



## 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: <b>Trent University</b> Nom de l'établissement :				
Mailing Address (include no., street, apt. no., PO box, postal code): <b>1600 West Bank Drive</b> Adresse postale (n°, rue, appartement, case postale, code postal) <b>Peterborough, ON, K9L 0G2</b>				
Is the institution applying for consent to operate as a university? L'établissement qui demande une autorisation sera-t-il exploité comme une université?	<input checked="" type="checkbox"/> Yes / Oui <i>(considered an incomplete application if not answered)</i> <input type="checkbox"/> No / Non <i>(Votre demande sera jugée incomplète si vous ne répondez pas à cette question.)</i>			
Is the institution applying for consent to operate a college? L'établissement qui demande une autorisation sera-t-il exploité comme un collège?	<input type="checkbox"/> Yes / Oui <i>(considered an incomplete application if not answered)</i> <input checked="" type="checkbox"/> No / Non <i>(Votre demande sera jugée incomplète si vous ne répondez pas à cette question.)</i>			
Program Name: <b>Indigenous Environmental Studies and Sciences Diploma</b> Nom du programme :				
Credential Awarded: <b>Diploma</b> Titre de compétence accordé :	Proposed Effective Date: <b>2023-09-07</b> Date envisagée pour l'entrée en vigueur :			
Provide a calendar description of the program being proposed: Fournissez une description du calendrier pour le projet proposé :				
1	The Indigenous Environmental Studies & Sciences Diploma program, developed in partnership with the Yellowknives Dene First Nation, incorporates Dene ways of knowing and being, including course work involving Dene land use protocols, Dene land stewardship practices, and traditional Dene land navigation skills. The Diploma is offered jointly by the Trent University School of the Environment and			
2	List program learning outcomes: Quels sont les résultats d'apprentissage du programme?			
	<table border="1"> <tr> <td>a) Ability to communicate between and use multiple worldviews and knowledges especially in regards to environmental, health and social issues facing Indigenous</td> <td>b) Development of interactive and integrative thinking to address environmental, health, and social issues</td> </tr> <tr> <td>c) Development of problem-solving skills to benefit both Indigenous and non-Indigenous communities</td> <td>d) Development of critical and integrative thinking abilities to begin to address the complex environmental problems facing Indigenous communities,</td> </tr> </table>	a) Ability to communicate between and use multiple worldviews and knowledges especially in regards to environmental, health and social issues facing Indigenous	b) Development of interactive and integrative thinking to address environmental, health, and social issues	c) Development of problem-solving skills to benefit both Indigenous and non-Indigenous communities
a) Ability to communicate between and use multiple worldviews and knowledges especially in regards to environmental, health and social issues facing Indigenous	b) Development of interactive and integrative thinking to address environmental, health, and social issues			
c) Development of problem-solving skills to benefit both Indigenous and non-Indigenous communities	d) Development of critical and integrative thinking abilities to begin to address the complex environmental problems facing Indigenous communities,			

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) :	Through Trent Peterborough Campus online courses, and off-site locations in Yellowknife
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)?	The program will be delivered through a blend model of online, hybrid remote, and in-class teachings.
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 Yellowknives Dene First Nation Dechjta Nàowo Post-Secondary Education Department
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):	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)?  At Trent University, our Full Load Equivalents are similar to most major universities in Canada, but we use a half-credit system. Over both the Fall and Winter terms, a full-time load is considered to be 3.5 to 5 credits, with a course running in one semester being deemed 0.5 credit and a course running over both semesters being deemed 1.0 credit. In the summer or spring term, a full load in each six-week

#### 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) :	N/A
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 :	N/A
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 :	N/A
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 :	N/A

## 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):</p> <p>The Yellowknives Dene First Nation has provided their support for this program as a unique opportunity for northern Indigenous learners to prepare for employment opportunities or pathways into higher education programs (see support letter).</p>	<p>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) :</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 <sup>re</sup> année	Yr. 2 2 <sup>e</sup> année	Yr. 3 3 <sup>e</sup> année	Yr. 4 4 <sup>e</sup> année	Annual Ongoing Annuelle
Total Head Count / Inscriptions totales	15	15	15	15	15
Year 1 / 1 <sup>re</sup> année	15		15		
Year 2 / 2 <sup>e</sup> année		15		15	
Year 3 / 3 <sup>e</sup> année					
Year 4 / 4 <sup>e</sup> année					
Year 5 / 5 <sup>e</sup> année					
Total FLE / Nombre total d'étudiants à temps plein	15	15	15	15	15
FLE Year 1 / 1 <sup>re</sup> année	15		15		
FLE Year 2 / 2 <sup>e</sup> année		15		15	
FLE Year 3 / 3 <sup>e</sup> année					
FLE Year 4 / 4 <sup>e</sup> année					
FLE Year 5 / 5 <sup>e</sup> année					
Anticipated Number of Graduates Nombre anticipé de diplômés		15		15	15

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

14	<p>Will total enrolment at the institution increase as a result of implementing this proposed program? If yes, please explain:</p> <p>Yes, this program is being delivered as a pilot in the NWT to see if it is something that can be delivered long-term using a blended model of learning. If successful, a modest increase in enrolment through Trent University would be expected.</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?</p> <p>There will be one intake for the program in September 2023. The courses build on each other, and students will need to take certain courses in Term 1 and they will act as prerequisites to other courses in later terms. Following the pilot, we anticipate to offer another cohort in September 2025.</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>
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16	<p>Provide rationale for how enrolment projections were established regarding domestic/international student ratio:</p> <p>Priority is given to students with Dene Indigenous knowledge. We do not expect there to be many, if at all, international students with Indigenous knowledge in the NWT who will apply.</p>	<p>Comment avez-vous calculé les prévisions d'inscriptions concernant le taux d'étudiants canadiens et étrangers? Expliquez :</p>
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17	<p>Explain assumptions regarding attrition and/or number of graduates:</p> <p>We assumed a low attrition rate (n=1) as we are working with a local partner (YKDFN) who will provide community support to students, such as mentoring.</p>	<p>Quelles sont vos hypothèses sur la diminution de l'effectif étudiant ou sur le nombre de diplômés? Expliquez :</p>
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18	<p>What is the minimum number of FLEs needed for this program to be viable (the “break-even” point):</p> <p>As our budget is flexible (with administration funding), we do not have an exact minimum of FLEs for this program as it is a pilot. However, 12-13 students are when we may have to reconvene and look for additional funding sources.</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>
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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):</p> <p>Although the labour market needs in the NWT fluctuate for different sectors, one factor remains constant; Indigenous workers are underrepresented in all sectors as compared to the population of Indigenous people in the NWT. For example, 2019 employment rates show that in Yellowknife, significantly fewer Indigenous females (54%) and males (66%) were employed than non-Indigenous females (80%) or males (80%) (NWT Bureau of Statistics 2020). Further employment was strongly</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>
20	<p>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):</p> <p>The Yellowknives Dene First Nation Dechjta Nàowo Post-Secondary Education Department was consulted. As an organization, they had prior and ongoing consultations with students, employers, and their communities. This program was developed, in part, in response to their interest and request.</p>	<p>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)?</p>
21	<p>Explain the results of these consultations and attach any supporting documentation:</p> <p>The results of these consultations are the co-development of this unique adapted program in which our Indigenous Environmental Studies and Sciences curriculum is being adapted to focus on Dene teachings and Traditional Knowledge for delivery to this group of students.</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:</p> <p>N/A</p>	<p>Quels autres facteurs pourraient avoir une incidence sur la demande pour le programme proposé? Indiquez et expliquez-les :</p>
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:</p> <p>N/A</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	Describe how the enrolment plan aligns with the anticipated demand for this program:  The demand for this program largely stems from the Yellowknives Dene First Nation communities, as such, advertising will be conducted through Yellowknives Dene First Nation channels. Additionally, enrollment measures and establishing retainment plans will include the Yellowknives Dene First Nation.	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:  To target employment equity in the NWT and meet labour market demand surrounding a need for increases in Indigenous employment in environment and other sectors, we are working with the Yellowknives Dene First Nation. Through other programming, the Yellowknives Dene First Nation has proven to foster strong attendance and successful completion rates leading to employment and higher education opportunities. Additionally, the environmental remediation labour required in the Territory is	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:  Learner demand for this program will be sustainable as long as we continue working with our local partner. This program is a unique opportunity for students to learn about environment, climate change, ecology, and sustainability through both a Western and Dene lens.	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:  We estimate 90% of graduates will enter the labour market directly after graduation with the remaining 10% continuing their post-secondary studies. From our partner, we understand that many of the students interested in applying have wanted to complete a diploma program to assist in their entry into the workforce in this area. The remaining 10% may want to continue on to our, or other post-secondary	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:  Indigenous or non-Indigenous government policy specialist, environmental educator, natural resource manager or researcher, Indigenous corporate liaison officer, environmental consultant, teacher, Indigenous/private sector liaison, park warden, environmental activist.	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:  For the above careers, many employers require successful candidates to have education credentials at the post-secondary level in an appropriate field, which our program provides via our two-year diploma.	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?  N/A	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:	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 :  We are excited to work with learners in the communities of Yellowknife, Ndilo and Dettah. Our program will provide individuals an opportunity for post-secondary credit via a regionally and culturally specific program, supported locally. Students will explore concepts relevant to their community, including Dene concepts of well-being and community development, while learning about western and other
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**Institutional Impact / Incidence du programme sur l'établissement**

32	Describe how the proposed program builds on institutional strengths and capacity:	Comment le programme proposé peut-il développer et renforcer les capacités de l'établissement? Expliquez :  Trent University was formed from a community discussion about post-secondary institutions helping to make a difference in social justice. Similarly, the IESS program was developed by an Indigenous graduate student wanting to make a difference in education by creating a place where Indigenous knowledge is valued and where students could learn from their Elders as well as non-Indigenous scholars with the belief that there is strength in all knowledge systems. Developed by Dr. Dan
33	Explain how the proposed program fits with existing programs at the institution:	Comment le programme proposé cadre-t-il avec les autres programmes de l'établissement? Expliquez :  In 1999, the program started as an Emphasis that students could add to other degrees. In 2002, it became a Specialization and in 2010, it then became a degree-granting program with an option of a Bachelor's or Diploma in arts or sciences. The credits earned in the IESS diploma program can be used afterwards by graduates towards a three- or four-year university degree if they decide to pursue those paths.
34	Describe how the proposed program aligns with the institution's mandate (mission/vision) and strategic plan:	Comment le programme proposé s'aligne-t-il avec le mandat et plan stratégique de l'établissement (sa mission et sa vision)? Expliquez :  The proposed IESS program aligns closely with the vision of Trent University in that it promotes sustainable learning, working with community partners, making socially responsible contributions to society, and fostering an environment where Indigenous Traditional Knowledge is respected and recognized as a valid way of knowing. Additionally, two of our mission statements fit exactly with this program to: (1) "remain at the forefront of Indigenous education and scholarship" and (2) "develop
35	Comment on the facilities and equipment available at the institution to support the proposed program:	Les installations et l'équipement en place permettent-ils d'accueillir le programme proposé? Commentez :  At Trent University, we have outstanding staff in both the School of the Environment and the Chanie Wenjack School for Indigenous Studies, that are excited and supportive of this pilot program. Additionally, for this delivery, we are well situated to support online and hybrid/remote delivery. All courses will be supported using Blackboard. Finally, our partner has offered support for the delivery of on-the-land teaching for the instructors and student learning. Facilities and delivery will be dependent
36	In cases where facilities and equipment are shared with other programs, identify the impacts and/or mitigating strategies:	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 :  N/A

## System Impact / Incidence sur le système

37	<p>Does the proposed program duplicate and/or affect existing programming in the NWT post-secondary education system? If yes, explain:</p> <p><b>No</b></p>	<p>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 :</p>
38	<p>If the proposed program creates a program duplication, explain why such duplication is appropriate and beneficial to the NWT:</p> <p><b>N/A</b></p>	<p>Si le programme proposé provoque un dédoublement de programme, expliquez pourquoi ce dédoublement est approprié et avantageux pour les Ténos :</p>

## Other / Autre

39	<p>Are there other considerations that the Department of ECE should take into account when reviewing this proposal?</p> <p>Trent has used the OSAP definition of Ontario residency to determine if a domestic student is an Out-Province-Student, with the exception that all Indigenous students are billed Ontario Domestic rates, regardless of residency status.</p>	<p>Le ministère de l'Éducation, de la Culture et de la Formation devrait-il tenir compte d'autres considérations en examinant la présente demande?</p>
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## 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.

		Yr. 1 1 <sup>re</sup> année	Yr. 2 2 <sup>e</sup> année	Yr. 3 3 <sup>e</sup> année	Yr. 4 4 <sup>e</sup> année	Annual Ongoing Annuelle
40	<b>Revenue Revenus</b>					
	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					
	<b>Total Revenue Total des revenus</b>					

		Yr. 1 1 <sup>re</sup> année	Yr. 2 2 <sup>e</sup> année	Yr. 3 3 <sup>e</sup> année	Yr. 4 4 <sup>e</sup> année	Annual Ongoing Annuelle
41	<b>Operational Costs Coûts de fonctionnement :</b>					
	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					
<b>Total Operational Costs Total des coûts de fonctionnement</b>						

	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 : <div style="background-color: black; height: 40px; width: 100%;"></div>		
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 : <div style="background-color: black; height: 40px; width: 100%;"></div>		
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 : <div style="background-color: black; height: 40px; width: 100%;"></div>		
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 : <div style="background-color: black; height: 40px; width: 100%;"></div>		
47	Provide details of direct costs included:	Fournissez des détails sur les coûts directs : <div style="background-color: black; height: 80px; width: 100%;"></div>		

48	<p>Explain how indirect costs are calculated:</p> <p>[REDACTED]</p>	<p>Expliquez comment vous avez calculé les coûts indirects :</p> <p>[REDACTED]</p>
49	<p>What is the risk mitigation plan should full revenue(s) not be achieved or costs exceed amounts budgeted:</p> <p>[REDACTED]</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> <p>[REDACTED]</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:</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> <p>At Trent University, it is projected for students in this program to pay tuition of approximately \$2680.64 for four half-credit courses or \$5362 for the fall and winter semesters. As a comparison, at the University of Alberta, students in their first year have an estimated tuition of \$6874.80 (this is the approximate cost for a full course load of five courses for each of the fall and winter semesters)</p>	
51	<p>List additional projected financial costs for students (texts, books etc.):</p> <p>Books and other learning materials are projected at \$1000 per annum</p>	<p>Indiquez les coûts supplémentaires prévus pour les étudiants (documents, livres, etc.) :</p>

Applicant Name: Dr. Holger Hintelmann, Dean of Science  
 Nom du demandeur : Dr. Holger Hintelmann, Dean of Science

X 

Signature of Applicant / Signature du demandeur

2023/08/29

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