



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 : Collège nordique francophone

Mailing Address (include no., street, apt. no., PO box, postal code): 4921
49th Street Yellowknife NT X1A 2N7

P.O. Box 986 Adresse postale (n°, rue, appartement, case postale, code postal)

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 *(considered an incomplete application if not answered)*
 No / Non *(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 *(considered an incomplete application if not answered)*
 No / Non *(Votre demande sera jugée incomplète si vous ne répondez pas à cette question.)*

Program Name: Certificate in Management and Leadership
Nom du programme :

Credential Awarded: Certificate
Titre de compétence accordé :

Proposed Effective Date: 2026-01-05
Date envisagée pour l'entrée en vigueur :

1

Provide a calendar description of the program being proposed: Fournissez une description du calendrier pour le projet proposé :
Enrollment in this program will be open for the fall and winter sessions (2 sessions per year). For the first year of implementation, the winter session will begin in January 2026 and end in April 2026. The fall session will begin in September 2026 and end in December 2026.

The program is also available on a part-time basis, and students may complete it over an extended period. In total, the program consists of 504 hours and 36 credits.

See document: Program Summary

2

List program learning outcomes:
Quels sont les résultats d'apprentissage du programme?

a) Use professional verbal and written communication skills in French to collaborate and take on management roles within an organization.

Identify the characteristics, styles, qualities and competencies of a manager versus those of a leader.

Identify, analyze, and use regulations related to social responsibility, sustainable development, and governance to ensure sound management of organizational initiatives.

Participate in the development and implementation of a strategic plan for an organization to ensure effective and delivery of services.

b)

	<p>Collaborate with various stakeholders in providing services while considering the multicultural contexts as well as the principles of diversity, equity and inclusion.</p> <p>Plan, organize, direct, and control activities and resources, including human and material resources, to ensure that the delivery of services meets target objectives.</p> <p>Evaluate and use up-to-date concepts, systems, and technologies to support an organization's community initiatives.</p>	
	c)	d)

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) : Courses will be offered from the Collège Nordique campus in Yellowknife (Northwest Territories) to allow students who wish to attend in-person to do so. However, all students may also choose to take the courses virtually if they prefer. The instructor may also teach the course either remotely or in-person.

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)? In comodal format (classroom and online) and synchronous (in real-time).

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. The course on Nordicity has been developed in collaboration with the Prince of Wales Northern Heritage Centre.

The course on leadership from a plural and inclusive perspective has been developed and will be offered in collaboration with the Fédération franco-ténoise.

6	<p>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):</p> <p>With 4 to 6 full-time enrolments per year and twice that number part-time, we'll keep our group sizes small, which encourages learning and the implementation of our pedagogical approaches, where each person's life and work experience is enhanced by sharing in class and teamwork.</p> <p>At the time of writing, no program has yet received a certificate of enrolment. semblables qui ont déjà reçu un certificat d'inscription aux TNO</p>	<p>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</p> <p>(consultez le MÉCF au besoin)?</p>
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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) : However, a summative project (see the course outline attached) of 42 hours and 3 credits must be completed and passed by each student in the program. The project takes place in the final term leading to the awarding of the certificate. Students can complete the project in various work settings or within their current workplace if applicable, such as in the education sector (schools, school boards), municipal, territorial or federal government departments and agencies, hospitals and health centres, any private business or any non-profit organizations (NPOs)

8	<p>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 : Since the certificate program does not include internships, but rather a summative project, and since students can complete the program either remotely or in-person, there will be no problem finding appropriate workplaces for students to complete their summative project. In addition, the CNF has excellent relationships with several partner organizations and businesses in the NWT as mentioned above. This program will attract a remote student clientele, which will allow access to a very large number of employers across the students' respective provinces and territories. The support and guidance documents required for the summative project are included in the attached course outline.</p>
9	<p>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 : Since this program does not include a traditional internship but rather a summative project, it will have no impact on other programs. In addition, no other program of this type is currently offered in French in the Northwest Territories</p>
10	<p>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 : Students will be responsible for successfully completing their summative projects and will have to reach out to the workplace supervisors of their choice on their own. However, the teacher overseeing the summative project, along with the Collège, will support students in their efforts and provide the required guidance and supporting documents.</p>

Endorsements / Appuis

11	<p>Describe endorsements and/or support for the program from relevant professional organizations, regulatory bodies, employers, and/or industry (attach letters, if applicable): Since the program is responding to labour market needs, it is generating significant enthusiasm and is supported by communities, organizations and businesses in the NWT and other territories.</p> <p>Attached are letters of support from several organizations, associations and businesses.</p> <p>de l'industrie (joignez la lettre</p>	<p>Indiquez les appuis pertinents que vous avez reçus pour le programme d'organisations professionnelles, d'organismes de réglementation, d'employeurs ou d'appui, si nécessaire) :</p>
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Enrolment Planning / Planification des inscriptions

PROJECTED DOMESTIC STUDENT ENROLMENT INSCRIPTIONS PRÉVUES DES ÉTUDIANTS CANADIENS					
Proposed Enrolment Inscriptions prévues	Yr. 1 1 ^{re} année	Yr. 2 2 ^e année	Yr. 3 3 ^e année	Yr. 4 4 ^e année	Annual Ongoing Annuelle
Total Head Count / Inscriptions totales	12	27	32	32	34
Year 1 / 1 ^{re} année	12	15	15	18	18
Year 2 / 2 ^e année		12	10	10	12
Year 3 / 3 ^e année			7	4	4
Year 4 / 4 ^e année					
Year 5 / 5 ^e année					
Total FLE / Nombre total d'étudiants à temps plein	4	9	7	8	8
FLE Year 1 / 1 ^{re} année	4	5	5	6	6
FLE Year 2 / 2 ^e année		4	2	2	2
FLE Year 3 / 3 ^e année					
FLE Year 4 / 4 ^e année					
FLE Year 5 / 5 ^e année					
Anticipated Number of Graduates Nombre anticipé de diplômés		15	18	17	17

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 1^{re} année	Yr. 2 2^e année	Yr. 3 3^e année	Yr. 4 4^e année	Annual Ongoing Annuelle
Total Head Count / Inscriptions totales					
Year 1 / 1 ^{re} année					
Year 2 / 2 ^e année					
Year 3 / 3 ^e année					
Year 4 / 4 ^e année					
Year 5 / 5 ^e année					
Total FLE / Nombre total d'étudiants à temps plein					
FLE Year 1 / 1 ^{re} année					
FLE Year 2 / 2 ^e année					
FLE Year 3 / 3 ^e année					
FLE Year 4 / 4 ^e année					
FLE Year 5 / 5 ^e année					
Anticipated Number of Graduates Nombre anticipé de diplômés					

14	<p>Will total enrolment at the institution increase as a result of implementing this proposed program? If yes, please explain: We anticipate that the number of students enrolled in the program each year could increase significantly over the years, thanks to the recruitment efforts that Collège Nordique will undertake throughout the program to ensure its sustainability. These efforts will include a communication strategy and the signing of new agreements with partners in the Northwest Territories as well as in other territories and provinces.</p> <p>In addition, a Prior Learning Assessment and Recognition (PLAR) policy will be implemented, allowing for the admission of a greater number of individuals with prior professional experience, but do not possess a high school diploma, which is currently a prerequisite for the program.</p> <p>This certificate could also enable individuals to improve their professional situation, which represents significant potential for increased enrollment.</p> <p>Furthermore, the success of the program will generate a positive word-of-mouth effect, particularly within the targeted geographical, cultural and professional recruitment pools. This organic momentum could thus further contribute to strengthening the visibility of the program and gradually increase the number of applications for admission.</p> <p>See the Communication Strategy (stratégie de communication) in the appendix.</p>	<p>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 :</p>
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15	<p>How many cohorts or intakes of new students will occur per year, or will there be continuous intake? There will be a new cohort in winter 2026, fall 2026, etc. Cohorts will always start in the fall and winter sessions. It is expected that only a small number of students will complete the certificate on a full-time basis each year. However, a continuous admission process will also be in place, which is likely to attract more students who want to complete the certificate part-time while working.</p>	<p>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 :</p>
16	<p>Provide rationale for how enrolment projections were established regarding domestic/international student ratio: Enrolment forecasts for the Certificate in Management and Leadership are based on the pool of Francophones living in the Northwest Territories, Yukon and Nunavut. This program is primarily aimed at Francophone Canadians living in the North, particularly those who are employed or retraining, who are looking to strengthen their management skills while continuing their post-secondary education in French, without having to leave their territory.</p> <p>According to the report, NWT Jobs in Demand : 15-year Forecast (https://www.ece.gov.nt.ca/sites/ece/files/resources/s4s_jobs_in_demand_15_year_forecast_handbook.pdf) there will be approximately 28,500 to 36,700 job openings available in the NWT over a span of 15 years. About 78% of them will require candidates to have a college or university education, including about 5,700 in management roles. These perspectives confirm the strategic importance of training the next generation of competent people locally, particularly in leadership and management, to meet the growing needs of the Northern labour market, particularly in the public service, community services and businesses.</p> <p>By cross-referencing data on the number of college and university graduates required in the coming years with the number of Francophones in the three territories, Collège Nordique anticipates annual enrolment of between 12 and 18 Canadian students. This estimate takes into account the limited availability of French-language management and leadership training in the North, the Collège's recognition as a key player in Francophone post-secondary training, and the interest expressed by communities and employers in this type of program.</p>	<p>Comment avez-vous calculé les prévisions d'inscriptions concernant le taux d'étudiants canadiens et étrangers? Expliquez :</p>
17	<p>Explain assumptions regarding attrition and/or number of graduates: The number of graduates may be affected by financial, personal and family challenges, lack of childcare, difficulty in balancing school, work, and personal life, restrictions on the number of international students allowed, etc.</p> <p>We are aware that the recruitment of students in an official language minority community (OLMC) remains a major challenge in the delivery of this program, as highlighted in the report Summary portrait of post-secondary education: ". <i>Universities and colleges offering French-language studies face additional recruitment challenges compared to English-language institutions, especially considering that the target populations are smaller, more dispersed and less visible. In addition, Francophone units and some bilingual institutions cannot rely on the central administration of their host institution to implement a promotion strategy – in Canada and internationally – that fully meets their needs.</i>" (See Appendix 3 – Postsecondary Education in the Language of the Minority – Overview and Analysis of the Issues, prepared by the Department of Canadian Heritage, 2021 – Sociopol)</p>	<p>Quelles sont vos hypothèses sur la diminution de l'effectif étudiant ou sur le nombre de diplômés? Expliquez :</p>

18	<p>What is the minimum number of FLEs needed for this program to be viable (the “break-even” point): To cover all program costs, we would need the equivalent of 24 full-time enrollees per year.</p> <p>According to our estimates, after 4 years and with the revenues generated by the à la carte course offering, we will be able to</p>	<p>Quel est le nombre minimal d’inscriptions à temps plein nécessaire qui permettrait au programme proposé d’être viable (le seuil de rentabilité)? Expliquez :</p> <p>cover 90% of program costs through enrolments</p>
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Learner Demand / Demande d’étudiants

19	<p>Describe the labour market demand within the NWT for graduates of the proposed program, detailing how such demand is forecasted (attach supporting documentation): In its Labour Market Analysis report, Northwest Territories Jobs in Demand 20-Year Forecast, released in May 2023, the GNWT identified numerous management functions as being in high demand. The report, <i>Skills for Success</i> (GNWT, 2023), confirms that administrative, management and leadership programs are identified as priorities for succession planning in the Northwest Territories. In addition, more than 200 employers and more than 700 employees have benefited from government measures aimed at promoting workplace learning opportunities.</p> <p>According to the May 2023 federal report on in-demand occupations, the Northwest Territories relies heavily on temporary labour in sectors such as health, education, social services, hospitality, and tourism. This dependence reflects persistent structural challenges: low retention rates, a lack of local succession, and difficulty maintaining stable organizational capacity (In-Demand Jobs – NWT, May 2023 (https://www.ece.gov.nt.ca/sites/ece/files/resources/2023-05_jobs_in_demand_lists.pdf)). In this context, the program would support the training of local managers, supervisors, coordinators and development officers capable of actively contributing to team mobilization, project implementation, and the continuity of services.</p> <p>In the education sector, including childhood services, the needs are significant: according to the NWT Early Learning and Child Care Strategy 2030 report (Government of the Northwest Territories, 2022), the shortage of skilled labour is a major barrier to the expansion of educational childcare services. The document calls for the creation of 238 new regulated childcare spaces by 2026 and highlights the critical importance of developing skills in leadership, administrative management, planning and supervision in this sector. Furthermore, the Licensed Child Care Handbook for Licensed Child Care Operators (Government of Nunavut, 2023) emphasizes increasing requirements in terms of compliance, educational quality, and governance, all of which warrants the need for specialized training in early childhood management and leadership. Finally, the Early Childhood Observatory (2024) reports that experienced managers and educators are essential to maintaining educational quality, improving staff retention, and meeting the growing expectations of families and communities. Government of the Northwest Territories. (2022). Early Learning and Child Care Strategy 2030. Ministry of Education, Culture and Employment.</p> <p>Government of Nunavut. (2023). Licensed Child Care Guide for Licensed Child Care Operators.</p>	<p>Quelle est la demande du marché du travail ténos pour les diplômés du programme proposé? Expliquez comment vous avez effectué vos prévisions (joignez les documents justificatifs) :</p>
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[Services de garde éducatifs à l'enfance - Portraits 2024](#)

(Fondation Lucie et André Chagnon) (updated March 20, 2025).

Within the Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO), École Allain-St-Cyr (EASC) is experiencing rapid growth: at the start of the 2025-26 school year, more than 220 students are expected. The after-school child care program is also expanding and will welcome nearly 70 children, with a brand new team of educators. This same momentum is also seen at École Boréale in Hay River, whose childcare service will be expanded at the beginning of the next school year. In addition, a new Francophone school and childcare service are expected to open in Fort Smith within the next three years — an initiative led by the Parents pour l'instruction en français de Fort Smith (Parents for French-language education in Fort Smith), in response to the sustained interest of the Francophone community. And the CSFTNO is planning even more: the opening of three Francophone daycare centres in Yellowknife by the end of 2025. With these school expansions comes a critical need for qualified personnel—in service management, supervision, planning, leadership, and initiative—needs that can only be met through targeted training in these skills.

Cabin Radio. (2025, June 5). Fort Smith parents take French education fight to court. Cabin Radio. (

<https://cabinradio.ca/241790/news/education/fort-smith-parents-take-french-education-fight-to-court/>)

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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): Over the past few years, the Collège has conducted studies, and held numerous consultations, reflection days, and strategic planning sessions with a variety of stakeholders from diverse sectors to establish and align its priorities, services and academic programs with the needs of NWT and Northern communities and labour markets. This work is especially significant given that the Collège is the only Francophone post-secondary institution north of the 60th parallel. In addition, a specific analysis commissioned by the CNF to support the program proposed in this application. This analysis synthesizes the findings and confirms the relevance of the program. (See appendix: “*Leadership et gestion au cœur du Nord; Rapport*”)

The following is a list of the different stakeholder groups consulted by the CNF in recent years :

The population living in Northern Canada, through a survey conducted by Léger, commissioned by the CNF.

Early childhood centres.

High school students Northern Canada, through focus group discussions facilitated by the CNF.

Parents of high school students in Northern Canada, through a survey designed, translated and tested by the CNF, promoted by school principals.

High school guidance counsellors in Northern Canada, through interviews conducted by the Collège. Post-secondary institutions and partner organizations at the territorial, provincial and national levels within the Canadian Francophonie and education sectors.

Representatives of regional, territorial and federal government agencies and organizations.

Members of the Yellowknife Chamber of Commerce and other

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)?

	labour market sector representatives	
21	<p>Explain the results of these consultations and attach any supporting documentation: The results of these consultations confirm the relevance of developing a Management and Leadership program in French for the territory.</p> <p>For example, various consultation reports indicate that it is necessary to:</p> <ul style="list-style-type: none"> • Establish an early childhood education program adapted to Northern Canada, both for educators as well as managers or those aspiring to become managers in this type of service. (Pavlenko, Younes, Nelson and Lopez, <i>Rapport d'activités d'enquête dans les services de gardes francophones du Nord canadien</i>) • Develop a coordinated training program and implement priority community projects in partnership with community partners. (Charest, Judith. <i>Forum communautaire Former comme jamais</i>, 2023) • Improve the supply of trainings offered in Canada's North, which the CNF can help improve by providing better access to education and training for the population. (Léger, <i>Sondage auprès de la population du Nord canadien</i>, 2023) <p>There is also a demand for and interest in postsecondary training in French at the professional, technical, college and university levels (Fontaine et Préville, <i>Étude faisabilité afin de développer l'offre de services postsecondaires en français au Yukon</i>, 2023 ; Léger, <i>Sondage auprès de la population du Nord canadien</i>, 2023)</p>	<p>Quels sont les résultats de ces consultations? Expliquez et joignez tout document justificatif :</p>
22	<p>Identify and explain any additional factors that may impact demand for this proposed program: While the number of young Francophones likely to complete their high school diploma each year in the Territories is relatively low, thanks to Francophone immigration programs, the number of Francophone newcomers in the North is a significant factor and could have a direct impact on the number of potential students for the program, as these individuals may be seeking a recognized Canadian qualification/certification once their permanent residency is approved, in order to be able to work and advance both professionally and personally in the country. Furthermore, as it has been designed, the program adds a distinctly 'Northern' reality into its course offerings, which should interest and attract potential students from the southern provinces of the country looking for a broader and unique perspective on management and leadership in organizations.</p> <p>-The program addresses a dual imperative: filling a gap in the local Francophone postsecondary educational offerings and to actively contribute to the professionalization of the workforce in key sectors of regional development. -Finally, this program will</p>	<p>Quels autres facteurs pourraient avoir une incidence sur la demande pour le programme proposé? Indiquez et expliquez-les :</p>

	allow the Collège to continue filling its mission and to contribute in a tangible way to the grounding and strengthening of a strong and dynamic Francophone community in the Territories, and by the same token, to the vitality of the Canadian Francophonie.	
23	<p>Will this program target students from outside of their home region? If yes, which region of the NWT, other jurisdiction, and/or geographic area: As the only Francophone post-secondary institution north of the 60th parallel, it is expected that the program will attract Francophones from all the Northern territories and even from the southern parts of the country. However, students will not have to leave their home region to study, as this program will be offered in a comodal format- both online and in-person – and delivered synchronously (in real time).</p>	<p>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?</p>
24	<p>Describe how the enrolment plan aligns with the anticipated demand for this program: Thanks to funding from Canadian Heritage, Collège Nordique has strengthened its institutional capacity by consolidating its human and material resources in order to respond effectively to the anticipated demand for the Certificate in Management and Leadership. This support has enabled the development of a proactive approach to student recruitment, support, and retention, for both full- time and part-time learners.</p> <p>A new position was created for an Admissions and Partnerships Coordinator. This resource plays a key part in targeted student recruitment across the three territories, while also developing strategic partnerships with local businesses and public organizations to promote the employee enrolment in the program. This initiative aims to not only attract new students, but also to position the certificate as a concrete professional development solution in response to the needs of the Northern labour market.</p> <p>In addition, the establishment of a Student Experience and Quality Assurance department - including a dedicated student services team – ensures that each learner is supported throughout their academic journey.</p> <p>Internal processes have also been developed to ensure smooth integration, personalized support, and a student experience focused on success. This rigorous registration planning ensures that the Collège has the necessary capacity and resources to welcome, support and guide a growing number of students in a Francophone minority context</p>	<p>Comment la planification des effectifs répond-elle à la demande anticipée pour le programme proposé? Expliquez :</p>
25	<p>Describe how the enrolment plan aligns with the identified labour market demand: The Skills 4 Success report – a 15-year forecast of in- demand jobs in the NWT, produced by the GNWT (ECE, 2016), for all languages - indicates that more than half of all available workers in the NWT (approximately 51%) have not completed high school. This figure contrasts with the figures of approximately 22% having a high school diploma, 22% with a college, technical or trade school diploma, and 6% with a university degree. We are referring to more than 4,278 people aged 15 and over who have no work except full-time students. Furthermore, the report indicates that the highest staffing demand will be for the replacement of retiring workers or those who are leaving the NWT. It projects between 28,500 and 36,700 job postings in the NWT, and 78% of these will require applicants to have a college or university education. Of the projected employment opportunities in the NWT, 33% will require a college diploma, skilled trades training, or a professional certification. Also, according to this study, the most sought-after jobs by the National Occupational Classification (NOC) are Administrative Officers (13100), Administrative Assistants (13110), Accounting Technicians and Bookkeepers (12200).</p>	<p>Comment la planification des effectifs répond-elle à la demande du marché du travail?</p>
26	<p>Comment on the overall sustainability of learner demand for this program over the longer term: Since the program is offered in a co-modal format, the pool of students targeted by the program is not limited to the NWT; it also meets the labour market needs of the other northern territories and provinces.</p>	<p>La demande pour le programme proposé peut-elle rester constante à long terme? Commentez :</p>

Outcomes / Retombées

27	<p>Roughly what percentage of program graduates do you estimate will enter the labour market directly after graduation? Elaborate: Since it is estimated that many of the individuals likely to enrol in the program will be people already part of the workforce, it is difficult to estimate and predict the direct cause-and-effect relationship between obtaining the certificate and graduates entering the labour market.</p> <p>In addition, a portion of the students will likely be individuals who go on to continue their studies further after this program, either by following a new academic pathway offered at the Collège or at another college or university.</p>	<p>D'après vos estimations, quel pourcentage de diplômés entrera sur le marché du travail directement après avoir reçu leur diplôme? Expliquez :</p>
28	<p>What career paths and employment opportunities does the proposed program prepare graduates for: The proposed program prepares graduates to take on management or coordination positions by equipping them with foundational knowledge and skills in management and leadership. The certificate will enable graduates to advance in their careers, but also to continue their studies and obtain additional post-secondary certifications or diplomas in management, business administration, or other relevant fields to deepen their knowledge and competencies.</p> <ul style="list-style-type: none"> • Graduates of this certificate program will be prepared to enter a variety of essential professional sectors in the NWT, such as: Government services and public administration • Education and training • Health and social services • Community sector and NGOs • Local economic development and entrepreneurship • Tourism and hospitality • Environment, natural resource management, and energy • Cultural and heritage sector <p>Information and communication technologies (ICT)</p>	<p>Pour quels cheminements de carrière ou quelles perspectives d'emploi le programme proposé prépare-t-il les diplômés?</p>
29	<p>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: For managerial positions (projects, services and organizations), it is typically required that the candidate hold a certificate or diploma issued by a recognized educational institution, attesting to the acquisition and mastery of knowledge and skills related to either the organization's or the business' field or work, or to the specific position in question.</p> <p>In this context, the Certificate in Management and Leadership from CNF, once accreditation is confirmed by the GNWT, is likely to be included as part of the eligibility criteria for a management position in the NWT job market.</p> <p>A two-year college diploma in the same field may also serve as an eligibility requirement, particularly in the NWT. University-level degrees may also be part of the eligibility requirements for certain positions.</p>	<p>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 :</p>
30	<p>In cases of regulated professions, how was the regulatory body consulted and what feedback did it provide in terms of labour market factors? This is not a regulated profession.</p>	<p>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?</p>

31	<p>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: Managers play a crucial role in communities. They contribute to their growth and effectiveness, which is an undeniable advantage for communities in minority-language settings.</p> <p>For example:</p> <ul style="list-style-type: none"> . Managers who graduate from this program will be better equipped to lead according to the principles of transformational leadership, to make informed decisions, and to guide their staff with intelligence, compassion, and competence, thereby contributing to their well-being of both their teams and their community in achieving their goals. . They are also committed to more effective management of resources, whether human, financial or material. . They encourage innovation and continuous improvement of activities and outcomes. . They are better able to adapt to changing environments and to guide their team or fellow citizens through such transitions. . They are better able to convey community values to the people they serve, or company values to their employees, helping to create a positive organizational culture. . They also play a key role in talent acquisition and conflict management, while ensuring legal compliance. (qui n'ont pas encore été mentionnés dans cette demande)? 	<p>Quels sont les avantages anticipés de la mise en œuvre du programme proposé pour le bien-être des collectivités aux TNO</p> <p>Expliquez :</p>
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Institutional Impact / Incidence du programme sur l'établissement

32	<p>Describe how the proposed program builds on institutional strengths and capacity: By its very nature, the program can help develop and strengthen the management and leadership capacities of the Collège's own staff. More than ever, the program allows the Collège to anchor its educational mission within the network of Canadian public colleges and thus take another step forward in strengthening its ability to serve the territories. Moreover, the proposed program will have the following benefits:</p> <ul style="list-style-type: none"> ● reinforce Collège Nordique's position as an accredited post-secondary institution; ● help develop partnerships with businesses and organizations in the workplace; <p>lead to the hiring of new teachers, either on a temporary or permanent basis; strengthen the cohesion between the Collège's various departments to ensure the successful implementation of this first certificate-level program, as well that of other programs to come, in both the short and long term.</p>	<p>Comment le programme proposé peut-il développer et renforcer les capacités de l'établissement? Expliquez :</p>
33	<p>Explain how the proposed program fits with existing programs at the institution: The program helps to expand and complete the range of programs that the Collège proposes to offer in the field of business, either independently or in collaboration with other institutions, in the coming years.</p> <p>See the Appendix for the comparative table of programs entitled '<i>tableau comparatif de programmes</i>'</p> <p>In addition, some of the courses from the certificate may be used to complement other programs taken by students from other Canadian institutions, as well as other programs offered by the Collège, such as the one focused on nordicity or the childhood services program.</p> <p>Furthermore, the language courses included in the program could be taken by members of the general public, on merit, thereby enriching the courses offered at the Collège's language school.</p>	<p>Comment le programme proposé cadre-t-il avec les autres programmes de l'établissement? Expliquez :</p>

34	<p>Describe how the proposed program aligns with the institution's mandate (mission/vision) and strategic plan: The program is fully aligned with the Collège's business plan and its strategic goals and objectives. It will enable the CNF to grow and meet the needs of the Franco-Ténois and Northern communities, as well as other Francophone minority communities across the country. Through this program, the CNF asserts itself with a stronger identity, better adapted to the realities and aspirations of the territory. The program allows the CNF to clarify its intentions and fully embrace its role as a recognized post- secondary institution, empowering itself to create a future where learning goes beyond business-as- usual and becomes a driving force for transformation for the circumpolar North.</p>	<p>Comment le programme proposé s'aligne-t-il avec le mandat et plan stratégique de l'établissement (sa mission et sa vision)? Expliquez :</p>
35	<p>Comment on the facilities and equipment available at the institution to support the proposed program: In anticipation of the Collège's expanded program offerings for the next few years, an entire floor of the building occupied by the institution was recently added to the facilities. This expansion created nearly a dozen classrooms of various sizes, ready to accommodate students and instructors; while some are already in use, they remain largely available for new courses.</p> <p>In addition, high-quality digital and computer equipment has been installed in all these classrooms for some time now. This equipment has already been tested and used in the delivery of the Collège's language courses and other activities at the institution, both on-site and virtually.</p> <p>There are also several spaces dedicated to student and instructor exchanges and group work.</p>	<p>Les installations et l'équipement en place permettent-ils d'accueillir le programme proposé? Commentez :</p>
36	<p>In cases where facilities and equipment are shared with other programs, identify the impacts and/or mitigating strategies: The facilities will have to be shared with the language courses that are already offered by the Collège. However, as mentioned in the previous question, the addition of an entire floor for the benefit of the institution has created an unparalleled additional capacity of physical space and state-of- the-art computer equipment to accommodate the demand for new courses that, which will also be introduced gradually over time.</p> <p>The Collège is prepared to invest and expand into additional areas of the building if necessary, with the approval of the owner.</p>	<p>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 :</p>

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: No, the program does not duplicate other programs offered in the Northwest Territories. Rather, it complements the college programs of the only other college in the territory, Aurora College, whose courses are offered exclusively in English.

Le programme proposé dédouble-t-il un programme qui existe déjà dans le système d'éducation postsecondaire des TNO ou a-t-

The program was also designed to complement to the Certificate in Business Administration Practices (*Pratiques en administration des affaires*) program from Collège la Cité, which the CNF has also submitted to the GNWT for accreditation. See the Appendix for the comparative table of programs (*tableau comparatif de programmes*)

il une incidence sur celui-ci? Si oui, veuillez préciser :

38

If the proposed program creates a program duplication, explain why such duplication is appropriate and beneficial to the NWT: No, the program does not duplicate any existing or potential programs that may be offered in the Northwest Territories. See previous response.

Si le programme proposé provoque un dédoublement de programme, expliquez pourquoi ce dédoublement est approprié et avantageux pour les Ténos :

Other / Autre

39

Are there other considerations that the Department of ECE should take into account when reviewing this proposal? The sustainability of the program will depend not only on its popularity and on a sufficient or even increasing number of registrations, but also on sustainable financial support from the Department of Education, Culture and Employment.

Le ministère de l'Éducation, de la Culture et de la Formation devrait-il tenir compte d'autres considérations en examinant la présente demande?

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.

40	Revenue Revenus	Yr. 1 1^{re} année	Yr. 2 2^e année	Yr. 3 3^e année	Yr. 4 4^e année	Annual Ongoing Annuelle
	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					

41	Operational Costs Coûts de fonctionnement :	Yr. 1 1^{re} année	Yr. 2 2^e année	Yr. 3 3^e année	Yr. 4 4^e année	Annual Ongoing Annuelle
	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		Agreement PCH- GNWT	Fees for course plan design and other expertise
	Marketing and Promotion Marketing et promotion		Agreement PCH- GNWT	Program launch campaign
	Recruitment and Retention Recrutement et rétention		Agreement PCH- GNWT	Promotional events
	Library Bibliothèque		Agreement PCH- GNWT	Purchase books related to program themes
	Other Autre		Agreement PCH- GNWT	Measurement and assessment
43	<p>If revenue projects include internal reallocations, comment on institutional impacts for other programs/operations: No reallocation of revenues generated by other student enrolments is planned.</p> <p>Revenues generated by "à la carte" courses (offered to people not enrolled in the program) are shown under "Other sources".</p>			<p>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 :</p>
44	<p>Provide staffing plan information to support faculty salaries/ benefits projections: The projected student enrolment does not allow for the hiring of full-time teachers.</p>			<p>Fournissez des renseignements sur le plan de dotation qui permettra de payer les salaires et les avantages sociaux prévus des membres du corps professoral :</p>
45	<p>In cases where service teaching costs are projected, indicate number of courses being purchased: The 21-course certificate will be offered by teachers on a contractual basis.</p>			<p>Si vous envisagez des coûts pour des services d'enseignement, indiquez le nombre de cours que vous envisagez d'acheter :</p>
46	<p>Identify what types of material costs and contracted services are projected: A sum of \$50 per student is set aside for teaching materials and office supplies.</p> <p>Contractual services will be provided to meet the specific needs of individual students. An amount of \$400 per year per student will cover fees for learning support, psychology, computers or other resources to help students succeed in their studies. envisagez d'acheter et indiquez leur coût :</p>			<p>Indiquez quels types de matériel et de services contractuels vous envisagez :</p>
47	<p>Provide details of direct costs included: We have budgeted for two-thirds of these amounts to be used. The amount shown here corresponds to the cost of the annual graduation event.</p>			<p>Fournissez des détails sur les coûts directs :</p>

48	<p>Explain how indirect costs are calculated: We have calculated a share of indirect costs (rent, office supplies and expenses, insurance, interest and bank charges) proportional each year to the number of enrolments in this program, according to our forecasts, in relation to total student enrolments, based on figures from the most recent annual report.</p>	<p>Expliquez comment vous avez calculé les coûts indirects :</p>
49	<p>What is the risk mitigation plan should full revenue(s) not be achieved or costs exceed amounts budgeted: In the event of lower-than-expected enrolment, certain expenses may be deferred or reduced, particularly in the area of complementary study services (library, contractual services, etc.).</p> <p>Certain aspects of the academic pathway could also be reviewed, for example with enrolment thresholds for the offering of certain courses among the three specialized pathways.</p> <p>Efforts will also be made to promote the program and increase enrolment.</p>	<p>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 :</p>
50	<p>Provide a comparison of the institution's tuition rates (both domestic and international) with that of similar programs in two other provinces: The cost of our one-year, full-time certificate is \$3,600.</p> <p>At Collège Éducacentre (British Columbia), the certificate in Development and Management in the Social Economy is \$3,780. At Collège Boréal (Ontario), the Social Entrepreneurship program costs \$4,057 per year.</p>	<p>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 :</p>
51	<p>List additional projected financial costs for students (texts, books etc.): Some courses will require the purchase or online access to books. Many resources will be available free of charge on digital platforms.</p> <p>Additional questions on tuition fees:</p> <p>Please specify the method used to set tuition fees: We have set the cost per credit at \$100 and have planned for an annual indexation of 2%, which will be announced in Year 2 and begin the following fall semester.</p> <p>Are the tuition fees in line with those charged by other institutions offering a similar program? This amount per credit makes the tuition fees for the certificate \$3600, plus \$160 per year in incidental fees. At College Educacentre, a similar program costs \$3780. At College Boreal, it costs \$4,057.</p> <p>Who is consulted to set tuition fees? The consultation took place among the college's team that develops post-secondary programs.</p> <p>Are there any incidental fees included in tuition? If so, which ones? The \$160 per year, charged per session (\$80), will help cover the administrative costs associated with managing student records.</p> <p>How much will the application fee be for this program? A one-time fee of \$20 is payable when you submit your</p>	<p>Indiquez les coûts supplémentaires prévus pour les étudiants (documents, livres, etc.) :</p>

application.

Will students be able to benefit from payment arrangements under this program? To promote access to studies and reduce financial constraints, tuition fees may be subject to monthly payment arrangements, with up to 30% of the costs payable within six months of completing the program. Payment of these fees is required to consider the program completed and issue the certificate. (see payment and refund policy)

Applicant Name:
Nom du demandeur :

X

Signature of Applicant / Signature du demandeur

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