SYSTEM COORDINATION REVIEW APPLICATION

A system coordination review is to determine the demand and sustainability of a post-secondary institution's proposed program in the context of the Northwest Territories (NWT) post-secondary education system.

Depending on the application, the reviewers will make a recommendation to the Minister of Education, Culture and Employment (ECE) or the Director of private vocational training.

The following outlines the information required by the Quality Assurance Review Advisory Committee to facilitate the system coordination review.

DEMANDE D'EXAMEN DE COORDINATION DU SYSTÈME

L'examen de coordination du système vise à déterminer la nécessité et la viabilité d'un programme proposé par un établissement postsecondaire dans le contexte du système d'éducation postsecondaire des Territoires du Nord-Ouest (TNO).

Selon les résultats de l'examen, les évaluateurs formulent une recommandation au ministre de l'Éducation, de la Culture et de la Formation ou au directeur de la formation professionnelle privée.

Vous trouverez ci-dessous les renseignements dont le Comité consultatif du contrôle d'assurance de la qualité aura besoin pour coordonner plus facilement le programme au système.

Institution Name: Nom de l'établissement :	College of Northern Canada (CNC)
Mailing Address (include no., street, apt. no., PO box, postal code): Adresse postale (n°, rue, appartement, case postale, code postal)	4910 50th Street, Yellowknife, NT X1A 3X8 Canada

Is the institution applying for consent to operate as a university? L'établissement qui demande une autorisation sera-t-il exploité comme une université?	☐ Yes / Oui ☑ No / Non	*(considered an incomplete application if not answered)* *(Votre demande sera jugée incomplète si vous ne répondez pas à cette question.)*
Is the institution applying for consent to operate a college? L'établissement qui demande une autorisation sera-t-il exploité comme un collège?	☐ Yes / Oui ☑ No / Non	*(considered an incomplete application if not answered)* *(Votre demande sera jugée incomplète si vous ne répondez pas à cette question.)*

Program Name: Nom du programme :	Diploma in Global Tourism Management (DGTM)

Credential Awarded: Titre de compétence accordé :	Diploma in Global Tourism Ma	Proposed Effective Date: Date envisagée pour l'entrée en vigueur :	2024-01-02

1	Provide a calendar description of the program being proposed: Fournissez une description du calendrier pour le projet proposé : The DGTM at CNC will provide students with a broad-based, academically rigorous study of management concepts, theories, and techniques as they apply to the international tourism and travel industry. It offers a well-rounded curriculum that integrates theoretical knowledge with practical skills, ensuring graduates are well-prepared to contribute to the growth and sustainability of the northern travel and tourism sector.

2	List program learning outcomes: Quels sont les résultats d'apprentissage du programme?	a) Demonstrate abilities to perform technical and operational tasks and apply best practices in the key sectors of the tourism and travel industry.	b) Integrate managerial, financial, operational, and entrepreneurial principles and contribute to the strategic planning, the management, and the sustainability of local and international tourism businesses.
		c) Demonstrate communication and leadership competences and other soft skills by maintaining adequate social relations with various stakeholders in the global tourism sector.	d) Demonstrate creativity, resilience, critical thinking skills and problem-solving abilities while managing complex issues in the tourism and travel industry.

3	Where the program will be offered (i.e., campus, off-site locations): Où le programme sera-t-il offert (p. ex., un campus, un lieu en périphérie) : See #1 in the Appendix	
4	How will the program be delivered (i.e., classroom, online or blended): Comment le programme sera-t-il exécuté (p. ex., en salle de classe, en ligne, ou une combinaison des deux)? This program will be delivered hybrid and online.	
5	Identify any collaboration, or potential collaborations, with other post-secondary institutions or other organizations: Indiquez toute collaboration, actuelle ou potentielle, avec d'autres établissements postsecondaires ou organismes. SELC College (BC), Western Community College (BC), and American Society for Quality (ASQ, BC an	
6	Indicate how the proposed Full Load Equivalent (FLE) and load calculations align both with internal institutional practices and with similar programs that have already received an NWT Certificate of Registration (consult with ECE as required): See #2 in Appendix	De quelle façon les estimations d'inscription à temps plein ou d'inscriptions du programme proposé s'alignent-elles avec les pratiques internes de l'établissement et les programmes semblables qui ont déjà reçu un certificat d'inscription aux TNO (consultez le MÉCF au besoin)?

Work Integrated Learning (if applicable) / Apprentissage intégré au travail (s'il y a lieu)

7	Identify the number of placements required in the program and where the placements are located (including type of work setting and duration/timing of activities): Indiquez le nombre de stages nécessaires au programme et l'endroit où auront lieu ces stages (notamment le type de milieu de travail et la durée ou le calendrier des activités) : Due to the high demand for skilled workers - eager to apply their newly-formed abilities - we anticipate having 20 placements per year.
8	Describe communications with employers that would indicate sufficient placements will be available: D'après vos communications avec les employeurs, y a-t-il suffisamment d'employeurs pour offrir les stages nécessaires au programme? Expliquez : See #3 in Appendix.
9	Describe how work integrated learning placements in other programs may be impacted because of this program: Décrivez de quelles façons les stages d'apprentissage en milieu de travail des autres programmes pourraient être touchés par la mise en place du programme proposé : See #4 in Appendix.
10	Describe the student's role, if any, in securing placement: Décrivez le rôle des étudiants, s'il y a lieu, dans l'obtention d'un stage : At CNC, the strategic management team of the program is currently forming long-term partnerships with co-op host organizations in Yellowknife, in other parts of NWT and northern Canada. The students will not be required or expected to secure their own placements in practicums.

Endorsements / Appuis

11	Describe endorsements and/or support for the program from relevant professional organizations, regulatory bodies, employers, and/or industry (attach letters, if applicable):	Indiquez les appuis pertinents que vous avez reçus pour le programme d'organisations professionnelles, d'organismes de réglementation, d'employeurs ou de l'industrie (joignez la lettre d'appui, si nécessaire) :

1. Patrick Dang, President, SELC College; 2. Rob Fahlman, Associate VP of Academic Affairs, Western Community College; 3. Pina Melchiona, CEO and President, CITT Canada.

Enrolment Planning / Planification des inscriptions

PROJECTED DOMESTIC STUDENT ENROLMENT
INSCRIPTIONS PRÉVUES DES ÉTUDIANTS CANADIENS

Proposed Enrolment Inscriptions prévues	Yr. 1 1re année	Yr. 2 2e année	Yr. 3 3e année	Yr. 4 4e année	Annual Ongoing Annuelle
Total Head Count / Inscriptions totales	60	69	73	81	
Year 1 / 1re année					
Year 2 / 2e année					
Year 3 / 3e année					
Year 4 / 4e année					
Year 5 / 5e année					
Total FLE / Nombre total d'étudiants à temps plein	41	48	53	59	
FLE Year 1 / 1re année					
FLE Year 2 / 2e année					
FLE Year 3 / 3e année					
FLE Year 4 / 4e année					
FLE Year 5 / 5e année					
Anticipated Number of Graduates Nombre anticipé de diplômés	0	27	22	41	

(row label: 12)

	PROJECTED INTERNATIONAL STUDENT ENROLMENT (must not exceed 30% of total enrolment) INSCRIPTIONS PRÉVUES DES ÉTUDIANTS ÉTRANGERS (ne doivent pas dépasser 30 % du nombre total d'inscriptions)					
	Proposed Enrolment Inscriptions prévues	**Yr. 1 1re année**	**Yr. 2 2e année**	**Yr. 3 3e année**	**Yr. 4 4e année**	**Annual Ongoing Annuelle**
13	Total Head Count / Inscriptions totales	0	0	0	34	
	Year 1 / 1re année					
	Year 2 / 2e année					
	Year 3 / 3e année					
	Year 4 / 4e année					
	Year 5 / 5e année					
	Total FLE / Nombre total d'étudiants à temps plein	0	0	0	34	
	FLE Year 1 / 1re année					
	FLE Year 2 / 2e année					
	FLE Year 3 / 3e année					
	FLE Year 4 / 4e année					
	FLE Year 5 / 5e année					
	Anticipated Number of Graduates Nombre anticipé de diplômés	0	0	0	0	

14	Will total enrolment at the institution increase as a result of implementing this proposed program? If yes, please explain:	Est-ce que le nombre total d'inscriptions à cet établissement augmentera à la suite de la mise en œuvre du programme proposé? Si oui, expliquez :
	Given that this program is an additional offering at CNC, it will account for approximately 30% of CNC's overall enrolment. We foresee a 70/30 allocation between the DGL (Diploma in Global Logistics) and DGTM programs, with 30% of students enrolling in the DGTM program and 70% enrolling in the DGL.	

15	How many cohorts or intakes of new students will occur per year, or will there be continuous intake?	Combien y aura-t-il de nouvelles cohortes ou d'admissions de nouveaux étudiants par année? Ou opterez-vous plutôt pour un processus d'admission continue? Expliquez :
	CNC will operate on a quarterly system and will plan for four intakes per year. Term 1: January to March; Term 2: April to June; Term 3: July to September; Term 4: October to December. There will be no shorter terms; all terms will have an equal duration.	

16	Provide rationale for how enrolment projections were established regarding domestic/international student ratio:	Comment avez-vous calculé les prévisions d'inscriptions concernant le taux d'étudiants canadiens et étrangers? Expliquez :
	See #5 in Appendix	

17	Explain assumptions regarding attrition and/or number of graduates:	Quelles sont vos hypothèses sur la diminution de l'effectif étudiant ou sur le nombre de diplômés? Expliquez :
	See #6 in Appendix	

18	What is the minimum number of FLEs needed for this program to be viable (the "break-even" point):	Quel est le nombre minimal d'inscriptions à temps plein nécessaire qui permettrait au programme proposé d'être viable (le seuil de rentabilité)? Expliquez :
	CNC student population will include both NWT students and other domestic students from other regions who will benefit from an online program delivery. After exhaustive financial analysis, the strategic management team at CNC have determined that the minimum number of FLEs needed for this program to be viable (break-even point) as 159 domestic students.	

Learner Demand / Demande d'étudiants

19	Describe the labour market demand within the NWT for graduates of the proposed program, detailing how such demand is forecasted (attach supporting documentation):	Quelle est la demande du marché du travail ténois pour les diplômés du programme proposé? Expliquez comment vous avez effectué vos prévisions (joignez les documents justificatifs) :
	See #7 in Appendix	
20	Describe which stakeholder groups were consulted regarding demand/need for this program (i.e., students, faculty, employers, professional associations, community, other post-secondary education institutions):	En ce qui concerne la demande ou les besoins du programme proposé, quels groupes d'intervenants avez-vous consultés (p. ex., les étudiants, le corps professoral, les employeurs, les associations professionnelles, les membres de la collectivité, d'autres établissements postsecondaires)?
	Over the past several months, several interviews were conducted with various PAC (Program Advisory Committee) members, faculty, and subject matter experts during the design phase of the program. In addition, a post-design, final meeting was held during which final endorsements and further recommendations were gathered prior to the final submission of the proposal to ECE.	
21	Explain the results of these consultations and attach any supporting documentation:	Quels sont les résultats de ces consultations? Expliquez et joignez tout document justificatif :
	Please refer to various inputs regarding curriculum structure and design in further documentation, which have been submitted to ECE in the formal DGTM proposal.	
22	Identify and explain any additional factors that may impact demand for this proposed program:	Quels autres facteurs pourraient avoir une incidence sur la demande pour le programme proposé? Indiquez et expliquez-les :
	According to all the published economic outlooks (e.g. Skills 4 Success 2015-2025), we do not foresee any decline in demand for this proposed program - given the number of job vacancies both current and forecasted. However, as this program becomes more popular in the next 2-3 years, we foresee a surge in demand. As a result, a more stringent approach to student recruitment will likely be necessary.	
23	Will this program target students from outside of their home region? If yes, which region of the NWT, other jurisdiction, and/or geographic area:	Le programme proposé ciblera-t-il des étudiants qui devront partir de leur région d'origine pour étudier? Si oui, de quelle région des TNO, de quel territoire, de quelle province ou de quel pays?
	CNC will be offering the program utilizing a hybrid model where domestic students residing in Yellowknife will attend in person, while other domestic students from outside of Yellowknife, other northern territories, and other parts of Canada, will attend online. For courses enabling students to gain an advanced standing towards a professional designation or micro-credential pathways, CNC will allow them to register for up to six courses entirely online. [See #1 in the Appendix.]	

24	Describe how the enrolment plan aligns with the anticipated demand for this program: Anticipated demand for CNC's Diploma in Global Tourism Demand is primarily driven by the demand for qualified employees in related travel and tourism fields (as listed in Table 3 in the Appendix, sourced from "Occupational Demand Projections", Northwest Territories 2023-32). Given the potential employment opportunities outlined, our enrollment plan is very conservative (at slightly less than 2% of potential and current job opportunities in the NWT alone).	Comment la planification des effectifs répond-elle à la demande anticipée pour le programme proposé? Expliquez :
25	Describe how the enrolment plan aligns with the identified labour market demand: Given the potential employment opportunities previously cited, our enrollment plan is very conservative (at slightly less than 2% of potential and current job opportunities in the NWT alone).	Comment la planification des effectifs répond-elle à la demande du marché du travail?
26	Comment on the overall sustainability of learner demand for this program over the longer term: See #7 in the Appendix.	La demande pour le programme proposé peut-elle rester constante à long terme? Commentez :

Outcomes / Retombées

27	Roughly what percentage of program graduates do you estimate will enter the labour market directly after graduation? Elaborate: It is estimated that 95% to 100% of CNC's student population will transition to the labour market after graduation. A small percentage (1% to 5%) may choose to pursue another post-secondary program in a degree granting institution. Incoming domestic students will also be directed to prominent careers within the tourism and travel industry. CNC will take responsibility to secure co-op placements for all its first cohort graduating in year 2, then it will collaborate with a third-party agency as the number of graduates increases over the planning period (2024-2028). A description of the supports offered by CNC to graduating students as they transition to the labour market is included in Appendix #18.	D'après vos estimations, quel pourcentage de diplômés entrera sur le marché du travail directement après avoir reçu leur diplôme? Expliquez :
28	What career paths and employment opportunities does the proposed program prepare graduates for: There are several fields CNC graduates can choose to work in after completing their diploma in Global Tourism. Given the multi-disciplinary nature of this sector, graduates will have the option to choose their professional paths based on their personal interests and career aspirations in either the food, hospitality, guest services, travel, accommodations, cruises, attractions and event or any tourism-related industries such as tourism marketing, IT, HR, and operations. Career options include Cruise Supervisor/Manager, Tour Operator, Event Planner, Restaurant Supervisor/ Manager, Guest Rooms Supervisor, Hotel Manager, Hospitality Services Coordinator, Museum Supervisor/Manager, Food and Beverage Manager, Guest Relations Supervisor, Travel Coordinator, Lodging Supervisor, Front Desk Supervisor, Conference Supervisor /Manager, Communication Specialist, Human Resource Specialist. Please refer to the NOC codes listed in #7 of the Appendix.	Pour quels cheminements de carrière ou quelles perspectives d'emploi le programme proposé prépare-t-il les diplômés?
29	For the list above, do any employers require successful candidates to have an undergraduate or applied degree, or are there other routes into the occupation/profession? Elaborate: All positions listed above do not require an undergraduate or applied degree in addition to the DGTM, and allow for a smooth transition to mid- to high-level supervisory and managerial roles after accumulating enough years of work experience within the tourism and travel industry.	Dans la liste ci-dessus, est-ce que les employeurs exigent de leurs candidats d'avoir un diplôme de premier cycle ou un grade d'études appliquées? Existe-t-il d'autres parcours pour accéder à cette profession? Expliquez :
30	In cases of regulated professions, how was the regulatory body consulted and what feedback did it provide in terms of labour market factors? Not applicable.	S'il s'agit d'une profession réglementée, avez-vous consulté son organisme de réglementation? Si oui, comment avez-vous procédé et quels commentaires avez-vous recueillis sur les facteurs liés au marché du travail?

31	Describe anticipated benefits from implementation of the proposed program to the well-being of communities in the NWT that have not yet been described in this application: SEE #8 in the Appendix.	Quels sont les avantages anticipés de la mise en œuvre du programme proposé pour le bien-être des collectivités aux TNO (qui n'ont pas encore été mentionnés dans cette demande)? Expliquez :

Institutional Impact / Incidence du programme sur l'établissement

32	Describe how the proposed program builds on institutional strengths and capacity: SEE #9 in the Appendix.	Comment le programme proposé peut-il développer et renforcer les capacités de l'établissement? Expliquez :
33	Explain how the proposed program fits with existing programs at the institution: CNC's proposed DGTM program will be one of the two offerings CNC is planning to launch in January, 2024.	Comment le programme proposé cadre-t-il avec les autres programmes de l'établissement? Expliquez :
34	Describe how the proposed program aligns with the institution's mandate (mission/vision) and strategic plan: SEE #10 in the Appendix.	Comment le programme proposé s'aligne-t-il avec le mandat et plan stratégique de l'établissement (sa mission et sa vision)? Expliquez :
35	Comment on the facilities and equipment available at the institution to support the proposed program: See #11 in the Appendix.	Les installations et l'équipement en place permettent-ils d'accueillir le programme proposé? Commentez :
36	In cases where facilities and equipment are shared with other programs, identify the impacts and/or mitigating strategies: CNC will not depend on the resources of other institutions for the delivery of its programs, and it does not share its campus with other institutions. The non-academic administrative functions of human resources, finance and support for recruitment are provided under various services agreements with organizations within the EPR Yellowknife group and are delivered in accordance with CNC's guidelines and requirements.	Les installations et l'équipement doivent-ils être partagés avec d'autres programmes? Si oui, indiquez les répercussions de ce partage sur le programme proposé ou les stratégies d'atténuation mises en place :

System Impact / Incidence sur le système

37	Does the proposed program duplicate and/or affect existing programming in the NWT post-secondary education system? If yes, explain:	Le programme proposé dédouble-t-il un programme qui existe déjà dans le système d'éducation postsecondaire des TNO ou a-t-il une incidence sur celui-ci? Si oui, veuillez préciser :

The proposed program does not duplicate and/or affect existing programming in Aurora College or any other post-secondary educational system in NWT. It will be the first diploma program offering in global tourism management.

38	If the proposed program creates a program duplication, explain why such duplication is appropriate and beneficial to the NWT:	Si le programme proposé provoque un dédoublement de programme, expliquez pourquoi ce dédoublement est approprié et avantageux pour les Ténois :

Not applicable - per our response to the previous question.

Other / Autre

39	Are there other considerations that the Department of ECE should take into account when reviewing this proposal?	Le ministère de l'Éducation, de la Culture et de la Formation devrait-il tenir compte d'autres considérations en examinant la présente demande?

Non-diploma seeking students are welcome to register in any course offered by CNC to support their professional development or career advancement planning. This includes international students who may enroll in specific courses and who meet CNC's academic requirements, including English and math proficiency, and possess a secondary diploma from an accredited institution. CNC intends to launch its first program offerings in January, 2024 and as such, the strategic management team kindly requests that ECE conducts its review process considering this objective.

Financial / Finances

- Identify annual and one-time expenditures and annual revenues for the program in the budget tables below.
- If program implementation will take place over more than one year, provide estimates for each year until full implementation.
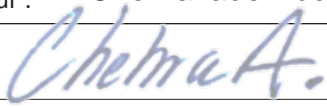
- Dans le tableau ci-dessous, veuillez calculer les dépenses annuelles et ponctuelles ainsi que les revenus annuels du programme.
- Si la mise en œuvre du programme se déroule sur plus d'un an, fournissez une estimation pour chaque année jusqu'à la mise en œuvre complète.

	Revenue / Revenus	Yr. 1 / 1ʳᵉ année	Yr. 2 / 2ᵉ année	Yr. 3 / 3ᵉ année	Yr. 4 / 4ᵉ année	Annual Ongoing / Annuelle
40	Domestic Tuition/Fees / Droits de scolarité pour les Canadiens					
	International Tuition/Fees / Droits de scolarité pour les étrangers					
	External Funding / Financement externe					
	Internal Reallocation / Réaffectation interne					
	By-product Sales/Services / Vente de produits ou de services dérivés					
	Other Sources / Autres sources de renseignements					
	Total Revenue / Total des revenus					

	Operational Costs / Coûts de fonctionnement :	Yr. 1 / 1ʳᵉ année	Yr. 2 / 2ᵉ année	Yr. 3 / 3ᵉ année	Yr. 4 / 4ᵉ année	Annual Ongoing / Annuelle
41	Faculty Salaries/Benefits / Salaire et avantages sociaux des membres du corps professoral					
	Administrative Salaries/Benefits / Salaire et avantages sociaux du personnel administratif					
	Service Teaching Costs / Coûts pour les services d'enseignement					
	Materials / Matériel					
	Contracted Services / Services contractuels					
	Other Direct Costs / Autres coûts directs					
	Indirect Costs / Coûts indirects					
	Total Operational Costs / Total des coûts de fonctionnement					

	One-Time Expenditures Dépenses ponctuelles	Amount Montant	Rev. Source Source de revenus	Details Détails
42	Equipment and IT Équipement et TI			
	Curriculum Development Élaboration de programmes d'études			
	Marketing and Promotion Marketing et promotion			
	Recruitment and Retention Recrutement et rétention			
	Library Bibliothèque			
	Other Autre			

43	If revenue projects include internal reallocations, comment on institutional impacts for other programs/operations:	Pour générer des revenus, effectuez-vous des réaffectations internes? Si oui, veuillez commenter l'incidence de ces réaffectations sur les autres programmes et activités de l'établissement :
	CNC's proposed DGTM program will be one of the two offerings CNC is planning to launch in January, 2024. Thirty percent of CNC's student population has been projected to be enrolled in this program.	
44	Provide staffing plan information to support faculty salaries/ benefits projections:	Fournissez des renseignements sur le plan de dotation qui permettra de payer les salaires et les avantages sociaux prévus des membres du corps professoral :
	See #12 in the Appendix.	
45	In cases where service teaching costs are projected, indicate number of courses being purchased:	Si vous envisagez des coûts pour des services d'enseignement, indiquez le nombre de cours que vous envisagez d'acheter :
	As CNC will be concurrently offering a Diploma in Global Logistics, some instructors will be reallocated from this program. However, these courses will only include courses applicable to both programs, including for example English studies, Statistics for Managers, Fundamentals of Financial Management, etc. CNC will not be purchasing courses from external educational providers.	
46	Identify what types of material costs and contracted services are projected:	Indiquez quels types de matériel et de services contractuels vous envisagez d'acheter et indiquez leur coût :
	The types of material costs and contracted services projected include miscellaneous classroom supplies, various maintenance services (that cannot be performed by Aurora Construction's staff of builders), special IT services (that cannot be performed by EPR Yellowknife's in-house staff), and insurance.	
47	Provide details of direct costs included:	Fournissez des détails sur les coûts directs :
	The direct costs that have been accounted for (financial statements to be provided with our formal proposal submission) include: program approvals, building modifications, faculty salaries, and scholarships. Other direct costs are outlined in #13 in the Appendix.	

48	Explain how indirect costs are calculated: Given that CNC's facilities have been built for several years, the strategic management team at CNC have carefully reviewed and considered the indirect costs that will be incurred, such as general insurance, information services, utilities, and general maintenance. An itemization of indirect costs are included in #14 in the Appendix.	Expliquez comment vous avez calculé les coûts indirects :
49	What is the risk mitigation plan should full revenue(s) not be achieved or costs exceed amounts budgeted: The most significant financial outlays of the project have already been supported by CNC's CEO's various organizations. Furthermore, given EPR Yellowknife Group's diversity of business operations and revenue streams, there are multiple financial resources that can be leveraged in order to sustain the institution. For additional information on CNC's risk mitigation plan, SEE #15 in the Appendix.	Si vous ne générez pas la totalité des recettes ou si les coûts dépassent le montant prévu au budget, avez-vous un plan d'atténuation des risques? Si oui, expliquez :
50	Provide a comparison of the institution's tuition rates (both domestic and international) with that of similar programs in two other provinces: See #16 in the Appendix.	Fournissez une comparaison des droits de scolarité de l'établissement (pour les étudiants canadiens et internationaux) avec ceux d'un programme semblable dans deux autres provinces :
51	List additional projected financial costs for students (texts, books etc.): See #17 in the Appendix.	Indiquez les coûts supplémentaires prévus pour les étudiants (documents, livres, etc.) :

Applicant Name:
Nom du demandeur : Dr. Chehrazade Aboukinane, President of The College of Northern Canada

X _____

Signature of Applicant / Signature du demandeur

2023-09-10
_____

(yyyy/mm/dd) / (aaaa-mm-jj)

APPENDIX

Additional information to further support the content of
CNC's System Coordination Review, September 9th, 2023

[1] Where the program will be offered (i.e., campus, off-site locations):

CNC will be offering the program utilizing a hybrid model where domestic students residing in Yellowknife will attend in person, while other domestic students from outside of Yellowknife, other northern territories, and other parts of Canada, will attend online. For courses enabling students to gain an advanced standing towards a professional designation or micro-credential pathways, CNC will allow them to register for up to six courses entirely online.

[2] Indicate how the proposed Full Load Equivalent (FLE) and load calculations align both with internal institutional practices and with similar programs that have already received an NWT Certificate of Registration (consult with ECE as required):

The methodology utilized by CNC's strategic management team took into consideration the number of high school graduates across all northern territories, and added an estimate of the number of previous graduates who might be interested in pursuing a postsecondary education. As indicated in the tables in the Appendix (Tables 1 and 2), the approximate number of high school graduates across all northern territories (for the last year data was published), is approximately 1,050. CNC has also estimated that the number of high school graduates across all territories that have graduated over the past 5-10 years (as indicated in Tables 1 and 2 in the Appendix) is over 4,000 students, and as such, the target student population is approximately 5,000. To this number, we have applied a conservative estimate of those students that might be interested in pursuing their postsecondary education online. Comparing these estimates to Aurora College's current enrolment of slightly less than 1,500 students (ref: https://nwt2023.ca/education-in-the-northwest-territories/), we believe that our total enrolment of 200 students – including 125 part-time students (as indicated in the "total head count row"), plus the 75 FLE or full-time students, is supported by sound reasoning.

Table 1

Number and Graduation Rates of Senior High Graduates, by Ethnicity
Canada & Northwest Territories, 2003 to 2017

| | Canada | | Northwest Territories | | | | | |
| | Total | | Total | | Indigenous | | Non-Indigenous | |
	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate
2003	307,902	70.9	283	43.7	118	32.2	165	58.7
2004	286,344	66.1	302	44.9	122	34.2	180	57.1
2005	288,921	67.5	354	48.8	175	37.0	179	71.0
2006	285,114	66.3	367	50.7	185	39.4	182	71.4
2007	293,145	65.7	372	52.8	174	39.4	198	75.6
2008	303,714	65.7	423	58.0	210	46.0	213	78.3
2009	314,196	68.1	433	55.1	222	44.8	211	72.8
2010	320,619	70.1	403	54.8	204	43.0	199	76.0
2011	320,718	70.4	396	54.1	185	38.1	211	85.4
2012	322,257	70.7	394	55.0	205	44.1	189	75.0
2013	322,815	70.8	437	63.4	235	54.5	202	78.3
2014	318,030	70.8	463	64.4	259	55.2	204	81.6
2015	310,629	71.7	416	66.6	239	57.3	177	85.1
2016	309,369	72.6	367	67.5	212	61.3	155	78.3
2017	na	na	376	78.0	222	69.8	154	93.9

Sources: Statistics Canada; GNWT Department of Education, Culture and Employment, NWT Bureau of Statistics Population Estimates
Prepared by: NWT Bureau of Statistics

Table 2

Grade	Grade 12				
Sex	Total, sex				
Geography	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021
	Number				
Canada (map)	371,310	368,115	366,090	359,121	357,237
Newfoundland and Labrador (map)	5,574	5,541	5,277	5,193	5,223
Prince Edward Island (map)	1,473	1,611	1,494	1,533	1,668
Nova Scotia (map)	9,903	9,714	9,441	9,483	10,422
New Brunswick (map)	8,562	8,331	8,097	8,088	8,169
Quebec (map)	..	..	..	..	..
Ontario[6] (map)	193,605	188,787	190,611	184,878	183,741
Manitoba[7] (map)	16,911	16,812	17,079	16,899	16,263
Saskatchewan (map)	14,643	14,781	15,153	15,111	15,246
Alberta[8] (map)	66,822	67,923	64,980	63,837	63,072
British Columbia[9] (map)	51,819	52,590	51,954	51,978	51,375
Yukon (map)	405	396	411	504	522
Northwest Territories[10] (map)	843	855	768	804	570
Nunavut (map)	741	777	828	807	966

Ref: Statscan:

https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710000701&pickMembers%5B0%5D=2.15&pickMembers%5B1%5D=3.1&cubeTimeFrame.startYear=2016+%2F+2017&cubeTimeFrame.endYear=2020+%2F+2021&referencePeriods=20160101%2C20200101

(Graduation rates in the Yukon: https://www.yukon-news.com/news/long-standing-gaps-in-student-outcomes-persist-as-yukon-government-works-to-close-them/)

(Number of high school graduates in Nunavut: https://assembly.nu.ca/sites/default/files/2022-11-08-Department-of-Education-2020-2021%20Annual%20Report%20-eng.pdf

[3] Describe communications with employers that would indicate sufficient placements will be available:

CNC has leveraged its board of directors' extensive contacts accumulated over a decade in Yellowknife and built a strong pool of connections to co-op host organizations for its prospective students. Preliminary agreements for co-op placements have been reached with a variety of local businesses, including but not limited to the following: Capital Suites, the City of Yellowknife, Jackpine Paddle, Yellowknife Tours, and Aurora Village. As noted in other sections of our response, the labour market demand is robust enough to support at least 80 placements per year (20 per term).

Communications with potential placement hosts to secure placements for postsecondary students in tourism have involved a thoughtful and professional approach. The following are some key steps and considerations involved in the process:

1. Research and Targeting: We have identified potential placement hosts in the tourism industry that align with the students' areas of interest and CNC's program objectives. The administrators of CNC's program have researched the organizations' profiles, values, and internship opportunities available.

2. Articulating Objectives: The placement hosts have been explained the goals and objectives of the practicum program. They understand how the practicum will provide valuable learning experiences for students and contribute to the development of skilled professionals in the tourism sector.

3. Highlighting Benefits: The placement hosts understand the benefits of hosting our students, such as gaining access to enthusiastic and motivated students, contributing to the growth of the industry's future workforce, and fostering a positive corporate image – not to mention having first choice of qualified graduates once the students are ready to enter the workforce on a full-time basis.

4. Tailoring the Proposal: We have customized the proposal to each potential host, addressing their specific needs and explaining how the internship program can meet their organizational goals.

5. Showcasing Student Skills: We have provided information about the skills and knowledge that postsecondary students bring to the table. We have highlighted how their educational background and training will be valuable assets to the host organization.

6. Establishing Expectations: We have clearly outlined the responsibilities and expectations of both the internship hosts and the students: including details about the internship duration, work hours, evaluation process, and any other pertinent information.

7. Supporting and Collaborating: We have described how we will be offering ongoing support and collaboration throughout the internship process - assuring potential hosts that we will be available to address any questions or concerns and facilitate a successful internship experience.

8. Agreement and Documentation: Once a practicum host agrees to participate, we will formalize the arrangement with a written agreement (Learning Contract) that outlines the terms and conditions of the internship placement – for the host, the student(s), and CNC.

9. Evaluation and Feedback: On an ongoing basis, the student(s) will be assessed on their performance through regular check-ins with the employer and faculty mentor. After the practicum period, feedback will be provided from both the host organization and the student(s) to assess the effectiveness of the program, the students' contribution to the host organization, and to make improvements for future placements.

[4] Describe how work integrated learning placements in other programs may be impacted because of this program:

The program is not directly competing with accredited tourism programs and online learning platforms based in Northern Canada. The College of Northern Canada has designed a unique program that positions graduates for work in the North. Diploma graduates would also be well-positioned to introduce novel approaches to tourism in other parts of North America as well as other parts of the world. The content is particularly relevant for developing tourism in indigenous and/or remote communities

worldwide. Post-secondary educational programs that address these specific tourism needs are rare in Canada. Given the uniqueness of CNC's program which targets the tourism and travel industry, and the tremendous need for student workers throughout the North, we do not foresee any negative impact on other programs from other educational providers.

[5] Provide rationale for how enrolment projections were established regarding domestic/international student ratio:

Given the Ministry of Immigration, Refugees and Citizenship Canada's (IRCC) current policy of not allowing any postsecondary institution in Canada to accept international students for its first three years of operation, we will abide by these rules and as such, 100% of our students will be domestic. After the third year of operation, our goal is to limit our enrollment of international students to no more than 30% of our total number of students – completely aligned with the GNWT's policy.

[6] Explain assumptions regarding attrition and/or number of graduates:

The official graduation rate for postsecondary institutions specifically in the Northwest Territories is not available, but the completion rate for Canada overall is approximately 69% (MPHEC, 2018). Therefore, we estimate that the graduation rate for domestic students will be approximately 65-70%. CNC's online options also address the unique needs and preferences of indigenous peoples in small communities to stay close to their family and community – reducing the likelihood of attrition within this particular group.

The forecasted number of graduates was determined after carefully considering factors such as the two-year timeframe to complete the diploma program for full-time students, the fact that some students (i.e. part-time students) will take longer than two years to complete the program, attrition rates as noted above, and CNC's acceptance of transfer students. As this is a two-year program, it is anticipated that none of CNC's students will meet the eligibility requirements to graduate in the first year (hence why the number of first year graduates is indicated as zero).

[7] Describe the labour market demand within the NWT for graduates of the proposed program, detailing how such demand is forecasted (attach supporting documentation):

Anticipated demand for CNC's Diploma in Global Tourism Demand is primarily driven by the demand for qualified employees in related travel and tourism fields (as listed in Table 3 in the Appendix, sourced from "Occupational Demand Projections", Northwest Territories 2023-32). Given the potential employment opportunities outlined, our enrollment plan is very conservative (at slightly less than 2% of potential and current job opportunities in the NWT alone).

The proposed CNC program is targeted at the tourism sector. According to the Skills 4 Success report, it is predicted that up to 37,000 jobs will be added to the NWT job market by 2030 (ref: Skills 4 Success, 2015-2025). Most of these jobs are related to replacement demand in the Territories arising as retirees, temporary workers, and other workers leave the NWT. The same report also indicates that as of 2015, 9,500 workers in the NWT were 45 years of age or older; an increase of 40% between 2004 and 2014 - and which reflects an aging workforce that must be replenished.

In terms of labour market demand specifically related to tourism, according to NWT Labour Market Outlook 2023-2032, over 1,500 job openings will arise - not including another ~1,000 job openings that

will arise in sectors indirectly related to tourism (supporting figures in the table below). In addition to job openings over the next 10 years, current positions in tourism-related sectors number approximately 1,500 (NWT Labour Market outlook).

Table 3

Occupation Title and NOC code	Employment (2021)	Job Openings (2023-2032)	Median income (2020 $)
Managers in art, culture, recreation, and sport (5001)	50	40	114,000
Photographers and support occupations in arts and culture (5311)	10	25	-
Program leaders and instructors in recreation, sport, and fitness (5410)	55	90	-
Retail salespersons and non-technical wholesale trade sales and account representatives (6410)	235	390	47,600
Conference and event planners (included in Administrative and regulatory occupations – 1210)	195	320	90,000
Occupations in personal service (6420)	10	10	-
Occupations in food and beverage service (6430)	25	40	-
Occupations in travel and accommodation (6431)	100	135	56,000
Customer and information services representatives (6440)	100	165	61,200
Cashiers and other sales support occupations (6510)	380	700	32,800
Food support occupations (6520)	265	325	43,200
Support occupations in accommodation, travel, tourism and amusement services (6521)	10	30	-
Service support and related occupations (6532)	20	45	-
Taxi, personal service, and delivery service drivers (7520)	95	150	21,000
Totals	1,550	2,465	

*Source: Occupational Demand Projections, Northwest Territories 2023-2032; March 30, 2023

[8] Describe anticipated benefits from implementation of the proposed program to the well-being of communities in the NWT that have not yet been described in this application:

The proposed program will serve both the social and economic needs of NWT.

In terms of economic impact, the program will help diversify the economy which currently only relies on the government and mining industries. Economic diversity provides for stable and balanced growth by spreading risk more evenly across several industries and allowing for more employment opportunities across the territories GNWT (2023). Significant investment efforts were made to date to support the growth of the NWT tourism and travel sector. For example, CanNor's financial investments since year 2021 have been enormous and continue to play a critical role in building a stronger and more resilient tourism economy and supporting community economic diversification in the North (Canadian Northern Economic Development Agency, 2023).

At the societal level, this program will benefit the region's communities through its strong curriculum meaningfully tied to real-life applications in the tourism and travel industry. The work-integrated learning opportunities in the form of practicums will provide organizations with talented students who will add value to their organizations by applying their acquired knowledge in real business situations.

[9] Describe how the proposed program builds on institutional strengths and capacity:

The proposed program builds on several institutional strengths, capabilities and capacity including its existing soft and hard Infrastructure.

The CNC campus is located at 4910 50th Street, Yellowknife, NT, X1A 3X8 and provides a modern, professional business environment for learning. The campus is conveniently located in downtown Yellowknife - in proximity to CNC key partners including the practicum hosts, future employers, and industry partners. Classes will be offered on campus during weekdays - including evenings and weekends. With the anticipated growth of the institution, CNC has begun exploring opportunities for a future campus expansion including housing locations for students in proximity to campus. Its projections have established preparedness for the first year of the graduate program delivery. After the program is approved, the plans for adding space will recommence.

In terms of soft infrastructure, CNC currently has three full-time senior administrative staff, and three part-time managing directors for various departments including marketing, IT, and overall campus administration. CNC recently recruited 12 faculty members and subject matter experts with extensive track records in designing and delivering post-secondary programs at the diploma, bachelor, and master's levels. Additional faculty members with established track records in community service from the professional pool in Yellowknife will be recruited by November 2023 to support the delivery of the program.

[10] Describe how the proposed program aligns with the institution's mandate (mission/vision) and strategic plan:

The Diploma in Global Tourism Management supports CNC's mission in striving to create a world where Indigenous culture and values are spread across the globe by offering courses that educate learners on Indigenous values and principles and offer them experiential learning projects that serve the local

Indigenous communities. Through transformative and applied educational approaches, our students will embody the concepts of respect, responsibility, and reciprocity and apply them in all aspects of business, community, and environmental stewardship – from the Northwest Territories to the rest of Canada and other regions around the world through their practical projects (practicums) and ongoing co-curricular and extra-curricular activities.

This program offering supports our mission of delivering high quality post-secondary education and develop confident and compassionate leaders who possess the knowledge, skills, and ethical values needed to navigate complex global issues. Our local graduates of the Diploma in Global Tourism will demonstrate their full potential while integrating indigenous culture and values using holistic, creative, and innovative approaches. By adopting dynamic and applied educational perspectives, our students will incorporate world-class methods to bring economic prosperity to the North while ensuring harmony – not only with the natural environment, but with one another in an inclusive, diverse, and equitable atmosphere throughout their learning journey and beyond by applying their knowledge and showcasing their skills both locally and internationally in alignment with our strategic short-term and long-term goals.

[11] Comment on the facilities and equipment available at the institution to support the proposed program:

Creating an optimal teaching and learning environment is crucial for CNC faculty and students to create an effective educational environment. CNC is currently investing in various essential equipment from technology tools to learning aids to enhance teaching and to create an engaging learning environment in its existing campus. CNC existing campus classrooms will be fully equipped with the adequate technology to deliver instruction through face-to-face, online and hybrid modes. Each classroom will be equipped with comfortable furniture, whiteboards, and advanced technological tools (ex: big screen televisions) to allow for adequate interaction between the instructors and learners and to support the application of its best practices in delivering high quality education in a student-centered environment. CNC's campus in Yellowknife is comprised of eight classrooms which will each be equipped with a large LED screen (~55"), a computer, camera and microphones (for hybrid course delivery), a speaker, and adequate desks and chairs. For smaller communities outside of Yellowknife, it is expected that students attending online will acquire their own laptop and secure a reliable internet connection. To the best of CNC's abilities, through CNC's Student Services department, we will assist students in obtaining necessary grants, as well as provide guidance on what hardware would be best suited for students' course work.

[12] Provide staffing plan information to support faculty salaries/benefits projections:

CNC instructors will be teaching in multiple programs and will be assigned various courses based on their academic qualifications and teaching experiences. Each faculty member may be assigned a maximum of three courses as a teaching load per term. The strategic management team at CNC have conducted a robust benchmarking exercise with comparable private degree and diploma colleges across Canada and we have determined a competitive level of compensation. All required faculty for the Diploma in Global Tourism Management have already been recruited and have confirmed their commitment to teach at CNC starting in January, 2024.

[13] Provide details of direct costs included:

An itemization of the primary direct costs are reflected in the System Coordination Review in the line items: Faculty Salaries, Administrative Salaries, Service Teaching Costs, Materials, and Contracted Services. Details of the other direct costs are outlined in Table 4 below.

Table 4

	2024	2025	2026	2027
Building modifications	5,700	2,145	3,470	15,284
Classroom supplies	2,250	2,475	2,723	2,995
Electricity	4,320	4,536	2,700	2,835
Insurance	1,800	1,800	1,800	1,800
Internet and communications	1,800	1,890	2,700	2,835
Lease	18,000	34,848	37,800	39,690
Utilities	1,950	2,145	2,385	2,596
Total of Other Direct Costs	35,820	49,839	53,577	68,034

[14] Explain how indirect costs are calculated:

Indirect costs are broken down as outlined in Table 5 below.

Table 5

	2024	2025	2026	2027
Bank fees	750	825	908	998
Depreciation	13,065	9,446	7,026	5,234
Facilities supplies	1,800	1,980	2,138	2,851
Miscellaneous expenses	2,490	1,650	1,815	1,997
Register brand	1,650	1,815	1,770	2,196
Repairs and maintenance	3,555	5,100	5,760	7,986
Total Indirect Costs	23,310	20,816	19,417	21,262

[15] What is the risk mitigation plan should full revenue(s) not be achieved or costs exceed amounts budgeted:

1. Financial Contingency Measures: In the case of the college's revenues being lower than expected or the costs are higher than projected. Should this occur, CNC will focus on other sources of revenue, which include executive and corporate training to diversify revenue streams beyond tuition fees, such as partnerships, grants, research projects, or corporate sponsorships, to reduce reliance on a single income source.

2. Risk Assessment and Management: CNC will identify additional potential risks and challenges that could affect the college's financial stability and academic operations. Leading indicators will be established to proactively address these risks and establish a risk management process to monitor and respond to emerging challenges. Examples will be student enrollment numbers (on a quarterly basis), courses offered, numbers of full-time versus part-time students enrolled. A quarterly report will be generated and analyzed as a monitoring tool for risk assessment and management.

3. Cash Flow Management: Develop a robust cash flow management plan to ensure the college has adequate liquidity to meet financial obligations, even during periods of reduced revenue or unexpected expenses. CNC will collaborate with a financial risk manager within the EPR Yellowknife group to establish a strong financial oversight mechanism with regular budget reviews, financial reporting, and accountability measures to ensure transparency and responsible financial management.

4. Collaborative Partnerships: Partnerships have been formed with several other domestic educational institutions and industry stakeholders – including professional associations - to share resources, expertise, and potential financial risks.

5. Long-Term Planning: A strategic plan is currently being developed to include a long-term sustainable growth projection, key strategies, organizational goals, actions, and measures to ensure the college's long-term success.

6. Stakeholder Engagement: CNC will utilize a thorough consultative and inclusive approach to involve key stakeholders, including faculty, staff, students, and relevant government authorities, in the risk mitigation planning process to gain support and input from all involved parties.

[16] Provide a comparison of the institution's tuition rates (both domestic and international) with that of similar programs in Alberta and one other province:

Table 6

Institution	Domestic students (per term*)	Domestic students (per year)
Aurora College	$1,800	$7,200
Acsenda School of Management	$2,100	$8,400
CNC	$1,800	$7,200
SELC	n/a	$6,400 – $18,010
Western Community College	$2,232	$6,696

*the typical term includes 9 credit hours

Explanation of how the tuition is determined:

Table 7

Type of fees	Amount per student per term
Library	$50
Course	$25
Computer lab and technology	$100
Field trip	$25
Student services	$25
Examination	$20
Miscellaneous	$100
Sub-total of fees	**$345**
Tuition (for three courses per term – 9 credit hours)	**$1,455**
Total payable per student, per term	**$1,800**

[17] List additional projected financial costs for students:

CNC's strategic management team have aimed to minimize all financial costs related to enrolling at CNC. To that end, the course development team has created 24 courses for this program, and all will be leveraging trusted open resources - recommended by public institutions such as Thomson Rivers University and supported by regulators across various provinces including British Columbia. Given the open access to these resources, students will benefit from their zero-cost structure and wide access to a large pool of complementary learning tools. Any additional materials will be provided to the students at CNC's expense. For co-op placements, various additional fees may be added in the near future – after the start of the program. These fees may include such things as micro-credentials and professional designations and certifications (e.g. related to professional pathways).

[18] Description of planned program and institutional supports that enable the transition from the post-secondary institution to work for graduates:

The program prioritizes effective online and offline student engagement in their learning involving the completion of several applied and experiential learning assignments and projects in all courses of the program offering, as well as new learning technologies and strategies (e.g. simulations and special software applications) in order to develop self-aware students with attractive portfolios of workplace project experience. The program's practicum provides students with an opportunity to apply the knowledge and skills from the entire curriculum in a reflective manner to resolve a tourism operational, business, management issue in a workplace setting. Students are required to demonstrate their competence in applying current knowledge in the critical analysis of specific problems and new issues in the tourism and travel industry.

Outside of the classroom setting, CNC Career Services Department (CSD) will introduce a mandatory professional development, personal career coaching service that provides students and alumni with individually-focused support for their future career planning prior to graduation. CSD will also play a critical role in guiding its students toward pursuing various micro-credentials, certifications, and

professional designations to support their career advancement initiatives after graduation. CNC is in the process of forming several partnerships and articulation agreements with various credential-granting organizations to boost the students' readiness for jobs and ensure a smooth transition to their desired careers.