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DEVELOPMENT PLAN

ARCTIC COLLEGE

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INTRODUCTION

1. Postsecondary education in the Northwest Territories has evolved from a system which consisted primarily of upgrading programs and vocational training in areas such as secretarial skills and heavy equipment operation. These programs were brought together in Fort Smith in the late 1960s with the establishment of the Adult Vocational Training Centre (A.V.T.C.). A.V.T.C. was declared a College in May of 1981. The institution was subsequently renamed Thebacha College and a Board of Governors was appointed to administer the system.

Although A.V.T.C. was developed as a territorial institution, the one facility in Fort Smith could not serve the demands of a widely scattered population. The special committee on Education recommended that small regional campuses be established because of problems and expenses associated with trying to promote participation in advanced education through a single campus.

A Strategic Plan based on the Special Committee's report was prepared and approved by the Government of the N.W.T. in November 1984, establishing Arctic College as a decentralized community college system to provide educational services across the N.W.T. The Executive Council approved the development of a regional campus in Iqaluit and directed that future campuses were to be established when it became academically and economically feasible. Field based courses have been offered in many communities for several years. Iqaluit campus was established in 1984.

The Inuvik campus became operational in early 1987 in a renovated Canadian Forces Base turned over by the Department of National Defence. Campuses are planned for the Keewatin and Kitikmeot regions and for Yellowknife.

This development plan, which is a follow up and revision to the 1984 strategic plan, reflects adult training needs in all parts of the Territories, provides a framework of guiding principles, details the organization and structure of the College and outlines the programming plans for the Northwest Territories.

The Development Plan will include a breakdown of programs which are currently operating and which will be provided on an ongoing basis. Additionally, this document will provide details of new programs which may be offered on the basis of student needs and the state of the economy. A major limitation of this plan is the difficulty of predicting program demands and economic needs in the North. As such this plan can only be viewed as a statement of direction with much room for flexibility to meet needs.

PURPOSE

2. The Arctic College will deliver educational programs geared specifically to the northern environment and the needs of the northern workforce. The broad purpose of the College is the delivery of post-school services to adult learners of the Territories and will provide the following programs at suitable stages of its growth:
 - Technical & Vocational Programs;

- Programs of a compensatory or upgrading nature;
- Adult and continuing education in vocational, avocational, and liberal education courses;
- General education courses;
- Initial years of selected university programs;
- Cultural and Language Development Programs.

Programming will be heavily oriented towards job skills and the demands of the labour market. However, a limited wage economy and strong ties to the land will result in many residents choosing to pursue a traditional resource-based livelihood. Arctic College will provide programs which include a strong element of northern culture delivered by elders who can pass on traditional skills to the next generation.

As a result, college programs will provide the skills to function effectively in either a traditional or a wage economy.

PRINCIPLES

3. a) Arctic College will be responsive to community needs. Close communication links will be established with Education Authorities at all levels.
- b) College programs will be designed for maximum student accessibility, but at a level which will be equivalent in standards to similar programs delivered across Canada.
- c) Programs will be regularly reviewed and monitored for effectiveness and continued relevance in the Northwest Territories.
- d) Programs will be delivered at the community level wherever possible.

Distance education is a college priority.

- e) Programs will be developed to enable easy transfer of resources from one location to another.
- f) The Arctic College system will be developed to include regional campuses and program centres.
- g) A broad range of core programs will be delivered at each campus, and unique program offerings will be developed for specific campus locations.
- h) Arctic College will maintain close communication links with all organizations providing training in the N.W.T. to promote high standards of programs.

LEGISLATION

4. The Arctic College Act will be enacted on April 1, 1987. An immediate result of legislation will be the delegation of operational responsibility for the College to an appointed Board of Governors. The legislation will clearly establish the role of the Minister in the provision of overall direction and control of Arctic College and will detail the authority and responsibilities of the Board of Governors. A funding mechanism for the College will also be established. Arctic College staff will continue to be members of the Public Service.

Before Arctic College is turned over to the Board of Governors in 1987 to be administered under the Arctic College Act, a comprehensive operational review will be conducted at all locations.

PROGRAM PLANS

5. Each of the college campuses will have some common programming needs. However, the history of adult education in each area, the size of the population, the existing academic levels of residents and regional economic needs will mean that the volume and content of programs will vary significantly from one region to the next to take these differences into account.

All of the current categories of programs continue to play an important role in training in the N.W.T. However, in view of overall low academic levels, a large percentage of existing resources are applied to the short term introductory trades and the applied studies programs. As educational programs gradually increase academic levels and improve potential for employment, a greater importance and emphasis will be placed on longer term programs of study in the Trades, Diploma and University Studies categories. Programs fall into the following categories:

5.1 TRADES

Trades courses will be a priority for Arctic College, but the volume of trades offerings will fluctuate depending upon the level of economic growth. Short term introductory trades courses and Housing Maintenance Serviceman courses will be provided at all locations. Longer term apprenticeship programs requiring specialized equipment and buildings will be offered where these facilities exist. Thebacha Campus is the only centre with a Trades Complex at present.

Current trades programming is varied, but is generally confined to trades where journeyman certification has been available. Efforts will be made over the next few years to provide training in those sectors of the economy which are expected to provide maximum benefits to the N.W.T. The mining sector has traditionally imported a great deal of its labour as have the oil and gas and construction sectors. Pilot programs will include orientation programs in those industries and cooperative training ventures with major employers in each sector.

5.2 DIPLOMA PROGRAMS

These one and two year programs are primarily aimed at service industries and government rather than short term development projects. As a result, the variety and volume of course offerings depends on population and the state of the economy. Course lengths normally start at one year with a view towards expansion to a full two years depending upon demand and level of expertise required. Wherever possible programs are modular and lend themselves to delivery at the community level in segments of 3 - 6 weeks. University accreditation is a major attraction of the Teacher education programs and will be extended to as many other diploma programs as possible.

Programs were initially established for those occupations where jobs for graduates were a virtual guarantee. All of the 1987 two year diploma programs prepare students for government jobs. While the success rate in these areas is high, the market will gradually adjust as a result of the employment of many of the graduates to the point where fewer jobs are available.

Future thrusts will be in the development of one year certificate programs which can be lengthened to two year diploma programs depending upon success rates and the need for greater expertise. Programs will provide students with the skills needed to function in the private sector and may include courses in Communications, Interpreter/Translation, School Counselling, and the Travel Industry.

The takeover of responsibility by the Northwest Territories for health services will generate employment prospects for residents which will be enhanced by a training strategy for health careers. Programs will include a Health Career Preparation Program, a Nursing Career Development Program and a one year Home Care/Long Term Care Aide Program.

5.3 APPLIED STUDIES

These short term courses, generally offered in communities, focus on providing academic upgrading and the skills required to obtain immediate employment. Offerings are heavily dependent on federal funding. The volume and type vary significantly depending upon Territorial priorities and availability of funds through the Canadian Jobs Strategy.

These programs are designed to upgrade academic skills. In recognition of the short term employment prospects available on major resource development projects such as Beaufort Sea Exploration, community programs upgrade residents to the point where they are ready and eligible for the specialized training required as a prerequisite to employment in areas such as the oil and gas industry. Programs will continue to be provided at the community

level, but the numbers of courses will be gradually replaced by trades and diploma courses as academic levels improve.

5.4 UNIVERSITY STUDIES

Short term university courses have been available during the past few years with the majority of courses provided in larger western Arctic communities such as Yellowknife. Negotiations will be undertaken with major universities in Western and Eastern Canada to explore the possibilities of providing a wider variety of university level courses in communities where sufficient numbers of qualified students are available. These courses could be provided in virtually every community with adequate facilities and sufficient numbers of qualified students. This would overcome the requirement for students to travel to southern universities immediately after high school to obtain university education.

The Department of Education is moving towards a situation where high schools are being established in smaller centres. This may reduce enrolment in existing high schools and free up classroom and residence space for other uses. Cooperative arrangements will be explored with universities to provide first year programs utilizing these facilities.

The following chart provides examples of the wide variety of course offerings provided under the four categories. Details of current and potential programs are appended to the plans for individual campuses in section 7.

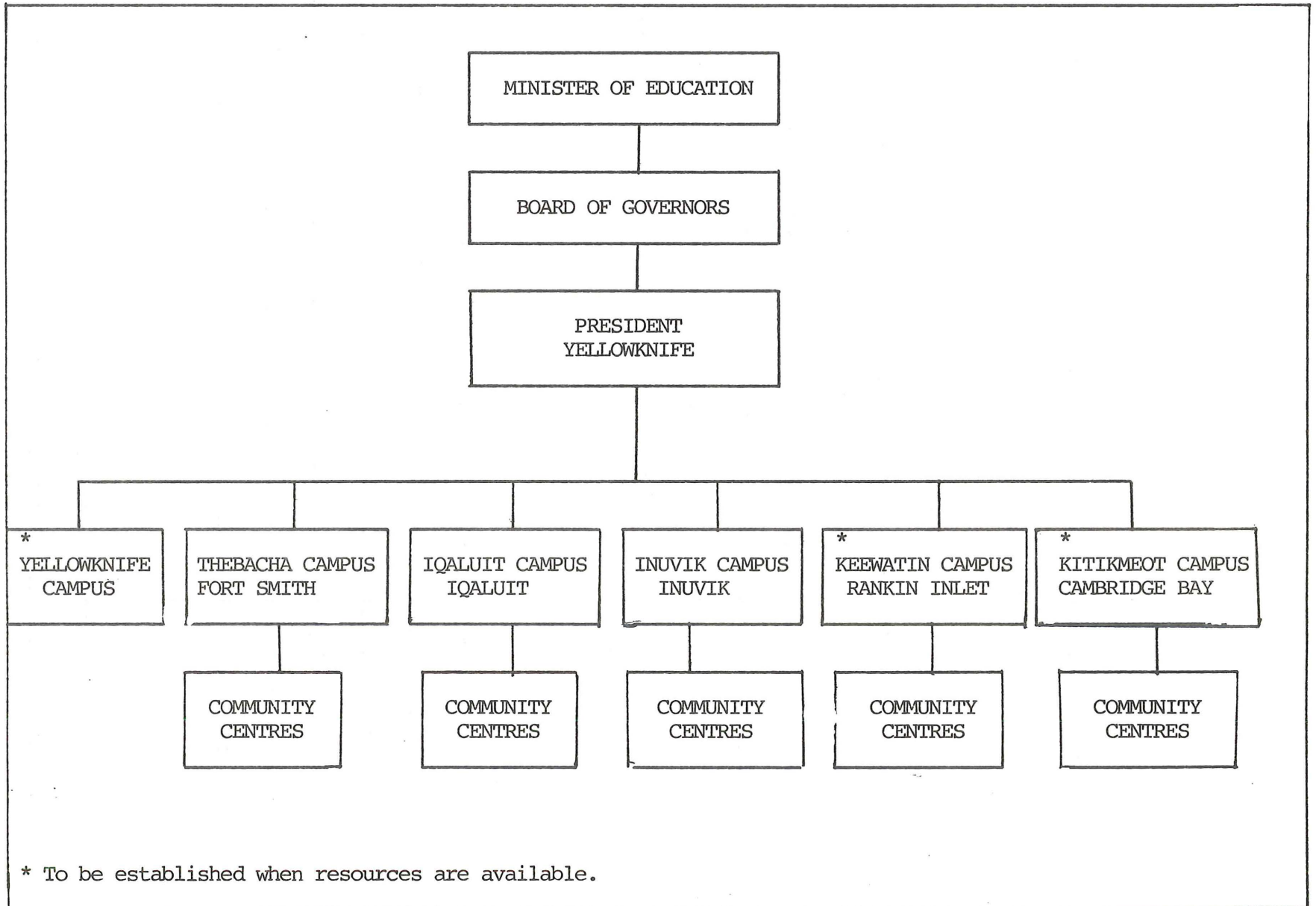
CHART I

TRADES	DIPLOMA	APPLIED STUDIES	UNIVERSITY STUDIES
<u>Introductory</u> Electronics Welding Trades Orientation Cooking Heavy Equipment Operator Mining & Exploration	<u>1 Year</u> Travel Industry Communications Interpreter/Translation School Counsellor Secretarial Arts	Basic Office Practise Clerk Typist Word Processing Bookkeeping Academic Upgrading Surveying Employment Orientation	Sociology Anthropology Philosophy Psychology English History Geography Statistics Math Economics
<u>Apprenticeship</u> Heavy Duty Mechanic Carpentry Housing Maintenance Plumbing Millwright Small Equipment Repair Electrical	<u>2 Year</u> Renewable Resources Social Services Teacher Education Public & Business Administration Administration Studies Human Development Recreation Leadership Environmental Technology		

ORGANIZATIONAL STRUCTURE

6. The College system which includes a headquarters in Yellowknife, may be supported by up to six campuses and a number of community centres shown in Chart 2. While these facilities will allow students to participate in programs at the institution, efforts are underway to provide alternatives to students who cannot leave their home communities. Traditionally students have been moved to locations where training is provided in a classroom setting. A major review will identify the potential for the delivery of educational programs through distance delivery methods such as teleconferencing, correspondence courses and video instructional packages. This approach will remove barriers to the education system for residents who cannot participate in a full-time program or who do not have access to part-time, on-campus instruction.

CHART II



* To be established when resources are available.

6.1 HEADQUARTERS

The headquarters for Arctic College in Yellowknife currently consists of the President, an executive secretary, a two-person program development unit and a public affairs officer.

The President is responsible for the overall planning and coordination of all College activities. In addition to providing day-to-day leadership to the campuses, the President will work with the Board of Governors in planning the future development of the College system. After the passage of legislation, it will be necessary to transfer staff from existing resources to maintain accounting systems and for record-keeping purposes. This will provide the data base that will be required by the Board of Governors in its decision making.

6.2 CAMPUSES

The college system will ultimately include six campuses. In addition to existing Thebacha (Fort Smith), Iqaluit (Iqaluit) and Inuvik Campuses, Rankin Inlet, Cambridge Bay and Yellowknife may also be established as campuses. Campuses will offer institutional and extension programs in general needs areas as well as region specific courses. The volume and type of programming will depend upon academic levels of residents, the size of the population and the needs of the public and industry.

Campuses, may provide institutional programs and will be responsible for coordinating the delivery of extension programs within their jurisdiction.

6.3 COMMUNITY CENTRES

Community Adult Education Centres are staffed by adult educators and support staff in communities where the population warrants it. The role of the centres is the delivery of community adult education programs and the coordination of Arctic College programs for that location. The centres provide support to the community by arranging for evening general-interest programs, life-style programs, and educational counselling. With the support of local education authorities, the Continuing Education Program will be transferred to Arctic College in 1987. Community program priorities will continue to be set by Local Education Authorities, but the staff will be part of the Arctic College system.

CAMPUS PLANS

7. This section provides details of the role of each campus along with outlines of potential course offerings and level and type of service to be provided at each location. The following chart provides an overview of the programs and services available at each campus:

PROGRAMS & SERVICES

CHART III

	INUVIK	IQUALUIT	KEEWATIN	KITIKMEOT	THEBACHA	YELLOWKNIFE
<u>SERVICES</u>						
Counselling	X	X	X	X	X	X
Testing	X	X	X	X	X	X
Coord. Extensions	X	X	X	X	X	
Managing Residence	X	X	X ²		X	
<u>PROGRAMS</u>						
Apprenticeship	X ²	X	X ¹	X ¹	X	
Introductory Trades	X	X	X	X	X	X
Two Year Diploma	X	X	X ²	X ²	X	X ²
One Year Diploma	X	X	X ²	X ²	X	X
Applied Studies	X	X	X	X	X	X
University Studies	X ²	X ²	X ²	X ²	X ²	X

1. Housing Maintenance Serviceman Courses
2. Potential Offerings

7.1 THEBACHA CAMPUS

The Thebacha Campus evolved from the Adult Vocational Training Centre established in Fort Smith in 1969. The Campus with 108 staff members has changed from an institution providing services to all parts of the Northwest Territories to one of six campuses which will provide services across the N.W.T.

In addition to the 21 existing portable buildings and a large trades complex, the Campus also includes residence facilities for both married and single students. Plans call for replacement of many of the temporary buildings with an administration/academic complex by 1990 and an athletic/recreation building in 1991. Additional student accommodation needs will be satisfied through leasing from the private sector. Over 35 pieces of heavy equipment are also located at Fort Smith.

Role

The Thebacha Campus serves the population of the Western Arctic for extension courses and the entire Northwest Territories for programs currently unavailable at other campuses. The Campus also coordinates extension delivery for all communities in the South Slave area. The Campus administers residence and library facilities, and provides counselling, testing and information services on college programs.

The Campus is the main site for the majority of Apprenticeship and Introductory Trades Programs.

Programming

The Thebacha Campus, due to the variety of its course offerings and a large investment in equipment and capital facilities will continue to be a major campus serving mainly Western Arctic residents but also some from the Eastern Arctic. The Diploma programs are well established and will continue to provide many higher educational offerings for the Western Arctic. Training for airports administration, in addition to programs at the Iqaluit Campus, will be a key course and this will expand over the next few years to take advantage of the accord between the Federal Ministry of Transport and the N.W.T. Minister of Education. Travel Industry Management programs will be delivered at Fort Smith from the extensive facilities available at the campus.

Educational programs preparing residents for careers in the health professions will provide the academic preparation for entry into training for Community Health Workers, Certified Nursing Assistants and Registered Nurses.

The Trades Complex, built with assistance from the Federal Government, permits the delivery of a wide range of apprenticeship theory and introductory trades programs. The facilities are of sufficient size to provide space for expansion for a period of at least ten years. The campus will expand to offer additional courses in the mining trades as well as the highly technical training associated with the North Warning System.

THEBACHA CAMPUS

PROGRAMS & SERVICES	FREQUENCY	FUNDING SOURCE	COURSE DURATION	ENROLMENT	STATUS
SERVICES					
Counselling & Information Services	Ongoing	College			
Testing Services	Ongoing	College			
Coordination of Extension Services	Ongoing	College			
Residence Management	Ongoing	College			
Coord. University Extension Courses	Ongoing	College			
PROGRAMS					
TRADES					
Mechanics	Annually	CEIC	10 months	10	Existing
Carpentry	Annually	CEIC	10 months	10	Existing
Welding	Annually	CEIC	5 months	10	Existing
Plumbing	Annually	CEIC	5 months	10	Existing
Trades Orientation	Annually	CEIC	2 months	20	Existing
Cooking	Annually	CEIC	5 months	15	Existing
Electronics	Annually	CEIC	10 months	6 - 10	Existing
Introductory Mining	Annually	CEIC	10 months	10	Potential
Arctic Airport	Annually	Fed. Govt	8 weeks	15 - 20	Existing
H.D. Mechanics(1-4 yr)	Annually	CEIC	8 weeks	75	Existing
Apprent Carpentry 1-4yr	Annually	CEIC	8 weeks	35	Existing
Apprent Electrical 1-2 yr	Annually	CEIC	8 weeks	20	Existing
Apprent Housing Mtnce	Annually	CEIC	4 - 6 weeks	30	Existing
Apprent Welding 1-3 yr	Annually	CEIC	6 weeks	20	Existing
Apprent Plumbing 1-2 yr	Annually	CEIC	6 weeks	15 - 20	Existing
Apprent Millwright 1-3 yr	Annually	CEIC	6 weeks	15 - 20	Existing

PROGRAMS & SERVICES	FREQUENCY	FUNDING SOURCE	COURSE DURATION	ENROLMENT	STATUS
Heavy Equipment Operation & Driver Training	Annually	CEIC	3 months	50	Existing
Journeyman Testing	Annually	Joint Fund	1 week	25 - 50	Existing
DIPLOMA PROGRAMS					
Social Service Program	Annually	College	2 years	15 - 20	Existing
Child Care Worker	Annually	College	2 years	15 - 20	Potential
Public & Business Admin	Annually	College	2 years	20 - 30	Existing
Renewable Res. Tech	Annually	College	2 years	25 - 30	Existing
Teacher Training	Annually	College	3 years	10	Existing
Travel Industry	Annually	CEIC	10 months	15	Potential
Secretarial Arts	Annually	CEIC	10 months	15 - 25	Existing
APPLIED STUDIES					
Health Career Prep	Annually	College	1 year	20	Potential
Academic Upgrading	Annually	CEIC	5 months	20 - 30	Existing
UNIVERSITY STUDIES					
University Courses	On Demand	User Pay	1 year	15	Potential

7.2 KEEWATIN CAMPUS

The Arctic College Campus for the Keewatin started in a limited mode in 1985/86 and will come into full operation in the fall of 1988 with the expansion of the Kivalliq Hall residence to provide 20 beds for adult students, and the completion of the new school which will free up classroom and administration space in the existing Maani Ulujuk School. The Keewatin Vocational Training Centre, a converted mine building, will be utilized along with garage space provided by the Department of Public Works & Highways to deliver introductory trades programs and Housing Maintenance Serviceman theory courses. Administrative and residence staff will be added in 1987/88 to manage the operation, provide information and counselling services to the public, and supervise students in the expanded residence facility.

Role

In addition to coordinating college extension programs in the Keewatin Region, college staff will deliver C.E.I.C. sponsored courses and field-based diploma programs in Rankin Inlet for community residents and for students from outlying settlements. The existence of the residence facilities in Rankin Inlet will mean that courses may be made available to non-resident students who were formerly excluded due to the limited availability of housing in the Regional Centre.

Programming

Wherever all the students enrolled in a program are from a single community, the program will be delivered in the home community if instructional facilities are available. Otherwise, when students are drawn from more than

one community, programs will be delivered in Rankin Inlet utilizing residential facilities. Over the past 2 years, College extension programs have been introduced into the Keewatin and the numbers have increased to 95 students for 1986/87.

Campus programs will vary depending upon the funding source and the demand. C.E.I.C. funded, short-term, extension courses will be scheduled annually. Programs such as Housing Maintenance Serviceman and field-based Teacher Education will also be made available to the Region. Introductory Trades training in the mining field will be explored for the Keewatin in view of the potential economic value of that sector to the region.

A representative listing of programs planned for the Keewatin Campus in Rankin Inlet is attached. Program offerings in all areas will be dependent upon the availability of qualified students in sufficient numbers and on the development of effective distance education techniques. Modules of Diploma programs offered through Iqaluit Campus are currently available at the Keewatin Campus. As soon as it is feasible full Diploma programs may be available at the Keewatin Campus. Initially, Diploma programs in the Travel Industry and Interpreter/Translation will be piloted at the campus. University extension programs will be provided based on demand. Due to the short history of college programs in the region emphasis will continue to be placed on applied studies in Keewatin communities to prepare residents for access to diploma and trades programs.

KEEWATIN CAMPUS

<u>PROGRAMS & SERVICES</u>	<u>FREQUENCY</u>	<u>FUNDING SOURCE</u>	<u>COURSE DURATION</u>	<u>ENROLMENT</u>	<u>STATUS</u>
<u>SERVICES</u>					
Counselling & Information Services	Ongoing	College			
Testing Services	Ongoing	College			
Coordination of Extension Services	Ongoing	College			
Residence Management	Ongoing	College			
<u>PROGRAMS</u>					
<u>TRADES</u>					
Housing Maintenance	Annually	CEIC	6 months	9	Existing
H.E. Oper. Upgrading	Annually	College	4 weeks	6	Existing
Intro. Carpentry	Annually	CEIC	10 months	8	Existing
Intro. M.V. Mech.	Annually	CEIC	10 months	8	Potential
Introductory Mining	Annually	CEIC	10 months	8	Potential
<u>DIPLOMA</u>					
Teacher Training	Annually	College	12 weeks	10	Existing
Admin Studies	Annually	College	3 weeks	9	Existing
Human Development	Annually	College	4 weeks	9	Potential
Travel Industry	Annually	CEIC	10 months	10	Potential
Interpreter/Trans.	Annually	CEIC	10 months	10	Potential
<u>APPLIED STUDIES</u>					
Office Skills	Annually	CEIC	6 months	9	Existing
Academic Upgrading	Annually	CEIC	6 months	10 - 15	Existing
<u>UNIVERSITY STUDIES</u>					
University Courses	On Demand	User Pay		10	Potential

7.3 INUVIK CAMPUS

The Inuvik Campus begins full operation in 1987 following the acquisition of the Canadian Forces Base. The Campus has residential facilities for 60 single-occupancy students. There is also potential for acquiring limited accommodation for married students if federal housing can be negotiated as part of the Campus package. There exists instructional space for combined Adult Education and College use (approximately 10 - 14 classrooms), a gymnasium for the Recreation Leaders' Training Program, shop facilities for Introductory Trades Training, and office space.

In 1987/88, 11.5 person years will be added to the Campus. The first and second year Recreation Leaders' Course, the Community Administration Certificate Program and the Business Management Certificate Program will be provided at the Inuvik Campus.

Role

The Campus will coordinate the delivery of college extension programs, provide counselling, testing, and information services, and administer certificate and diploma programs on-campus. Responsibilities will also extend to managing a student residence and coordinating campus programs with those offered by the Community Adult Educators who will also make use of the facilities.

Programming

The College will deliver one and two year diploma programs in addition to the usual upgrading and applied studies programs delivered in the region in the past. The importance of the oil and gas industry to the Delta will be

recognized through the provision of introductory and advanced trades training programs related to the sector. Diploma programs in Communications, Interpreter/Translation and Travel Industry Management will be piloted at Inuvik and university courses will be offered based on demand.

INUUVIK CAMPUS

PROGRAMS & SERVICES	FREQUENCY	FUNDING SOURCE	COURSE DURATION	ENROLMENT	STATUS
SERVICES					
Counselling & Information Services	Ongoing	College			
Testing Services	Ongoing	College			
Coordination of Extension Services	Ongoing	College			
Residence Management	Ongoing	College			
PROGRAMS					
TRADES					
Driver Training	Annually	CEIC	7 months	7	Existing
Housing Mtce. Serv.	Annually	CEIC	6 weeks	10	Existing
Marine Trades	Annually	CEIC	6 months	10 - 30	Potential
H.E. Operator	Annually	CEIC	1 month	8	Existing
DIPLOMA					
Community Recreation	Annually	Joint	2 years	15	Existing
Travel Industry	Annually	CEIC	1 year	10	Potential
Community Admin	Annually	College	2 years	30 - 40	Existing
Communications	Annually	CEIC	1 year	10	Potential
Business Management	Annually	College	1 year	10	Existing
Interpreter/Trans.	Annually	CEIC	1 year	10	Potential
Teacher Training	Annually	College	3 years	12	Existing
APPLIED STUDIES					
Basic Office Practise	Annually	CEIC	4 months	7	Existing
Word Processor	Annually	CEIC	7 months	7	Existing
Clerk Receptionist	Annually	CEIC	6 months	7	Existing
Office Management	Annually	CEIC	6 months	7	Existing
Food Services	Annually	CEIC	3 months	7	Existing
Academic Upgrading	Annually	CEIC	6 months	7	Existing
UNIVERSITY STUDIES					
University Courses	On Demand	User Pay		10	Potential

7.4 IQALUIT CAMPUS

The Iqaluit Campus was established in May of 1984. The Campus with 23 staff members operates from the Iqaluit Adult Education Centre, the Gordon Robertson Educational Centre, and the Federal Building. An academic building will be complete in 1988 as a joint-use facility between the College and Community Adult Education. A married-student residence will be complete in 1990.

Role

The Iqaluit Campus will coordinate College programs for the Baffin Region. It will continue, as well, to coordinate these for the Keewatin Region until that Campus is operational.

Certificate and diploma programs will be offered at the Campus and in the communities of the Baffin Region. The Campus will provide counselling, testing, and information services and manage a student residence when it is completed in 1990.

Programming

The potential student population in the Baffin Region allows for the delivery of a wide range of training programs.

The Eastern Arctic Teacher Education Program and the Housing Maintenance Serviceman theory courses will continue to be a large component of Iqaluit courses.

Diploma programs in Communications, Travel Industry, and Interpreter/Translation may be piloted at Iqaluit. University courses will be provided based on demand. Training in airport operations is likely to take on more importance as the accord between the Federal Minister of Transport and the N.W.T. Minister of Education is implemented.

IQALUIT CAMPUS

PROGRAMS & SERVICES	FREQUENCY	FUNDING SOURCE	COURSE DURATION	ENROLMENT	STATUS
SERVICES					
Counselling & Information Services	Ongoing	College			
Testing Services	Ongoing	College			
Coordination of Extension Services	Ongoing	College			
Residence Management	Ongoing	College			
PROGRAMS					
TRADES					
Housing Mtce. Serv.	Annually	CEIC	9 months	8	Existing
Inuktitut Special Carpentry	Annually	CEIC	3 months	8	Existing
Trades Orientation	Annually	CEIC	3 months	8	Existing
Industrial Worker	Annually	CEIC	3 months	8	Existing
DIPLOMA					
Teacher Training	Annually	College	2 years	15 - 20	Existing
Admin. Studies	Annually	College	2 years	10 - 15	Existing
Interpreter/Trans.	Annually	CEIC	1 year	10	Potential
Human Development	Annually	College	2 years	10	Potential
Environmental Tech.	Annually	College	2 years	10	Potential
Cert. Nursing Asst.	Bi-Annual	CEIC	10 months	5	Potential
Communications	Annually	CEIC	10 months	10	Potential
Airport Operation	Annually	Federal	8 weeks	10	Potential
Child Care Worker	Annually	CEIC	10 months	8	Potential
APPLIED STUDIES					
Academic Studies	Annually	Joint	10 months	20	Existing
Eng. as a 2nd Lang.	Annually	CEIC	3 months	8	Existing
Clerk Receptionist	Annually	CEIC	6 months	8	Existing
Word Processing	Annually	CEIC	4 weeks	9	Existing
Syllabic Typing	Annually	CEIC	4 weeks	9	Existing
Introductory Cooking	Annually	CEIC	3 months	6	Existing
UNIVERSITY STUDIES					
University Courses	On Demand	User Pay		10	Potential

7.5 KITIKMEOT CAMPUS

The Kitikmeot Campus will begin operation in 1987. The Campus will operate initially from leased administrative space. Required instructional space will be made available from the existing Community Adult Education Centre and from facilities leased as required.

Role

The Campus will coordinate the delivery of college extension programs throughout the Kitikmeot Region, and provide counselling, testing, and information services on college programs and coordination of community adult programs. This campus will be a small operation due to a short history of college programs in the region and a small population.

Programming

The major activity in this region will be coordinating the delivery of short-term extension programs. Delivery of diploma program courses will initially be in cooperation with other campuses; as demand develops Kitikmeot based programs will be established.

Travel Industry training may be provided along with courses in Interpreter/Translation. Short term trades programs will be offered depending upon the availability of students. University extension programs may also be a possibility for the campus depending upon demand and the availability of qualified students. Applied studies will be an important element of College strategy in the region to prepare residents for Trades and Diploma programs.

A representative list of courses and services is attached. Courses in Housing Maintenance Serviceman theory and Teacher Education will be delivered to students who are already employed in their professions.

KITIKMEOT CAMPUS

<u>PROGRAMS & SERVICES</u>	<u>FREQUENCY</u>	<u>FUNDING SOURCE</u>	<u>COURSE DURATION</u>	<u>ENROLMENT</u>	<u>STATUS</u>
<u>SERVICES</u>					
Counselling & Information Services	Ongoing	College			
Testing Services	Ongoing	College			
Coordination of Extension Services	Ongoing	College			
Coordination of Field Based Diploma Programs	Ongoing	College			
<u>PROGRAMS</u>					
<u>TRADES</u>					
H.E. Oper. Upgrading	Annually	College	4 weeks	8	Existing
Housing Mtce. Serv.	Annually	CEIC	4 weeks	8	Existing
Intro. Carpentry	Annually	CEIC	5 months	8	Existing
<u>DIPLOMA</u>					
Travel Industry	Annually	CEIC	3 months	8	Potential
Business Admin	Annually	College	6 - 8 weeks	8	Potential
Interpreter/Trans.	Annually	CEIC	10 months	8	Potential
Teacher Training	Annually	College	6 weeks	5	Existing
<u>APPLIED STUDIES</u>					
Academic Upgrading	Annually	CEIC	6 months	15	Existing
Basic Office Practise	Annually	CEIC	5 months	10	Existing
Secretarial Arts	Annually	CEIC	5 months	8	Existing
<u>UNIVERSITY STUDIES</u>					
University Courses	On Demand	User Pay		10	Potential

7.6 YELLOWKNIFE CAMPUS

The Yellowknife Campus exists to serve the needs of the residents of Yellowknife, Detah and to some extent Rae Edzo. The Campus includes a small staff and leased residential facilities for some training programs. Two portable classrooms are attached to the Sir John Franklin School and classrooms are leased from the private sector.

Role

The Campus coordinates the delivery of evening, general interest programs for residents; short-term, extension programs; and extension programs offered through universities. It will also provide counselling, testing, and information services.

Programming

Programming will include annually-negotiated, C.E.I.C. funded courses geared specifically to the unemployed. The one-year Certified Nursing Assistants Training Program is an ongoing offering which provides a nationally recognized certificate. Evening, general-interest programs, funded by student fees, will vary depending upon client demand.

Given the relatively low level of unemployment in the Yellowknife area, very few C.E.I.C. funded courses in the applied studies category are delivered.

A major focus will be the negotiation and delivery of extension offerings by southern universities. The makeup of the population and the low levels of unemployment make these evening courses the most practical offerings for the client population. Negotiations will be undertaken with major western

universities with a view towards delivering the first years of the undergraduate general arts program in Yellowknife.

The demand for trained Interpreter/Translators in Yellowknife will continue to be high and a diploma program in this area will be a natural course offering. Travel Industry training will be provided. Cooperative ventures will be explored with local mines to provide introductory mining programs for their operations. The presence of the largest hospital in the N.W.T. will allow for the training of certified nursing assistants and nurses.

YELLOWKNIFE CAMPUS

PROGRAMS & SERVICES	FREQUENCY	FUNDING SOURCE	COURSE DURATION	ENROLMENT	STATUS
SERVICES					
Counselling & Information Services	Ongoing	College			
Testing Services	Ongoing	College			
Coordination of Univ Extension Programs	Ongoing	College			
Coordination of Evening Study Prgms	Ongoing	College			
PROGRAMS					
TRADES					
Introductory Trades	Annually	CEIC	6 months	10	Existing
Introductory Mining	Annually	Joint	10 months	30	Potential
DIPLOMA					
Travel Industry	Annually	CEIC	6 months	15	Potential
Interpreter/Trans.	Annually	Joint	10 months	15	Potential
Cert. Nursing Asst.	BiAnnually	CEIC	10 months	6	Existing
Long Term Care Aide	BiAnnually	CEIC	4 months	10	Potential
APPLIED STUDIES					
Academic Upgrading	Annually	CEIC	6 - 10 months	10	Existing
Eng. as a 2nd Lang.	Annually	CEIC	6 months	10	Existing
Word Processing	Annually	CEIC	6 months	7	Existing
Evening Courses	Annually	Sdnt. Fees	3 months	*350	Existing
UNIVERSITY STUDIES					
U of A Mgt. Deve Prgm	Annually	Sdnt. Fees	6 months	15	Existing
Teleconferencing	Annually	Sdnt. Fees	6 months	6	Existing
U of A Extension Crs	Annually	Sdnt. Fees	6 months	80	Existing
Initial Yrs University	On Demand	Sdnt. Fees	1 year	20	Potential

* Note this total includes enrolments in short term evening courses, therefore, figures cannot be compared to campuses where longer term full time programs are provided.

CONCLUSION

Emphasizing a decentralized program delivery system within a territorial framework, the College has been established to address the diverse training requirements of all N.W.T. residents. While Arctic College is a new organization, it reflects the experience of over twenty years of adult education and training which has shown the importance of providing quality programs and services which are flexible and responsive.

A number of challenges remain. The Board of Governors and the Government of the N.W.T. must plan carefully to establish the legislative and organizational climate which will provide direction and support for Arctic College. The overriding challenge continues to be the effective analysis of training needs and the resulting provision of flexible and accessible programs as close to home as possible for all residents.

During the next decade the residents of the N.W.T. will continue to face many changes. The Arctic College can be important in preparing Northerners to meet these challenges and to take advantage of the opportunities which development will provide.

COLLEGE FUNDING

The operation of Arctic College is financed primarily through allocations from the Government of the Northwest Territories, supplemented by course purchases by the Canada Employment and Immigration Commission.

Operational Funding

The budget for 1986/87 was \$11,621,000 with an establishment of 144.5 person years. The base funding for Arctic College has increased steadily from \$6,862,000.00 in 1983/84 to its current level. Similar growth is reflected in the staffing levels of the College which have increased from 75 person years to 144.5 during the same period.

Base funding provided by the Government of the Northwest Territories is supplemented by Federal Government programs.

During 1985/86, C.E.I.C. support totalled \$4,963,000 for Arctic College and Community Adult Education programming. C.E.I.C. funding has been an essential factor in the expansion of extension programming by Arctic College and continued high levels of extension services will be dependent on C.E.I.C. support. However, the implementation of the Canadian Jobs Strategy by C.E.I.C. has reduced the available funding. C.E.I.C. committed \$5.6 million to the N.W.T.

for 1985/86, of which \$4.9 million was spent. Funding for 1986/87 has been reduced by 10% to \$5.04 million and this trend will continue over the life of the Training Agreement which expires on March 31, 1989, unless enhancements can be negotiated. There is no indication whether funding levels will continue to be reduced thereafter. Programming in communities will be heavily impacted by the reduced funding levels.

Revenue levels from the Canada Employment and Immigration Commission have been characterized by significant fluctuations as a result of activity associated with major development projects. Revenues from 1983/84 projected to 1988/89 are shown in Appendix II and are based upon actual revenues received in previous years and projected on the basis of funding levels defined in a 3 year institutional training agreement with C.E.I.C. which started in 1986/87.

Capital Facilities

The physical facilities required for the delivery of Arctic College programs vary depending upon the duration of programs and numbers of students. The focus of the College is to provide programs at the community level wherever possible. These extension programs are normally delivered from community adult education centres already in existence or in facilities leased from the private sector. No major expansion is foreseen in this area over the planning period.

Residence facilities will be provided at some campus locations while long term courses are provided. Wherever it is feasible, facilities will be leased from the private sector or housed in existing Territorial Government office space. Community centres will be housed in existing Adult Education Centres.

The capital requirements for the Thebacha Campus arise from the need to replace existing mobile facilities which have outlived their useful lives. Also, there is a need to provide recreational facilities for students. Construction at the Iqaluit Campus will provide much needed instructional space including library facilities as well as student accommodation. The Keewatin Campus will include a 20 bed adult residence funded as part of the addition of a regional high school in Rankin Inlet. This construction will also provide instructional and administrative space for college operations within the existing Maani Ulujuk School.

APPENDIX II

ARCTIC COLLEGE
COMPARATIVE REVENUES FROM CEIC
FOR PURCHASE OF COURSES
1983/84 - 88/89
(000s)

Year	Main Estimates	*Supplementary Appropriations	Total
1983/84	3000	1500	4500
1984/85	3130	1500	4630
1985/86	3352	1611	4963
1986/87	5040	-	5040
1987/88	4284	** 750	5034
1988/89	3427		3427
1989/90	Unknown	Unknown	
1990/91	Unknown	Unknown	

* Supplementary appropriations provided as a result of additional purchases by CEIC to address the impact of the Norman Wells pipeline project and Beaufort Sea developments.

**Enhancement negotiated with CEIC for 1987/88.

APPENDIX III

APPRENTICESHIP TRAINING

The numbers of apprentices in some trades has declined dramatically as a result of the economic downturn, particularly Motor Vehicle Mechanics and Industrial Warehousing. The limited numbers of apprentices in these trades will no longer be trained at the College as in the past, but will travel to southern institutions. All other trades are relatively stable and apprentice numbers are expected to increase according to the growth in the population with no major expansion prior to 1991.

N.W.T. APPRENTICES WHO ATTEND THEORY TRAINING
 PROVIDED BY ARCTIC COLLEGE 1986

<u>TRADE</u>	<u>APPRENTICES</u>
Carpenter	33
Electrician	21
Heavy Duty Mechanic	76
Housing Maintainer	102
Small Equipment Mechanic	7
Welder	21
Plumber	30
Machinist	<u>17</u>
TOTAL	307

POPULATION PROJECTIONS

According to population statistics generated by the N.W.T. Statistics Bureau, the N.W.T. population in June 1985 was 51,012. Within this population, 23,257 people fall between the ages of 18 to 45 which is the age category for most prospective students. The N.W.T. population is expected to increase by 12% to 56,987 by 1991. The percentage of the population between the ages of 18 to 45 will increase by 13% to 26,200. This increase is not expected to significantly affect college operations. Support for college programs by the Canada Employment & Immigration Commission is limited to the offerings which cater to students who are over 15 years of age, and who have been out of the school system for a period of three years.

N.W.T. POPULATION PROJECTIONS 1985 - 1991

<u>REGION</u>	AGES 18 - 45		<u>INCREASE</u>
	<u>1985</u>	<u>1991</u>	
Baffin	3833	4662	829
Keewatin	1920	2384	464
Kitikmeot	1459	1800	341
Inuvik	3820	4290	470
Yellowknife	6108	6201	93
Fort Smith	<u>6117</u>	<u>6863</u>	<u>746</u>
TOTALS	23257	26200	2943

Source: N.W.T. Statistics Bureau

LABOUR FORCE PROJECTIONS

Many college programs are designed specifically for those who are gainfully employed for skills upgrading. A high proportion of college students come from the ranks of the unemployed. The 1984 labour force survey conducted by the N.W.T. Statistics Bureau showed a total of 31,163 people, ages 15 to 64. Of this population base, a total of 13,388 residents were not working in 1984, and, of these, approximately 8017 were between the ages of 18 to 45 and have the best potential for entrance to college programs. However, 50% of these residents fall below the grade 9 academic level and would not be eligible for entrance into trades and diploma programs at the campuses. It is more likely that people in this category would benefit from the wide variety of extension programs, with lower entrance requirements, offered in communities. This analysis reflects the need for a continuing high level of extension programs in communities to prepare people for jobs and for advanced education.

EDUCATIONAL LEVELS OF N.W.T. RESIDENTS
NOT WORKING IN 1984
(AGES 18 - 45)

Region	Grade 0 - 8	Grade 9 or More	High School	Not Known	Total
Baffin	1114	322	84	80	1600
Keewatin	535	258	51	18	862
Kitikmeot	482	140	42	17	681
Inuvik	743	437	303	31	1514
Yellowknife	163	190	531	11	895
Fort Smith	<u>992</u>	<u>791</u>	<u>622</u>	<u>61</u>	<u>2466</u>
TOTAL	4029	2138	1633	218	8018

From 1984 Labour Force Survey - N.W.T. Statistics Bureau

SCHOOL LEAVERS

The N.W.T. school system experiences a high dropout rate. Many students leave school for a number of reasons, not the least of which is a lack of visible jobs for graduates. The proportion of students between the ages of 16 to 20 who drop out of school remains steady at 44% of the total population for the age group. This dropout rate introduces approximately 700 students per year into the labour market. These dropouts, if they wish to become employed, generally take advantage of college programs to upgrade their educational levels for jobs entry.

*DROPOUTS BY AGE

1981 to 1990/91

Northwest Territories

Between the Ages of

<u>SCHOOL YEAR</u>	<u>16 & 17</u>	<u>17 & 18</u>	<u>18 & 19</u>	<u>19 & 20</u>	<u>TOTALS</u>
Actual:					
1981/82	185	220	92	13	510
1982/83	205	218	100	24	547
1983/84	253	207	64	28	552
1984/85	241	202	92	90	625

Source: Department of Education Student Records System

*"Dropouts" means students who leave school prior to the end of a school year.

GRADUATING STUDENTS

Graduates from the secondary school system are relatively few in number compared to the total N.W.T. population. Approximately 120 graduates are introduced into the labour market or higher education each year. Projections call for this figure to remain relatively stable during the period to 1991.

GRADE 12 ENROLMENT 1981/82 to 1990/91 Northwest Territories				
SCHOOL YEAR	TOTAL ENROLMENT GRADE 12	GRADUATES ADVANCED DIPLOMA	GRADUATES GENERAL DIPLOMA	TOTAL GRADUATES
Actual:				
1981/82	295	53	128	181
1982/83	260	85	86	171
1983/84	331	60	104	164
1984/85	297	56	113	169
Projected:				
1986/87	298	69	107	176
1987/88	340	79	119	198
1988/89	323	74	115	189
1989/90	323	73	113	186
1990/91	338	78	119	197
Source: Department of Education Student Records System				