



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: College of Northern Canada (CNC) Nom de l'établissement :								
Mailing Address (include no., street, apt. no., PO box, postal code): 4910 50th Street, Yellowknife, NT X1A 3X8 Canada 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?	<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>							
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: Diploma in Global Logistics (DGL) Nom du programme :								
Credential Awarded: Diploma in Global Logistics Titre de compétence accordé :	Proposed Effective Date: 2024-01-02 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 : The Diploma in Global Logistics program is a timely and essential pathway that equips students with advanced skills and insights crucial for navigating today's complex international logistics environment – uniquely tailored to meet the needs of northern Canada. By fostering expertise in cutting-edge logistics practices, technologies, and strategies, this diploma empowers graduates to drive logistical efficiency, enhance global trade competitiveness, and contribute to economic growth in the NWT, the rest of Northern Canada, and internationally.							
2	List program learning outcomes: Quels sont les résultats d'apprentissage du programme?							
	<table border="1"> <tr> <td>a)</td> <td>Develop proficiency in executing technical and operational responsibilities while applying optimal approaches within the vital and dynamic logistics sector.</td> <td>b)</td> <td>Incorporate entrepreneurial, managerial, business, and financial principles to actively contribute to the sustainability, strategic planning, and efficient management of both local and global logistics businesses.</td> </tr> <tr> <td>c)</td> <td>Exhibit effective interpersonal skills and leadership qualities while fostering strong social connections with diverse stakeholders within the global logistics industry, showcasing proficiency in communication and other essential soft skills.</td> <td>d)</td> <td>Demonstrate problem-solving abilities, resilience, creative thinking, and critical analytical skills in adeptly addressing unique challenges within logistics and supply chain management.</td> </tr> </table>	a)	Develop proficiency in executing technical and operational responsibilities while applying optimal approaches within the vital and dynamic logistics sector.	b)	Incorporate entrepreneurial, managerial, business, and financial principles to actively contribute to the sustainability, strategic planning, and efficient management of both local and global logistics businesses.	c)	Exhibit effective interpersonal skills and leadership qualities while fostering strong social connections with diverse stakeholders within the global logistics industry, showcasing proficiency in communication and other essential soft skills.	d)
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c)	Exhibit effective interpersonal skills and leadership qualities while fostering strong social connections with diverse stakeholders within the global logistics industry, showcasing proficiency in communication and other essential soft skills.	d)	Demonstrate problem-solving abilities, resilience, creative thinking, and critical analytical skills in adeptly addressing unique challenges within logistics and supply chain management.					

3	<p>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) :</p> <p>See #1 in the Appendix</p>		
4	<p>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)?</p> <p>This program will be delivered in hybrid and online modes.</p>		
5	<p>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.</p> <p>CITT (Canadian Institute of Traffic and Transportation - ON); SELC College (BC); Western Community</p>		
6	<table border="0"> <tr> <td data-bbox="110 520 836 850"> <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>See #2 in Appendix</p> </td> <td data-bbox="836 520 1567 850"> <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 semblables qui ont déjà reçu un certificat d'inscription aux TNO (consultez le MÉCF au besoin)?</p> </td> </tr> </table>	<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>See #2 in Appendix</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 semblables qui ont déjà reçu un certificat d'inscription aux TNO (consultez le MÉCF au besoin)?</p>
<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>See #2 in Appendix</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 semblables qui ont déjà reçu un certificat d'inscription aux TNO (consultez le MÉCF au besoin)?</p>		

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

7	<p>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) :</p> <p>Anticipating a yearly total of 60 co-op placements, the CNC strategic management team projects a significant demand for proficient graduates eager to apply their newly-developed abilities.</p>
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 :</p> <p>See #3 in Appendix.</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 :</p> <p>See #4 in Appendix.</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 :</p> <p>The CNC strategic management team is actively cultivating long-term partnerships with co-op placement hosts in Yellowknife, across different areas of the NWT, and the northern regions of Canada. CNC students will not be expected to arrange their own co-op placements.</p>

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; 2. Brad Krause, VP Academic, 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 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	140	161	169	190	
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	96	112	122	137	
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	0	67	51	72	

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	0	0	0	81	
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	0	0	0	81	
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	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>Given that this program is an additional offering at CNC, it will account for approximately 70% of CNC's overall enrolment. We foresee a 70/30 allocation between the DGL and DGTM programs, with 70% of students enrolling in the DGL program and 30% enrolling in the DGTM. CNC foresees a higher enrolment in the DGL given its structure as a direct pathway to CITT's CCLP designation (CITT-Certified Logistics Professional).</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>
15	<p>How many cohorts or intakes of new students will occur per year, or will there be continuous intake?</p> <p>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.</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:</p> <p>See #5 in Appendix</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:</p> <p>See #6 in Appendix</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):</p> <p>The strategic management team at CNC is applying for both the DGTM and DGL programs concurrently. As such, our original break-even point - by number of students - still stands at 159 enrolled across both programs. We foresee that this number will be much easier to attain with two relevant and appealing programs. As previously stated, the student population will include both NWT students and other domestic students from other regions who will benefit from an online program delivery.</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>See #7 in Appendix</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>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 final submission of the proposal to ECE.</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>Please refer to various inputs regarding curriculum structure and design in further documentation, which have been submitted to ECE in the formal DGL proposal.</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>Based on published economic forecasts (e.g. Skills 4 Success 2015-2025), a decline in demand for the DGL program is not foreseen — especially considering the quantity of current and forecasted employment openings. In addition, CNC’s strategic management team foresees an increase in demand as this program gains traction within the next 2-3 years. Consequently, a more rigorous method of student selection is likely to become necessary.</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>CNC’s approach to program delivery will embrace a hybrid format, wherein on-site participation will be accessible to domestic students based in Yellowknife. Conversely, domestic students in regions beyond Yellowknife, other northern territories, and various parts of Canada will have the option to attend online. In cases where courses facilitate a route toward a professional certification or specialized micro-credential paths, students will have the opportunity to register for up to six online courses. [Refer to #1 within the Appendix for further details.]</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 expected demanded for CNC's Diploma in Global Logistics is primarily driven by the demand for skilled personnel in logistics and supply chain sectors (as itemized in Table 3 within the Appendix, drawn from the report "Occupational Demand Projections," Northwest Territories 2023-32). In light of the potential employment possibilities indicated, our enrollment strategy remains very conservative (at approximately 5% of current and forecasted 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: As a result of the potential employment opportunities referenced above, our enrollment plan is very conservative (at slightly less than 5% 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: The projection is that a substantial majority, ranging from 95% to 100%, of CNC's student body will seamlessly transition into the job market upon completing their studies. A modest fraction (1% to 5%) might opt to enroll in another post-secondary program at a degree-granting institution. In addition, incoming domestic students will be steered towards prominent careers within the dynamic landscape of the logistics and supply chain industry. For the first cohort graduating in the second year, CNC will shoulder the responsibility of arranging co-op placements. Subsequently, as the number of graduates grows through the planning period (2024-2028), CNC will leverage the services of a third party agency. A description of the supports provided to graduates as they transition to the workforce is included in #18 in the Appendix.	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: Upon obtaining their Diploma in Global Logistics, CNC graduates can embark on diverse professional pathways within the logistics industry. The multifaceted scope of this sector empowers graduates to steer their careers in alignment with their individual preferences and occupational ambitions. This could encompass roles spanning retail, manufacturing, distribution and warehousing, food and beverage, mining, agriculture, construction, and many others. Prospective career paths encompass positions like Supply Chain Coordinator, Distribution Manager, Warehouse Operations Manager, Logistics Analyst, Inventory Control Specialist, Transportation Planner, Freight Coordinator, E-commerce Logistics Manager, Procurement Specialist, and Materials Handling Supervisor. Please consult the NOC codes outlined in #7 within the referenced Appendix for detailed insights.	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: None of the aforementioned roles require an undergraduate or applied degree in conjunction with the DGL. After an adequate amount of work experience within the logistics industry, a seamless transition towards supervisory and managerial positions at the mid- to high-level tier becomes attainable.	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	<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:</p> <p>SEE #8 in the Appendix.</p>	<p>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 :</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:</p> <p>SEE #9 in the Appendix.</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:</p> <p>CNC's Diploma in Global Logistics will be launched concurrently with the Diploma in Global Tourism Management - launched in the 2024 academic year.</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:</p> <p>SEE #10 in the Appendix.</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:</p> <p>See #11 in the Appendix.</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:</p> <p>CNC is completely self-sufficient as it relates to program delivery – not relying on any other institution for the delivery of its programs and not sharing its campus with any other. Non-academic administrative operations including human resources, finance, and recruitment support are effectively managed through a series of service agreements with divisions within the EPR Yellowknife group. These partnerships are in accordance with CNC's guidelines and requirements.</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	<p>Does the proposed program duplicate and/or affect existing programming in the NWT post-secondary education system? If yes, explain:</p> <p>The proposed program will neither duplicate nor impact the current offerings within Aurora College or any other post-secondary institution in NWT. This initiative will be offered concurrently with CNC's other diploma program in global tourism management.</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>Not applicable - per our response to the previous question.</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>Non-diploma seeking students are welcome to register in any course offered by CNC to support their professional development or career 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.</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.

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	
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 1 ^{re} année	Yr. 2 2 ^e année	Yr. 3 3 ^e année	Yr. 4 4 ^e 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	<p>If revenue projects include internal reallocations, comment on institutional impacts for other programs/operations:</p> <p>As this diploma program will be offered concurrently with CNC's Diploma in Global Tourism Management, CNC expects instructors that teach core courses (some examples of courses include English studies, Statistics for Managers, Fundamentals of Financial Management, etc.) to teach both DGTM and DGL students. To enhance its roster of qualified faculty in the DGL, CNC will engage in an extensive recruiting process to attract skilled faculty to teach the CCLP courses.</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:</p> <p>See #12 in the Appendix.</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:</p> <p>As CNC will be concurrently offering a Diploma in Global Tourism Management, 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.</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:</p> <p>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.</p>		<p>Indiquez quels types de matériel et de services contractuels vous envisagez d'acheter et indiquez leur coût :</p>	
47	<p>Provide details of direct costs included:</p> <p>The direct costs that have been accounted for (full 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 updated Appendix.</p>		<p>Fournissez des détails sur les coûts directs :</p>	

48	<p>Explain how indirect costs are calculated:</p> <p>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 updated Appendix.</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:</p> <p>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.</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:</p> <p>See #16 in the Appendix.</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.):</p> <p>See #17 in the Appendix.</p>	<p>Indiquez les coûts supplémentaires prévus pour les étudiants (documents, livres, etc.) :</p>

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

X  2023-09-10
 Signature of Applicant / Signature du demandeur (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 has designed a hybrid format for the Diploma in Global Logistics, with local Yellowknife residents attending classes in person and students from other domestic locations, including other northern territories and various parts of Canada, accessing online. For courses leading students toward professional designations or micro-credential pathways, CNC permits registration for up to six fully online courses, enhancing flexibility and accessibility.

[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):

CNC's strategic management team employed a methodology which considered the number of high school graduates across northern territories, coupled with anticipated interest from past graduates in pursuing higher education. Tables 1 and 2 below indicate that nearly 1,050 high school students graduated from high school (in the most recent year of published data) across the three northern territories. Over the past 5-10 years, Tables 1 and 2 indicate that there are more than 4,000 graduates. Thus, the targeted student population is around 5,000; hence CNC's estimate of 140 students – full-time and part-time - enrolling in the DGL during the first year is relatively conservative. This is also supported when 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/>).



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. CNC also leveraged its partnership with CITT, who already have a wide network of potential co-op host organizations. As highlighted in alternate parts of our response, the labour market demand is strong enough to accommodate a minimum of 60 placements per year (equivalent to 15 per term).



Discussions with promising co-op placement hosts to secure placements for CNC's postsecondary students in the logistics sector have involved a deliberate methodology. The following are some key steps and considerations involved in the process:

1. **Research and Targeting:** We have identified potential placement hosts in the logistics 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 logistics 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 co-op 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 co-op process - assuring potential hosts that we will be available to address any questions or concerns and facilitate a successful co-op 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 co-op 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 co-op 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:

This initiative is not in direct competition with recognized logistics programs and online learning platforms located in northern Canada. The College of Northern Canada has developed a distinctive curriculum designed to prepare graduates for employment in the northern logistics sector. Diploma recipients would also be well-equipped to introduce innovative approaches to logistics management in various parts of North America and the broader global landscape. The content holds particular relevance for developing logistical solutions within indigenous and/or remote communities worldwide. In Canada, there is a scarcity of post-secondary educational programs that cater to these specific logistical needs. Given the unique nature of CNC's program, tailored to the logistics industry, and the substantial demand for skilled student workers across northern regions, we do not foresee any detrimental impact on other programs offered by other educational providers.

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

In adherence to the prevailing policy of the Canadian Ministry of Immigration, Refugees, and Citizenship Canada (IRCC), which dictates a three-year period during which no international students can be admitted to any newly established postsecondary institution in the country, our commitment to these regulations is unwavering. Hence, all our students, during this initial phase, will be domestic. Upon completing the initial three years, our aspiration is to achieve an enrollment of international students of no more than 30% of the total enrollment – completely aligned with the GNWT's policy.

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

Indigenous peoples and other students in smaller communities are better catered to by CNC's online offerings, which respect their distinct preferences and requirements, thereby minimizing attrition rates among this specific demographic. While the official graduation rate specific to institutions in the Northwest Territories remains unpublished, the broader Canadian completion rate stands at approximately 69% (MPHEC, 2018). Therefore, we estimate that the graduation rate for domestic students would likely range between 65-70%.

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):

The prospective need for CNC's Diploma in Global Logistics originates predominantly from the requirement for proficient personnel in logistics and supply chain sectors (as outlined in Table 3 in the Appendix, extracted from "Occupational Demand Projections," Northwest Territories 2023-32). Considering the prospects for employment, our enrolment projections are conservative (at approximately 5% of forecasted and current job prospects solely within the NWT).



The intended CNC program in global logistics is tailored for the logistics and supply chain sectors. As per insights from the Skills 4 Success report, an estimated increase of around 37,000 position openings is foreseen in the NWT labour market by 2030 (ref: Skills 4 Success, 2015-2025). A significant portion of these roles will fill vacancies due to workforce transitions, including replacing retirees, interim labourers, and those leaving the NWT. This comprehensive study also highlights that, as of 2015, 9,500 workers in the NWT were aged 45 and above; this shows a 40% surge between 2004 and 2014—an important indication of an aging workforce which will need replenishment.

In the context of workforce demand directly associated with logistics, based on the NWT Labour Market Outlook 2023-2032, over of 1,300 employment opportunities are projected to arise in sectors directly related to logistics and supply chain (supporting figures in Table 3 below).

Table 3

Occupation Title and NOC code	Employment (2021)	Job Openings (2023-2032)	Median income (2020 \$)
Transportation and production logistics coordinators and customs brokers (1320)	35	5	-
Supply chain logistics, tracking and scheduling coordination occupations (1440)	225	195	96,000
Retail and wholesale trade managers (6002)	390	280	75,000
Water and rail transport operators and labourers and related occupations (7521)	100	50	71,500
Taxi, personal service and delivery service drivers (7520)	150	95	21,000
Longshore workers and material handlers (7510)	105	35	69,500
Transport equipment operators, utility maintenance and related workers (7420)	135	85	57,200
Transport truck and transit drivers (7330)	520	320	71,500
Transportation officers and controllers (7260)	270	205	88,000
Managers in transportation and postal and courier services (7002)	90	60	115,000
Totals	2,020	1,330	

*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 DGL program will serve both the social and economic needs of NWT.

From a human resource and human capital perspective, the program assumes a pivotal role in addressing one of the major challenges in the NWT, as outlined in GNWT's "Northwest Territories Transportation Strategy 2015-2040" report. As noted, there are significant challenges in attracting and retaining skilled workers in NWT's transportation sector. As many current workers are approaching the age of retirement, retaining current human capital and transferring that knowledge to younger generations is a major issue. Upgrading the skills of current workers is another significant challenge. A program such as CNC's DGL would significantly help alleviate these concerns.

From a societal standpoint, this program holds the potential to significantly enhance the well-being of local communities by virtue of its robust curriculum tied to practical applications within the logistics and supply chain sector. Immersive work-integrated learning experiences, such as co-ops, stand to provide organizations with a pool of skilled students poised to contribute substantively to their placement hosts' endeavours.

[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.

Situated at 4910 50th Street, Yellowknife, NT, X1A 3X8, the CNC campus provides a contemporary and professional learning environment. Strategically located within downtown Yellowknife, the campus is close to CNC collaborators, which includes co-op hosts, potential employers, and industry partners. Weekday classes, as well as those on evenings and weekends, will be conducted on-site while allowing online access in a hybrid delivery format. In anticipation of the institution's expansion, CNC is currently exploring options for a campus expansion, including developing student accommodations within close proximity. Detailed assessments have confirmed the institution's readiness for the first year of the program's rollout.

Regarding soft infrastructure, CNC presently boasts three full-time senior administrative personnel and three part-time managing directors. These directors oversee diverse departments encompassing marketing, IT, and comprehensive campus administration. The recruitment of 12 faculty members and subject matter experts has been recently completed, each with extensive track records in formulating and delivering post-secondary curricula at the diploma, bachelor, and master's levels. The expansion of the academic team will continue, involving esteemed individuals with a history of community service in and around Yellowknife. This step of the process is anticipated to be completed by November 2023, further reinforcing CNC's program delivery.

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

The Diploma in Global Logistics 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 co-op 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:

Crucial for both CNC faculty and students in cultivating an effective educational environment is the establishment of an optimal teaching and learning 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. Essential to this initiative is the acquisition of various equipment for CNC's existing campus classrooms, tailored for face-to-face, online, and hybrid instruction modes. These rooms will incorporate a blend of elements, including comfortable chairs and desks, whiteboards, and advanced technology LED TV screens. The setup at CNC seeks to enhance student-instructor interaction and facilitate the application of best practices for delivering top-tier education within a student-centered framework. In Yellowknife, CNC's campus features eight classrooms, each boasting a large LED screen (~55"), a dedicated computer, a camera, microphones for hybrid delivery, a high-quality speaker, and ample seating. In instances where classes are held in smaller communities beyond Yellowknife, students engaged in online instruction will be expected to acquire their own laptops and a reliable internet connection. CNC's Student Services department stands ready to lend support, assisting students to secure grants and offering guidance on suitable hardware that best aligns with their coursework.

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

Instructors at CNC will be engaged across diverse programs, with course assignments aligned to their academic qualifications and teaching background. A teaching load of up to three courses per term may be assigned to each faculty member. CNC's strategic management team has undertaken a comprehensive comparative assessment of the compensation offerings at private degree- and diploma-granting institutions nationwide, establishing a competitive compensation package. The required faculty members for the DGL have been successfully onboarded and affirmed their dedication to start teaching



at CNC from January, 2024 onward. To enhance its roster of qualified faculty in the DGL, CNC will engage in an extensive recruiting process to attract skilled faculty to teach the CCLP courses.

[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	13,300	5,005	8,096	35,662
Classroom supplies	5,250	5,775	6,353	6,988
Electricity	10,080	10,584	6,300	6,615
Insurance	4,200	4,200	4,200	4,200
Internet and communications	4,200	4,410	6,300	6,615
Lease	42,000	81,312	88,200	92,610
Utilities	4,550	5,005	5,566	6,056
Total of Other Direct Costs	83,580	116,291	125,014	158,746

[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	1,750	1,925	2,118	2,330
Depreciation	30,485	22,040	16,394	12,213
Facilities supplies	4,200	4,620	4,990	6,651
Miscellaneous expenses	5,810	3,850	4,235	4,659
Register brand	3,850	4,235	4,130	5,125
Repairs and maintenance	8,295	11,900	13,440	18,634
Total Indirect Costs	54,390	48,570	45,306	49,611

[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:

The strategic management team at CNC is committed to minimizing all financial burdens tied to enrollment. In pursuit of this goal, the course development team has developed a curriculum of 24 courses for the DGL program, drawing upon trusted and reputable open resources endorsed by esteemed institutions like Thomson Rivers University and endorsed by regulatory bodies spanning different provinces, including British Columbia. The unfettered access to these resources will mean students will be able to benefit from cost-free materials and an extensive array of supplementary learning aids. Any supplementary materials required will be supplied to CNC students at no additional expense. In the context of co-op placements, there is the potential for supplementary charges which might emerge after the program's start. These prospective fees might encompass elements such as micro-credentials and professional certifications - aligned with specific professional pathways. (See #13 in the updated Appendix for additional information.)

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

The program places a premium on fostering engagement among students in both virtual and physical learning environments, which includes the completion of an array of hands-on assignments and projects spanning the entire program. Novel educational technologies and strategies, including simulations and specialized software applications, are leveraged to develop self-aware individuals with compelling portfolios of real-world project experiences within the logistics and supply chain sectors. The program's co-op component provides students with the opportunity to put their acquired expertise into practice within a professional context, addressing and resolving operational, business, and managerial challenges within the logistics industry. Students are expected to showcase their proficiency through the application of current knowledge in identifying specific issues and emerging trends within logistics and supply chain management.



Beyond the confines of the classroom setting, CNC Career Services Department (CSD) will introduce a mandatory and personalized professional development and individual career coaching service. These offerings are tailored to provide students and alumni with targeted assistance in developing their prospective career paths prior to graduation. In addition, the CSD will play an instrumental role in steering its students toward the pursuit of diverse micro-credentials, certifications, and professional designations, all aimed at enhancing their post-graduation career endeavours. CNC is actively forging an array of partnerships and articulation agreements with a range of credential-granting organizations. This strategic approach enhances students' preparedness for the job market, facilitating a seamless transition into their desired professional careers. All our CCLP students will benefit from the various seminars that CITT will provide to enhance their job readiness as part of the CNC student services fee.

