

**NORTH ISLAND COLLEGE  
EDUCATION COUNCIL SPECIAL MEETING  
FRIDAY, JANUARY 23, 2026  
BOARDROOM & TEAMS: 1:00 PM – 5:00 PM**

***Meeting will begin at 1:00pm.  
FINAL MEETING AGENDA***

1:00 – 5:00

**1. Declaration of Quorum**

*First Nations Acknowledgment*

**2. Adoption of Agenda**

*Attachment*

**3. New Business**

**3.1 Advice on Recommended Program Suspensions**

1. Board of Governors Request for Advice letter from Board Chair
2. Education Council Chairs Request for Further Clarification from Board Chair
3. Board of Governors Response to Clarification letter from Board Chair
4. Education Council Agenda Item Cover Sheet & Supporting Information
5. EPIA Recommended Program Suspensions Package from Board Chair
6. Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialled Programs
7. Policy 3-20-1P1 Suspension, Relocation or Cancellation of Academic Credentialled Programs Procedures

*Attachments*

**8. Meeting Evaluation – Roundtable**

**9. Confirmation of Next Meeting – February 6, 2026 - TBC**

**10. Estimated Adjournment 5:00**





BOARD OF GOVERNORS  
NORTH ISLAND COLLEGE

2300 Ryan Road  
Courtenay B.C. Canada V9N 8N6  
T 250 334 5270  
bog@nic.bc.ca  
**NIC.BC.CA**

January 12, 2026

Sent by email to Aisling Brady, Education Council Chair

**Board of Governors Request for Advice from Education Council**

Dear Education Council,

At the Special Closed Board of Governors Meeting held on January 8, 2026, a motion was passed to seek the advice of Education Council, on a without-prejudice and without-precedent basis, regarding programs being recommended for suspension as a result of the Expedited Program Impact Assessment (EPIA) conducted as part of addressing NIC's structural deficit and loss of international student revenues.

The attachment outlines the EPIA program suspension recommendations from the Office of Vice President, Academic.

**MOTION PASSED JANUARY 8, 2026**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE SEEK THE ADVICE OF THE EDUCATION COUNCIL OF NORTH ISLAND COLLEGE, ON A WITHOUT-PREJUDICE AND WITHOUT-PRECEDENT BASIS, REGARDING THE FOLLOWING PROGRAMS BEING RECOMMENDED FOR SUSPENSION AS A RESULT OF THE EXPEDITED PROGRAM IMPACT ASSESSMENT CONDUCTED AS PART OF ADDRESSING NORTH ISLAND COLLEGE'S STRUCTURAL DEFICIT AND LOSS OF INTERNATIONAL STUDENT REVENUES. UPON REQUEST BY THE BOARD, THE EDUCATION COUNCIL WILL HAVE 10 BUSINESS DAYS TO PROVIDE A WRITTEN STATEMENT PROVIDING THEIR ADVICE. THE PROGRAMS ARE:

- ADVENTURE GUIDING (AG) CERTIFICATE;
- BACHELOR OF BUSINESS ADMINISTRATION – MARKETING;
- GLOBAL BUSINESS MANAGEMENT POST GRADUATE DIPLOMA;
- DIGITAL DESIGN + DEVELOPMENT POST-GRADUATE CERTIFICATE;
- DIGITAL DESIGN + DEVELOPMENT POST-GRADUATE DIPLOMA – WEB AND MOBILE STREAMS;
- WEB AND MOBILE APPLICATION DEVELOPMENT DIPLOMA;
- WEB DESIGN FUNDAMENTALS CERTIFICATE;
- ADVANCED DIGITAL DESIGN AND DEVELOPMENT DIPLOMA – DESIGN AND DEVELOPMENT STREAMS;
- ANDROID APPLICATION DEVELOPMENT CERTIFICATE;
- FINE ARTS DIPLOMA;
- COASTAL FOREST WORKER CERTIFICATE;
- COASTAL FOREST TECHNOLOGY DIPLOMA;
- FURNITURE DESIGN AND JOINERY CERTIFICATE;
- HUMAN SERVICES DIPLOMA;
- HOSPITAL UNIT CLERK.

Education Council is requested to submit a written statement providing their advice within 10 working days of this request, no later than January 26, 2026. Please submit this statement by email to [bog@nic.bc.ca](mailto:bog@nic.bc.ca).

Sincerely,

A handwritten signature in black ink, appearing to read "N. Arsenault".

Dr. Nancy Arsenault

Chair, Board of Governors  
North Island College



EDUCATION COUNCIL  
NORTH ISLAND COLLEGE

2300 Ryan Road  
Courtenay B.C. Canada V9N 8N6  
T 250 334 5047  
aisling.brady@nic.bc.ca  
NIC.BC.CA

January 13, 2026

**RE: Board of Governors Request for Advice from Education Council Chair**

Dear Dr. Arsenault,

Thank you for your letter outlining the Board of Governors' resolution to seek the advice of Education Council, on a without-prejudice and without-precedent basis, regarding programs recommended for suspension following the Expedited Program Impact Assessment (EPIA).

To ensure Education Council can provide meaningful and appropriate advice within the requested timeframe, as chair I would appreciate clarification on the following points:

**1. Scope of Advice:**

Is the Board seeking Education Council's advice on each specific program recommended for suspension, or on the overall process and principles applied during the EPIA?

**2. Nature of Advice:**

Is the Board seeking advice that focuses on academic considerations, policy compliance, or broader institutional and provincial considerations?

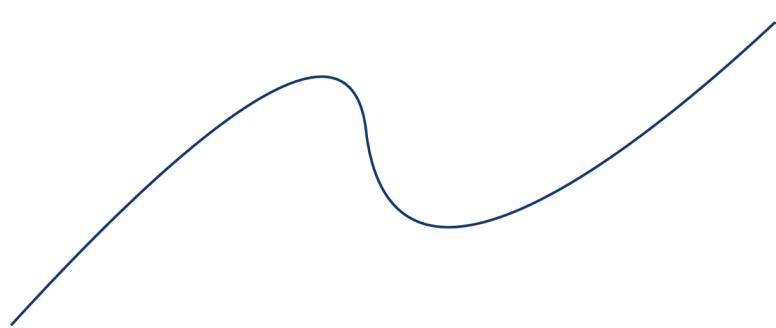
As this type of request is not found in North Island College's Policy 3-20, nor in the College and Institute Act, clarification will help ensure our response aligns with governance best practices, considering extraordinary circumstances.

I look forward to your response.

**Sincerely,**

A handwritten signature in black ink, appearing to read "Aisling Brady".

Aisling Brady, PhD  
Chair, Education Council  
North Island College



NORTH ISLAND COLLEGE



BOARD OF GOVERNORS  
NORTH ISLAND COLLEGE

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**NIC.BC.CA**

January 15, 2026

Sent by email to Aisling Brady, Education Council Chair

**Re: Board of Governors Request for Advice from Education Council**

Dear Aisling,

Further to your formal inquiry of January 13, 2026:

The motion was done on a without-prejudice and without-precedent basis because the Act is unclear on whether Education Council has an advisory role in these circumstances, so I am unable to provide clarification as specific as what you have requested.

The Board is inviting Education Council to provide any advice it considers appropriate, within the scope of its responsibilities and limitations under the Act. Education Council may determine the scope of its advice, whether related to the programs identified through the Expedited Program Impact Assessment (EPIA) process or to broader considerations it believes align with its statutory mandate.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nancy Arsenault'.

Dr. Nancy Arsenault

Chair, Board of Governors  
North Island College



Education Council Agenda Item 3.1 – January 23, 2026

## **Education Council Guidance: Responding to the Board's Request for Advice on Program Suspension**

### **Overview:**

The Board has requested advice from Education Council regarding a proposed program suspension. The guidance below explains Education Council's role in responding to that request in a manner consistent with the College and Institute Act and established principles of academic governance. This provides the scope of our review and type of advice to be provided, as well as academic governance considerations. Proposed motions are provided at the end of these two pages.

### **Attachments:**

1. Board of Governors Request for Advice letter from Board Chair
2. Education Council Chairs Request for Further Clarification letter from Board Chair
3. Board of Governors Response to Clarification letter from Board Chair
4. EPIA Recommended Program Suspensions package from Board Chair
5. Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialled Programs
6. Policy 3-20-1P1 Suspension, Relocation or Cancellation of Academic Credentialled Programs Procedures

### **Guidance for Education Council:**

Education Council is established under the [College and Institute Act](#) (Act) and is responsible for shaping the institution's educational direction. Its primary purpose includes approving curriculum for programs and courses, setting academic policies on grading, evaluation, and student appeals, and advising the Board on broader educational matters. While the Board retains authority over financial and operational decisions, Education Council ensures academic integrity and quality through collaborative processes. This is the basis of the bicameral governance system found in BC Public Post-Secondary Institutions. [Section 24](#) of the Act outlines the power of Education Council.

North Island College is required to operate under the Act, while also responding to the Minister of Post-Secondary Education and Future Skills' [Mandate Letter](#).

Under [section 23](#) of the College and Institute Act, Education Council, an education council must advise the Board, and the Board must seek advice from the Education Council on the development of educational policy for (e) cancellation of programs or courses offered by the institution. This requires formal advice to the Board.

The Act does not explicitly assign Education Council an advisory role with respect to program suspension, which is distinct from program cancellation (also known as discontinuance in other Acts).

The Board must request advice at least 10 working days before the Board will deal with the matter ([Act 23\(3\)a](#)).



North Island College's [Policy 3-20](#) 'Suspension, Relocation or Cancellation of Academic Credentialled Programs' outlines the process and criteria to guide decision making for program suspensions, relocations, or cancellations of academic credentialled programs. [Procedures](#) for this policy are also available.

For governance purposes:

- Program suspension is generally understood as a temporary interruption and, according to NIC policy 3-20 "Suspension refers to an existing academic credentialled program where the intake of new students is temporarily suspended and removed from the Academic Calendar for a period of up to two years."
- Program cancellation is a permanent termination of a program and triggers formal statutory advisory requirements, including advice from Education Council to the Board of Governors, with final approval by the Board of Governors. According to policy 3-20 "Cancellation refers to an existing academic program credential where the intake of new students is discontinued on the approval of the Board of Governors and permanently removed from the Academic Calendar."

These are distinct actions with different academic and procedural implications.

Education Council will not vote to recommend approval or non-approval of the suspension, as this would extend beyond its explicitly defined statutory advisory role, [currently available](#) in legislation and college policy. This also ensures that the Board has full responsibility for making the decision.

Recent [legal proceedings in BC post-secondary](#) have emphasised that:

- actions that affect academic programs require clear Board authorization [112],
- proper sequencing of consultation and decision-making is required [118],
- there is no statutory requirement to provide advice in a particular form [151], and
- academic governance input contributes to the legitimacy and defensibility of Board decisions (inferred).

Education Council is being asked to consider the following proposed motions:

1. That education council recognizes the EPIA process occurred and was informed of the process in November. No advice was requested from Education Council on metrics related to matters under their purview.
2. That the secondary review process of the EPIA does not reflect curricular aspects under Education Council purview.
3. That the request from the Board of Governors from Education Council to provide advice for program suspensions is not according to Policy 3-20.
4. That in light of the recent case law that has prompted the Board of Governors to approve the recommended suspension of programs in lieu of the VPA, Education Council requires Policy 3-20 to be revised and brought forward for review and approval as soon as possible.
5. That Education Council would like to see a workplan coming forward during any possible program suspensions, with updates no longer than every 6 months.

**Appendix A: Expedited Program Impact Assessment:  
 Program Suspension Recommendations**

[NIC Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs](#), outlines that Suspension refers to an existing academic credential program where the intake of new students is temporarily suspended and removed from the Academic Calendar for a period of up to two years.

The Expedited Program Impact Assessment (EPIA) process was initiated in Fall 2025 in response to the Ministry's direction outlined in [NIC's provincial mandate letter \(June 2025\)](#). EPIA is quality assurance process designed to support the college's goal of ensuring programs remain relevant, sustainable, efficient, and responsive to student academic needs. The EPIA process resulted in programs being recommended for suspension.

The EPIA followed a two-step process:

- Step 1: Assessed all college programs for alignment with the provincial mandate and labour market priorities.
- Step 2: Programs identified as potentially not aligned with provincial mandate and labour market priorities proceeded through a secondary review process.

The EPIA secondary review process utilized the following factors to support the recommendations to suspend programs, these include:

- Enrolments/Mobility
- Financial Efficiency
- Employment outcomes
- Alignment with provincial mandate letter

Based on this process, the Vice President Academic recommends following programs for suspension:

**Continuing Education and Training:**

- Adventure Guiding (AG) Certificate
- Hospital Unit Clerk

**Faculty of Arts, Science and Management:**

- Bachelor of Business Administration Marketing
- Global Business Management Post Graduate Diploma

- Digital Design + Development Post-Graduate Certificate
- Digital Design + Development Post-Graduate Diploma – Web and Mobile Streams
- Web and Mobile Application Development Diploma
- Web Design Fundamentals Certificate
- Advanced Digital Design and Development Diploma – Design and Development Streams
- Android Application Development Certificate
- Fine Arts Diploma

**Trades and Technology:**

- Coastal Forest Worker Certificate
- Coastal Forest Technology Diploma
- Furniture Design and Joinery Certificate

**Health and Human Services:**

- Human Services Diploma

The attached EPIA recommendation documents provide an overview of the Step 2 results and the rationale for recommending the suspension of the programs listed above. Upon Board approval of program suspensions, teach-out plans will be developed to support students in completing their credentials.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Adventure Guiding (AG) Certificate

**Description:**

This program prepares you for diverse roles in adventure tourism, from whale and wildlife tours to mountain resorts. Lead river rafting trips, guide sea kayaking tours along BC's coast and gain skills in wilderness first aid. Build your knowledge and confidence in sea kayaking, canoeing, river rafting, navigation and leadership to work in some of BC's most breathtaking outdoor locations.

## Summary Analysis of Data

**Enrolments/Mobility:** 2018- 2021 reflected higher FTEs due to a partnership with VIU for Indigenous Eco-Tourism, and 60-80% seat utilization. 2021 produced moderate enrolment with an average of 8 FTEs, representing 30% seat utilization. 2024/25 achieved 50% enrolment with 12 students. Enrolment for 2025/26 increased to 20, representing 83% seat utilization.

**Financial Efficiency:** In 2025/26, we anticipate breaking even; however, moving forward, the AG program will become financially unviable as the program will need to absorb an additional cost of \$70,000. This additional cost is required due to the discontinuation of base budget-funded core courses in Tourism and English.

**Employment Outcomes:** The data reflects 50% employment in jobs related to the program. Anecdotal feedback suggests higher job-related employment (80-100%) in a variety of settings, including working internationally. Employment is often seasonal with a possible break between summer and winter positions.

**Alignment with Provincial mandate:** The AG program aligns with the provincial mandate in the following ways: tourism is a priority growth sector for the current government. In BC, \$4.8 billion was generated for the provincial economy in 2023. The recently updated Look West: Jobs and Prosperity Strategy for a Stronger BC and Canada identifies tourism as a targeted sector with a specific reference to adventure tourism as a catalyst for sustainable growth and diversification.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. While the AG certificate program directly supports the province's Look West priorities, it is not sustainable in its current iteration, due to the discontinuation of base budget-funded core courses in Tourism and English. A suspension will provide time and space to reimagine the program.
2. There are alternative options for the delivery of the AG skills. Some components of the AG program have been delivered in alternate formats through continuing education, such as Kayak Guiding Fundamentals.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Bachelor of Business Administration Marketing (BBA)

**Description:**

You'll gain the marketing and communications skills to qualify for management-level roles in the private and public sectors. Make employer connections and earn academic credit through co-op terms, international exchange and networking opportunities.

**Summary Analysis of Data:**

**Enrolments/Mobility:** Marketing is the least popular stream among the BBA options as more students are enrolled in the accounting and management streams, and the BBA Marketing stream is undersubscribed. Only 20% of the courses offered in the BBA Marketing program are discrete requirements; the other 80% are courses shared across Business credentials. While this suggests a certain level of efficiency, it also reveals that up to eight courses a year will be undersubscribed due to low program enrolment. From academic year 2018/19 until academic year 2024/25, the BBA in Marketing has produced, on average, three graduates per year.

**Financial Efficiency:** Many business courses are utilized across all business credentials. On this basis, it is hard to provide a fully discrete FTE cost per student for the BBA Marketing stream. That said, low enrolments in BBA Marketing will not sustain the cost of offering this stream. The impact of decreasing international enrolments within the Business programs has resulted in an increased FTE cost per student.

**Employment Outcomes:** The BC Labour Market Outlook projects a total of 8,270 job openings in the broad area of Business over the next decade.

**Alignment with Provincial Mandate:** There are more employment opportunities in the areas of management and accounting than marketing. In looking for program-level efficiencies, the Marketing stream is the least popular and least likely to provide direct entry into a high-demand occupation. Consolidation of business programming into two principal areas will enhance efficiency and provide the required graduate attributes.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Recommendation:**

No Change  Suspension

Modification  Cancellation

**Rationale for Recommendation:**

1. While the BBA Marketing stream qualifies for the post-graduation work permit, interest among international students is and will likely remain low. Prospective domestic students have many choices on Vancouver Island, with VIU, Camosun, and UVic all offering degree programs in business administration (or commerce).
2. The BBA Marketing stream has the lowest student demand. Due to the reduction in international student enrolments and demand, this concentration is no longer financially viable.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Global Business Management Postgraduate Diploma (GBM)

**Description:**

Enhance your knowledge of Canadian and international business management and strategy with the Business Administration Postgraduate Diploma in Global Business Management. You'll develop cross-cultural experience studying with classmates from a variety of backgrounds. You'll gain work experience through an internship while also building your network of professional contacts.

### Summary Analysis of Data

**Enrolments/Mobility:** The GBM program is populated almost exclusively by international students. For the academic year 2024/25, only one of the 150 students enrolled in the program was identified as domestic. This program no longer qualifies for the post-graduation work permit (PGWP). There is no demand for this program among prospective domestic students. We anticipate no new applications from international students for this program, and continued disinterest among domestic learners. The GBM program will see a precipitous drop in enrolment next year, as many international students will be graduating from the program in June 2026.

**Financial Efficiency:** With so many business courses being used across credentials, it is hard to provide a fully accurate FTE cost per student for the program. However, as program students graduate or stop out, the overall FTE cost per student will correspondingly rise.

**Employment Outcomes:** Data not relevant.

**Alignment with Provincial Mandate:** With respect to GBM, the rationale for program suspension is based solely on the changes made by the IRCC, and the corresponding reduction in international student applications.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. When Immigration, Refugee, and Citizenship Canada (IRCC) removed two-year Business diplomas from the list of post-graduation work permit qualifying programs, the number of applications from international applicants to the GBM program dropped to almost zero. As of January 2026, the program received only one application, and last year the program received only four applications in total. Without the possibility of supporting a post-graduation work permit, the GBM program is no longer appealing to international students, and on this basis, the program is no longer viable.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Digital Design and Development Post-Graduate Certificate

**Description:**

Expand your skills for a career in digital design and development with this one-year postgraduate certificate in web and app development. The program builds a strong foundation in essential web and mobile development skills, preparing you for opportunities in this high-growth industry.

## Summary Analysis of Data

**Enrolments/Mobility:** There were no graduates from the Digital Design and Development Postgraduate Certificate in the last three years. Currently, there are no domestic students enrolled in the program.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as design' instructors cannot teach development courses, and 'development' faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

#21231 Software engineers and designers 26,280

#21232 Software developers and programmers 19,750

#21233 Web designers 3,580

#21234 Web developers and programmers 11,670

**Alignment with Provincial Mandate:** The program aligns with high priority areas.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. To improve overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

#### **Credential:**

Digital Design and Development Postgraduate Diploma – Web and Mobile Streams

#### **Credential:**

Build on your education with a postgraduate diploma that opens doors in digital design and development. Start with core skills in UX design and front-end development, then specialize in web or mobile app development through hands-on projects that enhance your portfolio.

#### **Summary Analysis of Data**

**Enrolments/Mobility:** The Digital Design and Development Postgraduate Diploma – Web and Mobile streams produced 32 graduates in 2024/25; however, there was only one domestic graduate in this program.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour intensive as ‘design’ instructors cannot teach development courses, and ‘development’ faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupation Classification codes (NOC) below:

#21231 *Software engineers and designers* 26,280

#21232 *Software developers and programmers* 19,750

#21233 *Web designers* 3,580

#21234 *Web developers and programmers* 11,670

**Alignment with Provincial Mandate:** The program aligns with high-priority areas.

#### **Recommendation:**

No Change

Suspension

Modification

Cancellation

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

#### **Rationale for Recommendation:**

1. To improve the overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Web and Mobile Application Development Diploma.

**Description:**

This program builds your skills in web and mobile programming, along with essential knowledge in communication design and project management. By combining the Web Design and Mobile Application certificates, it prepares you for careers in iOS and Android app development, web development, game development and general programming. Whether you're interested in creating mobile apps, designing websites or managing projects, this curriculum provides the tools to succeed in various tech roles.

## Summary Analysis of Data

**Enrolments/Mobility:** The Web and Mobile Application Development Diploma produced three graduates in 2024/25, and only one graduate was a domestic student.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as 'design' instructors cannot teach development courses, and 'development' faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

#21231 Software engineers and designers 26,280

#21232 Software developers and programmers 19,750

#21233 Web designers 3,580

#21234 Web developers and programmers 11,670

**Alignment with Provincial Mandate:** The program aligns with high-priority areas.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Recommendation:**

No Change  Suspension

Modification  Cancellation

**Rationale for Recommendation:**

1. To improve overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Web Design Fundamentals Certificate

**Description:**

Learn foundational web technology to build user-friendly, intuitive websites, key communication design principles and web-based standards. Our graduates often pursue careers in communication design, web and graphic design and front-end scripting.

### Summary Analysis of Data

**Enrolments/Mobility:** The Web Design Fundamentals Certificate produced three graduates in 2024/25.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as 'design' instructors cannot teach development courses, and 'development' faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

#21231 Software engineers and designers 26,280

#21232 Software developers and programmers 19,750

#21233 Web designers 3,580

#21234 Web developers and programmers 11,670

**Alignment with Provincial Mandate:** The program aligns with labour market high-priority areas.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. To improve overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams), for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

#### **Credentials:**

Advanced Digital Design and Development Diploma – Design and Development Streams

#### **Description:**

Our most in-depth digital program offers advanced skills training in design and development so you can graduate into the industry with confidence. Specialize in our development stream to broaden your web and mobile app coding skillset-or go with the design stream and build a creative arsenal that includes branding, video and graphics. Both options will test your skills with hands-on projects that prove to employers that you can design and build beautiful print and digital projects from concept to launch.

#### **Summary Analysis of Data**

**Enrolments/Mobility:** The Advanced Digital Design and Development Diploma – Design and Development streams produced one graduate in 2024/25.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as ‘design’ instructors cannot teach development courses, and ‘development’ faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

#21231 *Software engineers and designers* 26,280

#21232 *Software developers and programmers* 19,750

#21233 *Web designers* 3,580

#21234 *Web developers and programmers* 11,670

**Alignment with Provincial Mandate:** The program aligns with labour market high-priority areas.

#### **Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. To improve the overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Android Application Development Certificate

**Description:**

Learn skills in Android app development and foundational programming languages. Graduates can pursue careers in mobile app development, game development and computer programming, with alumni entering these fields. Expand your creativity while building programming expertise.

### Summary Analysis of Data

**Enrolments/Mobility:** The Android Application Development Certificate has produced no graduates in the last three years. Currently, there are only two domestic students enrolled in the program.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as 'design' instructors cannot teach development courses, and 'development' faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

#21231 Software engineers and designers 26,280

#21232 Software developers and programmers 19,750

#21233 Web designers 3,580

#21234 Web developers and programmers 11,670

**Alignment with Provincial Mandate:** The program does align with high priority areas.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. To improve the overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Fine Arts Diploma (FIN)

**Description:**

Complete the diploma or use it as a stepping stone to a Bachelor's degree through partnerships with Emily Carr, VIU, UVic and other institutions.

**Summary Analysis of Data**

**Enrolments/Mobility:** FIN courses achieve satisfactory enrolment. However, many of the applied courses are capped at 16. Only a handful of courses are capped at 35. For illustrative purposes, most courses in the Humanities and Social Sciences are capped at 35. Nearly all students enrolled in the diploma program are domestic. Over a four-year period, 20 students have transferred to other post-secondary institutions. In 2024/25, only five students graduated from the program.

**Financial Efficiency:** Most courses require the support of a technician and involve the purchase and distribution of consumables. The program uses very few electives, and there are high operational costs for this program; consequently, the FTE cost per student is approximately \$20,000.

**Employment Outcomes:** 40% of program students are employed in a training-related job. The BC Labour Market Outlook guide projects 1,680 new jobs for painters, sculptors, and other visual artists over the next 10 years.

**Alignment with Provincial Mandate:** See above. The likelihood of a graduate from this program obtaining direct employment upon graduation is unlikely. This program does not align with one of the provincial mandate priority areas.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. The program is costly. The overriding concern from a projection and planning perspective is the discrepancy between program FTEs (199 since 2018/19) and the number of credentials awarded (48 since 2018/19), a graduation rate of 24 percent.
2. Very few students obtain a FIN credential, suggesting perhaps that students are principally concerned with skill acquisition in only a few areas and less concerned with satisfying program requirements. The Diploma produces, on average, seven graduates a year. Since 2018/19, the number of graduates has not exceeded nine for any given year.
3. In order to revamp the program, a suspension is required. It would be worthwhile to explore viable alternative programming options.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Coastal Forest Worker Certificate

**Description:**

Learn hands-on skills for a range of entry-level careers in the forestry industry. You'll learn silviculture, harvesting, occupational safety, surveying, timber cruising, grading and overall resource management. As a graduate, you'll be equipped to work safely and efficiently in a range of entry-level forestry and harvesting positions.

### Summary Analysis of Data

**Enrollment/Mobility:** Enrollment in the Forestry program has remained consistently low over the past several years, ranging from 11 to 28 for the certificate and diploma registrations annually. Despite minor year-to-year variations, student interest has not reached the level required to sustain program delivery or cover operating costs.

**Financial Efficiency:** This program is offered on a cost recovery basis, and current and projected enrolment indicates ongoing financial unsustainability.

**Employment Outcomes:** Data not available.

**Alignment with Provincial Mandate:** Although Forest Professionals BC recognizes Technology Accreditation Canada-accredited programs as the preferred credential route, the availability of multiple accredited options across BC means that regional demand is spread across institutions. As a result, NIC's Forestry programs, while aligned with the provincial mandate, do not generate the stable enrollment required to support ongoing delivery within NIC's resource constraints.

**Recommendation:**

No Change  Suspension

Modification  Cancellation

**Rationale for Recommendation:**

- Persistent Low Enrollment:** Enrollment levels have remained far below sustainable thresholds for multiple years. Current cohort sizes cannot support instructional delivery and field operations required for program delivery.

2. **Enrollment Does Not Cover Program Costs:** Tuition revenue is insufficient to offset salaries, field delivery costs, and operational requirements. The program requires significant institutional subsidization, with no evidence of reversing enrollment trends.
3. **Industry Demand Is Not Translating into Student Enrollment:** Although employers express a need for qualified forestry workers, this has not resulted in adequate student uptake. Labour market demand alone cannot sustain the program without sufficient applicants.
4. **The Program Does Not Receive Skill Trades BC (STBC) or Base Funding:** The absence of STBC funding or base operating funding significantly limits the financial viability of the program. Without these core funding sources, the college must rely heavily on tuition revenue, which current enrollment levels cannot provide, making continued delivery untenable.
5. **Financial and Operational Risk to NIC:** Continued delivery of a high-cost, under-enrolled program places pressure on staffing, budget allocations, and institutional resources that could be redirected to higher-demand areas.
6. **Lack of a Strong Applicant Pipeline:** Despite outreach, marketing, and engagement with industry and high schools, application numbers remain too low to support stable cohorts. In addition, the local forestry sector has experienced a downturn, particularly in the timber industry, which has affected overall employment trends and may contribute to reduced student interest.
7. **Opportunity to Explore Alternative Training Models:** Suspending the program allows NIC to examine more flexible and financially viable approaches, such as modular training, micro credentials, short-term wildfire courses, or partnership-based delivery models that may better match both industry and learners' needs.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Coastal Forest Technology Diploma

**Description:**

Acquire the skills and technical knowledge to become a valuable member of BC's forest management team. This program, designed with industry input and a focus on applied learning, covers a wide range of forestry theory and practice to prepare you for a rewarding career in the coastal forest sector.

### Summary Analysis of Data

**Enrollment/Mobility:** The Forestry program has remained consistently low over the past several years, ranging from 11 to 28 for the certificate and diploma registrations annually. Despite minor year-to-year variations, student interest has not reached the level required to sustain program delivery or cover operating costs.

**Financial Efficiency:** This program is offered on a cost recovery basis, and current and projected enrollment indicate ongoing financial unsustainability.

**Employment Outcomes:** Data not available

**Alignment with Provincial Mandate:** Although Forest Professionals BC recognizes Technology Accreditation Canada-accredited programs as the preferred credential route, the availability of multiple accredited options across BC means that regional demand is spread across institutions. As a result, NIC's Forestry programs, while aligned with the provincial mandate, do not generate the stable enrollment required to support ongoing delivery within NIC's resource constraints.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

- Persistent Low Enrollment:** Enrollment levels have remained far below sustainable thresholds for multiple years. Current cohort sizes cannot support instructional delivery and field operations required for program delivery.

2. **Enrollment Does Not Cover Program Costs:** Tuition revenue is insufficient to offset salaries, field delivery costs, and operational requirements. The program requires significant institutional subsidization with no evidence of reversing enrollment trends.
3. **Industry Demand Is Not Translating into Student Enrollment:** Although employers express a need for qualified forestry workers, this has not resulted in adequate student uptake. Labour market demand alone cannot sustain the program without sufficient applicants.
4. **The Program Does Not Receive Skills Trades BC (STBC) or Base Funding:** The absence of STBC funding or base operating funding significantly limits the financial viability of the program. Without these core funding sources, the college must rely heavily on tuition revenue, which current enrollment levels cannot provide, making continued delivery untenable.
5. **Financial and Operational Risk to NIC:** Continued delivery of a high-cost, under-enrolled program places pressure on staffing, budget allocations, and institutional resources that could be redirected to higher-demand areas.
6. **Lack of a Strong Applicant Pipeline:** Despite outreach, marketing, and engagement with industry and high schools, application numbers remain too low to support stable cohorts. In addition, the local forestry sector has experienced a downturn, particularly in the timber industry, which has affected overall employment trends and may contribute to reduced student interest.
7. **Opportunity to Explore Alternative Training Models:** Suspending the program allows NIC to examine more flexible and financially viable approaches, such as modular training, micro credentials, short-term wildfire courses, or partnership-based delivery models that may better match both industry and learners' needs.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Furniture Design and Joinery Certificate

**Description:**

With the Furniture Design and Joinery program, you'll learn to design, construct, finish and repair high-quality wood products such as kitchen cabinets, furniture and fixtures. You'll earn Level 1 technical training credit and work-based training hours toward your Interprovincial (Red Seal) certification as a cabinetmaker when you register as an apprentice. As a graduate, you'll be prepared to pursue a career in millwork, furniture building, cabinet making, marine joinery, residential finishing carpentry, sales or as self-employed artisans.

## Summary Analysis of Data

**Enrolment/Mobility:** Enrolment has declined sharply to five, eight, and seven students in 2023-2025, resulting in significantly reduced tuition revenue.

**Financial Efficiency:** While the program receives some Skilled Trades BC (STBC) funding, this funding does not cover the full operational costs.

**Employment Outcomes:** The program's emphasis on furniture design does not align with regional labour market demand or high-priority STBC pathways, reducing interest from employment-focused learners. Taken together, declining enrolment, reduced revenue, high operational costs, and weak labour market alignment demonstrates that the program is no longer viable in its current form.

**Alignment with Provincial Mandate:** The Furniture Design and Joinery program, in its current form, does not fully align with the BC provincial mandate to support high-demand skilled trades and workforce-ready programming. While it covers first-year cabinetmaking, cabinetmaking is less central to current high-demand construction trades such as carpentry, electrical, or plumbing. The program's broader focus on furniture design primarily attracts hobbyists and retirement learners rather than employment focused students. The program is not a recognized pathway for other high-priority regional trades and, as a result, does not fully advance provincial objectives for trades training, labour market alignment, or sustainable workforce development.

**Recommendation:**

No Change	<input type="checkbox"/>	Suspension	<input checked="" type="checkbox"/>
Modification	<input type="checkbox"/>	Cancellation	<input type="checkbox"/>

**Rationale for Recommendation:**

1. STBC funding only supplements the cost of the 25-week cabinetmaking portion, while the program extends to 36 weeks due to the furniture design component. The program receives no base funding, meaning all remaining costs, must be met through tuition revenue. With low and inconsistent enrolment, tuition is insufficient to cover these operational costs, creating an unviable financial model.
2. The Furniture Design and Joinery program may provide some employment opportunities with employers such as the Port Alberni-based Economic Restoration Infrastructure Fund; however, the program's primary emphasis on furniture design attracts hobbyists and artisans rather than students seeking employment in high demand trades. Maintaining the specialized facilities, equipment, and instructional resources for small and inconsistent cohorts has proven increasingly difficult to justify financially.
3. Regional labour market evidence indicates that employment opportunities for furniture design remain niche and geographically dispersed, with many graduates working as artisans or hobbyists. While some local employers may hire cabinetmakers, these opportunities are limited relative to overall workforce demand, and the program does not reliably generate cohorts of employment-ready students.
4. Operational challenges, including low application to enrolment conversion rates and limited dual-credit participation, further compound the program's instability. Even with potential marketing improvements, enrolment is unlikely to reach levels sufficient to support the operational and material costs of the program. Taking together, high operational costs, limited STBC support, no base funding, low and inconsistent enrolment, and limited labour market alignment make the continuation of the Furniture Design and Joinery program in its current form unsustainable.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Human Services Diploma (HSW)

**Description:**

The Human Services Diploma lets you explore careers in community support, education, social services or behavior intervention, with opportunities shaped by your courses and practicum. Complete the Human Services Certificate in year one and build on it in year two, studying full- or part-time from September to June. NIC offers a transferable education through a provincial network including VIU and UVic. Consult an advisor to ensure elective transferability for further studies.

**Summary Analysis of Data**

**Enrolments/Mobility:** No data is available, due to overlapping courses with Social Service Diploma (SSW).

**Financial Efficiency:** No data available due to overlapping courses with SSW.

**Employment Outcomes:** 92% of graduates are employed, and 82% of graduates are employed in a training-related job (small response rate).

**Alignment with Provincial Mandate:** The Human Services Diploma (HSW) is not explicitly identified in the provincial mandate letter, nor does it appear within the Labour Market Outcome (LMO) employment opportunity listings. The HSW program constitutes the second year of study for students who have completed the Educational Assistant/Community Support certificate.

**Recommendation:**

No Change

Suspension

Modification

Cancellation

**Rationale for Recommendation:**

1. HSW program students enroll on a part-time basis. These students take the same courses as SSW diploma students.
2. The average yearly credentials awarded are five and there are no specific career roles for HSW graduates. Despite HSW Diploma transferability to other post-secondary institutions (PSIs), 2018-2023 data notes only three graduates reported transitioning to other PSIs to continue to an undergraduate degree.

3. The year-two courses for the HSW diploma are the same as for the SSW diploma. At present, we reserve six seats within Year 2 of the SSW program for HSW students. By suspending the HSW program, this allows for an increase of six seats for SSW diploma students. This supports our goal of aligning programs with high labour market priorities, as the SSW program aligns with the provincial mandate and labour market priorities.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

**Credential:**

Hospital Unit Clerk (HUC)

**Description:**

Acquire the practical skills and knowledge essential for a dynamic career as a unit clerk where you will fulfill a vital role in overseeing information flow within hospital nursing units. You'll learn to provide essential administrative and clerical support, and training in medical terminology and transcription. Engage in workplace practicums to gain firsthand experience and refine your applied skills.

### Summary Analysis of Data

**Enrolments/Mobility:** From 2022- 2026, enrolment has varied significantly in this program, from fewer than ten to sixteen.

**Financial Efficiency:** This program is offered on a cost-recovery basis. Over the years, Hospital Unit Clerk (HUC) has performed modestly, bringing in an average revenue of \$66,500. Average program expenses over the same period have been \$40,100; this does not include CET staff support or return to the college. As a result, HUC has not generated sufficient revenue to cover overall program costs.

**Employment Outcomes:** Unknown.

**Alignment with Provincial Mandate:**

The HUC program aligns with the provincial mandate which identifies good paying jobs and strengthening healthcare as priorities. The average wage for a hospital unit clerk is \$26-30 per hour in BC.

**Recommendation:**

No Change <input type="checkbox"/>	Suspension <input checked="" type="checkbox"/>
Modification <input type="checkbox"/>	Cancellation <input type="checkbox"/>

**Rationale for Recommendation:**

1. The HUC program is offered on a cost recovery basis, however, the program revenue is not sufficient to cover overall operating costs.
2. Several community colleges have structured this program into shorter programs, renamed “Nursing Unit Assistant”. Relevant new programs may be developed in the future to ensure the program is current and financially viable.

***Policy and Procedures Manual***

<b>Policy</b>	#3-20
<b>Approved By:</b>	Education Council
<b>Effective Date:</b>	March 15 2015
<b>Date of Approval:</b>	March 15, 2015
<b>Previous Version Approval Date(s):</b>	April 24, 2002
<b>Date to be Reviewed:</b>	November 2018
<b>Administrator Responsible:</b>	Vice President, Academic

## **SUSPENSION, RELOCATION OR CANCELLATION OF ACADEMIC CREDENTIALED PROGRAMS**

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### **POLICY STATEMENT**

Changes to the College's educational mandate, educational needs, planning requirements or resource allocation may necessitate the suspension, relocation or cancellation of academic credentialed programs.

### **PURPOSE STATEMENT**

The purpose of this policy is to provide a process and criteria to guide decision making for program suspension, relocation or cancellation of academic program credentials.

### **PRINCIPLES**

1. North Island College is committed to the delivery of high-quality programming consistent with the College's mission and values and responsive to the educational and training needs of the diverse communities it serves. Any decision with respect to academic credentialed program suspension, relocation or cancellation will be made in keeping with this commitment.
2. Deliberations on academic program suspension, relocation or cancellation will include consultation between the Education Team and Leadership Team and any other persons or bodies deemed necessary or beneficial.
3. Deliberations on academic program cancellation will include an invitation to the affected department chair(s), faculty, students and staff to communicate their concerns or knowledge regarding the potential impact of a cancellation.
4. Decisions to suspend, relocate or cancel an academic program will include a plan to mitigate the effects of the decision on affected students, as far as can reasonably be provided within

budgetary and time constraints.

5. Decisions to suspend, relocate or cancel an academic program will be made in accordance with the *College and Institute Act*.

**Definitions:**

*Academic Program Credential* is a named qualification that is awarded to a student upon completion of a prescribed program of study leading to a certificate, diploma, or degree, and which requires approval of the Board of Governors. (Ref. Policy #3-22 Program and Course Credentials)

*Suspension* refers to an existing academic credentialed program where the intake of new students is temporarily suspended and removed from the Academic Calendar for a period of up to two years.

*Relocation* refers to an established program that is transferred from one campus or community location to another.

*Cancellation* refers to an existing academic program credential where the intake of new students is discontinued on the approval of the Board of Governors and permanently removed from the Academic Calendar.

*Rotational Program* refers to a program that may move from one campus or community location to another as demand warrants.

**Guidelines:**

1. All recommendations to suspend, relocate or cancel academic credentialed programs will be presented to the Vice President, Academic (VP, Academic) for due process. Guidelines specific to each recommendation are as follows:

- a. Program Suspension

Final decision to suspend an academic credentialed program is the responsibility of the VP, Academic. A program that is approved for suspension will be reviewed within two academic calendar years.

- b. Program Relocation

Final decision to relocate an academic program is the responsibility of the VP, Academic. Relocation decisions will be reviewed within two academic calendar years of program start-up in the new location.

- c. Intake Cancellation

Should an intake cancellation be required, consultation will be held with the dean, the VP, Academic, and directors responsible for student services, communications and marketing to ensure appropriate measures are taken to inform students and public of the cancellation at least ten weeks in advance of the scheduled start date for the intake.

d. Program Cancellation

The decision to cancel an academic program is the responsibility of the Board of Governors. The Board must seek advice on any academic program cancellation from Education Council before a final decision is made. When presented with a proposal or recommendation to cancel a program, the Board of Governors may choose to maintain, cancel, or request amendments to the program.

A decision to cancel an academic credentialed program will permanently remove that program from the Academic Calendar but has no effect on the validity of that program's credential.

Once a decision has been made to cancel an academic program, the time frame for completing the credential will be communicated to students. Opportunity to complete the credential will not be offered indefinitely.

Once advised of a cancellation, all affected College divisions will take appropriate action to remove program information from North Island College communication sources, including the Academic Calendar and website.

**Limitations:**

This policy does not apply under the following situations:

- to programs offered one time only;
- to programs offered through contracts;
- in the case of relocation or suspension, where the program is offered on a rotational program basis.

**Cross Reference:**

#3-07 New Program Approval

#3-22 Program and Course Credentials

**Associated Documents:**

[Suspension, Relocation or Cancellation of Academic Credentialed Programs Procedures](#)

**Legislative References:**

College and Institute Act



## Suspension, Relocation or Cancellation of Academic Credentialled Programs Procedures

<b>Document Number:</b>	#3-20-1P1
<b>Related Policy:</b>	<a href="#"><u>#3-20 Suspension, Relocation or Cancellation of Academic Credentialled Programs</u></a>
<b>Effective Date:</b>	September 29, 2025
<b>Approval Date:</b>	September 29, 2025
<b>Supersedes:</b>	Previous policy procedures
<b>Administrator Responsible:</b>	Vice President, Academic
<b>Associated Documents:</b>	N/A

### 1. Program Suspension Procedures

#### 1.1. Initiation and Timeline

Program suspension recommendation may originate from the Dean/Director, Associate Vice President, College Experience (AVP) or the Vice President Academic (VPA).

**Timeline:** In consideration of key dates for academic schedules and deadlines, recruitment and marketing, it is recommended that the suspension process commences at least 6 months prior to the intended relocation effective date. An extension to any suspension beyond the initial two years must be made 12 months in advance of the end of the initial two-year term. The extension will not exceed an additional two-year period (total four years).

#### 1.2. Communication Points

The Dean/Director of the affected area will meet appropriate groups to ensure all points of consideration have been identified. The groups may include:

1. Department faculty, staff, and unions
2. Registrar
3. Indigenous Education
4. Other academic areas consequently affected by the suspension
5. Student Services and Financial Aid
6. Education Council (for information)

#### 1.3. Documentation

The suspension recommendation package must be completed for review and approval by the AVP or VPA. This package is available from the VPA's Office. If applicable the following additional documentation must also be completed.

##### Work Plan for Suspension Period

1. Specific goals and measurable outcomes
2. Timeline for curriculum renewal activities
3. Resource requirements for program enhancement
4. Benchmarking
5. Stakeholder engagement strategy

### Teaching Out Plan

1. Individualized completion pathways
2. Course offering schedule for teach-out period
3. Alternative program options with transfer pathways
4. Financial aid implications and mitigation strategies
5. Communication plan for affected students and applicants

### Resource Planning

1. Faculty and staff impact assessment
2. Facility and equipment considerations
3. Budget implications and reallocation plans
4. Impact on other programs sharing resources

## 1.4. Decision Process

1. The Dean/Director submits their recommendation and documentation to the AVP or VPA
2. The Education Team reviews and advises of recommendation
3. The Leadership Team reviews and advises of recommendation
4. The VPA advises on final decision
5. If approved, the VPA notifies (not necessarily in the following order):
  - a. Dean/Director of affected department/program/subject
  - b. Education Council (for information)
  - c. Registrar's Office (for implementation)
  - d. Communications and Marketing (for public notification)

## 2. Program Relocation Procedure

### 2.1. Initiation and Timeline

Program relocation recommendation may originate from the the Dean/Director, AVP or VPA. Before recommending program relocation, the following comprehensive review must be completed:

1. Demographic analysis of the target region
2. Facilities evaluation at the receiving location
3. Competitive analysis of similar programs
4. Community needs assessment
5. Indigenous community consultation

**Timeline:** In consideration of key dates for academic schedules and deadlines, recruitment and marketing, it is recommended that the relocation process commences at least 6 months prior to the intended relocation effective date.

### 2.2. Communication Points

The Dean/Director of the affected area will meet appropriate groups to ensure all points of consideration have been identified. The groups may include:

1. Department faculty, staff, and unions
2. Registrar
3. Indigenous Education
4. Other academic areas consequently affected by the suspension

5. Student Services and Financial Aid
6. Education Council (for information)

### **2.3. Documentation**

The relocation recommendation package must be completed for review and approval by the AVP or VPA. This package is available from the VPA's Office. If applicable the following additional documentation must also be completed.

#### Teaching Out Plan

1. Individualized completion pathways
2. Course offering schedule for teach-out period
3. Alternative program options with transfer pathways
4. Financial aid implications and mitigation strategies
5. Communication plan for affected students and applicants

#### Resource Planning

1. Faculty and staff impact assessment
2. Facility and equipment considerations
3. Budget implications and reallocation plans
4. Impact on other programs sharing resources

### **2.4. Decision Process**

1. The Dean/Director submits their recommendation and documentation to AVP or VPA
2. The Education Team reviews and advises of recommendation
3. The Leadership Team reviews and advises of recommendation
4. The AVP or VPA advises on final decision
5. If approved, the Vice President Academic notifies (not necessarily in the following order):
  - a. Dean/Director of affected department/program/subject
  - b. Education Council (for information)
  - c. Registrar's Office (for implementation)
  - d. Communications and Marketing (for public notification)

### **2.5 Monitoring and Reporting**

#### **First Year Post-Relocation:**

1. Student enrollment and retention
2. Faculty and staff integration
3. Budget analysis
4. Community partnership development
5. Facility and resource adequacy

## **3 PROGRAM CANCELLATION PROCEDURES**

### **3.1. Initiation and Timeline**

Program cancellation recommendation may originate from the the Dean/Director, AVP or the VPA. If

applicable, analysis of all cancellation period activities and outcomes should be included with the recommendation package.

**Timeline:** In consideration of key dates for academic schedules and deadlines, recruitment and marketing, it is recommended that the suspension process commences at least 6 months prior to the intended cancellation effective date.

### 3.2. Communication Points

The Dean/Director of the affected area will meet appropriate groups to ensure all points of consideration have been identified. The groups may include:

1. Department faculty, staff, and unions
2. Registrar
3. Indigenous Education
4. Other academic areas consequently affected by the suspension
5. Student Services and Financial Aid
6. Education Council (for information)

### 3.3. Documentation

The cancellation recommendation package must be completed for review and approval by the AVP or VPA. This package is available from the VPA's Office. If applicable the following additional documentation must also be completed.

Teaching Out Plan:

1. Individualized completion pathways
2. Course offering schedule for teach-out period
3. Alternative program options with transfer pathways
4. Financial aid implications and mitigation strategies
5. Communication plan for affected students and applicants

Resource Planning

1. Faculty and staff impact assessment
2. Facility and equipment considerations
3. Budget implications and reallocation plans
4. Impact on other programs sharing resources

### 3.4. Decision Process

1. The Dean/Director submits their recommendation and documentation to Vice President Academic
2. The Education Team reviews and advises of recommendation
3. The Leadership Team reviews and advises of recommendation
4. The AVP or VPA advises on final decision
5. If approved, the AVP or VPA notifies Dean/Director of affected department/program/subject
6. Dean/Director presents to Education Council for review and recommendation
7. Recommendation proceeds to Board of Governors for review and final decision

## 4 COMMUNICATION PLAN

Notification of program/subject area decisions will be disseminated through multiple channels:

1. Direct communication to all applicants and prospective students in the admissions pipeline
2. Prominent notices on the College website and program pages
3. Updates to all recruitment and marketing materials
4. Notification to high school counsellors and career advisors
5. Media releases for programs of significant community interest
6. Social media announcements through official College channels

## 5 ANNUAL REPORTING

The AVP or VPA with the Registrar provides an annual report to Education Council and the Board of Governors summarizing:

1. Program suspensions with status updates
2. Program relocations completed or in progress
3. Program cancellations processed
4. System-wide trends and implications