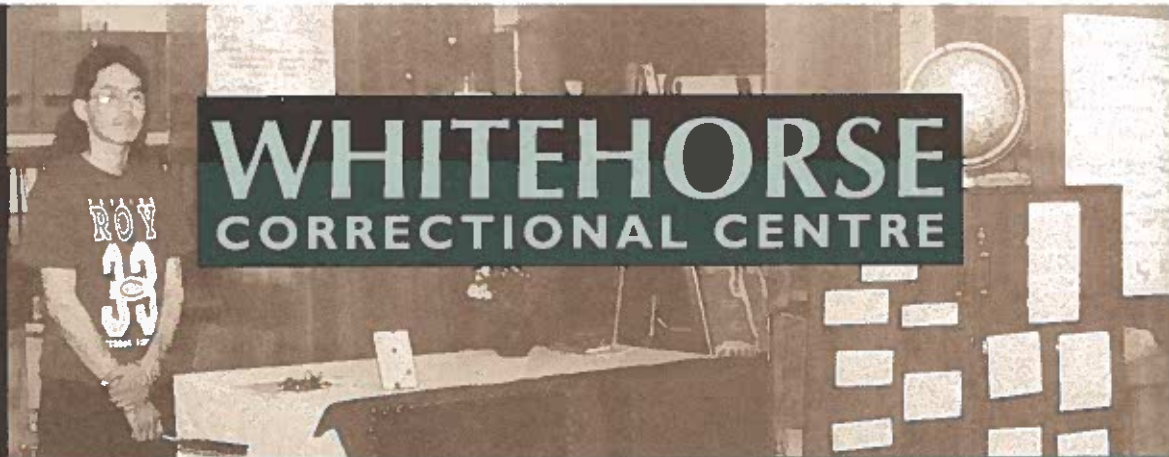


- A major scholarship and bursary fund was established by the Training Advisory Committee in Watson Lake
- Approximately 100 community volunteers serve as members of the Community Campus Committees annually

The relationship between the Campus and the Community of Watson Lake is wide and varied. This is an open and friendly place where we can meet, learn and get a second chance for our missed education. The Campus staff works closely with the community by listening to new ideas and suggestions with the result of new courses being offered that are helpful for our future employment. Our Campus is



- Guest speakers and Elders from the community help to raise cultural awareness and identity at Whitehorse Correctional Centre Campus
- Whitehorse Correctional Centre Campus students compiled their creative writing into a book, *Looking Back...Looking Ahead*



The Whitehorse Corrections Centre (WCC) is located just "down the hill" from the main Ayamdigut Campus. Most inmates are First Nations males; two-thirds have less than a Grade 12 education, and fifty percent of these have less than a Grade 10 education.

The WCC campus has provided learning opportunities to inmates since the late 1970's. Programs are offered to fulfill academic, employment skill development, culture and leisure needs. The campus philosophy is to help students get a high school education and steady employment. Upon release they are encouraged to enroll at Community Campuses in their home towns. The WCC Campus helps inmates make positive transitions to productive, community-focused lives.

One full time College employee provides instruction in academic upgrading and life skill programs. Invited speakers, facilitators and instructors from other areas of the College and the community often provide student instruction as well. College programs, particularly from the trades and technology area, teach inmates skills they can apply upon release in their communities.

For some students, the campus helps them pass the time and offset the boredom of confinement. For many others the program provides an opportunity to further their education and make that step toward meaningful employment and community responsibility.



My own personal reasons for going to school are job, strong mind and just to be free someday. The College at WCC is very important to some people like me, it will help me stay out of here . . . Yukon College in Whitehorse Correctional Centre is to improve education for inmates on a recycled life . . . it's a ticket to get into school again for those who quit or weren't given the chance . . . it's

Remove and keep this handy tab of information and important contact numbers.

Partners building success in Yukon College

Yukon College has been built over many years with the ideas, contributions and direction provided by Yukoners planning for the future. Yukon College thanks all those who have contributed in assisting the College to provide relevant, excellent, affordable adult education.

Distributed Learning through Distance Education

The continuing perspective for today and into the future of Yukon College is to work in partnerships with communities, First Nations, agencies, organizations, and governments to deliver quality, cost and learner effective, Distributed Learning Systems throughout the Yukon.

Distributed Learning is an approach to education and training that blends suitable educational technologies with aspects of campus-based delivery, open learning systems and distance education.

One key to our delivery of a valued Distributed Learning system, continues to be the dynamic and broad programs developed with and by the other Divisions and Program services within Yukon College. These internal partners with the Community and Extension Services Program have built broad educational and learning offerings that continue to be based on the recommendations from our communities.

As we continue to improve Yukon-wide student access to relevant, affordable learning activities, we invite you to contribute your ideas and to consider partnering to build success for you, your community and the future of Yukoners. If you or your organization are interested in contributing your ideas, resources, and knowledge to our Community Campuses programs, please contact:

your local Community Campus or

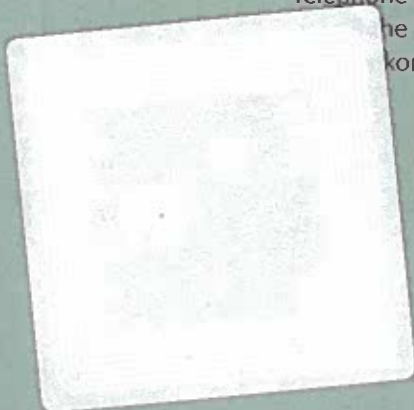
The Community and Extension Services

Yukon College, Box 2799, Whitehorse, Yukon Y1A 5K4

Telephone 668-8813, fax 668-8814

or visit the Yukon College web page on the Internet at:

www.yukoncollege.yk.ca



**Yukon
College**



- Guest speakers and Elders from the community help to raise cultural awareness and identity at Whitehorse Correctional Centre Campus
- Whitehorse Correctional Centre Campus students compiled their creative writing into a book, *Looking Back...Looking Ahead*

FOR MORE INFORMATION

about Yukon College programs, course and studies, we invite you to contact the following offices:

Yukon College Admissions Office
Box 2799
Whitehorse, Yukon
Y1A 5K4

Toll-free in Yukon and Northern B.C. 1-800-661-0504

Area code change, Oct. 1997: Yukon changed from (403) to (867)

Community & Extension Services

Head Office	668-8790
fax	668-8814
Carcross	821-4296
Carmacks	863-5806
Dawson City	993-5231
Faro	994-2832
Haines Junction	634-2688
Mayo	996-2831
Old Crow	966-3065
Pelly Crossing	537-3131
Ross River	969-2518
Skookum Jim Friendship Centre	668-7056
Teslin	390-2650
Watson Lake	536-2478
Whitehorse Correctional Centre	393-7224

First Nation Programs & Services	668-8715
Northern Research Institute	668-8735
Yukon Native Language Centre	668-8820
Yukon Native Teacher Education Program (YNTEP) ..	668-8781

Divisions

Arts and Science	668-8770
Developmental Studies	668-8740
Professional Studies	668-8750

On the Internet: Visit us at our website: www.yukoncollege.yk.ca

DONATIONS

Yukon College thanks all those who have assisted the College in providing relevant, excellent, affordable adult education to Yukoners. Donations received provide funding for scholarships, equipment, and other learning resources. Yukon College is a registered charity with Revenue Canada.

Donations may be made in a variety of ways for different uses. For more information please contact the College Development Officer, at 668-8843.

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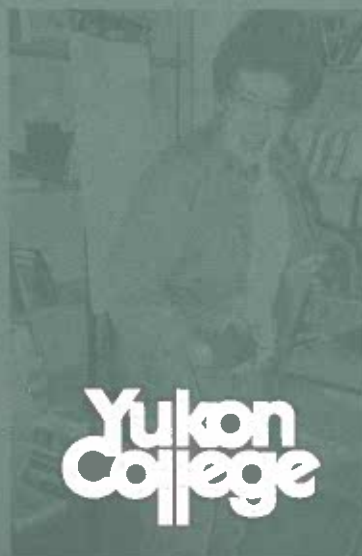
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