

 CAPILANO UNIVERSITY	AGENDA OPEN MEETING OF THE BOARD Tuesday, February 25, 2025 4:45 pm to 6:45 pm Main Campus, Room BR126
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Capilano University is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the territories of the Lílwat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
1. Approval of Agenda – David Ayriss, Chair MOTION: THAT the Board approve the agenda as presented. <i>(Disclaimer: The Consent Agenda includes the minutes of the Board’s previous meeting, Committee reports since the previous Board meeting, and correspondence. A Board member that approves of the Consent Agenda agrees to the information and its accuracy, without significant amendments or the need to separate a sub-schedule from the Consent Agenda for amendment and approval.)</i>	Approval		2 min	Page 1
2. Consent Agenda – David Ayriss, Chair MOTION: THAT the Board approves the following items on the Consent Agenda: 2.1. Minutes from November 26, 2024 Board Meeting 2.2. Board Committee Reports <i>(These reports summarize the draft minutes of the Committee’s last meeting; any motions coming forward from the Committees are in the regular agenda.)</i> 2.2.1. Audit and Risk Committee 2.2.2. Executive and Human Resources Committee 2.2.3. Finance Committee 2.2.4. Governance and Planning Committee 2.3. Correspondence 2.3.1. Letter of Acknowledgement to CapU for IAPR 2.3.2. Letter from CSU to Board Regarding Tuition Increase 2.3.3. Emails from Students Regarding Tuition Increase	Approval		3 min	Page 3
3. Place Holder: <i>Item from the Consent Agenda</i>	Discussion [or Approval]	Verbal	3 min	-
4. Board Chair’s Report – David Ayriss, Chair	Information	Verbal	5 min	-
5. Senate Report – Deb Jamison, Senate Vice Chair and Amina El mantari, Senate liaison	Information	Verbal	10 min	-
6. President’s Report – Paul Dangerfield, President	Information	6	10 min	Page 115



<p>7. Ministers' Mandate Letters – Paul Dangerfield, President and Toran Savjord, VP Strategic Planning, Assessment and Institutional Effectiveness</p> <p>7.1. Ministry of Post-Secondary Education and Future Skills</p> <p>7.2. Ministry of Infrastructure</p> <p>7.3. Joint Ministries re Establishment of the Ministry of Infrastructure</p>	Information	7	5 min	Page 137
<p>8. Academics – Dr. Tracy Penny Light, Interim VP Academic & Provost</p> <p>8.1. Outdoor Filmmaking Certificate MOTION: <i>THAT the Board of Governors approve the Outdoor Filmmaking Certificate as presented.</i></p> <p>8.2. Communication for Professionals Certificate MOTION: <i>THAT the Board of Governors approve the Communication for Professionals Certificate as presented.</i></p> <p>8.3. Computing Systems Certificate MOTION: <i>THAT the Board of Governors approve the Computing Systems Certificate as presented.</i></p> <p>8.4. Sustainable Economics Certificate MOTION: <i>THAT the Board of Governors approve the Sustainable Economics Certificate as presented.</i></p>	Approval	8	20 min	Page 149
<p>9. CSU Presentation – Proposed International Student Tuition Increase – Josh Thomas</p>	Information	-	5 min	Page 18
<p>10. Finance Committee –Shelley Frost, Committee Chair</p> <p>10.1. Fiscal Year 2025-26 Budget – Tally Bains, VP Finance and Administration and Toran Savjord, VP Strategic Planning, Assessment & Institutional Effectiveness</p> <p>MOTION: <i>THAT the Board of Governors approve the 2025/26 operating and capital budget.</i></p> <p>MOTION: <i>THAT the Board of Governors approve a 2 percent increase in tuition and mandatory fees for domestic students and a 5 percent increase in tuition and mandatory fees for international students for the 2025/26 academic year. The 2% and 5% increase will not be applied to the 2D, 3D and VFX programs. The 2025/26 year is the last year that this exemption applies to.</i></p>	Approval	10.1	45 min	Page 274
<p>11. Meeting Close</p>	-	-	-	-

Next Board of Governors Meeting: April 29, 2025



MEETING MINUTES OF THE BOARD

Tuesday, November 26, 2024
4:45 pm to 6:45 pm
[In Person, BR126](#)

Board Members Present

David Ayriss, Chair
Rodger So, Vice Chair
RJ Wallia, Vice Chair
Yuri Fulmer, University Chancellor
Paul Dangerfield, President
Ash Amlani
Sam Teclé
Janet Cox
Troy Abromaitis
Pegah Yaghmaie

Staff

Tracy Penny Light, Interim VP Academic and Provost
Tally Bains, VP Finance and Administration
Toran Savjord, VP Strategic Planning, Assessment & Institutional Effectiveness
Kari Wharton, VP, University Relations
Debbie Jamison, Senate Vice Chair
Melissa Nichol, Strategic Director People, Culture & Diversity
Angela Ruggles, Executive Assistant, VP of Finance & Administration (minutes)
Nooshin Shafieian, Executive Assistant to the President

Regrets

Shelley Frost
Prince
Sam Teclé

The meeting started at 4:49PM.

David Ayriss, Board Chair respectfully acknowledge the Lílwat, x̣ẉməθḳẉəỵəm (Musqueam), shíshálh (Sechelt), Sḳwx̣ẉú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations on whose territories our campuses are located.

1. Approval of Agenda

It was moved by Amina, seconded by Yuri and resolved;

THAT the agenda be approved as presented.

2. Consent Agenda

It was moved by Yuri, seconded by RJ and resolved;

THAT the Board approves the following items on the Consent Agenda:

- 2.1 Minutes from the September 24, 2024 Board Meeting
- 2.2 Board Committee Reports:
 - 2.2.1 Audit and Risk Committee
 - 2.2.2 Executive and Human Resources Committee
 - 2.2.3 Finance Committee
 - 2.2.4 Governance and Planning Committee
- 2.3 Correspondence - none

3. Place Holder

There were no items pulled from the Consent Agenda for discussion.

4. Board Chair's Report

David Ayriss, Board Chair noted that the last few months have been busy especially with the presidential search process and there is more work to be done in the coming months. Additionally, a focus of the Board will be on budget and the changes that may come with the student composition and cost of living factor.

5. Senate Reports

5.1 Vice Chair

Senate Vice Chair, Deb Jamison noted that there are several vacancies to be filled on the Senate and provided an update to the Board on the highlights of the October and November Senate meetings.

In October, the academic schedule with suggested changes was presented to Senate and 2 graduate studies policies were approved. Senate also approved revised learning outcomes to be effective for the 25-26 academic year.

In November the CSU presented their activities for the 24-25 Academic Year and the Senate approved the creation of a Graduate Studies Sub-Committee to support the Graduate Program development. The language proficiency and labour market requirements have been changed for PGWP and include changes to the process for switching universities with a study permit. The Senate also approved revisions to the student awards policy. Elder Dr. Latash attended the November meeting and reflected on the importance of student's having the strength to stand up for themselves.

Deb also noted that student recruitment for the academic 25-26 year has commenced and the Senate subcommittees have started the annual review of their Terms of Reference.

Further information on the composition of the Graduate Program sub-committee was requested and Deb explained that the composition will be developed with the Terms of Reference.

5.2 Senate Liaison

Amina El mantari, Senate Liaison and Board member had nothing to further to add to the Senate Vice Chair report.

6. President's Report

President Paul Dangerfield reviewed the President's report contained in the agenda package. Paul highlighted that the Federal Government decisions around PGWP and Study Permits is a hot topic in the sector across Canada. The sector is pushing the government to communicate how it will repair the damage that has been done to the international student community.

Paul also noted that the new BC Cabinet was sworn in on November 18th and reviewed the changes to the Ministry of Post Secondary and Future Skills leadership. Ann Kang has been appointed the new Minister with Trevor Hughes as the new Deputy Minister.

7. Academics

7.1 Illuminating 2030 Update

Tracy Penny Light, Interim VP Academic & Provost provided an update on Illuminating 2030, the Academic Plan, and noted that this update was presented to Senate in October.

Tracy reminded the group of the President's goals which include launching the new Squamish campus, Strategic Enrolment Management (SEM) aimed at increasing domestic recruitment and retention, and graduate studies. Tracy provided an overview of recent academic activities that support these goals.

A question was asked about the destination programming at Squamish and the other campuses as well. Tracy noted that academic planning at Squamish has been done to showcase the campus and suggested that Squamish can act as a pilot to test programming or initiatives that may be difficult at a larger campus.

The group discussed enrollment optimization and the Board was updated that International Education is working to actively diversify the international recruitment by hiring 4 new staff in China, Africa, Vietnam & Philippines. A question was asked regarding what is being done to strengthen domestic recruitment. It was explained that new degree development will provide programming that targets the local labour market and attracts students from across Canada. This will also help to dispel the reputation of CapU being a transfer institution and improve retention. It was noted that providing housing and reducing course waitlists will also aid in converting applications into student FTEs.

A question was asked about whether there are opportunities for attracting mid-career students and as another revenue stream, as well as support the local labour market. It was explained that many cheap or free online options for continuing education were generated during and following the COVID pandemic. This provides a challenge to smaller institutions and as an example, CapU has paused their Continuing Studies program. A point was made that there may be a market for mid-career credentials offered in a non-traditional mode.

It was moved by RJ, seconded by Pegah and resolved;

THAT the Board of Governors receive for information the update on Illuminating 2030.

8. Capilano Students' Union Annual Presentation

Angad Brar, Capilano Students' Union (CSU) President; Jessica De Gaust, Associate Executive Director, CSU; and Josh Thomas, Director, Policy & Campaigns, CSU provided a presentation on the CSU and its activities. The team provided an overview of the services that the CSU provides to students, reviewed the current advocacy focus and provided an update on the internal activities, strategic planning and financial status of the CSU.

The CSU team highlighted that the relationship with the University Executive is supported by monthly meetings and is considered strong and mutual.

The group discussed the issues of food insecurity and the increase in Required to Withdrawal (RTW) appeals.

The Board thanked the CSU team for an informative presentation.

9. Finance Committee

9.1 Fiscal 2025/26 Integrated Planning and Budgeting Update

Toran Savjord, VP Strategic Planning, Assessment and Institutional Effectiveness provided an update on Integrated Planning at the University. Toran pointed out that last year was the first time that the Strategic Enrollment Model (SEM) was used as part of the Integrated Planning process. The SEM is used to better predict tuition revenue and teaching costs based on course enrollment. Toran also reviewed the improvements to the integrated planning process for FY24-25 and the focus of the plan for the year.

The group discussed the reasons that students leave the University and the incentives for students to stay at the University.

Tally Bains, VP Finance and Administration provided an overview of the budget development process. Tally explained that the Immigration, Refugees and Citizenship Canada (IRCC) policy changes on international education were factored into the SEM received October 17th which has been used to develop the budget. The impacts of the IRCC changes on the tuition revenue predicted for FY25-26 have contributed to the development of a deficit budget of \$5.2M. Tally pointed out that although overall enrollment is predicted to be higher, the impact of the anticipated decrease in International enrollment contributes to a larger deficit budget overall.

Tally reviewed an analysis of international tuition rate per credit increases of comparable Post-Secondary Institutions. Tally explained that historically, CapU increases tuition by 2% each year, but the proposed increase of 5% to CapUs 25/26 International tuition would provide an additional \$2M to the overall budget. Tally also showed that CapUs international tuition per credit rate is the lowest compared to peer institutions and with a 5% increase in 25/26, it is still anticipated to be the lowest. Tally also reviewed the dollar impact to students taking various course credit loads. It was clarified that 5% was chosen based on consultation with the Executive and the AVP, International.

The group discussed whether CapU is underselling itself by having the lowest per credit tuition fee.

The group discussed the annual presentation of the budget to the CapU community and the changes in the response of the community. The messaging and presentation of integrated planning and budgeting has been improved and has included an educational component which has allowed faculty and employees to develop of a more mature understanding of the process.

It was moved by Pegah, seconded by Troy and resolved;

THAT the Board of Governors receives for information the Fiscal 2025/26 Integrated Planning & Budgeting Update.

10. Governance and Planning

10.1 Committees' Terms of Reference

Tally reminded the group that each Board Committee reviews and updates their Terms of Reference (ToR) annually and that the Governance & Planning Committee is responsible for reviewing and approving all Committee ToR changes. In November, the Governance & Planning Committee approved the changes to all Committee ToRs as presented in the agenda package for this meeting

and recommended them for approval by the Board. The group was reminded that the Committee ToRs are posted to the CapU public website.

It was moved by Sophia, seconded by Troy and carried to resolve the following 4 motions;

THAT the Board of Governors approve the changes to the Audit and Risk Committee's Terms of Reference.

THAT the Board of Governors approve the changes to the Executive and Human Resources Committee's Terms of Reference.

THAT the Board of Governors approve the changes to the Finance Committee's Terms of Reference

THAT the Board of Governors approve the changes to the Governance and Planning Committee's Terms of Reference

11. Meeting Close

The Open Meeting of the Board ended at 6:47PM.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.1: AUDIT AND RISK COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 25, 2025	
PRESENTER: Amina El mantari, Audit and Risk Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Audit and Risk Committee meeting that took place on February 6, 2025.

SUMMARY

The Committee approved the minutes of the November 7, 2024 meeting and received the following reports for information and discussion:

- **KPMG Fiscal 2024/25 Audit Planning Report:** Tim Holloway, KPMG Partner and Sonya Kang, KPMG Manager presented the Audit Planning Report for the Fiscal 2024/25 financial statement audit. The Committee passed a motion to receive this report for information.
- **Risk Management Program and Risk Register Report:** Jacquetta Goy, Director Risk Management presented the February 2025 update on the Risk Management Program and Risk Register Report. The Committee passed a motion to receive this report for information.
- **Cybersecurity Program Update:** Rav Goodison, Associate Vice President Digital Technology Services provided an update on the university's cybersecurity program and reviewed the National Cybersecurity Assessment 2024 Report. The Committee passed a motion to receive this report for information.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.2: EXECUTIVE AND HUMAN RESOURCES COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 25, 2025	
PRESENTER: David Ayriss, Executive and HR Committee Chair	

PURPOSE

To provide the Board with a summary of the Executive and Human Resources Committee meeting that took place on February 13, 2025.

SUMMARY

The Committee approved the minutes of the November 18, 2024 and Special January 13, 2025 Executive and Human Resources Committee meetings. The Committee discussed human resources items, remuneration to University Boards, and succession planning for the Board and University President.

The following agenda items were also discussed at the meeting:

Acting Registrar: Due to the resignation of the Registrar and as per the Committee's terms of reference related to urgent matters, the Committee passed a motion on behalf of the Board of Governors to approve the appointment of Harb Johal as the Acting Registrar effective February 14, 2025.

Distribution Rate from the Foundation Portfolio: Due to the cancellation of the Finance Committee meeting on February 6, 2025 due to lack of quorum, the Committee reviewed the Capilano University Foundation Portfolio Distribution rate and passed a motion to recommend to the Capilano University Foundation an annual distribution rate of 3.5% for the 2025/26 fiscal year.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3: FINANCE COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 25, 2025	
PRESENTER: Shelley Frost, Finance Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Finance Committee meeting that took place on December 5, 2024 and to inform the Board of Governors that the Finance Committee meeting scheduled for February 6, 2025 was cancelled as quorum was not met. The January forecast report that was included in the February 6, 2025 Committee meeting package is included as part of this consent agenda.

SUMMARY

At the December 5, 2024 meeting, the Committee approved the minutes of the Finance Committee meeting held on November 7, 2024 and discussed the following items:

- **Financial Update – Quarter 3 Forecast:** Narisha Jessani, Director Financial Planning provided an update on the quarter 3 forecast. The Committee passed a motion to receive this report for information.
- **Fiscal 2025/26 Draft Budget:** Tally Bains, VP Finance and Administration presented the Fiscal 2025/26 Draft Budget version 1.7. The Committee passed a motion to receive this for information.
- **Real Estate and Development Dashboard:** Ryan Blades, AVP Facilities and Campus Planning provided the Committee with a status update on real estate and capital development projects valued at \$3 million and above. The Committee passed a motion to receive this for information.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3.: Financial Update: January Forecast	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 25, 2025	
PRESENTER: Shelley Frost, Finance Committee Chair	

PURPOSE

The January forecast was scheduled for presentation at the February 6, 2025 Finance Committee meeting. This meeting was cancelled because of lack of quorum. This report is now being shared with the Board of Governors as part of the consent agenda for their information.

FINANCIAL RESULTS

Fiscal 2024/2025 High level Summary

The Statement of Operations with the forecasts for quarter 1 to January forecast are included in *Attachment 1 – Statement of Operations & Accumulated Surplus as at December 31, 2024* and summarized in the table below. The January forecast is an operating surplus of \$6.7 million which is a \$3.6 million favourable variance compared to the Board approved surplus budget of \$3.1 million. This surplus figure includes a capital restriction of \$5 million from the Ministry operating funding for digital transformation.

	Forecast vs Budget				Forecasts			
	2024				Q1 Forecast	Q2 Forecast	Q3 Forecast	January Forecast
	January Forecast	Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)				
Revenue	184,734,102	177,394,655	7,339,447	4.1%	186,173,641	188,265,923	185,341,282	184,734,102
Salaries and benefits	120,889,754	119,119,130	(1,770,624)	-1.5%	117,889,691	121,813,401	120,808,926	120,889,754
Other expenses	57,151,833	55,168,860	(1,982,973)	-3.6%	57,722,246	57,131,922	58,318,730	57,151,833
Operating surplus/(deficit)	6,692,515	3,106,664	3,585,850		10,561,705	9,320,599	6,213,626	6,692,515
Net restricted endowment contributions	377,436	-	377,436		-	15,662	27,437	377,436
Surplus/(deficit)	7,069,951	3,106,664	3,963,286		10,561,705	9,336,261	6,241,063	7,069,951

January Forecast

The Q3 Forecasted presented to Finance Committee on December 5th, 2024 was \$11.2 million which did not include the Ministry restriction of \$5million, this was submitted to the Ministry after the Forecast was presented to Finance Committee. The change between the Q3 forecast of \$6.2 million surplus and January forecast of \$6.7 million surplus is broken into 2 main categories shown in the table below.

Forecast Change			
	Q3 Forecast	January Forecast	Change
Enrollment	43,877,754	42,572,877	(1,304,876)
Changes to Revenues, Salaries and Operating Expenses (excludes enrollment impact)	(37,664,128)	(35,880,363)	1,783,765
			478,889



1. Enrollment

Spring term enrollment data at January 17th (after the add/drop deadline) was used to update the forecast revenues and teaching sections. The net change is \$1.3 million, as shown in the table below.

	Q3 Forecast		Jan Forecast		Change		
	Enrollment/ Sections	\$	Enrollment/ Sections	\$	Enrollment/ Sections	\$	%
Revenue:							
Tuition Fees - Domestic	39,264	22,813,895	40,594	23,810,735	1,330	996,840	4.4%
Tuition Fees - International	37,109	74,887,419	36,535	72,960,593	(574)	(1,926,826)	-2.6%
<i>Stu Success Fee</i>		3,060,523		3,074,000		13,477	0.4%
<i>Tech Fee</i>		2,107,548		2,118,626		11,078	0.5%
<i>Continuing Studies</i>		-		-		-	0.0%
<i>New Program Costing</i>		-		-		-	0.0%
<i>Consumables</i>		804,657		804,657		-	0.0%
Total Revenue	76,373	103,674,042	77,129	102,768,611	756	(905,431)	-0.9%
Salaries and Benefits:							
<i>Faculty - Teaching</i>	20,522	42,032,438	20,779	42,496,606	257	464,168	1.1%
<i>Benefits</i>		10,297,947		10,411,668		113,721	1.1%
Total Salaries and Benefits		52,330,385		52,908,274		577,889	1.1%
Other Expenses:							
<i>Agency commissions</i>		7,465,903		7,287,459		(178,444)	-2.4%
Total Other Expenses		7,465,903		7,287,459		(178,444)	-2.4%
Total Operating Expenses		59,796,289		60,195,734		399,445	0.7%
Operating Surplus/(Deficit)		43,877,754		42,572,877		(1,304,876)	

Course Registrations - January Forecast	Domestic					International					Domestic & International
	Spring (1/4)	Summer	Fall	Spring (3/4)	Total	Spring (1/4)	Summer	Fall	Spring (3/4)	Total	Total
2024/25 Actuals	4,033	3,954	19,380			3,674	8,824	14,474			54,338
2024/25 Q2 Forecast	4,033	3,954	18,928	10,708	37,623	3,674	8,824	14,529	9,467	36,493	74,116
2024/25 Q3 Forecast	4,033	3,954	19,452	11,825	39,264	3,674	8,824	14,492	10,119	37,109	76,373
2024/25 Jan Forecast	4,033	3,954	19,452	13,155	40,594	3,674	8,824	14,492	9,545	36,535	77,129
2024/25 Budget	3,686	2,880	15,922	9,800	32,288	3,667	6,939	14,013	10,460	35,079	67,367
Jan Forecast to Budget Change	347	1,074	3,530	3,355	8,306	7	1,885	479	(915)	1,455	9,762
Jan Forecast to Budget Change (%)	9%	37%	22%	34%	26%	0%	27%	3%	-9%	4%	14%
Jan Forecast vs Q3 Forecast Change	-	-	-	1,330	1,330	-	-	-	(574)	(574)	756



2. Revenue, Salaries and Operating expenses (excluding enrollment impact)

A review was done by Finance at a very high level to determine if the expenditure was reasonable for the next 3 months by comparing the Q3 Forecast to December YTD. The table below provides the change to forecast.

Changes to Revenues, Salaries and Operating Expenses (excludes enrollment impact)				
	Q3 Forecast	January Forecast	Change	Explanation of Change
Revenue (-)	6,216,397	6,514,650	298,252	
- Donations and gifts in-kind	297,109	439,753	142,645	January forecast updated for YTD Actuals.
- Investment income	5,919,289	6,074,896	155,608	January forecast updated for YTD Actuals.
Salaries (+)	54,468,210	54,260,311	(207,899)	
- Faculty Non-Teaching	12,450,454	12,436,219	(14,235)	Decrease due to reallocation of FAS NT Sections.
- Administrative	13,527,481	14,143,981	616,500	The January salary forecast was developed by adding monthly avg (for Jan, Feb, and March) of actual current salaries for all active positions to YTD December actuals and assuming that all vacant positions will be hired by February.
- Exempt	3,826,246	3,845,626	19,380	
- Staff	24,664,029	23,834,486	(829,544)	
Benefits (+)	13,484,330	13,195,169	(289,160)	
Operating Expenses (+)	50,852,827	49,864,374	(988,453)	
- Amortization of tangible capital assets	9,483,574	9,483,574	-	
- Building and Grounds maintenance	11,308,045	9,898,227	(1,409,819)	Updated Maintenance costs based on YTD spend.
- Cost of goods sold	986,563	986,563	-	
- Other operating expenses	26,493,153	26,574,407	81,254	Finance reviewed the Q3 forecast and YTD actuals for all other operating expenses and made some adjustments based on spending trends.
- Student support activities	2,581,492	2,921,604	340,112	
Operating Surplus/(deficit)	(112,588,969)	(110,805,205)	1,783,765	

Attachments:

#	Name
1	Statement of Operations and Accumulated Surplus as at December 31, 2024

Capilano University

Consolidated Statement of Operations and Accumulated Surplus
as at Dec 31, 2024, with comparative information for 2024

Attachment 1

	Year to Date						Forecasts				2024 Actuals March 31
	2025 Actuals	Actuals YTD % of Q3 Forecast	January Forecast	2024-25 Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)	Q1 Forecast	Q2 Forecast	Q3 Forecast	January Forecast	
Revenue:											
Province of British Columbia	\$ 47,364,178	72.6%	\$ 59,156,063	\$ 61,502,597	\$ (2,346,535)	-3.8%	\$ 64,446,578	\$ 65,247,983	59,156,063	\$ 59,156,063	\$ 42,544,785
Tuition fees - Domestic	18,780,222	74.6%	26,932,274	21,703,966	5,228,307	24.1%	23,542,142	25,169,888	25,844,107	26,932,274	25,071,863
Tuition fees - International	55,972,335	73.2%	75,836,336	73,639,652	2,196,684	3.0%	77,027,841	76,501,077	77,829,935	75,836,336	72,338,633
Project and other revenue	7,855,950	94.2%	8,418,685	8,319,980	98,705	1.2%	8,928,622	8,335,230	8,418,685	8,418,685	9,848,970
Amortization of deferred capital contributions	4,020,980	84.5%	5,516,397	4,728,613	787,785	16.7%	4,728,613	4,758,890	5,516,397	5,516,397	3,921,151
Sales of goods	814,721	63.6%	1,281,250	1,281,250	-	0.0%	1,281,250	1,281,250	1,281,250	1,281,250	1,190,822
Parking, childcare and theatre	756,865	70.0%	1,078,448	1,071,940	6,508	0.6%	1,071,940	1,080,940	1,078,448	1,078,448	1,225,958
Donations and gifts-in-kind	439,753	148.0%	439,753	297,109	142,645	48.0%	297,109	297,109	297,109	439,753	850,730
Investment income	6,074,896	108.6%	6,074,896	4,849,547	1,225,349	25.3%	4,849,547	5,593,557	5,919,289	6,074,896	8,209,949
	142,079,901	75.5%	184,734,102	177,394,655	7,339,447	4.1%	186,173,641	188,265,923	185,341,282	184,734,102	165,202,861
Expenses:											
Salaries and benefits	87,840,723	72.1%	120,889,754	119,091,130	(1,798,624)	-1.5%	117,889,691	121,813,401	120,808,926	120,889,754	104,858,780
Cost of goods sold	627,335	63.6%	986,563	986,563	-	0.0%	986,563	986,563	986,563	986,563	886,101
Buildings and grounds	5,642,296	48.4%	9,898,227	7,906,562	(1,991,665)	-25.2%	8,969,485	11,664,515	11,308,045	9,898,227	6,092,968
Student support	2,094,286	84.9%	2,921,604	2,325,027	(596,577)	-25.7%	2,449,269	2,468,215	2,581,492	2,921,604	2,117,192
Operating expenses	23,716,187	70.3%	33,861,866	32,430,678	(1,431,188)	-4.4%	33,768,899	33,731,950	33,959,057	33,861,866	31,687,503
Amortization of capital assets	6,696,708	80.9%	9,483,574	11,548,030	2,064,456	17.9%	11,548,030	8,280,679	9,483,574	9,483,574	7,931,238
	126,617,535	70.8%	178,041,587	174,287,990	(3,753,597)	-2.2%	175,611,936	178,945,324	179,127,656	178,041,587	153,573,782
Annual operating surplus/(deficit)	15,462,365	165.9%	6,692,515	3,106,664	3,585,850		10,561,705	9,320,599	6,213,626	6,692,515	11,629,079
Net restricted endowment contributions	377,436	2409.9%	377,436	-	377,436		-	15,662	27,437	377,436	278,288
Annual surplus/(deficit)	15,839,801	169.7%	7,069,951	3,106,664	3,963,286		10,561,705	9,336,261	6,241,063	7,069,951	11,907,367
Accumulated surplus, beginning of year	111,651,185	100.0%	111,651,185	111,651,185	-		111,651,185	111,651,185	111,651,185	111,651,185	99,743,818
Accumulated surplus, end of year	\$ 127,490,986	105.4%	\$ 118,721,136	\$ 114,757,849	\$ 3,963,286		122,212,890	120,987,446	117,892,248	118,721,136	\$ 111,651,185



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.4: GOVERNANCE AND PLANNING COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 25, 2025	
PRESENTER: RJ Wallia, Governance and Planning Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the February 11, 2025 Governance and Planning Committee meeting.

SUMMARY

The Committee approved the minutes of the November 12, 2024 meeting, reviewed the and discussed the following items:

- Integrated Planning Update:** Toran Savjord, VP Strategic Planning, Assessment and Institutional Effectiveness reviewed the Integrated Planning Fiscal 2025-26 Operational Plan Summary. The Committee passed a motion to receive this for information. This report is included as Attachment 1 of Schedule 11.1 Fiscal 2025-26 Budget briefing report.
- Annual Review of Board Self-Assessment Survey Process and Questions:** The Committee reviewed the 2024 Board Self-Assessment survey questions and results. The Committee passed a motion to approve the proposed set of questions for the 2025 Board Self-Assessment Survey subject to an addition to one question. This information is shared with the Board as part of the Closed meeting consent agenda.
- Student Appeals Policy – Action Item on Procedural Fairness:** Jacquetta Goy, Director Risk Management provided an update to the Committee on the action item that was requested at the September 10, 2024 Committee meeting.

RECOMMENDATION

This is for the Board's information only.



January 15, 2025
Our Ref. 137127

J. Paul Dangerfield
President & Vice-Chancellor
Capilano University
2055 Purcell Way
North Vancouver BC V7J 3H5

Email Address: pdangerfield@capilanou.ca

Dear J. Paul Dangerfield:

On behalf of the Ministry, I would like to thank you for Capilano University's (CapU) Institutional Accountability Plan and Report (IAPR) for the 2023/24 reporting cycle. IAPRs demonstrate accountability for the public's investment in post-secondary education and are an important record of how post-secondary institutions are supporting students and the labour market.

I am pleased to advise that my team has reviewed the reports in detail and the following feedback is provided:

Your institution has done well to address the priorities from the 2023/24 Mandate Letter in its IAPR. We are pleased to see that initiatives related to the priorities are either in progress or fully implemented.

We would like to recognize CapU's overall performance measure results and success in achieving or substantially achieving nearly all its Ministry-established performance measures. Despite not achieving targets for student spaces, CapU's continued efforts with strategic management initiatives are positive developments and we anticipate seeing the outcomes of those efforts in future reporting.

Congratulations on the launch of the ECCE Diploma program in partnership with Kwantlen Polytechnic University and Métis Nation of BC.

Thank you again for your IAPR submission. I look forward to continuing to work together in the coming year to provide an accountable, high-quality post-secondary education system for all British Columbians.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Joanna White', followed by a vertical line.

Joanna White
Assistant Deputy Minister
Labour Market Development Division
Ministry of Post-Secondary Education and Future Skills

cc: Chelsea Chalfour, Executive Director
Labour Market Policy, Research and Future Skills
Ministry of Post-Secondary Education and Future Skills



February 2, 2025

Board of Governors

Capilano University
2055 Purcell Way
North Vancouver, BC V7J 3H5

To the Board of Governors,

I am writing today on behalf of the Capilano Students' Union to share what we have heard from our membership and to make a recommendation to the board of governors about the administration's proposed tuition increases for your consideration.

Acknowledging the context

First, we acknowledge and appreciate the fiscal pressures squeezing the university's budget—provincial funding for public post-secondary institutions has dropped significantly as a share of institutions' total revenue, B.C.'s tuition limit policy permits increases of up to 2% for domestic students, and the only mechanism left to balance budgets is the sector's continued over-reliance on international student tuition.

This is a consequence of declining provincial support for public post-secondary institutions and changes in federal immigration policy for which students should not bear the consequences. Provincial funding accounts for 35% of revenue for the upcoming 2025–26 fiscal year,¹ compared to 52.9% in the 2004–05 fiscal year.² Over the same time period, the share of international student tuition revenue has increased from 17.1% to 36%—largely to cover this provincial funding shortfall.

Capilano University is not alone in this experience, with provincial funding for all B.C. post-secondary institutions declining from a 64% share of revenues in 2001–02 to 50%

¹ Capilano University, Fiscal 2025/26 Operating and Capital Budget.

² Capilano College, Institutional Service Plan Report 2005.



in 2022–23. Student tuition fees (from both domestic and international students) have increased over the same period from 20% to 36% of total revenues for the sector.³

What we've heard from our members

In a survey of 473 students at Capilano University (33% of whom are domestic students), over 92% of respondents opposed (and 85% *strongly* opposed) the proposed international tuition increase. The domestic student population is standing in solidarity with international students: over 75% of domestic student respondents specifically oppose the 5% international tuition increase.

84% of our survey's respondents—81% of international students and **90% of domestic students**—support the idea that increased government funding is needed to fix the system. In the meantime, we are calling on Capilano University to take action to mitigate the impact of these increases on current students.

In survey results we've received and in dialogue with students, including at an international students collective meeting held on Tuesday, January 14, 2025, our members have told us loud and clear that this disproportionate increase should not apply to **returning students who are already committed to Capilano University**.

Our recommendation

The cost pressures on international students are extreme: Metro Vancouver living expenses, youth unemployment and underemployment, and recently reimposed limits on international students' working hours all add to international students' financial stress. For many of our members, these additional educational costs will push them across the line and force them to drop out or put themselves in vulnerable housing or employment situations to afford to continue their studies at Capilano University.

This proposed 5% international tuition increase is an unplanned and unbudgeted burden for international students who have already chosen Capilano University as their home institution—and with recently-changed rules regarding post-graduate work permit eligibility, especially for international students who started studies before the rule changes and are now in red-circled programs that would no longer be eligible, these

³ Statistics Canada. Table 37-10-0028-01 Revenues of colleges by type of revenues and funds.



international students *must* continue to study at Capilano University if they want to avoid limiting their future career and residency options in Canada.

It is no longer true to say that returning international students “choose” to study here, as the consequences of changing institutions when a student cannot afford to continue here could have life-altering consequences.

We ask that the board of governors reduce the tuition increase for returning international students from five percent (5%) to two percent (2%).

Yours sincerely,

Angad Brar
Angad Brar (Feb 2, 2025 13:16 PST)

Angad Brar
President



Appendix

Tuition Impact Survey

The Capilano Students' Union surveyed students and community members on Capilano University's proposed 2025-2026 tuition increases. There were 479 respondents.

Survey Questions

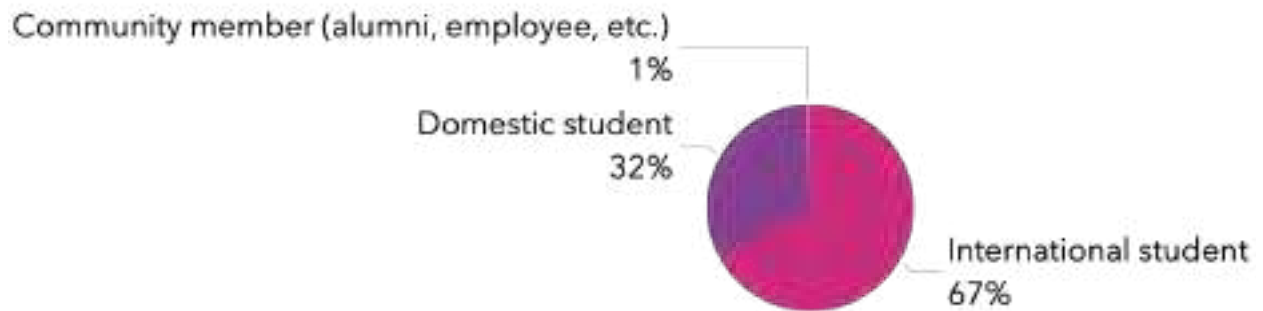
1. Are you a domestic student or an international student?
2. To what extent do you support the university's proposed 5% international tuition increase?
3. To what extent do you support the university's proposed 2% domestic tuition increase?
4. To what extent do you believe the university administration should explore alternative revenue options to address the budget deficit?
 - a. Government funding
 - b. Increase parking fees
 - c. Increase cafeteria prices
 - d. Increase bookstore prices
 - e. Reduce programs and courses
 - f. Laying off university employees
 - g. Reduce university services
 - h. Close university campuses
5. Why do you feel that way about the proposed 5% international tuition increase?
6. Why do you feel that way about the proposed 2% domestic tuition increase?



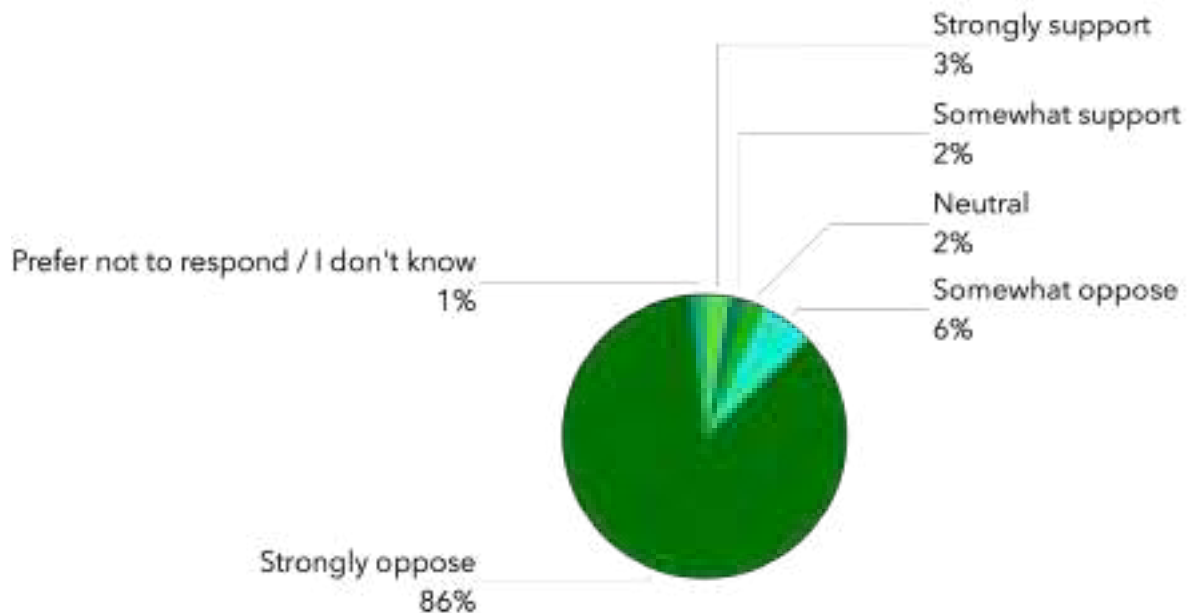
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Survey Results

1. Are you a domestic student or an international student?



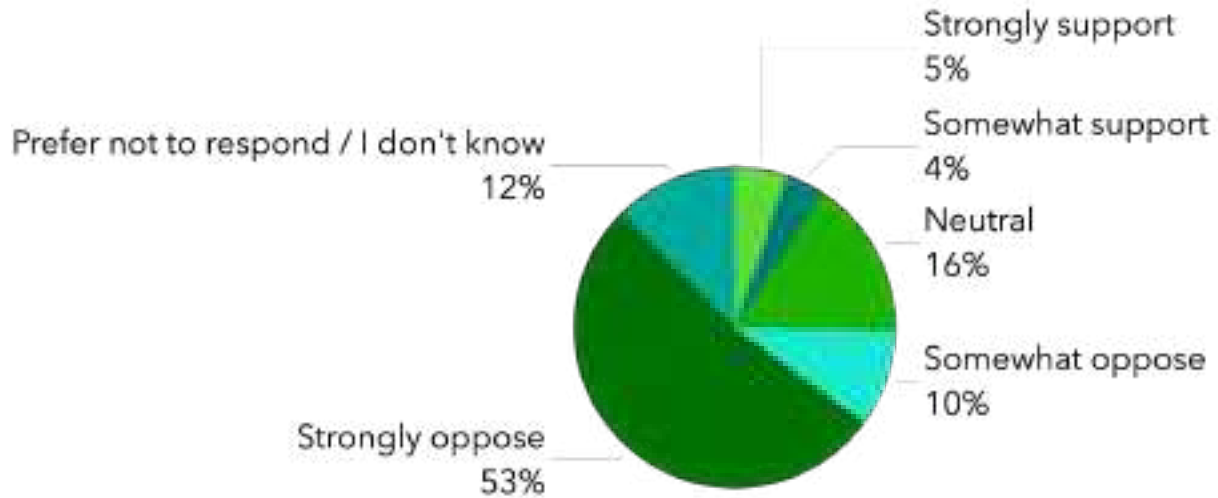
2. To what extent do you support the university's proposed 5% international tuition increase?





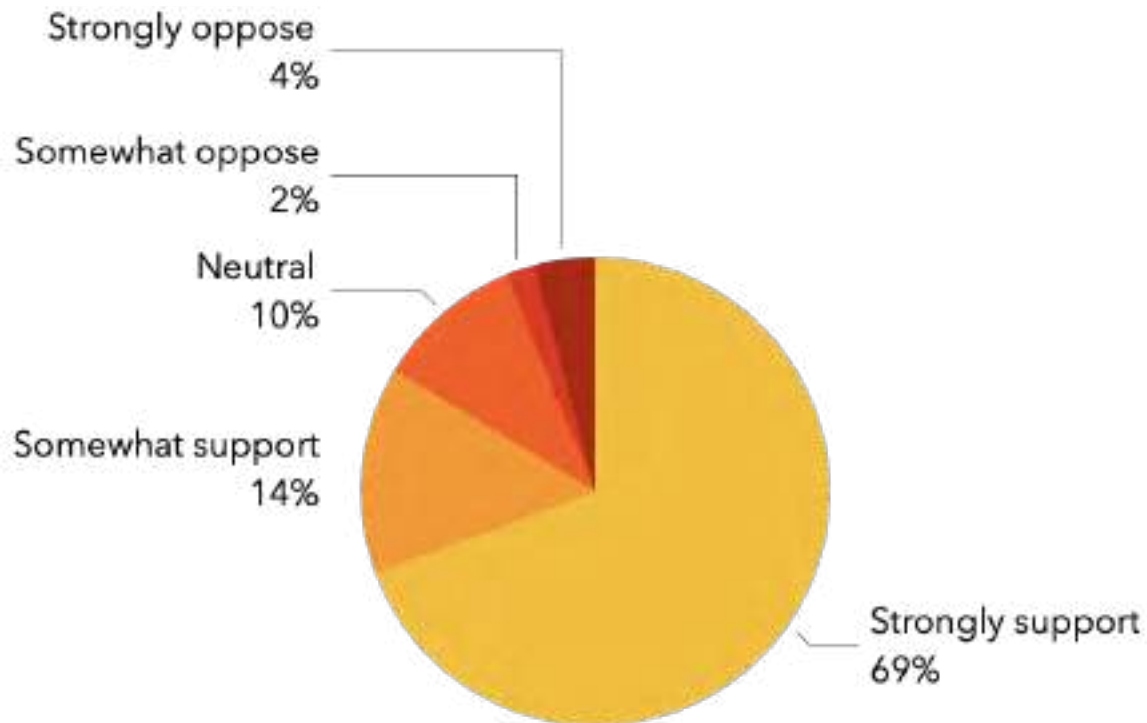
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3. To what extent do you support the university's proposed 2% domestic tuition increase?



4. To what extent do you believe the university administration should explore alternative revenue options to address the budget deficit?

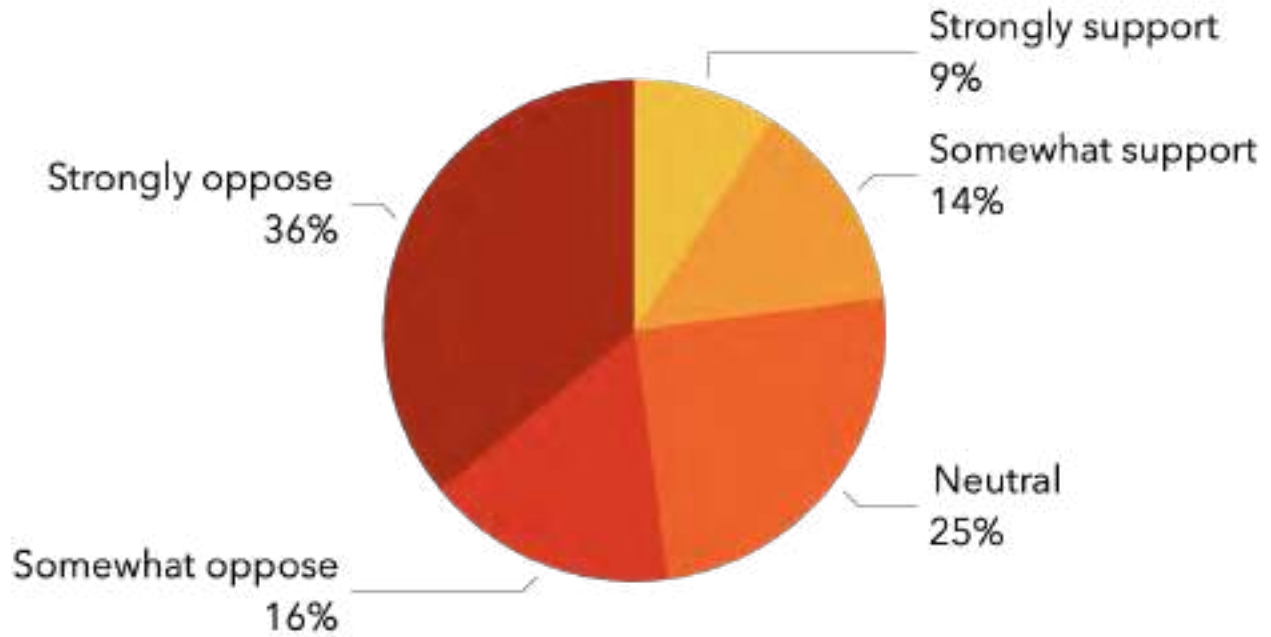
a. Government funding



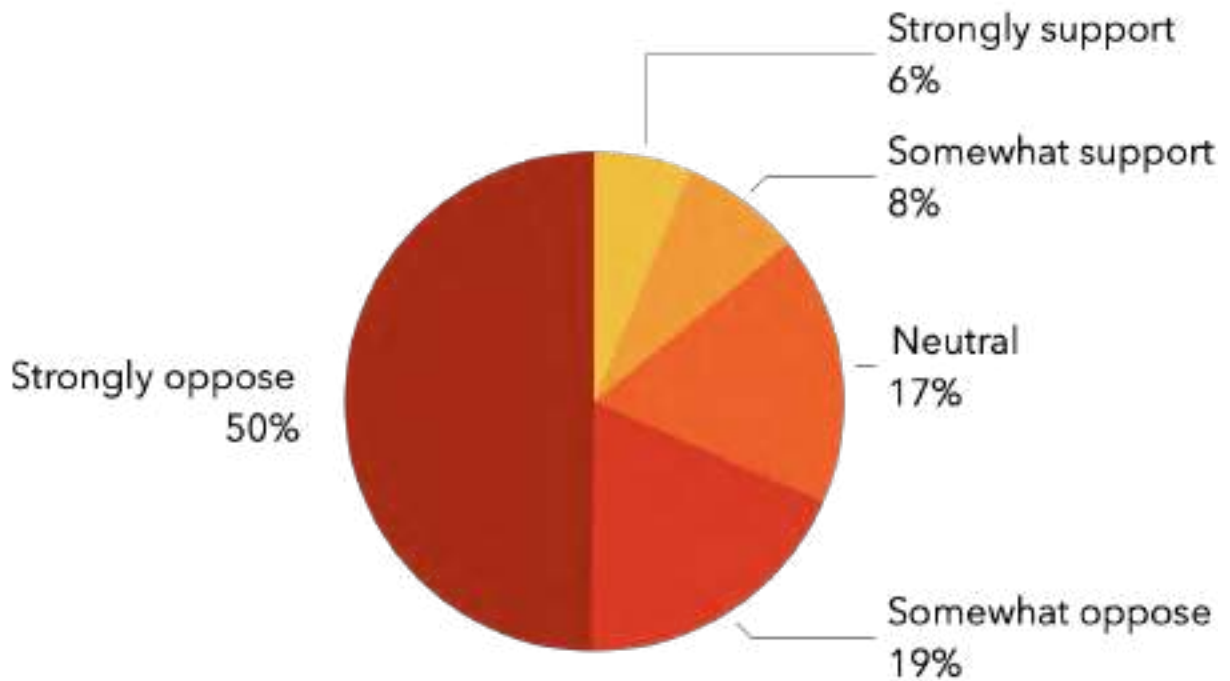


Appendix

b. Increase parking fees



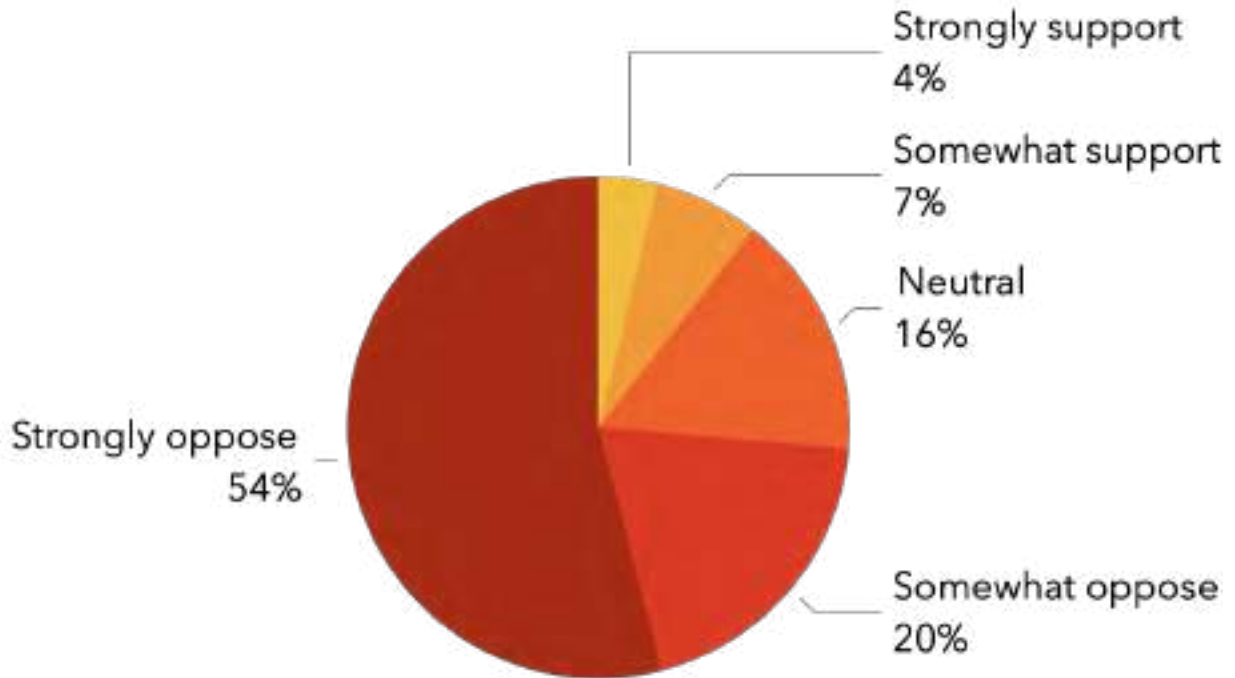
c. Increase cafeteria prices



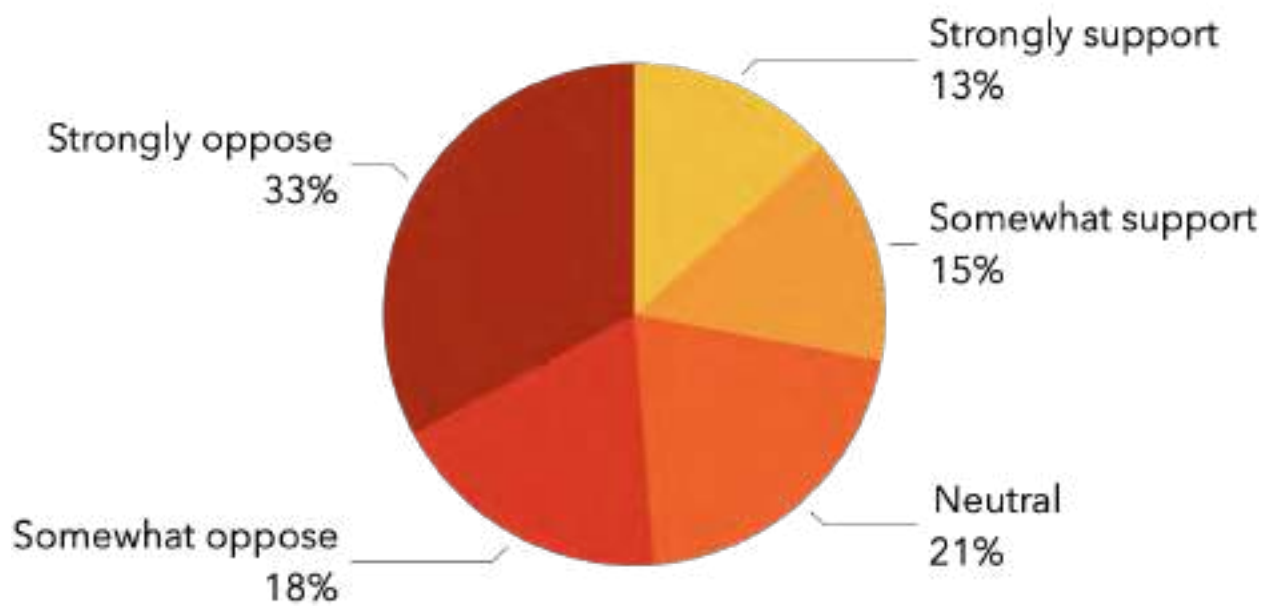


Appendix

d. Increase bookstore prices



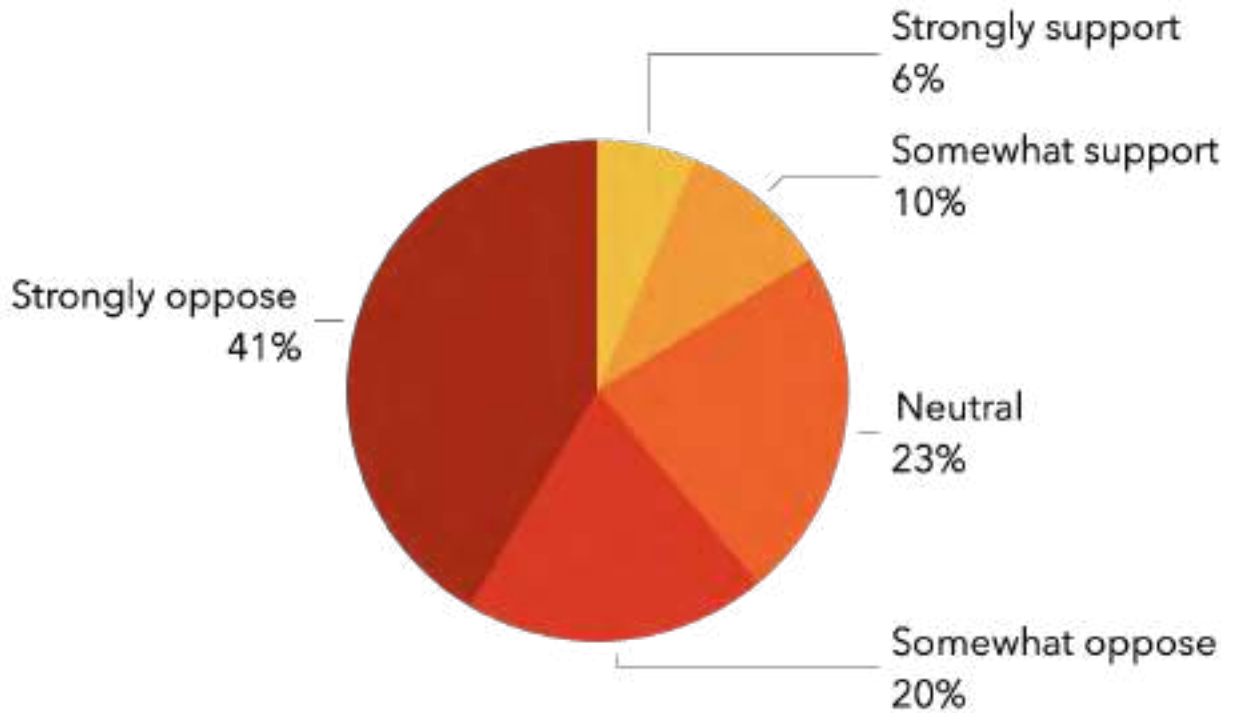
e. Reduce programs and course offerings



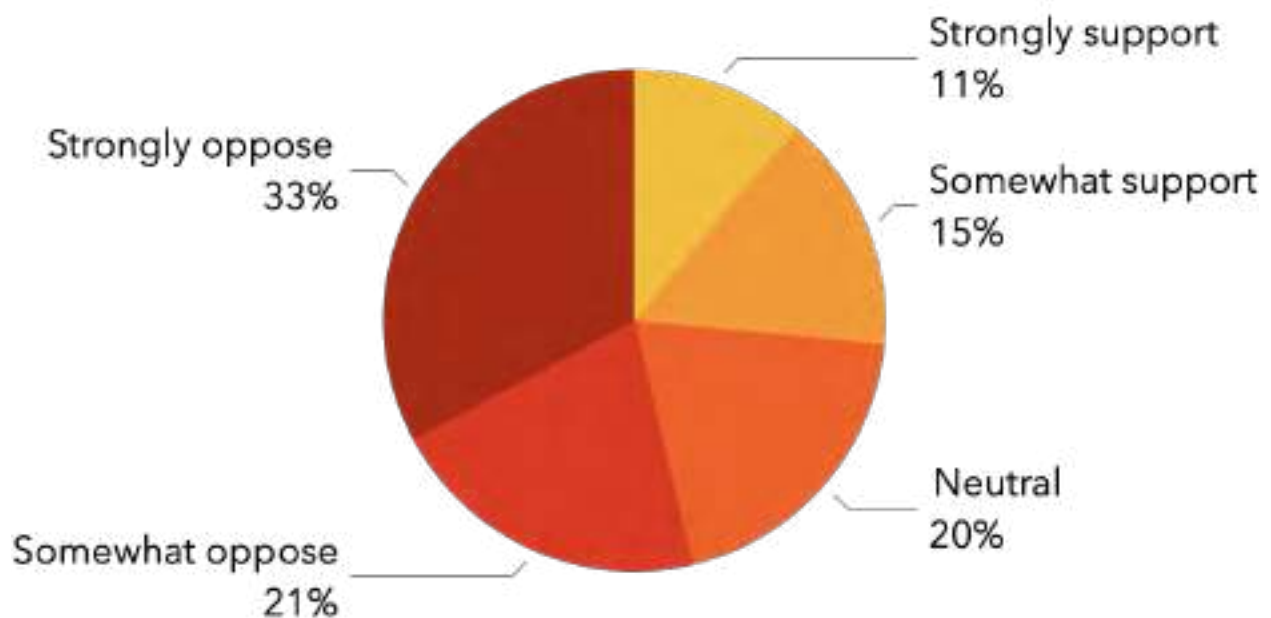


Appendix

f. Lay off university employees



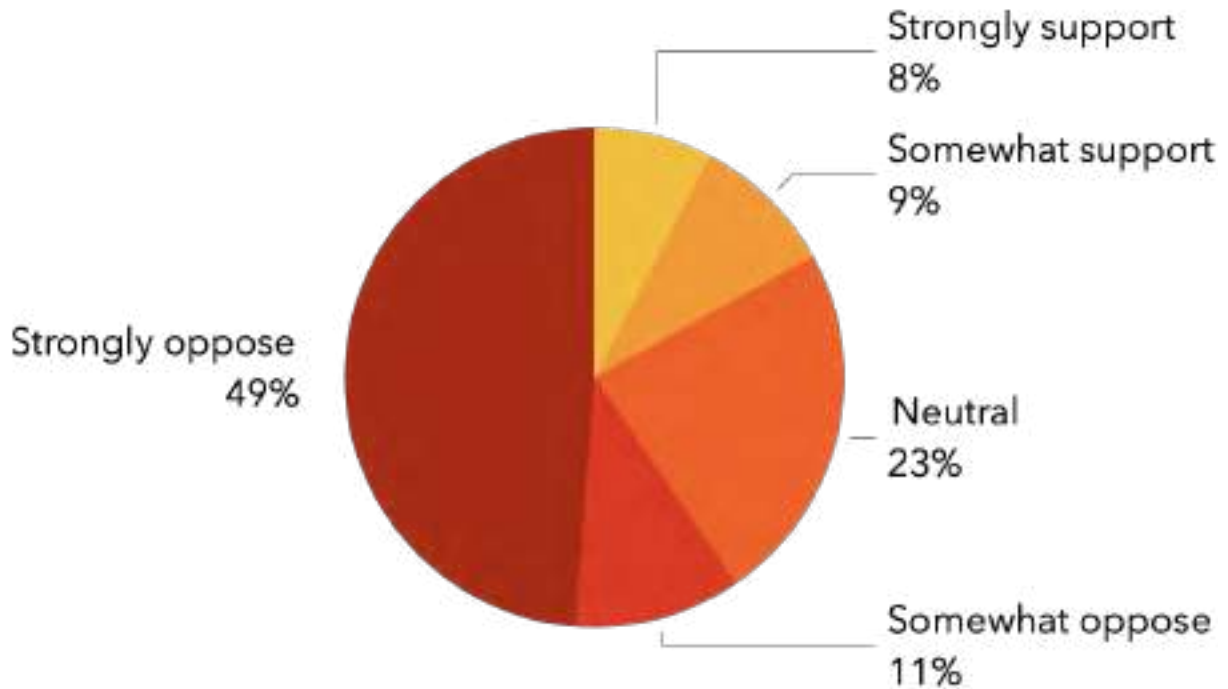
g. Reduce university services





Appendix

h. Close university campuses



5. Why do you feel that way about the proposed 5% international tuition increase?

That's baseless considering the level of extremely slow development and NO PROGRESS in student life facilitation

It's already up don't make more changes 😞

I think it is unfair to the international students. It is difficult for them to pay a huge amount of their tuition fees.

it is already wayyy too high. and i understand why theyd do it from a business perspective bcs there arent many students coming in lately but [Student Financial Aid] has been so unhelpful with financial issues sometimes you barely cut the mark. if its increasing on TOP of it [I don't even know] how people will survive. the fact that its more than what theyre increasing for domestic students (2vs5) is soooooo trashy in itself [at this point] stop calling it publicly funded just say immigrant funded



Appendix

I feel like being an international student we are already paying high fee amount and increasing it more is not a good step which can make education less accessible for students who can't afford it. Instead of increasing the fee other steps should be taken such as funding.

I do not believe it is fair to increase the tuition as Vancouver is already a very expensive city for anyone.

I feel an increase in international student fee would make the life of international students harder as they have to manage even the rent and everything by themselves. I feel it shouldnt be increased

More domestic students will be enrolled

That is so unfair that they are increasing domestic by 2 %

It's a joke, there's no way that Capilano wants to do this to international students we already pay an incredible amount of money and they are doing this why? Is not even to give us a better campus or classes is just because of the new regulations about international students that less will be admitted into the country, that sucks but you can't make us pay more because of it

Its absurd. We already pay such high rates for the tuition fees for an education that doesn't even get us a decent job.

We already pay almost triple the amount of a normal student plus we have to manage all other expenses aswell. Very poor decision following the paths of trudeau

A 5% increase in international tuition feel unfair because international students already pay significantly higher fees than domestic students, and many face additional challenges like living far from family, dealing with cultural adjustments, and managing limited work opportunities due to visa restrictions. This increase adds more financial pressure on them, making education less accessible and creating more stress. It also give the impression that international students are being treated as sources of revenue rather than valued members of the university community.



Appendix

It is absolutely unacceptable for the university to go back on their agreement to keep international student tuition increases in line with domestic student increases. They said they budgeted for the next 5 years, but because enrollment is lower than expected they decide to balance the budget charging increased rates to those who did register. Absolutely disgusts me how they look at international students as a way to balance the budget. It is predatory.

Bad idea

It's totally unfair to the students in general, that domestic students who already paying 3 times less tuition fees than the international students and increasing the tuition fees by 5% is highly unfair for the students. The raise of the tuition fees must be same for domestic and international students.

International students already face higher rent and tuition costs compared to domestic students. Additionally, we have to pay fees for English proficiency exams and other IRCC fees. This increase seems unjustified, especially since we have limited work hours and receive only basic pay.

No, because they are already paying too much.

If the increase is necessary make it 2 % same as domestic students

The international tuition is already very high. Increasing it by 5% will discourage the new students to take admission in the CapU.

This is because 1000 dollars bump up is too much for international students and it's unfair that my classmates are already paying less for the same education and now international students have to suffer 3% more increment in their fees relative to the domestic students. First thing first. These should not be any increase in tuition if it happens it should be same for everyone.

International students are already paying enough and rather than seeing any decrease in this tuition the increase is just a burden for everyone

WE ARE ALREADY DRAINING OUR POCKETS. I DONT SEE ANY FUTURE IN CANADA, WHY DO I KEEP INCREASING MY CONTRIBUTION TO THE ECONOMY.

They are already paying extra, why should the university increase the tuition???



Appendix

I think an increase in tuition makes education stressful for students as it already is very high for international students

I know a large number of students who already struggle to make ends meet and utilize the few free produce days to help do so. Some individuals have the privilege of having full-ride tuition and housing payed for by their parents, but knowing the amount of people who work while studying to pay for their education, they will be harshly affected by these increases.

It's already too much as compared to domestic students. So, increasing it makes studying really difficult.

Its more fees [since] us students are barely getting by with the fees right now i believe if it does increases then students will remove themselves from this university and opt for other colleges or unis with lower fees which will impact the university as well since the students will run for the place where they can get their study done but with affordable tuition as well so a 5% [increase] is more likely to say the students wont be responding well at all and it will become more stressing.

international student fees are already too expensive and some would say even abusive

The fees is already too much it's not good idea to increase by 5 percent of tuition fees.

A large proportion of the students in the university are international and we are already paying a [lot] of tuition fees with a lot of extra finances which are of no use. Most of the students even don't have jobs, it is really difficult to pay a lot of money where we can see no future with these changing rules.

Tuition is already expensive, and for international students who have fees that are much higher than domestic students already it's an even harder hit to them

The international tuition is already 349.32% more expensive than the domestic tuition!!! Increasing fees just shows that they value money over quality and their students, as there are already so many international students in the university. How greedy can they be ?



Appendix

Education should be at least affordable- if not free for all

Most of the students are international students in university and we all are paying the large amount of tuition fee and most of the students do not have job and it is difficult for us to pay the tuition fees with 5% extra so we totally disagree with this rule

Because the services are not improving. Which means that international student will have to pay for a decline in enrolment which is not their fault... Instead of Cap trying to get more government support or other sources of funding, the student body is now supposed to carry the weight even more? Sounds unfair to me. And while Cap might be the „cheapest“ university in BC for international students, it's still far from actually being cheap. Increasing tuition even more will mean that even less students will have a chance to attend Cap. Lowering enrolment even more.

Somehow there was money to build an entire new campus but now there isn't enough money to fund next year ???

No sense to increase the [tuition] fees. Already its so inflation here. You guys only think for your pocket. Sometimes international students don't even eat there meal because of money and you just increase the [tuition] fees without any reason.

I am an international student and it is already quite difficult even without the 5% increase. It is just not fair to be increasing so much for the international students who are already paying more than double the amount of the domestic tuition. I think it is absolutely ridiculous that a 5% international tuition increase is proposed. When I saw this just 5 minutes ago, I felt devastated, disgusted, and angry. I felt like my heart dropped. It is not even easy for us to be hired and earn money to support our own tuition and many other expenses. It is such a burden and a pressure for us and our family members.

It's a bit high and it's hard to pay

Its such a shame to the university, that they are accumulating most of the money by pressurizing and traumatizing the International students, so they can snatch and steal some luxuries from the hard earned money of the parents of International students.



Appendix

Because we are already paying \$2k per course, when do we draw the line is my question?

While I think that international students already have to pay a LOT of money to go to school in Canada, alongside paying for rent, food and utilities on top of that, if Cap's budget is going to be that short there must either be more money made from those with the means to give it, or Cap has to make some budget cuts in order to serve its existing student body at the rate we're already paying them.

We are already paying thousands of dollars. This is totally wrong to increase the fee.

International students already pay more than double the fees than domestic students. Why do you even want to increase it?!

Is a lot of money and is going to affect international students already enroll to a program

I feel like you guys are losing money due to the international student cap and can't afford services and maintenance of campuses. Enjoy money cuts.

It's just simply cruel at this point!

Inflation is already sucking the life out of everything rent, grocery, transportation, and now tuition!!!

We already pay 4 to 5 times more fees than domestic students and we have a lot on our plate too, increasing fees would just make our stress more, also why do you think it should be 5 percent for international students and just 2 percent for domestic students.

Bad

It's completely out of the question. Is the fee they already take from us less?



Appendix

As of December 2024, 46% of students enrolled at Capilano University are international students. Paul Dangerfield has not lived up to his plan to cap international enrollment to 40% FTE. Internationalization is an issue that has been reflected by the constantly dwindling domestic student population. A 5 percent tuition increase is not enough to curve the amount enrolled, and it seems that Capilano University has no real plan to curve their international enrollment, or create new programs to help onboard domestic students

How students are going to manage high [tuition] fee, while doing part time jobs.

As most students doesn't not have part time job and it's already a lot hard for them to maintain their life.

It shouldn't happen cause we are already paying a lot .

It's a shame for real. International students are already paying 3x of domestic, and this makes their situation more tough. It's better to pursue universities like SFU and any other instead of Capilano. As fees are matching with higher institutions but not the education yet. Brutal.

Already Everything's too bad and students have no jobs and in this hard time there's no point of increasing tution fees.

International student tuition is already much higher than domestic tuition. Also, most students are paying in their home countries currency and the conversion rates may not be favourable and may lead to students being unable to afford the fees. For example, my fees for 1 semester is 2 and a half months of my partners salary back in our home country, that's excluding all my other expenses. You also need to take the new restrictions on study permits into consideration, as they are making it harder for spouses to come with, meaning there is no one who is able to work full time earning dollars.

We are international students and we already pay so much to be living here as well as paying double than a regular domestic student does. So an increase in tuition is really not what we need right now when half of us are struggling already.

They just want more money because no more international students coming to study because [Student Direct Stream] is closed. theres no need to increase fee



Appendix

Already the tuition fee is so much 5% increase is too much

Capilano needs to put more focus on and prioritize domestic students. But current international students shouldn't be effected.

Insufficiency of students financial independence

Not needed

Its a burden on international students. As on one side there is no job opportunity for them.

International students are already facing a lot of hate for taking jobs and getting admitted in Canadian Universities. Their tuition fees are already way higher than domestic studnets. Just because there is no cap on how much you can increase the international tution fees, doesn't necessitate exploitation of international studnets. There could be other possible solutions to this so called predicted deficit in funds. It could have been prevented at first by not getting way too much funds from international students and enrolling so many international studnets. That was the time when steps should had been taken, but were not taken considering financial benefits of university. Now that you are losing funds, you are trying to cover that using international money. Students like me, who are already here, who decided number of times before applying if they would be able to make enough to pay the fees, would be burdened. Just for financial purposes, using international studnets and their money is totally unethical. What's the points of teaching philosophy and ethics at University if university itself is not able to follow the very basic principles of the same. You could use some other means to cope with it. You could just simply increase enrollment of domestic studnets. You can try and save other expenses. This can also be dealt by providing less section of courses to enroll into or decreasing class sizes. It could be dealt by laying off unnecessary employees | For example , high number of student employees at CDC etc.

I think this is not a good idea

I don't think it needs to be increased as we are already paying more fees



Appendix

We are already paying a lot for per courses and there are soo many charges like dental and union fees that we don't even use and now this 5% hike , noo I strongly oppose this , in fact you should understand students conditions here some of us are not even getting jobs due to recession and those who are getting is not getting enough hours, so how do you think we suppose to pay our expenses and then that 5% hike in tution fees ?

A release of cash flow and other financial statements can easily prove where their sheets aren't balancing. It is quite clear why when financial statements don't balance how institutions use external inflated costs to superficially balance them. We need to see their statements, bet they would never hire an external CPA for audit, [redacted]

They don't realise they are making Cap even less prospective for new students now, even older ones. Even a novice startup realises this.

You can quote me on this

We pay so much already, it's already so expensive to come and study here. I would love to continue and so would many of my international friends, but if the price goes up much more, I don't know if I, or others, will be able to afford it.

International students are already paying a lot tuition which is 3- 4 times more than domestic fee. This change will make our university more expensive and many still students will face this barrier in studies. It's unfair to the returning students who planned their educational budget on the current tuition fee.

It's already quite hard for international students to pay fee, and now more 5% would be so much harder. We are not getting jobs and its difficult to maintain economic balance.

I completely oppose this proposal.

International students already pay 3 times more than the fees of domestic student

We are already struggling to pay for groceries, and now we can't even find part-time jobs. The fees are also increasing, which is already five times the price of domestic student fees. This is just ridiculous.



Appendix

This is ridiculous international students already pay 300% more than the domestic. With this economy and prices the international students must work at least 30 hours a week to just afford rent and some cheap food and save money for school and in this situation instead of helping them you increase the tuition 5%. It would make everyone's lives harder

Fees is already more for international students this increment would be difficult to meet up from their sides due to unemployment these days.

education in a foreign country is a privilege

I think this is totally unfair . It should not very done to a the existing students of CapU atleast. I am very unsatisfied and sad after hearing this. This shouldn't be done at all .

There are many students already financially struggling as-is and having an increase of 5% will either make or break their chances of an education at capilano uni

It's unfair for us, we are already paying a very high amount of tuition. If you want this, then there should be 5 percent increase in tuition fees for domestic students as well.

They are already paying the enough tution. They are also many other expenses like they don't even offer free parking and we also have to buy books for courses. It's just keep increasing and increasing.

Earning myself it's quite hard pay such amount kinda burden

it should be implement on new students only

That's to much

That is wrong

This is unfair to raise fees for those who are already enrolled and there term fee from sep going to be raise.

The quality of education and support provided by university does not justify 5% increase.



Appendix

We are already paying so much. Almost triple the amount of the domestic tuition. I think it is ridiculous and so many of us are going to be devastated and have difficulties paying tuition if it is increased. It is also even harder for international students to get a job, so it is even harder. I think it is unfair that the international tuition increase is even considered. Please don't increase the tuition. I am begging you.

I strongly oppose the proposed increase.

Not at all, already paying a lot

Is that an appropriate way of increasing tuition fees for students who are merely able to collect their fees by themselves. Students like me get everything from inheritance of their families, but what about others who are not able to afford. I am sure a lot of students are leaving this university by September.

Totally disagree

The international students are already paying a high tuition fees and on top of that an increased tuition is beyond imagination. My heartaches while thinking about so.

School only cares about making money.

As an international student, I strongly oppose the proposed \$500 increase in tuition fees. Many of us are already struggling financially, working hard to make ends meet, and this additional burden will only make it harder to continue our studies. I urge the university to reconsider this hike, as it disproportionately affects students who are already facing financial challenges. Instead, I suggest exploring alternatives like increasing financial aid, offering more scholarships, or implementing smaller, gradual increases. International students contribute significantly to the university, and this fee increase risks making education less accessible for many of us.

International student already paying 5 times more that is too much for students, I think it is not worth it as there is not extra facilities given to them

Because we already pay a lot



Appendix

International students are already paying many times the fee than domestic ones. Education is the basic right, and this is going to make it completely unaffordable for them.

It is not fair as international students are already paying a high amount of fees. They are alone here. They have to struggle for their survival.

We are already paying 5 times higher fees

This is an unnecessary increase.

No medical facilities are provided.

Its not good

I am not in favour of this as international pupils are paying nealy 5 times more tution fees than the citizens.

International students already paying 3 times more fees. According to this is not a fair step.

Because it is very hard for me to pay this much amount

All international students are already paying more than domestic students

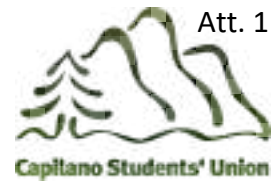
Because as an international students we are already paying much more than the domestic students . So , we cannot afford to pay more because of this proposed 5% international student fee

I cannot really afford it and I believe none of the international student

cant pay

While I do understand that this policy is likely being raised by the University in order to counter the current government visa policies/decline in enrolment, this hike is unfair to international students who already pay a substantially higher amounts of tuition compared to domestic students.

I oppose this decision.



Appendix

I oppose this decision as we are international students we are managing our fee and university classes as well as our work. So this is not fare.

Tuition is already tough as it is to gather all the money. Especially semester after semester if an individual doesn't have enough savings or is struggling financially. It is more complicated when they're in a foreign country. It would become even more difficult to financially afford tuition when the proposed 5% international tuition increase gets officially implemented. Inflation is already difficult on households.

No

It is a lot for an international student.

I strongly oppose it

Its all unfair for international students

They are already having a lot more financial problems due to the current economic conditions of the country.

It is Defficult to pay

It is very difficult to pay for international students.

It is just unfair. International students come here to study with the determined budget. If on top of that any extra burden is levied. It's gonna take a toll on their pocket as well as on mental health.

It can be applied to new registrations but doesn't make any sense to be paid by already registered students at capilano. This would be unfair in so many ways

Because international students already gave 5% more than domestic, I think this is not fair at all.

It's unfair

It's not fair



Appendix

I feel like being an international student we are paying 5 times more fee than domestic students and increase of more fee is a problematic and not applicable for them.

Not good on the students side as living in Canada is also getting expensive.

That was not what I signed up for initially

International students already pay triple the amount the domestic students pay

International students are already paying high tuition fees, which cannot be raised any more

Nothing to do with me

International students are already paying huge amount then they are managing other expenses. They will not be able to afford it, leading to serious issues like depression.

School is already expensive enough, getting there, parking, which was already raised again, and getting the funds to attend. Not everyone is eligible

For student loans. Shouldn't we be encouraged to attend school instead of not going because it's so expensive?

As an international student, I barely allowed to work 24 hours and if university wants to increase the fees then they should request IRCC that students can work more as well. It's not fair as we can't afford to pay that much fee in only this much hours. It's really unfair and disappointing, especially for international students.

It's too much for an international student to pay and also additional way of buying books from connect which is not needed, single book price is \$100.

If internationals want to study in Canada then they have to pay for it. University is not cheap and there are more than enough internationals willing to pay more for Canadian education. It is not our responsibility to educate the poor of foreign countries.

We are already paying too much high fees, if we compare with the domestic students it's almost 4 times. So, I think there is no need in making any increase in the fees.



Appendix

I am a domestic student

Managing expenses as an international student is way hard. They already are struggling without families and are allowed to work just 24 hours.

Because it is very expensive for international students to live outside of our country, increasing the cost of tuition is more difficult to obtain financial resources.

I strongly oppose to this increase for international students because it is unfair for these individuals, jobs in BC are hard to find at the moment and also the wages are very low this increase will make it more difficult for international students to pay for tuition and be able to afford a decent quality living.

5% seems way too much on top of what we already are paying for tuition as international students.

This is a burden on international students as they are already paying high fees. And due to increased inflation, living in Canada is already costly. If tuition fee increased it will demotivate us to further continue our study here in capilano.

Every time 5% increases is going to decrease people to come to university to study. We already pay 4x and it's not our problem to pay for domestic students. Increase there fee

The explanation says that CapU's tuition fee would be in the lower range in BC even after the 5% increase. However, expensive institutions offer that much of support to the students, and they offer better study environment. I think CapU is giving minimal support to the international students, therefore, the increase in tuition fee would be acceptable only if there is an increase in international student support.

It's huge impact on our stay at Canada as students, we are paying great amount for education, we need to have support on the next year as immigration is still changing everything, [that puts on us] more pressure and anxiety to finish our studies.

There is a lot of internationals are paying so what would be the purpose of an increase?

we can't afford to pay more



Appendix

The fees is already quite high for the international students. Therefore, the university should reconsider their decision.

It can be quite troublesome on the students individually. Capilano University is an organization, an organization filled with working adults with stable jobs, not only that, but an educational organization. Thus, the priority should [be providing]] easy access to education and opportunities for the next generation. The students deserve affordable classes no matter what part of the globe they are from. As an educational organization, Capilano university should 1. Not burden the individual students that at this point in time, mostly have either just entered the employment field or are unemployed. 2. Should manage its deficit as university through additional funding, pleas to the government or other methods that doesn't affect the lives of the students attending the university.

The tuition is already high enough for international students and I do not think that the increase is required if there won't be any improvements in the current curriculum.

As an international student we already have to many expenses and less sure of revenue

International students are already paying an astronomical amount in tuition fees. Increasing it a whole 5% is unfair. People struggle to make ends meet in this economy, and international students usually come from 3rd world countries, seeking a better life for themselves and their families. It's important to keep this in mind.

I think selling education does not help the nation.

International student fee is already high enough

Absolutely not

It should match the BC's tuition limit policy for domestic students



Appendix

I'm not sure if this is a some sort of a joke, but why are you even suggesting it from the first place when you clearly know that both domestic and international students are struggling financially? This is common sense NOT to raise 5%. I'm sorry but what are you trying to get from draining students' money? Who are you benefiting if not the students who work hard day and night to get the money? I swear to god I've never seen a more inconsiderate and inhuman university in my life.

We, international students, could barely find opportunities for financial sources because this university is extremely limiting it for us. Now let me tell you this, you guys want us to enjoy being students, but I genuinely have NEVER enjoyed my uni life due to financial stress of unnecessary fees and increase of tuition fees. ALL of my job's money constantly goes to this tuition. Now, I'm not sure if I can even graduate because of this fee increase. Like I barely afforded this semester by borrowing money, even my dad borrowed money so he can afford my education. So what kind of joke are you making now? Like genuinely why are you trying to worsen your reputation?

It's really hard to pay such a big amount as an international student, I would prefer if they want to increase the tuition fee then their should be an instalment method that we can pay our fee on instalments by weekly or monthly.

I think this is just too much because international students are already paying a lot of fees like 22,000 dollars per year. To be honest, government should fund the institutions rather than ripping off the money from students. Because they are literally taking taxes from almost everything.

International students work hard to survive in a new country and if Tuition would increase, it would be difficult to manage expenses.



Appendix

as international students we already have a high difference in the tuition fee compared to domestic students. Many of us come from countries with severe economic problems and are here due to incredible efforts that our families do or even ourselves by working [part time]. increasing the fee would be a very selfish thing to do, the university could find different ways to raise money, doing events, bake sales, investors etc. But international students who are simply reaching support in a place that is not their homeland should have to carry the weight for the universitie's financial support.. we are already doing too much to simply be here..

It's way too high.

It will be already second time during my studying at capu when the fee is increased.

It's already so expensive, not everyone can afford this stuff easily. Just keep it low.

No

There are certain issues with this 5% increment

1. Why is it 5% for International and and just 2% for domestic, aren't international [students] already paying like 250% more than the Domestic students
2. I believe that some of the services can be cut down in order to maintain the budget instead of just asking students for more money.(There are a lot of [areas] where budget cuts can be done, or it looks like)

5%increase is too expensive by this step government is making education luxurious for many which is sad

This is wrong to the international students. They already are paying very high tuition fee. This increase would be unfair to the students.

International students tuition is already high enough if an increase is done future international students might opt to choose some institutions and the current international students will get overwhelmed and worried about the increase of their tuition

It wasn't mentioned before



Appendix

I disagree about that since the tuition fee is high for our international students

It's a rip off!

Tuition for international students is costly already compared to that of domestic students. The difference between 5% and 2% is significant. I think it's only fair to make it the same percentages.

The international students are already paying so much for tuition.

already international tuition is super high...

International students already pay a premium and increasing the tuition by 3% more than the domestic fee can't be justified and is just some way to rip out international students.

Tuition is already barely affordable for most.

First question is why this increment the time is so difficult to work with we are already paying much more enough percent so there is no sense of paying more fee for the same thing we are getting

"It's not technically illegal, therefore it must be ok" is a statement that a university of all places should understand the ignorance of. While I know that this survey is not going directly to the university administration, in the off chance that any of them read this I would like them to ask some of their professors what they think of the ethics of treating people unfairly because they have no legal protection.

Because there is too many of them taking away my job opportunities

The increase is too high and made extra challenging with living costs

Not good job

In this economy?!?! You're increasing poor kids who have to leave their family and friends behind just to study HERE. They could have picked anywhere else better like UBC, but they chose here for 1) the slight cheaper price, 2) the slight cheaper price.



Appendix

I think it's unfair. We came in here with proper financial planning for the time it was going to take on the degree. If government is putting cap on international students. It's not our fault or are anyway liable to pay any extra fees. Its university's responsibility to manage expenses or maybe attract more domestic students than international student. Here university being at fault can't increase fees like this, and I am 100% sure. It's going to 1000 up each year after that. It's totally unfair and does not even provide the value that is expected from course instructor or administration here. And if you are thinking of reducing courses and programs, then go on ahead only big research universities can do that. This university already has limited number of programs, yeah so shut film making programs that doesn't have much future here either way. You guys don't have any good resources or instructors in the business field and still want to charge higher fees from us. And if you want to know for laying off. Let me tell you there are some teachers who work in very unethical way of instructing classes and don't even respond after student's mails. I have never failed but the grades that I aimed and worked for and got has really big differences. Do a thorough check on [redacted]

It should not cost domestic students more money, as it is already expensive for Canadian students to attend post-secondary. I somewhat agree to raise the cost for International students as they can go to school in their home countries. I think there should be another way and not raise the tuition for either domestic or international.

We can't manage our other expenses. Like we get only around 1500dollar in month which i have manage my fees . Monthly rent (550) and grocery.(100) and after every 4 month 6500 fees minimum I have to arrange .

We are already paying that much but you are not satisfied yet.

Students are already paying alot money. Why the increase?

I strongly disagree with the proposed 5% increase in international tuition fees because it places an additional financial burden on international students. Many already face challenges such as high living costs, limited work opportunities, and the stress of being far from home. This increase could make education less accessible and negatively impact their overall well-being.



Appendix

It's ridiculous, tuition is already high enough and there's not enough offered at the school to make it worthwhile

Too much

Its already too much

It's going to be more expensive. We took this course thinking the fees don't fluctuate. We are already paying high tuition fees compared to domestic student and other colleges.

There is a clear inequality between domestic and international students when it comes to tuition fees. International students already pay significantly higher fees than domestic students, yet they are often subject to larger percentage increases, like the proposed 5% hike. If the goal is to raise funds, the burden should be shared equally among all students rather than disproportionately affecting international students, who already contribute more to the institution's revenue. This approach would demonstrate fairness and reflect a commitment to equity in higher education.

It out of my Budget for the program

It's already too expensive for an international students, it's only worth attending the university as a local and moreover, we have done the budgeting and already finished allocating fees to pay for the program we are taking.

I already pay nearly twice the fee of a domestic student. This is something that would make my already tight budget suffer even more



Appendix

As an international student, I find the proposed 5% tuition increase to be deeply unfair. Not only do I already pay higher fees than domestic students, but I'm also being charged for services that I don't even use, like the student newspaper or other campus activities. This feels particularly frustrating because, unlike domestic students who can rely on loans or other financial support, international students are restricted in how much we can work which is just 24 hours a week. With these limitations, it's harder to cover the additional costs, and the tuition increase seems to benefit the university without addressing the financial strain many of us are under. It's hard to understand why we should bear this extra burden when the services we're paying for don't directly impact our experience.

It's insane how they rip you off at this institution I will make sure to campaign in Germany against this university.

The expenses already are the double for international students. Not only that, but costs for eating here at the campus is also super expensive. There has been an increase on the ircc for proof of funds. Now this too? If that increase wishes to be done, then it just seems like its not caring for their students at all. The facilities are not up to hygiene or performance standards and this just feels like money grabbing.

I feel increasing the cost of education is a bad thing no matter what. I think this should be last ditch effort after all other options were exhausted

being international students, we have not only tuition fees as a cost but also our housing, transit, grocery, other running bills, and limited jobs, alongside being away from family, friends and our familiar surroundings. Each has a monetary value of its own. Fees should remain standard for education

International students already pay an absurd amount of money to complete their education here and I do not believe that this increase in tuition will have benefits that outweigh the cost to students.

Current tuition itself is expensive and as international student, its hard to survive as fees are so high.

It's already incredibly expensive and hard for the majority of students/[their] parents and guardians to make enough ends meet to be able to support an education at Capilano U



Appendix

Since I am a current student at Capu, I believe I or any other current students should not have to pay a higher tuition fee, as we already agreed to pay a certain amount when we accepted our offer letter

I PAID OVER \$7000 TO DO A 50 DAY PRACTICUM AND WILL NOT GET PAID.

Because education is already expensive enough, and the country and province should be looking towards free post secondary, NOT increasing it for the institutions own benefit over the individual.

Because the 5% increase is not a small thing for international students they have a lot of difficulties no one knows how they manage each and every thing , how they live what they eat and expenses are oh my god

Because they are already taking to much

International students pay a crazy amount of money already compared to domestic students, I don't know what the benefits to increasing tuition is because many people already struggle to pay tuition.

International students already pay exorbitantly large amounts of money to attend this University. By increasing tuition you limit the chance for students of a lower socioeconomic class to attend international universities without being drowned in debt. Many already have to work alongside their studies to pay for university and the general costs of living so increasing tuition even by a small percentage greatly effects whether they can afford to attend.

The domestic student rate is only lowered due to our parents and other working taxes charged so it is not "free" but subsidized. These tax payers should not be implicated to pay for people who have not financially contributed to the budget.

Depending on the situation; if you are able to afford easily the international student costs and its not the degree that you really care about than the increase makes sense but if you are working international student paying their way and intending on using that degree to the fullest then I don't believe the increase is a good thing.

Its an extra burden on international student. Since, they managed all their expenses before coming to study here.



Appendix

Money is money it's already expensive for most of students. If this increase isn't go to anywhere that improve the facility and teaching quality, then that's no reason

It is already hard to make ends meet with multiple jobs.

- it's high time you stop milking them like your cash cows.
- isn't 3 times domestic student tuition enough?

International students already pay way more fee than domestic students for the same quality of education. The fee right now is more than thrice as much as Of domestic students. If someone is not born in the country that doesnot give anyone the right to exploit them. Working hours are as same as the domestic students, wage is also same but it is very challenging for international students to earn and pay for tuition because of these aspects.

THE TUITION FEE IS ALREADY QUITE A LOT FOR THE CURRENT STUDENTS AND THIS IS GONNA MAKE IT MORE DIFFICULT FOR INTERNATIONAL STUDENTS.

Because it's not fair for the international students to pay such amount when they are expected to get good grades and also expected to earn money for the same by working their [redacted] off!! And also the fact that the difference between the domestic and international fees is so large it's ridiculous!! I also feel that the most government universities are working because of the findings done by international students.

The international tuition rate is crazy high already

unnecessary increase.

With the increase in everyday living, 5%tuition increase are a very heavy burden.

This Should Not Be Done At All , That's Totally Not Fair !! How Someone Can Think Of Increasing The Fee When The Student Is Focusing On His Academics And There's No Part Time Jobs In Canada !!

Sorry but That sounds like a ridiculous joke to me !!



Appendix

international students already have to pay a lot. and also have to have money for rent/groceries etc...

Tuition is already insanely high for domestic students here at Capilano. It is extremely unfair to increase the tuition for international by over double the amount that domestic students would have to pay.

I believe there are lots of unnecessary costs in CapU which can be reduced instead of putting students on more financial difficulties.

Because statistically you should be making MORE than enough money off of students, why do you need more?

Many students I know personally already struggle to pay tuition as it is.

Very unfair, they are already paying a huge increase to what domestic students pay. It's not fair.

It's unfair and a bad idea

Makes no sense

Because that's absolutely ridiculous? This city is already unbearably expensive, I am so close to living in someone's car. Having many jobs and gigs and trying to balance that with tuition is crazy. I would drop out if they increased the percentage.

It's unfair to the students already paying so much more

Capilano University is already prioritizing money over the quality of its programs and further increasing tuition for international students is likley to increase this issue

i believe universities are already very expensive and with the increase it will only make it further out of reach for students

Don't feel its justified for what the university is offering



Appendix

the tuition fees is already too high for international students, many students have to pay themselves for what they need jobs which Canada does not have at the moment because of somewhat the same reason a lot of students did not enter Canada. I very strongly feel that the fees should not be increased. I feel a lot of the students can drop as well, because this just doesn't seem fair at this point and paying 10,000 for 4 courses just seems a lot.

I think current economy and situation is bad for everyone. International students should be at ease already there is a number of problems for us.

International students already pay a lot as it is and Vancouver's cost of living is through the roof. Let's not even talk about the new changes that IRCC keeps making regarding the path to PR which a lot of international students were counting on and using it to somewhat excuse the tuition they pay. It's not fair.

I feel that it's a bad decision. Students are not even getting part-time jobs. And it's difficult to pay fees. If the management is seriously considering to increase it then please make the bus service more effective. There should be rapid buses in university because of crowd and more space in University for students.

yeah make it 7% transfer the domestic fee to them

why the [REDACTED] would you do that when we people spend their entire [life] savings just to attend a school with shitty food that their tuition doesn't cover, park where their tuition doesn't cover, and live in Vancouver which is already expensive.

Capilano clearly does not use its funds effectively as is, I do not think it should be trying to squeeze more out of its already struggling students

We already pay a lot for the tuition besides the living expenses we have.

International students already pay more than domestic students. If you are going to raise it for the domestic students, it seems disingenuous to take the chance to raise it even more for the international students. If you are going to raise it, at least raise it equally.

That being said, it shouldn't even be raised at all.



Appendix

There is already inflation in Canada; not every student has a job, and 24 hours are not enough to pay tuition, on top of that, increasing it by 5% will make it more difficult for us. We cannot burden our parents back in our countries as they took loans to send us abroad. I highly disagree with this proposal.

The Tution for [international] students is already very costly and is undeniably paying for the services provided. Additional increase will put too much burden on the struggling international students.

As an international student I feel extremely anxious about possible increase as it is already quite challenging for us to pay the existing tuition, lots of us work part-time to cover the costs of living in Vancouver while also trying to keep up with the studies, increasing will affect students in both mental and physical way

The tuition here is already high enough, it would deter people from applying to CAPU

It's already so expensive :(

Cause they already pay so much

international students deal with enough costs to come here and get an education, like what we pay doesnt contribute enough to be raising a whopping 5%. strongly disagree, pardon my language but it's [redacted]

I have tons of international friends and most of them are already in debt and only attending off bursaries and scholarships because of the high MOPA tuition

They already pay too much. Using international students as cash cows sucks.

many people i know are not able to afford tuition after the increase.

I feel that international students add a lot of diversity to the school and increasing the tuition will dissuade future students from choosing Capilano

It is already so high, without clear upgrades to programs it is hard to justify the decision.

Tuition is clearly already high enough.

Its already too expensive, thats all i need to say



Appendix

International students already bring in a lot of revenue for the school and increasing the tuition could decrease the amount of international applications, especially for the special arts programs within BOSA. This would make the program less competitive and change the dynamic of the educational environment.

Because Capilano already charges its students enough, most of us are just getting by and we cannot afford this.

The tuition is already ridiculously costly, plus the additional "international tuition supercharge" fee is extremely high and seems useless.

Tuition is already incredibly expensive, it is not fair to take advantage of us to make more money. Definitely disagree!

They already pay so much extra to come to CAP, it's possible that someone excellent would be a perfect fit for the school but the thing limiting them would be the tuition increase.

Tough on international students unless they're quite rich which is definitely not all the case

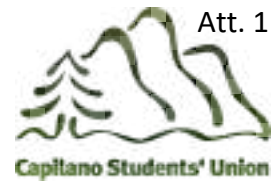
We've been paying almost thrice the price of the tuition fee already.

If Capilano really has lower international student rates compared to other universities in BC, plus they're in a budget deficit, it seems like a good decision.

The tuition for the MOPA program is already far higher than many other similar programs at other universities.

As an international student is already hard to pay for tuition in Canada since it's almost thrice the cost domestic students pay. As international students we can also work just 20 hours a week and we do not receive loans from the government. This will affect majority of international students and will prevent them to gain a better education in a safer country than what they call home.

I understand that there is a housing crisis that is affected by immigration, but I also know tuition is expensive as is.



Appendix

To be honest, I am not happy with this idea. International students already pay significantly higher tuition fees compared to domestic students, and this increase would only widen that gap. Moreover, the course content in the program does not seem to match the high tuition we are currently paying, let alone justifying a further increase.

I already get charged 10,000 extra dollars PER SEMESTER simply because I do not have a PR. It doesn't matter that I did all of highschool here in Canada. It's ridiculous that I pay more than double as my peers already, and adding even more is INSANE.

International students already have to pay twice that of domestic students. 5% is a significant increase which that money could have been used to support rent for the housing issue in BC.

I feel the international tuition increase is unreasonable as the students that want to travel to Canada for their education are now further turned away due to Capilano's need to make ends meet.

There is a limit for international students to study in Canada, increase in tuition fee will further decrease the competitiveness of CapU. It may lead to an overall decrease in income from international tuition.

Regardless of comparing tuition with other schools, we live in one of the most expensive cities in Canada. Maybe capilano university needs to make itself more marketable, rather than increase its pricing. I don't see how this aspect will attract new students.

why would i agree on increasing tuition !? international students already pay triple the amount that domestic students do. you [redacted] capitalists.

it's a lot!! i realize that the majority of cap's funding comes from high tuition fees but it will impact registration and those applying negatively

It's already quite expensive and it's not fair to those who can't get citizen due to circumstances that cannot control

International students are already paying too much tuition fee when compared to domestic 5% increase is too much in my opinion.



Appendix

My feelings are based on the existing tuition costs that international students pay. Most have to pay double domestic tuition and I cannot see how this increase would be necessary. Additionally, tuition at Capilano is already above standard for universities in our area.

Because university is already expensive and increasing the price is going to be more stressful for people financially struggling. I don't understand why tuition should be increased.

The amount of tuition that we pay is already high.

I think it is new difficulty for international students because most of them belong to middle class families and then can face some difficulties for paying it, on the other hand it is the sign of inflation we should not do it even we should do hard work for decreasing the inflation in the economy

International students already pay extremely high fees and tuition and it's extremely unethical and unfair to raise tuition by 5%.

because people need to afford education

School is already expensive, don't make the students suffer more.

It's awful and gross to monetize the worth of education through an increase in tuition

I am already paying so much more than domestic students. Now the increase is more than double that of domestic. So now, in my third year at Capilano, I must pay even more. As an existing student my fees should either stay the same as what they were, or be decreased. I am paying so much money, I am always last to register for courses, then there are no available courses for me. Which means I have to take courses that I am not interested in.

Im paying for transport fees, that I don't use, and then have to pay to park on campus.

How much more money does the university want to take from students? Living expenses have increased. How are we as international students expected to keep paying increased fees? Not all of us come from wealthy families that foot the bill.



Appendix

Everyone deserves education. Increasing the tuition, making this less accessible to international students, making education a privilege is unethical and does not help the society. How about I ask why the increase?

I strongly oppose the proposed 5% increase in international tuition fees. International students already pay fees that are 2-3 times higher than domestic students, which is an enormous financial burden. Many of us are struggling to make ends meet, and this increase will only make it harder.

We are limited in the number of hours we can legally work, and even when we do manage to find jobs, our earnings are nowhere near enough to cover both tuition and living expenses. This leaves many students under extreme stress, forcing them to either take on debt or compromise their basic needs.

Rather than increasing fees, the university should consider ways to support international students, such as scholarships, financial aid, or addressing the challenges we face in managing both our studies and finances. Raising fees is not a solution—it will only discourage talented students from choosing this institution.

International students, in effect, get the same education as domestic standards and the fees are already 3 times that of domestic students. 5% in on 3x the amount and it is a big number in dollars. It is not equitable decision.

International students are already struggling with immigration issues and don't have enough money to pay for tuition, therefore I don't think placing more financial burden on them is helpful for studying in Canada.

Internationals should pay more. It's a privilege to study abroad

It gives less motivation for international students to join Cap, and they already pay lots.

We are all struggling and need the extra money to live in Vancouver

It is unfair to international students who already have to pay much more to access the university.



Appendix

I think it's unfair for international students to pay more, international students shouldn't be taken advantage of just because there is no cap on the increase of cost.

International students already pay nearly 3x the amount as domestic students, this 5% increase makes no sense and is too much for international students to pay for on top of everything else

I have friends who are international, they don't have access to the same scholarship and bursary. Which makes it so they practically have to pay everything out of pocket. By increasing it you make it incredibly inaccessible

too expensive

I strongly disagree with the proposed 5% tuition increase for international students. After almost a year of searching, I have not been able to secure a job, making it extremely difficult to manage the already high tuition fees. This increase would only add more financial pressure, especially when international students already face numerous challenges, including limited work opportunities and high living expenses. It's crucial to consider the hardships we endure while contributing to the university and the local economy.

Tuition fees for international students are already high, and raising them will only increase the pressure on students.

The fee for international students already very high. It will increase the financial burden for us.

International students already have unreasonably high tuition, many would not be able to afford the increase.

President Dangerfield has a salary of over 200k per year, and multiple other VP's have salaries of over 120k.

That's going to make it hard for me to stay at Capu.

Because it's [redacted], international students shouldn't have to pay so much more because you legally can charge them more, they're already paying significantly more than national students



Appendix

Because international tuition fees are already high enough plus the university is not thinking about the cost of living in a big city like Vancouver. This increase probably would make international students to decide to not to come to CapU as it may be higher than their budget.

The international students already pay so much more than the rest of us, and Vancouver has an increasingly high cost of living. It's completely unfair to charge them more because there's no law against it, and to potentially withhold this education from them when they make up so much of the school population.

I am also a student. According to me, there are many individuals who wants to achieve their goals by study in top universities if you increase the price. Then it will effect the life of students as it is more difficult for those individuals who doesn't have work.

The fees for international students is already 3 time the fees of domestic students. I would rather leave that stay

I belive it is making education inaccessible and it is completely taking advantage of international students.

University should be available to all for free. In many countries that we might attract students from, their University is free. The cost of living in Vancouver and North Vancouver is already higher than in most countries in the world - how will we attract world class applicants with tuition and cost of living so high? If anything we should be proposing how to lower tuition at the domestic and international levels.

The base tuition for international students is higher than that for domestic students, but our tuition increases are different. This is very unfair.

Because there's not a lot of scholarship opportunities in the university and the tuition would become too expensive for my family and for most latin students who's family earnings are in a big disadvantage with canadian dollar due to the exchange rate.

For international students tuition fares are pretty high already, and a 5% increase will be a significant raise that will affect students economy strongly.



Appendix

As a international student fees are already too high and this increase could impact my future plans

Compares to domestic tuition increased , it triples after just 2 increases

As an international student I feel signalized and encapsulated as an individual not worthy of the same opportunities domestic students have. I currently have a great GPA which was recognized by the dean's office. This increased would also mean I'd struggle financially once the increase happens, for as a student I don't only engage with school activities, but a personal life as well which is expensive enough (rent, groceries, hobbies, etc.).

My tuition is already over 34k the year, to ask for even more money is preposterous. Even the teachers of the program agree the price is too high for us.

It seems exploitative

As an international student, I already feel that the tuition fees are significantly high, especially compared to domestic students. Unlike some other institutions, there are very limited opportunities for international students to apply for scholarships or financial aid, which makes the financial burden even heavier.

Additionally, I don't feel that the proposed 5% increase is justified because I haven't personally experienced noticeable improvements in resources or services that directly benefit students like me. Without clear evidence of how this additional funding will be utilized to enhance our educational experience, it's challenging to support such an increase.

I understand the main source of revenue the university has is the international tuition fees but also we are not able to work the same hours anymore and will be hard for many to keep paying if the prices increase that much.

It is not good.



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Current international students are struggled with high costs, living expenses, rent due to regulations and restrictions in terms of part time work which is making things complicated for us. We are trying to make ends meet and find a way to continue with our studies at the current rate but and increase at this time would be an additional burden to all of us , especially considering that we do not have many options for bursaries [as] domestic students do.

I think international tuition is already so expensive however if it is absolutely necessary than I think that should be where tuition increases.

For International students, we came here with a told amount we needed to come. We had made arrangements and budgets to fit the school's exceedingly high international tuition fee. To Increase the fee would be detrimental to students whose budget was specifically made for what they were told prior to moving to Canada and coming to school. The tuition increase also is discriminatory as the 5% is only for international students/non-Canadians. This gives the perception that the school is falling into discriminatory acts though they promote how much of a "Diverse" and "Welcoming Place" it is. The school is becoming full of prejudice actions. It is cruel to purposely harm the school's majority demographic and population by requesting more funds for a campus that does not uphold its already high tuition. Services are unavailable, Facilities vary in quality, and the quality of help is minimal at best.

I am more concerned for domestic tuition

They already pay enough.

International students pay significantly more than domestic students as it is, adding more to that feels unnecessary.

As a student in Canada who cannot maintain even a part - time job during my program , increasing the cost of education would only worsen both my stress and quality of life.



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raising the price of tuition causes less students to be able to afford schooling especially as wage inequalities for working class people gets further from the people at the top. we need to encourage people to be able get higher education no matter their background. international students are often not offered the ability to receive the level of education we offer here and it is unfair to continue to raise their already incredibly high tuition.

It is already not fair on international students as they have to pay a lot more than the domestic students with only working 24 hours .With the hike in the fees it would be unfair with international students.

Most international students come from countries with a lower currency value compared to Canada. Increasing their fees will make it impossible for many students to apply to Capilano in the current global economy.

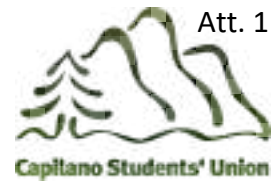
The proposed 5% increase in international tuition is unjust, especially when domestic students are only facing a 2% hike. International students already pay more than three times the tuition of domestic students, yet they are being burdened with a higher percentage increase. This creates an even wider financial gap and adds unnecessary strain on students who are already managing high living costs, including rent, groceries, and other essentials. If the university needs more funding, the increase should be distributed more fairly, rather than disproportionately affecting those who already contribute significantly to the institution's revenue.

Tuition increases should be limited to 2% for all students. Increasing the tuition by 5% for international students unfairly places the financial burden of the university on international students.

6. Why do you feel that way about the proposed 2% domestic tuition increase?

Because I think it would not make any difference because they already pay less as compared to the international students,

im okay with that increasing or not since it doesn't affect me. but also maybe not have such a huge disparity



Appendix

Even if its the domestic or international student, increase in fee can effect both equally as during these times we can see most people are facing so much financial issues which can make education unaffordable for them.

I do not believe it is fair to increase the tuition as Vancouver is already a very expensive city for anyone

Normal increase, hopefully the school continues to invest in students and create new opportunities

Unfair as the international fees is increased by 5%

A 2% increase in domestic tuition feels unfair when compared to the proposed 5% increase for international students. Domestic students also face rising living costs, inflation, and financial challenges, and the smaller increase suggests an imbalance in how the burden of funding is distributed. Education should be accessible to everyone, and domestic students shouldn't feel overlooked because they pay less overall. The university should ensure that any increase in tuition is proportional and justified by improvements to the quality of education and services for all students, rather than placing a heavier load on international students alone. Balancing the increases more equally would reflect fairness and inclusivity in addressing funding needs.

Tuition increases are never welcomed, but it is a predictable increase.

I think 2% increase is a decent increase.

I knew a few domestic students who's few are not sponsored and they too have to earn and pay each bit themselves. This definitely makes them unhappy about it too but maybe not as compared to international students.

Then at a time it will become unaffordable even for domestic students

Can be done if necessary

I oppose this increase

Domestic students have a cheaper fee however some people pay their fees by themselves and it will get harder. Living wage is \$27 per hour whereas minimum wage is \$17 per hour. So doesn't make sense for increasing tuition.



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They are already paying so much extra for things that they are not using like newspaper and ...

I know a large number of students who already struggle to make ends meet and utilize the few free produce days to help do so. Some students pay 100% for their housing, car insurance and gas, and school fees. With costs rising, some students will have to choose to pause their education indefinitely, and in Vancouver it would be nearly impossible to come back and finish their education.

I am not sure since I am not a domestic student but there might be opposing to this as well maybe not too much tho [redacted]

Domestic students are already paying less fees, if it's important these changes in tuition fees can be done for domestic ones even they are getting the scholarships as well which should be provided easily to international students as well.

Domestic students don't get hit as hard by these fees but the increase still affects us students who are already struggling to make a living in Vancouver on our own. It's really hard to make ends meet already, and some classes I've taken I feel like are not worth the increase unless some more improvement happens

Education should be at least affordable- if not free for all

Domestic students are already paying less fee so it will not be difficult for them to pay the 2%

Similar reasons as above. The services are not getting better and the students are made responsible for it by paying

I don't think it is my position to say whether this is justified or not since I am not a domestic. I have always felt incredibly frustrated and always thought that it was not fair for the international students to be paying more than double, almost triple the amount of the domestic tuition. I think if there is going to be tuition increases, it should be more of the domestic students who should be getting it, and less the international students.

I am not domestic but there fees is comparatively low.



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I'm biased towards keeping domestic tuition lower as I cannot afford to live closer to campus, or live away from home the way other international (and some domestic) students can. With the lack of disclosure of what this extra money is specifically going towards, the university simply saying it needs more money, I'm not convinced that extra university funds are worth me putting even higher amounts of my savings on the line. I already pay a lot of mandatory, cumulative fees for school events and services that I do not use, I don't see the need to give even more of my money to this institution.

Yeah it's good for domestic student as they don't pay thousands of dollars like international students like us

That's okay

2% increase will affect students

I get that the money has got to come from somewhere so I don't really know what else to suggest if the university is not making enough.

They deserve it and have money to even live here while having strong passports meanwhile internationals are desperate for PR and you guys know how to exploit it.

I don't think increasing fees is a good idea anyway

Its fair

2% is roughly on pace based on the rate of inflation.

The cost of everything has gone up. It's unfortunate but nearly all universities increase tuition at some point in time. CapU's tuition is a fair bit cheaper than many other universities in BC

I am not sure about their struggles but still there is lot more difference between tuition fees for international and domestic students.

It makes domestic students value their education, which is close to free due to given scholarships.



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My friends who do pay the domestic fees have all commented on how they're much lower compared to international fees but they are still considered to be on the higher side for domestic university fees.

Just for profit

As our countries economic state is dire right now, and we're heading towards many months of uncertainty, raising the already high cost of education is a bad idea.

It's already hard to pay the current fees

It's alright, I am not saying that it's alright because I don't have to deal with it. I'm saying because based on their current fee, 2% increase is equal to less than 1% of international tuition fee due to way too significant difference in the principle value or we can say in current international and domestic tuition fee |

Because they are not paying as much fees as we do , they should also realize how much it costs to complete a subject or a course

It will drive students away to other schools such as sfu and ubc.

Balance out the insane tuition fee difference.

I strongly oppose this proposal

Increment is somewhat hard for everyone to pay up.

students of the community are to be given an opportunity to grow

This is also wrong but it won't affect them at all as it's easy for them to pay it and it's very less as well .

I don't want to pay more

I want 5 percent on tuition fees for domestic students.



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I don't think it is my place to talk about whether the domestic tuition increase is reasonable or not. I think it is unfair that the domestic tuition increase is regulated and limited to 2% per year. If tuition increase is absolutely necessary, I think it should only be the domestic tuition and not the international tuition.

I strongly oppose the proposed increase

Domestic already have less fees as compared to international students. So I don't really oppose but not even support it.

Disagree

Capilano University is one of the most preferred place for domestic students as it also happens to be the only public university on North Vancouver side.

I feel blessed to be in my last year where I won't have to deal with this increase.

It is hard for them too.

I donot know much about it

Because they pay very less and have many more facilities provided

Unfair

I oppose this also as everyone should be treated equally

Education is a basic human right and should be provided at affordable prices.

Why only 2%

If we are getting same facilities and then why we have to pay more tuition fees.

It's a good choice

If international students are paying 5% then they should also pay 5%

There are possibly students who works more than 1 job to able to afford tuition and potentially rent. The 2% tuition increase would strain the mentality of those students. Such leads to terrible mental health and fatigue that may affect their school life.



Appendix

I strongly oppose it

I oppose this decision because the students have a lot more expensive such as higher grocery prices nowadays and many more expensive

Its difficult to pay

It's not that enough rise.

Because it's already high.

Because domestic students pay very less than international students and if more amount will add than there is no problem at all.

Not very good on domestic students either

I don't think the domestic students like that

My family's barely affording it as is.

Students are students despite the fact international or domestic.

It's already so expensive and it is super discouraging to continue school if you cannot afford the tuition or paying back the student loans. Or would make me strongly consider not continuing my education as it is already expensive as it is, almos \$3000 a semester

I'm not sure what's the effects of this on the domestic students but I'm quite sure they will also not be happy with this change.

We already pay enough as it is. We are from Canada, let the internationals cover the rising costs. We have many internationals as it is.

No

I strongly oppose to this increase for domestic students, Just because many of the domestic students have jobs that doesn't mean they make a decent amount to pay the increase tuition fees and have a decent living throughout university. Why make students life more difficult just because they want to pursuit a career, tuitions should be lower and give everyone a chance to build a future for themselves.



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I think students around Canada need to have a fair opportunity to learn, so I am neutral since I believe an increase somehow is normal in schools, but it has to be equal the increase impact in domestic and internationals. The university relies on international, that's a fact.

I understand the reasons why I looked at it and found it's very low however be careful because CapU should be cheap given its complete inferiority to SFU and UBC

we can't afford to pay more

The domestic fees should also not be increased. Since, these students are the major beneficiaries of the university.

The same reason as before, it's not a good idea to put financial burdens on students that are trying their best to invest their precious time in studies that the university provides. With the increase in tuition fees. Many students might feel the need to invest more time in working or finding ways to fulfill their financial needs instead of the education that they are paying for provided by the university itself.

Because domestic students have less fee in compared to other international students and they have alternative sources of money like parents and tax benefits from government

I wonder how Europe could offer free education but our universities are increasing tuitions, we can not afford house how could we afford high tuition?

We already pay enough for our education there is no need to increase it

It is creating inaccessibility for individuals to access education and school is becoming more and more expensive to commute, pay for textbooks, food, technology. Raising the tuition is not fair for students who are already struggling with inflation and the cost of living.

It's within the limit, even though I would like that it didn't get increased.

Same reason students are already paying a lot.

I am not sure if domestic students would have a problem or not but I think, it is also not good for them.



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Domestic students EARN AND SPEND canadian dollar, international students don't. for international students fees could reach up to three times when converted to their homeland money, domestic students could afford it easier and for them to pay more would make things a little bit more even. Equality and inclusion should also be reflected in the terms of payment.

It is also stressful.

Same answer for above, it's already so expensive, we don't want any increase. It's expensive to live.

Not sure could it be more expensive

It's education it should not be expensive

Myself and others are already having difficulty paying their tuition even as domestic students.

I know there is inflation and other costs which make expenses to get increased every year. With that, I am fine with increasing a bit of costs each year to maintain the teaching quality and infrastructure. However, 2% increase as figure is something I am unsure of and would require a bit of internal information to give a feedback regarding the decision.

Tuition is already barely affordable for students.

The amount of money that universities in general charge their students is not only exorbitant, it's completely unaffordable. Young people are already forced to either live with their parents for many years longer than they once did, which deprives them of their ability to exercise their independence, or assume insurmountable debt that will haunt them for the rest of their lives. We cannot live the luxurious, carefree lives that our parents did, and yet, after all that, the idea of taking more from us is proposed?!? How bad does the situation have to get before compassion starts to set in? From the perspective of someone who will never own a home simply because I was born in the wrong generation, the idea that I haven't sacrificed enough is ridiculous, and I truly do not know how those who support this can sleep at night.

Inflationary



Appendix

Tuition is already very high and not affordable when combined with living costs.

Why? We're all broke uni students. What are the funds going to? More patrol security to catch the parkers, more crusty horror movie looking buildings? To increase more of the book fee and dorm fee?

The cities around where Capilano is situated are already expensive to live in; therefore, saving for post-secondary is just another venture to save for. Saving in general is hard in the surrounding cities with the cost of living/basic needs. Why dampen Canadian students' dreams even more/cause more stress when we want to graduate from Capilano and then start contributing to Canada's economy.

School is already so expensive that an added 2% tuition increase would make it difficult for me to pay.

Their fees is way too much less than international students.

I strongly disagree with the proposed 5% increase in domestic tuition fees as well because it places an additional financial burden on them and on their families.

If you want to raise tuition, offer more to students

Because domestic student already pay less.

A 2% domestic tuition increase may seem modest, but it can still burden students already facing financial challenges. It raises concerns about affordability, especially for low-income students, and whether the additional funds will directly improve student services or education quality. Additionally, consistent increases—even small ones—can set a precedent that undermines long-term accessibility to education.

Since formation tuition fees is way lower than international students, increasing domestic tuition fees could be the way.



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I support the proposed 2% domestic tuition increase because, compared to international students, domestic students already pay significantly lower fees. This modest increase helps the university manage rising costs without placing too much strain on domestic students. Given the financial pressures the university faces, it seems like a reasonable adjustment to ensure continued quality education and services.

Finally how is it fair

as said before I don't like increasing the cost of education as it benefits all of society when people are educated I feel alternatives should be exhausted before increasing price. Some alternatives that weren't mentioned were hosting events we talked about this in my economics class but this soccer club was struggling to stay afloat but they annually hosted this event and it kept them afloat. Just an idea not sure if its actually practical for this situation.

It is certainly NOT necessary. Get rid of the "free pancake breakfasts" and instead allocate our tuition money responsibly. Get rid of the plan to rebuild to student union building and adding a campus pub?? These projects are not necessary to our student's education, can we PLEASE focus more on allocating funds appropriately and, if anything, work to decrease the cost of tuition to make education more accessible to everyone. The increasing tuition fees likely are contributing to the decrease in students enrolling because the quality of education we are receiving is not in line with the amount we are paying. To put it simply: we are not receiving a good enough education for you to be demanding more money.

Current students should not have to pay to higher tuition fee.

i dont know, i just feel you should at the same time shouldnt

Because education is already expensive enough, and the country and province should be looking towards free post secondary, NOT increasing it for the institutions own benefit over the individual.

Because still the fee for domestic students is low

Because still the fee for domestic students is low



Appendix

They are paying less than international student

I am a domestic student and I take out student loans to pay for tuition and everything else in the world is so expensive and it benefits everyone for more people to be educated, and increasing tuition prevents more people from becoming educated because they don't have the money.

As someone who is already in a program that has classes double the price of a standard class (MOPA) increasing domestic tuition feels unreasonable. While the amount of increase is small now, every bit of money that can be saved for a student is crucial. Once I leave university I would like to be able to become financially independent and every penny of savings I can accrue is integral.

Because my taxes are paying for the subsidy & if they can't maintain the institution with an affordable tuition cost, then they need to cut their expenses. Not increase tuition rates as student loans will not adequately fund living expenses with the increased rates.

As someone who grew up in Vancouver everything is already so incredibly expensive that raising tuition is putting more strain on an already tight situation as a lot of the domestic students at cap u are here because of the less expensive tuition fees.

Money is money it's already expensive for most of students. If this increase isn't go to anywhere that improve the facility and teaching quality, then that's no reason

such [redacted]. its already so expensive. with the school already being mainly internationals, why make it even harder for people who actually live here to go to the school.

- just cause one avenue closes, don't chose another.

Domestic students as well get the same quality of education as of international students. They also move out, some of them are already facing financial challenges.

DOMESTIC STUDENTS ARE PAYING A COMPARATIVELY VERY LESS AMOUNT TO INTERNATIONAL STUDENTS AND I SUPPORT THE PROPOSED INCREASE BECAUSE THEY NEED TO CONTRIBUTE TO THE ECONOMY AS WELL



Appendix

I have no comments honestly it would be fair to increase the same as international students because here too it's discriminatory!!

It's a waste of money. It's not like the quality of education is going up even though the cost is

it is a regulated increase and domestic student fees are not that high.

Never

i don't understand why they are doing that. the school doesn't provide enough for domestic students as it already stands. i dont have a source, i just hate the cafeteria.

The tuition for my program is way too high for what it should be. Yes, I get access to many things that I would not be able to access elsewhere, but many things that were promised have turned out to be false. Some of my professors still use free online sources to teach their classes, which is ridiculous for \$10 000 a semester!!!!

I believe there are lots of unnecessary costs in CapU which can be reduced instead of putting students on more financial difficulties.

Because statistically you should be making MORE than enough money off of students, why do you need more?

Many students I know personally already struggle to pay tuition as it is.

Life is so expensive for students, it's hard to keep up with fees as they already are. As someone paying their own fees and working a job it's hard to keep up with all the bills.

No one wants

Makes me no longer want to pay for this expensive [redacted] school

Just stupid stupid idea given the economic circumstances of Vancouver.

Who wants to pay more if maying less is possible

i strongly feel the same for this but it is somewhat a bit better than the 5 percent increase.



Appendix

when we apply to the university, domestic students pay \$50 dollars whereas international students pay \$135 plus deposit i somewhat feel there is a huge difference in that.

in this economy like be frrrrrrrrrrrrr

Same as before. We dont even know where our tuition is going especially for those who live on residence which might i add isnt even on campus which adds another cost with the upass which wouldnt have been a necessary cost in the tuition process because they wouldnt need to bus 30-40 minutes to get to campus.

The same as above, Capilano clearly does not use it's funds effectively as is, I do not think it should be trying to squeeze more out of it's already struggling students

If 2% is the highest increase, I think is fair.

While universities can struggle financially, it is unfair for students to be the group being in the receiving end of it all when there are other ways they could get money. Besides, students don't even make that much money.

Increase of 5% for international students and 2% for domestic students? that is not fair at all.

it would deter people from applying to CAPU

It's already so expensive :(

Cause I just paid 17,000 for one year of school and I don't even make that much in a year

WHY

As a student in MOPA I simply already cannot afford the tuition so

We pay too much too

me, as well as friends and people i know are not able to afford the increase of tuition.

It is already so high, without clear upgrades to programs it is hard to justify the decision.



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Tuition is already ridiculously expensive.

I already pay you guys enough

Within the arts programs specifically, we are already paying just under \$18k for our first year. With the tuition increase, myself and many others would no longer be able to afford the program. It doesn't feel ethical nor tangible to afford almost \$20k a year to pursue a career that does not guarantee an industry role.

Because capilano already charges its students enough, most of us are just getting by and we cannot afford this.

For what reason? Unless required by law why would it be a good idea to make our lives even more hard and expensive?

The BC Cap Limit could be adjusted to even out domestic and international students. Courses are already expensive for everyone, raising it will make this school not affordable.

I already pay 18000 a year to go to the MOPA program, it doesn't need to be higher.

The economy is horrible right now and it is hard enough affording tuition as it is

Education should be affordable to anyone who wants to study

My tuition is already going to make me in debt for the majority of my adult life and I don't really even feel like it's worth it. In my program, I already have to spend hundreds of dollars outside of my tuition to buy materials for my classes that aren't included in my tuition. A 2% increase is just going to make more people skip out on university and does not make people want to learn. Financial insecurity is at an all time high and the last thing our generation needs is more debt.

I have struggled to keep up with my financial expenses since several unfortunate family related financial emergencies and believe the tuition increase would detriment my ability to pursue my education despite financial aid.

I can not speak for domestic students as I am an international student. But if the university could provide better services then it may justify the increase.



Appendix

WHY WOULD I WANT TO PAY MORE MY PROGRAM IS ALREADY 10K PER SEMESTER

i think tuition increases should only be done if absolutely necessary! i understand that it changes with interest rates and the economy but this will severely impact students struggling to pay fees and housing

Tuition is already quite expensive and costs too much compared to other institutions with similar programs.

Domestic students are paying really less amount when compared to international and 2% increase in their fee is not too much.

I cannot see how this increase would be necessary. Additionally, tuition at Capilano is already above standard for universities in our area.

Because university is already expensive and increasing the price is going to be more stressful for people financially struggling. I don't understand why tuition should be increased.

Because I am an international student at Capilano University so have no experience about it

School is already expensive, don't make the students suffer more.

I am a domestic student and the fees hinder how much i invest into my career and education. Monetizing the pathways of education is deeply troubling to many students across many socio-economic classes.

All the university wants is money.

While I am not well-versed in the economic dealings of Capilano University, as someone who pays extra as part of a special program, I am quite literally bleeding out egregious amounts of money. This proposed increase would only further push me into an eternal pit of financial instability that continues to irrevocably alter my life for the worse. If the response from students is anything other than overwhelmingly negative, than hell has frozen over



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Since it is a public institution, government should keep education a lucrative concept and not something that goes up with inflation, especially when we are facing a recession in near future.

I am opposed to the proposed increase because all the domestic students I know are already working multiple part time jobs to pay for tuition, leading them to a stressful schedule and school/life balance. I think having a 2% tuition increase will hurt their progress at school and hinder their academic success.

University for domestic students should be free, making an increase out of the question

We already pay a lot of money and I see no benefit in the increase

Unless the university plans to give us all financial help and awards to pay for this increase most students are not able to cough up the extra money we are already worked to death and living in Vancouver does not help

Many domestic students can barely afford tuition as is.

I think tuition is expensive enough

A 2% increase makes more sense than 5%, but i still oppose it.

I can't even afford to pay my rent. If it were to increase I wouldn't be able to return for my second year at Capilano

I somewhat agree with the proposed 2% domestic tuition increase because their fees are significantly lower compared to what international students pay. While I understand the need for additional funding, I believe that any increases should focus on balancing the burden more equitably across all students, rather than disproportionately impacting international students who already pay much higher fees.

because the fee's gap between domestic students and international students is already very large. They can apply for more financial awards programs.

I cannot afford an increase in tuition, as do many other students I have talked with.

If there's alternative options, I would much rather we go to those first



Appendix

President Dangerfield has a salary of over 200k per year, and multiple other VP's have salaries of over 120k.

Because we're already paying a [redacted] ton, my student aid won't cover anymore and I won't be able to afford it

It's not as bad as it could be, so I'm not completely opposed to it as a domestic student. However, tuition is already so expensive even just for the two year program I'm in and I barely receive the support I need for it. It's certainly better than what's proposed for the international students though.

Does not matter to me

My program is quite expensive as is and paying more will be difficult. We are broke.

Cost of living is too high. Cost of Tuition is too high. The rent is too high. We are heading towards an in debt or uneducated population and we need education more than ever right now.

The cost of living has increased significantly, and the tuition fee increase will increase the pressure on students.

An increase like this might impact some of the domestic students

After 3 increases it becomes a big amount

Although they should raise it, I feel like it shouldn't be more than 1% Domestic and 2% Internationals. If they MUST.

I believe post secondary education should be government subsidized and free to attend

I am not domestic student, I think you have the right to have assesible education but I also think they should increase the same to both kind of students, is not fair only to the internationals students who are also doing and effort to come all the way here to study.

Not good

Domestic students have more possibilities to get access to bursaries or government assistance, in some cases even assistance from their families.



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As stated above, CapU is facing a decrease in student enrolment which I think has something to do with the fact that education has become so expensive. I think that the school should try cutting expenses instead of increasing tuition to cover its costs. There is absolutely no need for “free” food in the library lounge and bunny yoga when domestic students are needing to take out loans to afford their education.

This is the exact same reason for the international students. It is cruel to increase tuition for anybody, domestic or foreign, as they have already signed on when applying for a set amount. This change will affect dropout rates, enrollment rates, and perception to the public. Not just the international public eye, but the domestic eye as well. They also don't want to pay more than they have to. This will change the course of Capilano as people will pursue further education at more stable universities with better use of funds for resources.

it is already expensive enough and this increase might discourage people from attaining a degree

Within today's current economy, we do not need another financial stressor of increasing tuition

Even in Canada, basic living expenses are more costly now. Increasing tuition will make studying harder for many students. They will be forced to take less courses so they can pay for tuition and stay in their program of study. Currently, this is my situation. I'm struggling to pay for my tuition and I only took two courses this term. I have no other major expenses; I am living with my parents but still I'm struggling to pay.

The domestic tuition increase is only 2%, which is much lower than the 5% increase for international students. Since international students already pay more than three times the tuition of domestic students, this discrepancy is unfair. The burden of funding the university should not fall disproportionately on international students.

This is a fair amount given inflation.

Note: eight comments were removed due to language that could not be published

From: [Adam Torhjelm](#)
To: [Marianne Johnstone](#)
Subject: The 5% Tuition Increase is Unfair!
Date: Tuesday, February 11, 2025 9:36:41 PM

External message: Use caution.

Dear Capilano University board of governors,

It is my **dream** to be at this school, and I'm sure that is the same for many others. I've put so much effort into working long hours to afford this amazing experience, and I don't want it to become any more difficult. Everything from the already high price of tuition to the price of groceries adds up for a student like me. So that is why I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for new and returning international students. I couldn't see myself attending any other school, but that might change.

Sincerely,

Adam Torhjelm



From: [Afnan.k](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Wednesday, February 5, 2025 11:11:33 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

Students are the main sources of income who thrive the university. Therefore, don't you think it's inconsiderate for the students who work day and night at their jobs and school to pay for the tuition? Please, put yourself in our place as a student, wouldn't you think it's unfair? if you decided what you're about to do is still fair, then expect the financial status of the university to fall further more. I'm not being rude but this is a clear reality. Please think about the far future not just the close future.

We trust you to make a smart decision to not ruin students' years of hard work, sweat, and tears.

Sincerely,

Afnan



From: [Akanksha Manhas](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Wednesday, February 5, 2025 11:11:46 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. As I am one of them and payink every demek 6k-7k \$ is alot already for international students who manage their expenses and save money for the fees themselves. International students are already allowed to work 24 hours per week which is very less compared to citizens who can do full time. Our monthly pay check is hardly 1000\$ from which we have to pay our rents and other miscellaneous expenses. Moreover, from this we have to take a portion out to save for the fees too. If the fees increases it will badly impact on all the immigrants. Also, everyone cannot work at campus because there are limited opportunities. Please try to understand from out perspectives too.
Thank you.

Sincerely,

Akanksha Manhas

[REDACTED]

[REDACTED]

From: [Ashley Burke](#)
To: [Marianne Johnstone](#)
Subject: Are you out of your mind? Do you want more homeless issues in Canada ?
Date: Wednesday, February 5, 2025 11:11:40 AM

External message: Use caution.

Dear Capilano University board of governors,

Do you truly care about the issues about homelessness and economy crisis ? , why would you even suggest something so incongruent when seeing the crisis us Canadians are facing and will face even more the next years due to political and geopolitical issues.

Sincerely,

Ashely Burke

From: [Chhavi Malhotra](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, January 31, 2025 3:34:08 PM

You don't often get email from civcinput@newmode.io. [Learn why this is important](#)

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students and whats the point of increasing tution , we are not even able to do the courses we want , waitlists are crazy .

Chhavi Mahlhotra

[REDACTED]

From: [Christian Laurian](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Wednesday, February 5, 2025 11:44:55 AM

External message: Use caution.

Dear Capilano University board of governors,

At a time when so many individuals are struggling financially, it seems cruel and unjust to further add to that burden by raising tuition costs.

Therefore I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

Please have some compassion for those who are doing everything in their power just to stay afloat in this economy.

Sincerely,

Christian Laurian



From: [Claire Arnold](#)
To: [Marianne Johnstone](#)
Subject: Please remove the 2% tuition increase for domestics students
Date: Wednesday, February 5, 2025 11:45:09 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 2% tuition fee increase for returning domestic students.

Sincerely,

Claire Arnold



From: [Ella Tang](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, February 7, 2025 10:32:02 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. The increase is atrocious, more so adding onto a more expensive existing tuition.

Sincerely,

Ella Si-Chai Tang




From: [Emilia Diaz Vizquerra](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Tuesday, February 11, 2025 9:40:02 PM

External message: Use caution.

We are already paying more than enough, it is too much of a burden on international students.
It is unfair.

Emilia Diaz Vizquerra



From: [Erin Sommerville](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 2% tuition increase for returning international students
Date: Wednesday, February 5, 2025 11:45:39 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 2% tuition fee increase for domestic students. As a students that pays for their own tuition, we already struggle to pay for high rent prices in the city. A tuition increase will make surviving even harder. It does not set us up for our future when we are more in debt than expected.

Sincerely,

Erin Sommerville

[REDACTED]

From: [Harleen Mann](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, January 31, 2025 11:09:19 AM

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External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

I think it is extremely unfair and goes against the values of the university. International students are under high levels of stress having to balance being able to work to afford school and doing well in school. On top of that most international students who I know are so intelligent are settling for associate degrees when they want to do a bachelors because they already cannot afford four years of tuition. It's a shame to see deserving very intelligent students that are my peers not be able to continue their studies because of money.

Sincerely,

Harleen Mann


From: [Harneet Sidhu](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Wednesday, February 5, 2025 11:11:29 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students and the 2% increase for us domestic students. In an economy where we are barely scraping through we need all the relief we can get. Most of us are working students who are barely making it. Please do not increase what is already a financial burden for some.

Sincerely,

Harneet Sidhu



From: [Kamya Jain](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Thursday, February 6, 2025 10:49:16 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. It's already expensive managing the rising cost of living of the city. There are many of us who genuinely wish to contribute to growing into our careers and be a part of CapU and align our values with the morals and ethics of the Capilano University.

Sincerely,

Kamya Jain


From: [Kat Brennan](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Tuesday, February 11, 2025 9:37:04 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

"Declining student enrolment" is not a fair reason for wanting to increase tuition; I would argue that increasing tuition will only discourage students from attending Capilano. Punishing international students for wanting to receive a so-called "quality education" at Capilano University is unfair.

Sincerely,

Kat Brennan



From: [Loshnee Moodley](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Thursday, February 13, 2025 2:39:38 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.
it's is becoming increasingly difficult to juggle studies, work and rising costs of living in Vancouver

The fees disparity between local and international is ridiculously disproportionate

Sincerely,

Loshnee

From: [Manik Wadehra](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, February 7, 2025 10:32:05 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. For international students financial burden is already too much plus the scarcity in the job market is making it even harder to afford studying here.

Sincerely,

Manik Wadehra



From: [Marli Verde](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Tuesday, February 11, 2025 9:35:45 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. Increasing the fee lowers the likelihood of international students applying to this university, so this tuition increase will not solve financial issues in the long run, as fewer students will be paying the more expensive tuition.

Sincerely,

Marli VerdeMarli Verde


From: [Marton Denes](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Tuesday, February 11, 2025 9:34:52 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

It's very unfair to young individuals who want to study and make our future better and can't earn a full income to pay for an already substantial tuition.

Sincerely,

Marton Denes

[Redacted signature]

From: [Mehakpreet Kaur](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Wednesday, February 5, 2025 12:35:07 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for international students. Because we are hardly getting any parttime jobs .

Sincerely,

Mehakpreet KaurMehakpreet kaur



From: [Mia Lancaster](#)
To: [Marianne Johnstone](#)
Subject: Please reconsider the effect of the unfair 5% tuition increase for returning international students
Date: Friday, February 7, 2025 10:33:56 AM

External message: Use caution.

Dear Capilano University board of governors,

I strongly support the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. I believe it is an unfair increase and hinders the necessary development and formal education of not only Canada's population, but the youth of the world.

Sincerely,

Mia Lancaster


From: [Navaa Van](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, January 31, 2025 3:34:12 PM

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External message: Use caution.

Dear Capilano University Board of Governors,

I am writing to formally express my strong opposition to the proposed 5% tuition fee increase for international students starting in the Fall semester.

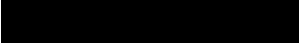
As a third-year international student, I can confidently say that my experience at Capilano University has not reflected the value of my parents' life-saving money. Despite paying higher fees compared to domestic students, the return on that investment has been severely lacking. The services offered to international students, such as academic advising, are they fully booked or never available? Moreover, the university's acknowledgement of issues like long commuting times (exceed two hours each way for many students) has not translated into any meaningful action. As a result, many of us are forced to "travel" every day from places like Surrey, Delta, and Langley, simply because we can no longer afford housing in the North Shore. This is just one among of numerous problems that we expect to have support from university and government after landing at Vancouver airport. The tuition fee increases seem entirely unjustified when student services and infrastructure remain inadequate.

Have you ever feel that because of the intake cap, you place the burden to international students without any real effort to improve the support or services we pay for. It is important to note that our tuition dollars cannot—and should not—be expected to replace the province's declining funding for public universities.

If Capilano University continues with this increase without addressing the fundamental issues that have been raised, I, along with many others, will have no choice but to consider leaving. We deserve better than this, and I strongly urge the Board to reconsider this decision until proper improvements to student services and support are made.

Sincerely,

Hoa Nha (Navaa) Van



From: [Nicoleta Hritcu](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Tuesday, February 11, 2025 9:39:16 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. I have friend who are international students and I already see how hard it is for them to get by with the fees that already a big amount increasing that fee will make it very hard for international students to be able to get by and most definitely you will lose many international students.

Sincerely,

Nicoleta Hritcu



From: [Niko Williamson](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, January 31, 2025 10:56:39 AM

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External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

I am a domestic student so I won't be impacted by this, but I am deeply disappointed in Capilano Universities lack of commitment to their promise of keeping international tuition increases at 2%. What happened to our values of "equity and diversity". This reflects terribly on CapU to claim to have certain values, when their actions do not align with those values by going back on previous promises. This is embarrassing for an institution that builds its brand image around equity, diversity and inclusion. CapU said they have budgeted for 5 years so that international student tuition will stay at 2%, going back on this commitment because there was lower enrollment than expected is only going to have a negative consequence. International students pick CapU because it is comparatively more affordable, if we make it more expensive we are going to have even lower enrollment. It is unethical to make up for lost revenue from lower than expected enrollment rates by making it more expensive for students who did chose to come to CapU.

Sincerely,

Niko Williamson


From: [Rey Bugas](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Tuesday, February 11, 2025 9:39:21 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. It is an unfair and discriminatory pricing that devalues everyone's contribution to making Capilano what it is today.

The increase to tuition especially during these trying times is also unfair and does not help the very students that are already enrolled economically. This increase is an insult to the very idea of education!

Sincerely,

Rey Bugas

Animation Student

From: [Rinoa Amistad Terez](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students and 2% for domestic students
Date: Friday, February 7, 2025 10:32:13 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students and 2% increase for domestic students.

I have chosen Capilano not only for its incredible staff and comfortable smaller class sizes but also to achieve a higher form of education that is semi affordable as a person coming from a low income family who still needs to apply for student loans to pass by.

Sincerely,

Rinoa Amistad Terez



From: [Samantha Limeti](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Wednesday, February 5, 2025 11:45:36 AM

External message: Use caution.

Dear Capilano University board of governors,

As an international student, I already feel that the tuition fees are very expensive right now. Therefore, I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

Sincerely,

Samantha Limeti

[Redacted signature]

From: [Simranjeet Kaur](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, February 7, 2025 10:32:53 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. We are already paying high fees. If we have to pay more, its better to withdraw university, then it would be more loss.

Sincerely,
Simranjeet kaur

[REDACTED]

From: [Taranjot Singh](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Thursday, February 6, 2025 10:46:15 AM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students. I want to know what are other facilities you are providing by increasing the fees

Sincerely,

Taranjot Singh
[REDACTED]

From: [Ugyen Yoedzer Lhamo](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Thursday, February 13, 2025 2:37:03 PM

External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

I have to make my own tuition fees so it's really hard for me to make ends meet but if the tuition increases by 5% it will be really hard for me and the other international students as well

Sincerely,

Ugyen Yoedzer Lhamo

[REDACTED]

From: [Vansh Luthra](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Wednesday, February 5, 2025 11:44:53 AM

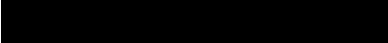
External message: Use caution.

Dear Capilano University board of governors,

I am writing to express my strong opposition to the proposed tuition fee increase at Capilano University set for September 2025. This decision is not only unjustified but also an outright betrayal of students who are already struggling under the weight of rising living costs, inflation, and financial instability.

Capilano University claims to prioritize accessibility and student success, yet this tuition hike does the exact opposite—it prices students out of education, forcing many to either take on excessive debt or abandon their studies altogether. How do you justify increasing fees when students are already grappling with skyrocketing housing costs, food insecurity, and stagnant wages? Instead of investing in students' futures, this move exploits them for profit.

Sincerely,

Vansh Luthra


From: [Harman Singh](#)
To: [Marianne Johnstone](#)
Subject: Please remove the unfair 5% tuition increase for returning international students
Date: Friday, January 31, 2025 10:57:21 AM

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External message: Use caution.

Dear Capilano University board of governors,

I am adding my name to the Capilano Students' Union call to remove the 5% tuition fee increase for returning international students.

Sincerely,

Harman Singh


Names of Students Who Sent Tui. on Increase Protest Emails – All the Same – Feb 2025

Aalamjeet singh Rattaul	Caitlin Stenstrom	Gurkirat singh .
Abhayjeet Kaur	Chandanjot Kaleka	Gurleen Kaur
Abhijeet Singh	Clara Dinata	gurleen kaur
Abhijit Rai	Claudia Monzon	Gurleen Thind
Abhishek Karki	Coco Moore	Gurmeet Kaur
Adil Delawala	Curtis Maciborski	Gurnoor Singh Ranu
Afgan Rasul	Deepak Kumar	Gurpreet Kaur
Aggamjot Singh	Denise Musoke	Gurpreet Kaur
Agnes Agnes	Dhairya Chetanbhai Vadher	Gurroop Kaur
Akansha Akansha	Dhananjay Narula	Gursimran Singh Dhillon
aleksandra funk	Dhananjay Narula	Gursirat Kaur
Alex Macdonell	Dhruvi Patel	Gursirat Kaur
Alexa Thompson	Diego Olivas	Gurvire Singh
Alexandra Alcaide	Diego Olivas	Gustavo Rubio
Amandeep Kaur	Diego Perez	Hak Main
Amandeep Kaur	Dilarman Singh	Hamish Jude
Amandeep Singh	Dilbag Sandhu	Hargun Manes
Amarpreet Kaur	Dilpreet Singh	Harjashan Singh
Amritpal Kaur	Disha Garg	Harman Singh
Anchal VIJ Anchal Vij	Divya Sumbria	Harman Singh
Andrea Mata	Divyansh Saini	Harmandeep Singh
Anery Gandhi	Drew Dillman	Harmanpreet Singh Brar
Aniket Maan	E F	Harshdeep Kaur
Anmolpreet Kaur	Ekaterina Kuzkina	Harshit Sharma
Anter Kaur	Elif Gorkey	Harshit Sharma
Anurag Arora	Ellen Hernandez	Harshit Sharma
Arjun Raythatha	Ellis Wood	Harshvir singh Dhillon
Arpit Kamboj	Emaanpreet Sharma	Het Prajapati
Arpit Kamboj	Emilia Degueudre	Hitaxikumari Gohil
Arshdeep Singh	Emilia Diaz	Hussanpreet Singh
Arshia Chugh	Erika Khan	Isabella O'Kane
Arshpreet Kaur	Erin Perez	Ivy Handford
Arshpreet Singh Virk	Eugene Lee	jackson dip
Aryan Jha	Eugenia Trevino	Jag Sandhu
Ashneet Kaur	Eunju Park	Jagjeet Kaur
Avantika Abrol	Eva Stilwell	Jaideep Grewal
Aya Kahn	Fatemeh Hajian	Jaipreet Sidhu
Ayush Chakraborty	Gagandeep Kaur	Jaismeen Jaismen
Barinderdeep Singh	Garima Chawla	Jaismeen Kaur
Barinderdeep Singh	Girish Yadav	Jaismine Kaur
Barinderdeep Singh	Gomsay Sharma	Jansen Der
Bhavdeep Singh	Gryffin Morgan	Jashan Deep
Bhavneet Singh	Gunjan Vig	Jashandeep Kaur
blair doucette	Gurjot Kalley	Jashanpreet Kaur
Brent Harbers	Gurjot Kaur	Jashanpreet Singh
	Gurjot Singh	Jaskaran Singh

Names of Students Who Sent Tuition Increase Protest Emails – All the Same – Feb 2025

Jaskaran Singh	Lovepreet Singh	Nisha Nisha
Jaskaran Singh ..	Lovepreet Singh	Nitjit Kaur
Jaskiran Kaur Gill	Mackenzie White	Nora Masoumi
Jasleen Kaur	Mahdi Gholizadeh	Olivia Hidalgo
Jasmeen Kaur	Manjot Kaur	Palak Chhabra
Jasmeen Kaur	Manjot Sandhu	Parneet Chahal
Jasmeet Kaur	Manjot Singh	Parneet Kaur
Jasmine Kaur	Mannat Gill	Parneet Kaur
Jasmine Samra	Manpreet Kaur	Parneet Khosa
Jasnoor Kaur	Manpreet Kaur	Parneet Khosa
Jaspreet Kaur	Manpreet Kaur	Parnit Kaur
Jaspreet Kaur	Manpreet Sandhu	Parth Verma
Jaspreet Kaur	Manroop Singh	Patrick Tang
Jasreet Kaur	Manseerat Kaur	Pavandeep Kaur
Jatin Chandok	Mansi Mansi	Pawanpreet Kaur
Jay Shin	Manveer singh Boparai	Pin Hsuan Wu
Jiya Jiya	Maria Camila Pena	Prabhleen Kaur
Jordan Morera	Maria Coura	Prabhleen Singh Bhullar
Josephine Leduc	Mariana Camargo	Prachi Puri
Joy Yang	Mariia Kim	Pranav Arora
Kai Belbin	Mayank Sharma	Pretz Menezes
Kam Sabet	Megan Thitchener	Priyanshu .
Kamalpreet Kaur	Mehak Mehak	Pusvinder Kaur
Karamjeet Kaur	Mehak Mehak	Raen Leavitt
Karanvir Singh	Mehakpreet Kur	Rahul Reandi
Kashish Khera	Mehar Bugaliya	Rajdeep Singh
Kayla Nguyen	Melina Giramahoro	Rajrshi Bharvad
Kesari Poori	Melissa Pesch	Rajveer Singh
Keshav Makker	Merisha Abraham	Rajvir Singh
Khushbu .	Mi re Pak	Ramandeep Kaur
Khushpreet Kaur	Mishu Kheni	Ramandeep Sandhu
Kiet Tran	Mohit Mohit	Ramanjot Ramanjot
Kiranjot Kaur	Muskaan kamboj	Rashmeet Kaur
Komal Kamboj	Muskan Nagi	Rashpal kaur
Krishna Arora	Muskan Patel	Rebecca McGrath
Krishna Talwar	Muskan Sharma	Richa Arora
kultaj singh	Namya Mahajan	Robert Haag
Kyla Smith	Navjot Kaur	Robin Sharma
Leoncy De Braganca	Navjot Singh	Rudra Patel
Leyla Hajiyeva	Navneet Kaur Rai	Rudra Patel
Lia Lim	Navpreet Kaur	Saadat Khan
Lia Lim	Neelam Prasad	Sadman Rafid
Logan Mackenzie	Ngoc Trinh	Sahil Saini
Lovekarandeep Singh	Niaz Abolhasani	Saif dil Singh
Lovepreet Kaur	Nimanpreet Kaur	Sameena .
Lovepreet Kaur	Ninon Isimbi	Samuel Takahashi

Names of Students Who Sent Tuition Increase Protest Emails – All the Same – Feb 2025

Sanampreet Kaur	Tanishq Gaur
Sanchit Kwatra	Taniya Aarabi
Sania Padyab	Taranveer Singh
Sarang Deep Singh	Tatsuki Okamoto
Sarbjit Sarbjit	Taya Shokker
Sebastian Chang Muriel	Taylor Zysk
Seema Pandey	Tre Mowat
Sepehr Nozari	Tushar Sachdeva
Seungyeon Bak	Updesh Singh
Shabazpreet Singh	Upneet kaur
Shaira Gill	Vaibahv Chopra
Sharandeep Kaur	Vansh Kalra
Shashvat Barot	Vanshdeep Pannu
Shashwat Jain	Varun Uppal
Shehbaaz Singh	Veerpal Kaur
Shehnazpreet Kaur	Victoria Talavera
Shifali Sidhu	Vikesh Kumar Sodhi
Shirleen Kaur Rakhroy	Viony Eurica
Shivansh Shivansh	Vishavjeet Kaur
Shivdeep Kaur	Viviana Renteria
Shivraj Kaura	Willow Strids
Shubkaran Singh	Yogita Singla
shwan kumar	Yuvraj Gupta
Siddhant Bhardwaj	Ziad Elbadry
Simarjot Kaur	Ziba Mohsenimehr
Simarpreet Kaur	
Simran Kaur	
Simran Kaur	
Simran Kaur Ahluwalia	
Snavi Arora	
Sneha Sneha	
Snehpreet Kaur	
Sofia Rodriguez	
Sofia Sade	
Sonal Sharma	
Sonal Sonal	
Sophie Nguyen	
Sorabh Dahiya	
Sukhwinder Singh	
Supreet kaur	
Sushba Shetty	
Sushil Kamboj	
Syed Faiz Ahmed	
Sylvia Podoleanu	
Tami Kumar	
Tanisha Aal	

PRESIDENT'S REPORT TO THE BOARD

Reporting period from November 5, 2024 to February 3, 2025

PRESIDENT'S OFFICE

Once again, Capilano University (CapU) partnered with [United Way British Columbia](#) to host a successful annual campaign in November. Together, we raised \$38,372.93 to fund programs and services that support those in need in our local communities. The 2024 campaign provided several events and opportunities for connection and fundraising.

In January, I attended the annual Immersive Innovation Summit at Arizona State University, where I joined leaders from the higher education sector to explore new teaching paradigms, examine the role of immersive technologies in education, and shape the future of learning. In early February, I participated in the annual EAB Presidential Roundtable, engaging with peers about the current challenges facing our institutions.

In my final President's Perspective on January 30, I shared with the University community my reflections and insights on the past, present and future of higher education. I discussed the ongoing changes in the post-secondary sector and the evolving role of universities, including CapU. I firmly believe CapU is on the right path to weather the storm of challenges we see around us and to seize the many opportunities that lie ahead.

I continue to meet and engage with my [BCAIU](#) and [BCCIE](#) colleagues on important topics affecting our sector.

ACADEMIC & PROVOST

The work undertaken by academic colleagues contributes to the ability of CapU to recruit and retain students and provides them with high-quality learning experiences, while fostering operational sustainability.

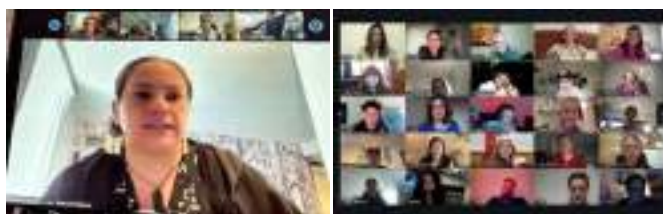
FACULTY OF ARTS & SCIENCES

- » The FREDA Centre for Research on Violence Against Women and Children is pleased to announce Sarah Yercich's promotion to co-director as of January 1, 2025. This promotion recognizes her significant contributions to the centre and her leadership in advancing research on the safety of marginalized groups. Sarah's appointment enhances leadership and community engagement at the FREDA Centre and strengthens partnerships with academic, governmental and community organizations.
- » The Interdisciplinary Studies program has partnered with the Vancouver Urban Food Forest Foundation (VUFFF) to provide Work-Integrated Learning (WIL) opportunities, connecting students with community-driven environmental sustainability initiatives. This partnership provides students with real-world sustainability experience and increases community involvement in environmental education.
- » CapU has been awarded the Esri Canada GIS Scholarship, recognizing its robust GIS programs and providing students with advanced tools, training and development opportunities. This work enhances students' GIS skills and career development and increases the visibility and recognition of CapU's GIS program.

- » Sanam Vaghefi delivered an online presentation as part of the hybrid panel at the 20th International Association for the Study of Forced Migration Conference (IASFM20) on January 20. The conference, held in Yogyakarta, Indonesia, included participants joining virtually, including Sanam. Her presentation, *Taking Refuge in Faith: Religious Organizations and Refugee Mental Well-being in Canada*, was part of the panel *Faith in Transit: Navigating the Many Roles of Religion within the Migration Industry*. Funded in part by the CARS Unified #8 Grant Program, her research is currently in the ethics approval stage. Sanam discussed her literature review, research design and future progress, with a special journal issue planned in collaboration with the panel organizers.

FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » On January 15, School of Communication faculty Alaa Al-Musalli delivered a public lecture at the North Vancouver City Library on the importance of disinformation literacy for civic engagement. Additionally, Alaa is involved in a community-based project, supported by CARS funding, collaborating with the Vancouver School Board to raise awareness about disinformation literacy and provide fact checking skills to K-12 students.
- » On January 22, Adam Vincent, chair of the School of Communication, presented facets of his research in poetic inquiry to graduate students and faculty at UBC's Language and Literacy Education department. He also shared stories of collaborating with his late mentor, Carl Leggo. This presentation contributed to the scholarly discourse on poetic inquiry and fostered academic collaboration with UBC faculty and students.
- » School of Legal Studies faculty Karen Roussy was appointed to the Family Innovation Lab (FJIL), which welcomed four new board members, strengthening innovation within family law and contributing to key decisions and innovations in family justice.
- » School of Legal Studies faculty Sara El Rayess was appointed by the attorney general to the Regulated Paralegal Working Group, which will provide strategic direction for legal services regulated by paralegals in B.C. This appointment aids in creating a framework for regulating paralegals and offers recommendations to expand paralegal roles in the legal system
- » School of Legal Studies faculty Melissa Panjer and Sara El Rayess received a CARS Unified #8 Grant to continue their work on a paralegal community clinic in partnership with a pro bono legal service and referral provider. This grant expands legal services for underrepresented communities and fosters collaboration between legal professionals and students.
- » In Fall 2024, 28 CMNS 495 students completed a Collaborative Online International Learning (COIL) project with 28 students from Amsterdam University of Applied Sciences (AUAS). The project involved joint assignments and discussions, including a special session on truth and reconciliation with members of the Tsleil-Waututh Nation, providing cross-cultural learning opportunities and deepening understanding of Indigenous issues in Canada.
- » Enactus Capilano's team, consisting of 25 students, operates four micro-scale social enterprises. They received \$2,500 from the Jeanne Sauvé Foundation to translate financial literacy materials and are expanding the Pick and Go food security project. They are also developing podcasts for Greenblog and pivoting UBelong to online mental health courses for entrepreneurs, engaging students in social entrepreneurship and impacting over 300 secondary students. These efforts address food security, mental health and financial literacy through digital platforms.
- » Trevor McFadyen, Enactus faculty advisor, was awarded a CARS Unified #8 Stream B Grant for his research on "The Gamification of Innovative Social Entrepreneurship" in Enactus. This research contributes to gamification



strategies in social entrepreneurship and enhances Enactus projects with innovative gamification.

- » On January 18, CapU's School of Business students, represented by CAPUMA, won second place at BCITMA's annual regional conference sales competition, providing networking and learning experiences for students and highlighting CapU's strong presence in business education.
- » Sylvio Tenorio was appointed as the new employer engagement and outreach liaison to build industry partnerships for experiential learning. In Fall 2024, 46 Business students participated in WIL, with 30 students completing a 450-hour practicum in the NABU program and 16 students developing a sustainability plan for Mount Seymour Resort, providing students with practical experience in business and sustainability and contributing to the development of sustainability practices at Mount Seymour Resort.
- » Lou Villalba hosted Ambassador Nestor Forster, Consul General of Brazil, for a lecture in IBUS 440 on Brazil's roles in global food security, renewable energy, and environmental protection. The event included an engaging Q&A session with students and concluded with a meet-and-greet with President Paul Dangerfield, providing students with insights into Brazil's international roles.

FACULTY OF EDUCATION, HEALTH & HUMAN DEVELOPMENT

- » The Early Childhood Education and Care department hired CapU's first deaf faculty, Mari Klassen, who will co-teach a new course in Spring 2025 titled "Being with American Sign Language in Pedagogical Contexts." The course, designed by Annabella Cant, introduces future early childhood educators to American Sign Language and deaf cultures. This course is one of its kind in Canada, equipping future educators with inclusive skills for working with deaf and non-verbal children and strengthening CapU's commitment to diversity and inclusion.
- » Sara Sutherland was appointed the new director of children's centres at CapU. With her extensive experience as a champion for high-quality early childhood education and her advocacy for children and families, Sara oversees an expanding system of children's centres, including the existing North Vancouver campus centre, a new centre at the Centre for Childhood Studies, and a planned centre in Squamish.
- » Five faculty from the Early Childhood Education and Care department were awarded research grants through CARS. Anita Ewan, Annabella Cant and Bo Sun Kim received CAPU Unified Grants, while Anita also received an NSERC Mobilize Grant in collaboration with colleagues Julia Black and Nancy van Groll, supporting impactful research in early childhood education and contributing to advancing best practices in early childhood education.
- » In January 2025, CapU launched an eight-month certificate program in partnership with the Squamish Nation. The program trains Squamish Nation students to work as health care assistants in various care settings. Classes are held in Squamish Nation facilities, while clinical skills training takes place at CapU's main campus. This program is funded by the provincial government and delivered in collaboration with Vancouver Coastal Health, addressing labour market needs by training Squamish Nation students in health care and strengthening CapU's community engagement and support for Indigenous students.
- » CapU has signed a new two-year MoU with STEPS Forward, the BC Initiative for Inclusive Postsecondary Education. The agreement supports students with developmental and intellectual disabilities to fully participate in university life and their academic program of choice. The program involves faculty, staff and inclusion facilitators hired by STEPS Forward. There are plans to expand this partnership to Squamish campus, strengthening CapU's commitment to inclusive education for students with disabilities and expanding accessibility and inclusion for students at the Squamish campus.

FACULTY OF FINE & APPLIED ARTS

- » The Music Diploma program hosted an outreach event, Voice and Choir Day, on January 25, attracting over 100 high school singers. The event featured six hours of vocal technique training, choral singing, a Q&A session on post-secondary music studies, and community building. This event was facilitated by Capilano University faculty as part of their community service initiatives, introducing high school students to CapU's Music Diploma program and strengthening community ties while promoting youth involvement in music education.

- » Indigenous composer and conductor Andrew Balfour, along with the Vancouver-based chamber choir [musica intima](#), presented [Nagamo](#) on February 2. In addition to the concert at the BlueShore at CapU, Balfour led a workshop on February 1 with Music diploma students and high school participants from around Metro Vancouver, enhancing student learning through direct collaboration with renowned musicians and providing students with unique opportunities to perform with professionals.



- » CapU's production of *The SpongeBob Musical*, directed by Cathy Wilmot and choreographed by Keri Minty, received multiple awards at the Community Theatre Awards, including Outstanding Production—Community, Outstanding Performance in a Lead Role (Brett Williams), and Outstanding Newcomer (Eric Timuss). This recognition showcases the talent and creativity of CapU's Theatre program and provides students with professional-level performance experiences and industry recognition.

- » *Evensong*, a short film directed, written and produced by Motion Picture Arts alumni Malibu Taetz, aired on CBC TV on December 12 and is now available for streaming on CBC Gem. The film was also showcased at the Trans-Saharan Film Festival in Morocco. Additionally, the film's live music performance by the KLK Orchestra and Lviv Chamber Choir from Ukraine is available on Apple Music and YouTube, increasing the visibility of the Motion Picture Arts program.



- » *Rat King*, directed by Bachelor of Motion Picture Arts alumni Ayush Senanayake, won the Best Fraser Valley Film award at the Chilliwack International Film Festival. The film was also nominated for Best Score, gaining attention from *Moviemaker* magazine in the US for its exceptional music and composition.



- » CapU alumnus and film producer Christopher Beaubien presented an encore screening of his short films, including *Bridge No. 29*, *Socket*, and the award-winning *Siren*, on November 20 with the support of the Cineworks Independent Filmmakers Society.
- » CapU 3D Animation graduate Kevin Little won Best Short Film at the 2024 Rio Grind Festival for his film, showcasing the talent fostered in CapU's 3D Animation program and increasing recognition for CapU's animation and digital arts programs.
- » A retrospective of films by Chris Beaubien, a Bachelor of Motion Picture Arts alumni, was featured at the 2024 CINELATION Retrospective. [Watch the film](#). This [retrospective](#) highlights CapU alumni's accomplishments in the film industry and strengthens the Motion Picture Arts program's reputation.



FACULTY OF GLOBAL & COMMUNITY STUDIES

- » CapU entered into a Memorandum of Understanding (MoU) with The Community Solution Education System, formalizing a pathway for CapU kinesiology students to enter the Doctor of Chiropractic program at the University of Western States (UWS). The agreement was featured in *Academica Top 10* on January 13, 2025, enhancing educational opportunities for kinesiology students and strengthening CapU's partnerships with other educational institutions.
- » CapU's School of Tourism received recognition for its strong connections with industry partners. Gray Line Westcoast Sightseeing was named CapU WIL Partner of the Year 2024, with an honorable mention given to Destination Greater Victoria. Additionally, Simon Wenjun Wang was named CapU WIL Student of the Year 2024, with Andres Martinez Lima earning an honorable mention. Both winners are further nominated for the ACE-WIL awards regional competition, showcasing the success of CapU's WIL program and industry partnerships and celebrating the achievements of exemplary tourism students.



KĀLAX-AY THE SUNSHINE COAST CAMPUS

- » In November, Greg Coyes, faculty and coordinator for the Indigenous Digital Filmmaking (IDF) department, took first-year Indigenous Digital Filmmaker students on a meaningful field trip to engage with Elders from the shíshálh Nation. The students gained valuable insights into the canoe history of the Nation, which contributed to an upcoming short film project, enhancing student learning through direct engagement with Elders and the preservation of Indigenous history and fostering collaboration between students and Elders, promoting respectful cultural understanding and filmmaking based on Indigenous knowledge and traditions.
- » Through the Mapping Swiya project, Andy Johnson, a shíshálh language instructor, along with Katelyn Dickson and Michelle Dickson, education assistants and language instructors, joined Elder Robert Joe and Jessica Silvey to present the shíshálh Nation timeline project on the walls of the kálahx-ay campus. Local high school students from Elphinstone and Chatelech participated in this important cultural project, promoting cultural awareness and understanding of the shíshálh Nation's history and supporting the ongoing efforts to preserve and share Indigenous languages and traditions through educational initiatives.
- » CapU participated in the signing of a significant collaboration agreement with the shíshálh Nation and The Loon Foundation. The agreement supports continued education, research and the stewardship of kalpilin (Pender Harbour), strengthening CapU's relationship with the shíshálh Nation and contributing to long-term educational and environmental stewardship efforts, while providing a foundation for future research and collaborative initiatives focused on Indigenous communities and local heritage.
- » In December, Suzanne Perreault, campus supervisor, and Deborah Mazerolle, DDA 1, participated in the annual gingerbread house decoration contest. The campus also hosted Sunshine Coast Community Services' efforts to provide carved wooden toys for disadvantaged children, showcasing local talent and reinforcing CapU's commitment to community support, fostering a spirit of collaboration and community engagement, with CapU employees contributing to both artistic and charitable initiatives, while strengthening its ties with local organizations and showcasing its commitment to social responsibility.

- » The campus hosted a lunch and information-sharing session with President Paul Dangerfield and Tracy Penny Light, interim vice-president & academic provost. This visit was an opportunity to share the campus' ongoing initiatives and successes, providing a platform to engage with senior leadership, fostering stronger communication and support across the University, and enhancing the visibility of the campus's achievements and contributions.
- » In January, several community groups began using the campus as a meeting place, focusing on social change, particularly in poverty reduction efforts. The campus continues to collaborate with ElderCollege, which offers enriching classes for elder citizens, encouraging campus and community engagement, strengthening CapU's role as a community hub and a centre for social impact on the Sunshine Coast, and creating opportunities for intergenerational learning and engagement through ElderCollege classes, enriching both elder students and the broader campus community.
- » Indigenous students and Nation members engaged in weaving classes at the Carving Shed, while others continued their participation in wood carving classes. These offerings at the *kálaḡ-ay* campus are essential for preserving and promoting Indigenous art and culture, fostering an inclusive learning environment, preserving and celebrating Indigenous traditions through hands-on art and cultural practices, and promoting an inclusive and respectful learning space for Indigenous students and community members to engage in cultural expression.

SQUAMISH CAMPUS

- » On November 15, 2024, CapU Squamish and the Howe Sound Biosphere Region Initiative Society hosted the Howe Sound Conservation Network event, in collaboration with EarthWorks. Approximately 70 students, faculty and conservation groups from around the Howe Sound region attended, sharing knowledge on biodiversity conservation. Notable speakers included Stephanie Hewson of West Coast Environmental Law and David Zandvliet, UNESCO chair for biocultural education, fostering community engagement on environmental conservation issues, enhancing knowledge sharing between students, faculty, and local conservation experts, and strengthening CapU's connection to regional environmental initiatives.



- » CapU Squamish hosted its first Explore CapU Day on December 7, 2024, offering tours of the campus and housing, alongside program presentations. The event provided prospective students with valuable insights into campus life, showcasing CapU Squamish's offerings and helping prospective students explore educational opportunities, while strengthening CapU's recruitment and outreach efforts to attract new students to the Squamish campus.



- » CapU Squamish launched a concurrent studies pilot program for high school students in Spring 2025. Four students from Coast Mountain Academy enrolled in the COMP115 course as part of this initiative, allowing high school students to experience university-level education and earn credits, while enhancing CapU Squamish's role in community educational partnerships and creating pathways for local students
- » CapU executive approved a summer conference centre pilot project from May 1 to August 31, 2025, allowing individuals and groups to book space for meetings or events in the Ossa Building, increasing campus utilization during the summer months and creating a revenue-generating opportunity for CapU Squamish through conference and event bookings.
- » A chef from Whistler Cooks joined CapU Squamish in January 2025, expanding the menu to include paninis, burgers and pizza, complementing the previously offered salads, soups and sandwiches.
- » The campus also introduced new courses in Spring 2025, including Philosophy, Criminology, Biology, Business Computing, Introduction to Business and English, improving food options for students and faculty and expanding course offerings for the Spring 2025 term, increasing academic diversity and student choice at CapU Squamish.

INDIGENOUS EDUCATION & AFFAIRS

- » IEA launched the engagement process for the Chénchenstway project monitor, an important element of the implementation of findings from the Chénchenstway engagement process, increasing Indigenous student involvement in project development and community-based learning, while strengthening CapU's commitment to Indigenous-focused education and leadership.
- » In the Kéxwusm-áyaḱn Centre, IEA welcomed new team members Stephanie Merinuk (manager) and Adriana Bathurst (Indigenous recruitment specialist). Regular programming included weekly craft circles, the first Indigenous vendor market, a Winter Feast and successful TRC Week events featuring Chelsea Vowel and Angela Sterritt, enhancing community engagement and cultural learning within the centre and increasing student participation in Indigenous-led initiatives and events.
- » In partnership with the Métis Nation of BC, IEA hosted a celebration for Louis Riel Day, honouring Métis history and culture, promoting cultural awareness and celebrating the Métis community, while strengthening CapU's relationship with the Métis Nation of BC and expanding cross-cultural understanding.
- » IEA increased student engagement, particularly with student life, through collaborative events like Wellness Week, which included yoga sessions by a student entrepreneur. IEA also visited Squamish campus to assess Indigenous student support needs and connect with the Elders' Circle from the northern village, increasing cross-campus collaboration on student well-being, engagement, Indigenous student support and involvement at CapU.



LIBRARY

- » The library has significantly increased student activity, surpassing 2019 pre-pandemic figures. High-use spaces included the main floor, second-floor study carrels and the learning commons, while study rooms saw intensive use, particularly during peak hours. Additionally, 2340 students received library instruction during the term. This growth demonstrates the library's central role in supporting student learning and academic success and continues to enhance its services and support systems to accommodate the growing student population.
- » Librarian Jen Goerzen organized a "Stress reDUCKtion" event, where toy ducks were hidden around the library and students could redeem them for care packages. Collaborating with student affairs, the library also organized community colouring tables and introduced Pet Grams, sharing encouraging messages paired with pet photos. These activities foster student well-being during stressful academic periods and enhance student engagement with the library through creative and fun initiatives.
- » Librarians Ashley Manhas, Shawna Buhler, Glen Greenly, Dalene Samborski and Christina Neigel published a peer-reviewed article titled, "Hiring Library Technicians in Academic Libraries: Revising, Rejecting, and Reclaiming the Process" in the [Partnership: The Canadian Journal of Library and Information Practice and Research](#) (January 2025 issue). This publication contributes to scholarly discourse on inclusive hiring practices within academic libraries and highlights the library's commitment to ongoing professional development and scholarly contributions.
- » The library successfully ingested student graduating projects from the SCIENCE 400 course into the CapU Institutional Repository for Fall 2024. [View Projects here](#). This contribution increases access to student research



and scholarship within the academic community and enhances the visibility and impact of CapU's student-led research initiatives.

TEACHING & LEARNING

- » Tania Loken joined the Centre for Teaching Excellence (CTE) as the educational developer, WIL. In this role, Tania collaborates with faculty to enhance and develop effective strategies for integrating work-based learning into both course and program curricula. She works across faculties and partners with the CapU WIL team to offer tailored support to individual instructors and entire departments. This appointment strengthens the focus on work-integrated learning strategies in CapU's academic programs and increases faculty collaboration and development in creating impactful WIL experiences for students.
- » From November to January, members of the CTE held over 475 consultations with faculty, assisting with diverse topics such as rubrics, active learning strategies, and incorporating new technologies into teaching. Additionally, departmental workshops were conducted, covering topics like curriculum mapping, academic model integration, and the use of Generative AI in classrooms. These sessions engaged faculty in enhancing teaching methods and course delivery, while increasing adoption of innovative teaching strategies, including technology integration and active learning.
- » CapU held new faculty orientation at both the main and Squamish campuses in early January. This orientation provided new faculty with essential tools and resources to integrate into CapU's teaching environment, while strengthening the faculty community and ensuring new instructors are supported from the start of their careers.
- » On November 8, the director of teaching & learning and the Centre for International Education (CTE) hosted members from the Singapore University of Social Science's Teaching and Learning Centre for an exchange of ideas and best practices. This exchange promoted international collaboration and idea-sharing in teaching and learning, while fostering connections that could lead to future partnerships and educational opportunities.
- » From November 11–15, Mary Giovanetti, Lydia Watson, Brit Paris and Laura Kinderman attended and presented at the POD Network Annual Meeting—North America's premier conference for educational development. CapU was well-represented, showcasing CapU's commitment to ongoing professional development and educational innovation, while expanding CapU's network within the field of educational development.
- » The first half of the Hyflex Classroom Pilot concluded in December, utilizing new technology installed in the Cedar classroom and the ECCE studio. The second half of the pilot is scheduled to conclude by April 30, 2025. This trial provided valuable insights into the use of hyflex classrooms and hybrid learning environments, setting the stage for possible future implementation of hyflex classrooms across CapU to enhance learning flexibility.

CREATIVE ACTIVITY, RESEARCH AND SCHOLARSHIP & GRADUATE STUDIES

- » New CARS Faculty Research Grant awardees. Congratulations to the following faculty who were awarded funding in the inaugural CARS-NSERC Mobilize research grant to support community-based research and knowledge mobilization activities. Awardees receive up to \$30K towards section releases and student hiring costs.
 - EarthWorks coordinators, Nancy van Groll, Faculty of Education, Health & Human Development, and Cheryl Shreader, Faculty of Arts & Sciences: EarthWorks projects—A platform to connect community members with critical environmental issues. Their funding will support the hiring of two student research assistants who will organize knowledge mobilization events and create an engagement plan and a marketing campaign.
 - Julia Black, Faculty of Education, Health & Human Development: *Sea to Sky Early Years Needs Assessment*—A multi-phase, collaborative research project in partnership with the District of Squamish, Sea to Sky Community Services Society and School District #48. The project focuses on childcare needs in the Sea to

Sky Corridor, including mapping out existing childcare, identifying service gaps, evaluating the recruitment and retention of educators, barriers to access and policy work.

- **Anita Ewan**, Faculty of Education, Health & Human Development: *Amplifying Marginalized Voices of Perinatal Mental Health*. The project, in partnership with the Daymark Foundation and Black Canadian Women in Action, will examine perinatal mental health care within the wider Canadian community, centering on marginalized birth givers and healthcare practitioners.
 - **Megan Smetzer**, Faculty of Arts & Sciences: Partnership with the shishálh Nation for their project titled, *Paddling Together: Preparing for the shishálh canoe*. The project focuses on the Nation's first S-néS-néxwílh (ocean going hunting canoe). The canoe will contribute to language reclamation and cultural resurgence by addressing the historical injustices brought about by colonialism.
 - **Mark Wlodyka**, Faculty of Arts & Sciences: Partnership with the Sea-to Sky Invasive Species Council on their project titled, *Invasive Species Detection Survey in the Howe Sound Biosphere Using Advanced Drone, Lidar and GIS Technology*, and focuses on the eradication of invasive plant species in the region. The project will survey, detect, identify, and characterize invasive plant species in the Howe Sound Biosphere using drone-based LIDAR visual detection systems and GIS mapping.
- » CARS new cohort of Unified Grant winners. These grants provide faculty with funding to hire research assistants and, new this year, section releases. Faculty research supported by these grants spans a broad range of areas from youth mental health to AI writing practices. The faculty awardees are:
- Faculty of Arts & Sciences: Bruno Tomberli, Catherine Gloor, Chi-Fu Wu, Dana Bernier, Hojat Yazdanpanah, Jennifer Davis, Mark Wlodyka, Megan Smetzer, Sanam Vaghefi, Sophia Jaworski, Yoriko Gillard
 - Faculty of Business & Professional Studies: Adam Vincent, Alaa Al-Musalli, Kym Stewart, Laurie Prange, Melissa Panjer, Milla Zaenker, Laura Kinderman, Sara El Rayess, Trevor McFadyen
 - Faculty of Education, Health & Human Development: Anita Ewan, Annabella Cant, Bo Sun Kim, Jay Manuel Carreiro
 - Faculty of Fine & Applied Arts: Jared Burrows, Jordan Hall, Marija Djordjevic, Stephen Atkins; Centre for Teaching Excellence: Lydia Watson

FINANCE & ADMINISTRATION

Finance & Administration welcomed Marianne Johnstone as the executive assistant, board secretariat. Marianne will be working with CapU senior leadership and the Board of Governors to support the University's governance and reporting requirements.

FINANCIAL SERVICES

- » Finance is working with leadership across the University to develop the fiscal 2025/26 budget.
- » The fiscal 2024/25 Q3 forecast was submitted to the ministry in December and was a surplus of \$6.2 million which is a \$3.1 million favourable variance compared to the Board approved 2024/25 surplus budget of \$3.1 million. This surplus figure includes a \$5 million restriction of the ministry operating grant to support digital transformation.

CORPORATE SERVICES

- » Corporate services welcomed Amir Shafiei, new procurement manager, and Alejandro Lugo, purchasing associate. Amir and Alejandro will be leading and supporting the procurement team as the University works to understand and implement the procurement module of the new Enterprise Resource Planning (ERP) system.

- » Purchasing services supported the Request for Proposal (RFP) process for a data integration engine, installation of furniture for the new Children's Centre and Squamish student housing, the procurement of the new boilers and heating equipment for Bosa Centre for Film & Animation and the Cedar Building, and equipment for safety and security systems upgrades.
- » A review of the risk criteria was completed with changes submitted to the Audit and Risk Committee for approval alongside the update of the University's risk register.
- » The policy office continues to make progress with updating the CapU policy suite. The Senate approved updates to S2018-02 Student Awards policy and the replacement of S1999-06 Faculty Emeritus with the new S2025-01 Academic Emeritus Policy and S2025-01-01 Faculty Emeritus procedure. The Senior Leadership Council approved updates to OP.420 Safety and Emergency Services Policy.

FACILITIES SERVICES & CAMPUS PLANNING

- » The facilities services & campus planning leadership team attended the Facilities Directors Conference in November, hosted by Vancouver Community College.
- » Safety & Emergency Services welcomed Chuck Faliao, new security operations & parking advisor. Chris Sharp, environment, health & safety advisor, left CapU to move to northern B.C. and start the next chapter of his life.
- » A significant focus in this quarter supported the skills and learning of our Duty of Care Committee (DOCC) by the annual attendance of the Canadian Association of Threat Assessment Professionals workshops and conference, and by hosting a CapU workshop for duty of care and self-directed violence for our DOCC, counselling & accessibility, people, culture & diversity, student affairs and joint health & safety committee members. The office also began business impact assessments with all senior leadership council and operational directors as part of the Business Continuity Planning process.
- » The facilities operations and safety & emergency services teams successfully completed the first phase of a project recommended by the BC FireSmart program. This phase focused on grounds and building maintenance in several priority areas, including the Children's Centre, Fir, Maple, and the southwest corner of Centre for Sports and Wellness.
- » In addition, facilities operations, in collaboration with purchasing, finalized several RFPs for critical mechanical upgrades, including the Bosa and Cedar Boiler Plant projects. These upgrades will address ongoing heating issues. Contracts were awarded and work is underway, with completion anticipated by the end of March.

DIGITAL TECHNOLOGY SERVICES

- » Digital Technology Services (DTS) welcomed new team members to help support digital projects and improve the University's cybersecurity maturity level.
- » The Enterprise Resource Planning (ERP) project's detailed design phase is in progress with the team working on defining end-to-end business processes. This has provided the opportunity for teams to re-imagine new ways of working that will be supported by Workday.
- » The Data Integration Project continues and is in the process of developing interfaces that will support the ERP project. Included in this work is establishing data governance in collaboration with the University community; a steering committee has been created to define this work.
- » A tool evaluation for cybersecurity was completed and work is in progress to close any gaps identified. Projects are in progress to secure Office 365 and initiate a project to further expand on multi-factor authentication. A

cloud strategy and a technical audit is in progress that will support the transition from on-premises technologies to the cloud, where possible.

- » In collaboration with Academic Integrated Planning (AIP) and the registrar's office, a project is being initiated to implement a curriculum management system that will deliver a single definitive source of reliable curriculum information and will support timely and efficient development of programs.

PEOPLE, CULTURE & DIVERSITY

EMPLOYEE EXPERIENCE

- » HR business partners and the CFA conducted a joint presentation on the regularization process on January 7 and search hire process on February 4.
- » HR business partners provided training on regularization at the VP academic/deans meeting on January 16.

TALENT ACQUISITION

- » Jeremy Orsted (he/him) stepped into the interim manager, talent acquisition role. Jeremy will partner with HR analytics, HRBPs and hiring managers to proactively determine resourcing needs and timelines, sourcing and recruitment strategies, and identify target audiences and attraction drivers.
- » Presented three offerings of Introduction to Talent Acquisition Workshop to the faculty group. The purpose of the presentation is to highlight how TA can support the faculty search hire process.
- » Created a Faculty Search Hire Process page on *Frontlines* with current process and best practice guidelines, tools, templates and scripts to support faculty from posting creation through to the candidate offer.
- » Created an interview accommodation tracker to consolidate requests and ensure appropriate parties are informed of their duty to accommodate.

ORGANIZATIONAL DEVELOPMENT

- » Following feedback from previous cycle of performance appraisal program, developed and presented clarifying guidelines to Goals and Performance (GAP) Program including an evidenced-based shift towards holistically assessing contribution towards University priorities.
- » Launched pilot recognition initiative in partnership with the president's office: Envisioning and Illuminating Awards—A peer-nominated, peer-adjudicated employee awards to celebrate those whose work inspires colleagues, enhances collaboration and advances the values that drive the goals and priorities of [Envisioning 2030](#) and [Illuminating 2030](#).
- » Re-aligned the Leadership Forum, in partnership with the president's office, to strategically support the ongoing discussion and development of leadership competencies towards driving key employee engagement initiatives, including a shift towards a 'for leaders, by leaders' format.
- » Learning & development hosted two sessions of DiSC 1—Creating our common language.
- » Launched CapU's first employee Diversity, Equity, and Inclusion (DEI) initiative, self-identification—An essential component of the *People Plan*—to collect data on CapU's diversity, track and report progress toward DEI goals, enhance employment equity, and ensure compliance with provincial and federal regulations. Supporting communications and resources were also developed. By the end of 2024, we reached an employee participation

rate of 30 per cent.

- » Collaborated with talent acquisition to update the applicant self-identification survey for alignment with the employee survey approach.
- » CapU sponsored a session on governance and volunteer management, facilitated by the manager, DEI, for the 2024 Pride at Work Canada's *FLOURISH* cohort. The virtual program equips aspiring employee resource group leaders across Canadian sectors to be effective 2SLGBTQIA+ champions in their workplaces.
- » Provided university-wide update on recent global DEI developments, acknowledging and highlighting shifts in the post-secondary and corporate sectors driven by cultural factors, and reaffirmed CapU's commitment to DEI.

LABOUR RELATIONS

- » The team presented two offerings of collective bargaining workshops on November 12–13.

STRATEGIC PLANNING, ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

INTEGRATED PLANNING

- » Themes and key recommendations were identified by the team while processing the feedback gathered around integrated planning from SLC members. Highlights from this analysis were grouped into three documents, one summarizing perceptions about what “integrated” means; a second one outlining key recommendations to improve the planning process; and the third summarizing recommendations to improve the planning templates. The feedback received provided valuable information for the team to establish differences in planning needs and preferences across units.
- » The team scheduled meetings to identify actionable items from the feedback summary described above. As a result, we are meeting with key senior leaders, including the VP academic & provost and the VP people, culture and diversity, to collaborate efforts and finetune the integrated planning process and templates for the next cycle.

ENVISIONING 2030

- » In collaboration with Indigenous Education & Affairs (IEA), a draft of the Chénchenstway progress monitor was completed. IEA is now in the process of socializing this draft before it is published.

STRATEGY, ANALYTICS & TRANSFORMATION

- » We received a positive Letter of Acknowledgement from the ministry for CapU's 2023–2024 Institutional Accountability Plan and Report on January 15, 2025. It states, the “institution continues to provide a comprehensive report that clearly represents the University's vision, purpose and values.” It also states, “CapU has done very well in addressing the 2023/24 Mandate Letter priorities” and congratulations CapU for the implementation of the first Indigenous education framework [Chénchenstway](#).
- » The team has been focused on providing data and analytics support for strategic enrolment management. Included in these efforts are a launch of redesigned CapU Analytics dashboards (performance metrics 2.0) for a more streamlined user experience, a set of diagnostic reports to better understand the fluctuations in enrolments (including the impacts of the recent IRCC announcements) and a series of projects related to enrolment predictive modelling capabilities by leveraging statistical and machine learning techniques.

INTERNATIONAL

- » The first international field school to Ghana was an outstanding success. Twenty-four students from multiple programs participated in this unique school led by Kofi Gblonyo and Jared Burrows from the Music program in the School of Performing Arts and accompanied by Esinu Gblonyo for wrap around support. The field school took place over Christmas and the new year. Students were treated to rare and transformative learning experiences in this beautiful and fascinating country, including learning music and performing with local community members, visiting the University of Ghana (where we are working on developing an academic partnership), spending a lot of time with faculty, students, and parents of the wonderful Nunya Music Academy in Dzodze village that Kofi co-founded with his family, and participating in sacred religious festivals that were a rare and privileged occurrence, to name a few. We are extremely grateful to Kofi and Jared for their exceptional leadership in bringing this field school to fruition and we look forward to building a lasting relationship with the Nunya Music Academy in Dzodze.



- » The pictures included show students singing and dancing with local community members, and dressed by Kofi and Jared's good friend Vodze Torgboh, a local Vodun priest, and his wife and her relatives to participate in a very special religious festival in a small village near Dzodze.

STUDENT SUCCESS

CENTRE FOR ACCESSIBILITY SERVICES

- » Exam accommodation provides students with disabilities an accurate measure of their performance by addressing barriers in the learning environment. In addition to the online testing arrangements made directly between students and instructors, the Centre for Accessibility Services invigilated 996 unique exams during the Fall 2024 term. Of these, 414 exams were administered during the University final exam period. This represents a significant increase compared to the 799 exams invigilated in the Fall 2023 term.
- » Members of the accessibility services team participated in the Student Welcome Fair and the School of Business' Strive and Thrive event. We engaged with newly admitted students and first- and second-year students from the School of Business, sharing information about the centre's services.

ATHLETICS

- » Blues at CCAA Soccer Nationals traveled a hard road but earned a bronze medal, the first CCAA medal for the program in 23 years. After dropping their first game to the eventual silver medalists Ahuntsic, the Blues reeled off three 1-0 wins in a row, all on set-piece headers by defenders. The finish was especially sweet as the Blues knocked off rivals and PACWEST winners VIU to get on the podium. Graduating players Maya Smith and Mya Fraser (who scored the winner in each of last two games) were named Tournament All-Stars. The tournament was hosted at the CapU Squamish campus on brand-new, FIFA-grade turf!
- » Social media—promoting CapU and Blues Athletics:
 - YouTube: 35,755 views, 4,600 hours viewed, 568 subscribers
 - Instagram: 165 posts, 406,226 impressions, 184,998 users reached, 182,000 video views, 440 hours watched, 13,216 engagements.
 - Team accounts: 714,408 impressions/views, 18,835 engagements/interactions

- Facebook: 191 posts, 137,693 impressions, 74,689 users reached, and 4,481 engagements.
 - Twitter: 205 tweets, 15,694 impressions, 214 engagements
 - CCAA Women's Soccer Nationals: 606,381 views, 13,609 engagements/interactions, 388,012 accounts reached, 94 pieces of content created in 5 days.
 - Game Day: ~1,200 guests attended a Blues indoor game (soccer not included)
 - Total: ~1.88 million impressions/views in Fall 2024
- » Academic success is a major priority. Fall 2024 Student-Athlete Cohort: 3.11 Fall GPA (across 112 student-athletes)
- » Recreation:
- Our goal is to provide a variety of low barrier fitness, dance, health, wellness and lifestyle opportunities for CapU students/employees and community in a fun, safe environment.
 - We achieve our goals by providing:
 - FREE and LOW-COST fitness, dance, wellness, health and lifestyle classes throughout each academic session
 - FREE weight room access throughout each academic session
 - FREE intramural sports opportunities throughout each academic session
 - FREE drop-in gym times throughout each academic session (Main & Squamish campus)
 - FREE Sport Equipment rental throughout each academic session
 - FREE Move More North Shore Program
 - FREE self-paced fitness and wellness opportunities
 - Rentals for CapU Squamish Recreation Complex and surrounding area
 - Job opportunities for CapU student staff throughout each academic session

CAREER DEVELOPMENT CENTRE

- » On December 9, Career Development Centre (CDC) welcomed Nick Wang to the team. Nick is stepping into the career development advisor role, replacing Yen Yuen who has successfully moved into the supervisor role. Nick's key portfolio is supporting students from the Faculty of Business and Professional Studies, including School of Business, School of Communication and School of Legal Studies.
- » Since November 2024, the CDC team delivered 38 in person and online workshops to 582 students, covering career and professional development topics. In addition, career development advisors conducted 202 one-on-one appointments, supporting students at various stages of their career development journey.
- » The CDC team and career ambassadors participated in various student engagement initiatives, introducing new and returning students to the services and supports they can get through the centre. Notably, we attended the CIE New Student Orientation, the New Student Welcome Fair, the Well Together Fair, and the School of Business first- and second-year check-in event, engaging 174 students. In addition, career ambassadors delivered 13 in-class CDC Intro presentations, reaching an additional 208 students.
- » As part of CDC's Link Up, Explore with the dean programming, on January 24, 2025, two CDC team members, joined by Interim Dean, Faculty of Arts and Sciences Graham Cook and STEM Chair Mark Vaughn, accompanied nine students to the Life Sciences BC's 6th annual Career Connect Day 2025. The event was an opportunity for the students to hear from leading industry speakers and connect in a job-fair style with 20+ life sciences employers from across Metro Vancouver.



COUNSELLING & LEARNING SUPPORT

- » Counselling Services (CS) actively participated in various outreach initiatives to support student well-being. These include the Welcome Fair for new students, the Sexual Violence Awareness Mini Fair Kick-off event, CSB's first- and second-year students check-in event, and CapU Together Day.
- » CS engaged in collaborative outreach with institutional and community partners, including the Centre for International Experience (CIE), the Capilano Students' Union (CSU), North Vancouver RCMP liaisons, and the new Forensic Nursing services at Lions Gate Hospital (LGH), aiming to enhance student support services through strengthened collaboration.
- » CS was involved in service review and development activities, including a seminar hosted by the Duty of Care Committee, an SSU retreat, and initiating group clinical supervision and the development of best practices.
- » Learning Support Services (LSS) successfully completed phase one of its resource development initiative, creating rack cards, posters and bookmarks to increase awareness of its services. These resources highlight LSS's role in supporting student learning and study strategies, enhancing accessibility and awareness for students and employees
- » LSS continues to offer dynamic study skills workshops that foster strategic learning, skill development and peer collaboration. The most common areas where students seek support include time management, self-management, academic study strategies and executive functioning challenges.

STUDENT LIFE

- » Peer leadership appreciation event, *Cheers to Peers*, took place on November 20, 2024, and brought together over 50 peer leaders, including orientation leaders, student employees, mentors and more. This event featured engaging activities, prizes, and a video showcasing testimonials from our peer leaders. Supervisors also delivered speeches, expressing gratitude and recognition.



- » Spring 2025 marked the beginning of an exciting journey for 406 new students at CapU. Their welcome started with the all-new student orientation presentation on December 16, 2024, where two current student life employees introduced them to essential campus resources, opportunities to get involved and tips for success. Orientation week officially began on January 6 with the New Student Welcome Fair, drawing over 150 new students and more current students, featuring 26 campus partners and three community sponsors. The week also included two in-person workshops, a Club's Day's, and a new student mixer. Throughout the first two weeks of the term, orientation leaders actively participated in tabling at the Birch Cafeteria, assisting new students with directions, answering questions, and ensuring they felt supported as they began their academic journey.



- » In January 2025, we introduced a new event to the CapU Community—BlueShore Blockbusters Movie Nights. It’s a collaboration between the BlueShore at CapU, the Centre for International Education and student life. This free movie series offers an engaging way for students to relax, connect and enjoy blockbuster films on campus. On January 16, we screened *Wild Robot* with 90 attendees, and on January 27, *The Wicked* drew 80 students, featuring a *Gravity High-Note challenge* where 15 students tried to recreate the famous Cynthia Erivo’s riff on stage.



- » On January 22, we celebrated CapU Together Day, a one-day event dedicated to raising mental health awareness and fostering a supportive community. This year's program featured: a Well Together Fair (Main Campus), Centre for Sport & Wellness activities, including a self-guided fitness challenge (Main Campus), an employee webinar on mental health (online) and a drum-making workshop (Squamish campus).

- » Additionally, January was CapU's Sexual Violence Awareness Month. In cooperation with other departments and community partners, student life planned a range of events and workshops to align with the theme “Building a Culture of Consent at CapU.” There were 266 people that attended the activities in total. The events included SVAM opening ceremony & resources fair, consent Kahoot game, Yoga Nidra, Consent Chats, responding to disclosures workshop and community voices panel. On January, 21 students and 62 employees completed the CapU Safer Campuses for Everyone module, demonstrating their commitment to fostering a safer, more inclusive campus environment.



- » Well-being Week at the Squamish campus was packed with activities designed to promote wellness and community. From boardgames, tea and snacks and an art pop-up to a nature walk and residence soiree. The highlight of the week was a visit from a local animal rescue, where students and employees spent time with their puppies. Activities were attended by 74 people over the week.



- » Orientation Week at the Squamish campus included a Campus Tour that provided a chance for new students to connect, collect exclusive student swag, and get a tour of campus, tune in to an Online Student Panel, and attend a Library Open house. Student Mixer, the biggest event of the week, drew 30 participants. The event allowed students to connect with other students and staff and explore upcoming events and opportunities.



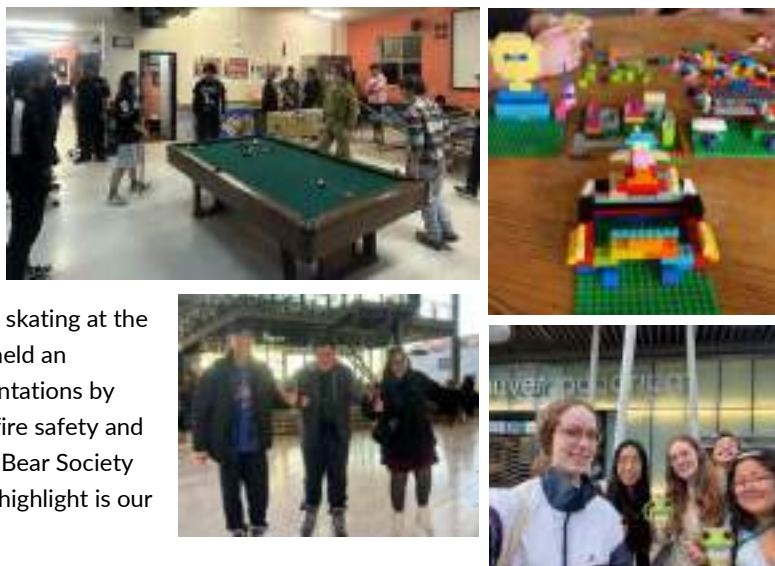
- » For CapU Together Day, the campus facilitated a *drum-making workshop* attended by eight participants. Students engaged in fun games, food and won some awesome prizes. Students and employees participated in the artistry and craftsmanship of traditional Indigenous drum making.



STUDENT HOUSING SERVICES

- » Growth in housing applications and upcoming summer plans: Since the opening of the Fall 2025/Spring 2026 student housing applications on October 1, we've seen a 37 per cent increase in applications for our North Vancouver location compared to the same time last year with a total of 186 completed applications. This growth underscores the ongoing appeal and demand for student housing at CapU. We are also well into our planning for the summer conference and group stays, expecting an increase in bookings at our North Vancouver location and notably, Squamish will host its first summer season. We anticipate a healthy start to this new chapter for the campus. In addition to preparing for summer, we've opened summer applications for students across both the Squamish and North Vancouver campuses. Applications for summer will remain open until May 2025.

- » Community building and student safety initiatives: Our Residence Advisor (RA) team has been actively engaging with residents, creating a vibrant community atmosphere. Events have included a Welcome Back Dinner, a LEGO building competition, a trip to the aquarium, weekly volleyball and soccer rec nights, skating at the Shipyards, study nights and more. We held an important Safety Week featuring presentations by our security team on residence safety, fire safety and a special workshop by the North Shore Bear Society on bear behaviour and safety. Another highlight is our popular pool tournament.



FOOD SERVICES

- » Food services operation: Food services had a successful end to the Fall term and a strong start to the Spring term, with improved offerings and increased concentration in main campus offerings and student housing menu options, ensuring a higher quality dining experience for all.
- » Food services at the Squamish campus launched with expanded offerings for students and campus members. We increased our menu options, including the addition of hot entrées to our daily meals, which has resulted in nearly a 100 per cent increase in traffic to our food service space. These efforts improved food options and also fostered enhanced engagement and a sense of community amongst students and employees. Moving forward, we are planning additional initiatives to elevate our services and support the campus' growing demand.
- » Culinary innovation and campus collaboration: In November, we introduced our new catering menu by inviting campus partners to a special launch event. Attendees sampled our latest menu items, provided valuable feedback, and asked questions. Additionally, we had the privilege of catering the President's Breakfast, hosting end-of-term functions and hosting a tasting booth featuring local products, further showcasing our commitment to supporting local suppliers and enhancing campus dining.



REGISTRAR'S OFFICE

FINANCIAL AID & AWARDS

- » \$830,000 was awarded to 458 students in the form of scholarships, bursaries (including the Family Focus supplemental bursary) and awards; and Capilano University Access Achievement Awards.
- » Twenty-nine Provincial Tuition Waiver Program students received the Learning for Future Grant totaling \$101,500.
- » Forty-two students pursuing microcredentials received the StrongerBC future skill grant totaling \$57,014.
- » Forty-two students pursuing the Rehabilitation Assistant Diploma received the Student Recruitment and Retention Bursary totaling \$84,000.

ACADEMIC ADVISING

- » During the Spring 2025 registration period, the academic advising team conducted two online course planning workshops to guide and support newly admitted students with their registration questions and course selection options. Each session attracted over 100 students and received positive feedback, with participants expressing increased confidence and readiness to begin their academic journey at CapU.

RECRUITMENT & ADMISSIONS

- » In partnership with university events, the recruitment team hosted the annual Explore CapU Open House on November 30. In total, over 1,000 people attended the event, including prospective students, family members and supporters. The teams also organized the first-ever on-campus Open House in Squamish on December 7, which saw 152 attendees. A big thank you to everyone involved.
- 

- » The recruitment team finalized another successful recruitment season with more than 200 visits to high schools in B.C. and Alberta over a period of three months.
 - » The 2025 High School Counsellors event on January 17 was a big success. We welcomed 61 counsellors from a range of school districts, who left CapU feeling inspired and deeply impressed by our vibrant community.
 - » In the first week of February, the recruitment and admissions teams hosted a personalized conversion initiative for Squamish applicants, ensuring excellent experience and support throughout the process. The recruitment team contacted applicants with incomplete submissions to schedule individual appointments with an admissions facilitator, who assisted with missing documents, reviewed their information and helped finalize their applications. Housing and financial aid teams were available for one-on-one support.

SYSTEMS & SCHEDULING

- » The scheduling unit, working in partnership with DTS, launched a new scheduling software, the Data Collection Utility, on November 4. The Data Collection Utility is an educational technology which allows users to streamline processes by removing the need for manual data entry, resulting in a more efficient scheduling process while limiting user errors. The scheduling team hosted seven training sessions throughout November, with online and in-person options. The sessions were well attended with positive feedback received.

REGISTRATION AND STUDENT INFORMATION SERVICES

- » The team handled over 4,000 telephone calls during the reporting period and responded to over 5,500 student-related emails.

UNIVERSITY RELATIONS

During this period, university relations developed a first draft of a multi-year strategic plan, focused on reputation and engagement, along with a three-year activity tracker to identify and report on key portfolio initiatives in alignment with institutional goals and priorities. Representatives from all five university relations operating units formed a working group to coordinate activities in support of the building naming and opening of the new Centre for Childhood Studies and developed associated communications and marketing materials.

COMMUNICATIONS

- » President Paul Dangerfield, alongside CapU leaders, hosted an employee town hall on November 5 to discuss key initiatives, including the employee engagement survey, Workday Enterprise Resource Planning deployment, strategic enrolment management updates, and Squamish campus developments. His year-end reflections were

shared in November's [President's Letter](#) and his [final holiday message](#) as president of Capilano University.

- » Media coverage of CapU included news pick-up on new partnership programs, the 50th anniversary of the Outdoor Recreation Management program, and extensive local and regional media coverage of the collegiate women's national soccer championship which took place at the Squamish campus.
 - [Squamish Chamber and CapU launch youth entrepreneurship program](#)
 - [CapU community celebrate 50 years of outdoor recreation program](#)
 - [CapU partners with The Community Solution on chiropractic health-care pathway.](#)



- » In early November, President Paul Dangerfield was interviewed by CBC regional media in his role as the British Columbia Association of Institutes and Universities (BCAIU) board chair regarding the impact of the recent immigration cuts on post-secondary institutions and international student enrolments. He was interviewed on the following shows: [Early Edition with Stephen Quinn](#); On the Island with Gregor Craigie; Daybreak Kamloops with Shelley Joyce; Daybreak South with Chris Walker; and Daybreak North with Carolina de Ryk.
- » The CapU LinkedIn page received 115.8K impressions, gained 921 new followers and ranked fifth in total engagements when compared to other post-secondary institutions in B.C. To wrap up the year, the deans shared their top three highlights for their respective Faculties which included faculty and student achievements, notable anniversary event and program announcements. Top news stories about CapU were also reshared including degree announcements, diversity, equity and inclusion initiatives and Chénchenstway.

GOVERNMENT RELATIONS & COMMUNITY ENGAGEMENT

- » In December 2024, President Paul Dangerfield held meetings with Lynne Block, MLA for West Vancouver-Capilano, and Jeremy Valeriote, MLA for West Vancouver-Sea to Sky. The meetings introduced the newly elected leaders to CapU and highlighted the mission, values and priorities of the University.
- » On January 28, CapU hosted Minister for Post-Secondary Education and Future Skills Anne Kang, together with Parliamentary Secretary for International Credentials Sunita Dhir and MLA for North Vancouver-Seymour Susie Chant for a visit to main campus. Minister Kang is visiting post-secondary campuses across B.C. to learn how post-secondary programming and services are promoting workforce development and preparing students for good paying, in-demand careers. By incorporating visits to the Kinesiology lab and the Career Development Centre, CapU highlighted the hands-on learning and work-integrated learning opportunities offered for students at CapU.
- » In December 2024, Dean Caroline Depatie and Associate Vice-President Chris Bottrill welcomed Patrick Weiler, MP for West Vancouver-Sunshine Coast-Sea to Sky to the Squamish campus for a campus tour and a discussion on Immigration, Refugees and Citizenship Canada (IRCC) decisions regarding changes to international student study permits.
- » CapU is closely following federal government politics and preparing for the upcoming change in Liberal party leadership and a new prime minister. We're exploring how a change in government might inform current and future University priorities. Next steps include creating a federal election government relations plan focused on local engagement with current MPs and candidates in the federal ridings where CapU operates campuses and learning locations and creating a presentation that outlines how federal government priorities for the University's leadership team.

MARKETING & DIGITAL EXPERIENCE

- » Marketing & Digital Experience (MDX) officially launched CapU's brand strategy and brand experience refresh 'A remarkable space to thrive.' The launch saw new campus banners installed in Squamish and North Vancouver, ongoing transition of promotional materials and an internal employee town hall attended by more than 200 people online and in-person to see the refreshed brand and how to participate. The MDX team designed, developed and published brand guidelines and new PowerPoint, memo, poster and postcard templates for use.



- » MDX continued to support domestic recruitment initiatives through:
 - Launching a new phase of the Squamish campaign with creative based on the refreshed brand strategy and expression including newly produced videos featuring Squamish students '[A space to be inspired](#)' and '[A space to connect](#)'.
 - Launching new campaigns for two new bachelor's degrees including program videos with social cut downs for [Bachelor of Environment and Society](#) and [Bachelor of Writing and Literature](#).
 - Launching the first of several refreshed school landing pages, featuring new components to better showcase the programs, faculty and facilities available at the 19 schools and institutes.
 - Implemented ongoing updates to webpages including policies, convocation and others.
- » MDX provided creative support for several University events including the We Believe Breakfast and Explore CapU at the North Vancouver and Squamish campuses. MDX created event graphics, promotional banners, invitations, email and web banners, social media templates, table signage along with event photography.
- » MDX published several stories on *Capsule*, CapU's digital storytelling platform, including: [One-on-one with Tania Loken](#), [Generosity through the Generations](#), [We Believe: Christina Lennox](#), [Donor Profile: Catherine Dangerfield](#) and [Expand your world beyond the classroom](#).



PHILANTHROPY & ALUMNI RELATIONS

- » The *We Believe Breakfast*, held on November 26, 2024, raised over \$100,000 for the Paul and Catherine Dangerfield Women's Bursary. Featuring Olympian Beckie Scott as the keynote speaker, the event drew 204 attendees and was promoted through a [profile of Catherine Dangerfield in the North Shore News](#).
- » Holiday and year-end events: The university hosted a holiday donor reception and raised \$18,000 through a year-end fundraising appeal. Key initiatives included the launch of the Capilano Students' Union Community Cupboard Fund with a \$25,000 matching commitment and several new student awards supporting various academic and extracurricular goals.



- » Alumni engagement and recognition: CapU alumni relations organized the Nine Days of Holiday Giveaways and the Alumni Social Mixer to enhance engagement. Five alumni received the Alumni Awards of Excellence, to be celebrated at the March 26 Awards Gala.
- » Student support and industry connections: Programs such as the [CUAA Mentorship Program](#) launched its fourth cohort, and 30 students attended the [Ocean Film Festival](#), engaging with professionals and showcasing experiential learning opportunities.
- » Strategic developments: The alumni team hosted the Capilano University Alumni Association (CUAA) Board's annual planning session, setting strategic goals for 2025/26. Additionally, the Senate Committee finalized the 2025 Honorary Degree and Faculty Emeritus recipients, supported by detailed profiles from the PAR team.
- » New awards and initiatives: Recent contributions include the VLSA Legacy Award (created by the Victoria Legal Support Staff Association), Indigenous Factual Entertainment Fund, and Nelson International Women's Basketball Entrance Award, enhancing support for diverse student needs and achievements.



UNIVERSITY EVENTS & CEREMONIES

- » November 26: We Believe Breakfast Fundraiser
The events team managed logistics such as menus, service levels, floor plans, and audio-visual requirements for the we Believe fundraising breakfast.
- » Explore CapU—North Vancouver and Squamish Campus
At the North Vancouver campus event, the events team enhanced navigation through a color-coded wayfinding system, supporting efficient campus exploration for attendees. The team also coordinated logistics, catering, and onsite support for the inaugural Explore CapU Squamish Campus event in December, ensuring its success and a strong connection with the local community.
- » January 17: High School Counselor & Career Advisors Event
The High School Counselor & Career Advisors Event was held in mid-January, at the busy Bosa Studios, requiring precise planning and seamless execution. The events team managed space arrangements, catering, and tight schedules, earning positive feedback from participants.
- » January 23: Digital Technology Services Workday Launch
Collaborating with DTS, BlueShore at CapU employees, Jorge Ocegueda and alum Megan Hinson, the events team contributed to the Workday Launch event on January 23 by creating a storytelling-driven concept, coordinating speakers, and curating a stage set featuring outdated tech, resulting in an engaging celebration.
- » January 30: President Dangerfield's Final Perspective
For President Dangerfield's final *President's Perspective*, rebranded as *Paul's Perspective*, the events team contributed creatively to the rebranding process and handled setup, stage management and catering. It was a privilege for the team to support this significant and reflective occasion.





BOARD OF GOVERNORS REPORT

AGENDA ITEM 7: Ministers' Mandate Letter	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 25, 2025	
PRESENTER: Paul Dangerfield, President	

PURPOSE

On November 18, 2024 Premier David Eby appointed a new provincial cabinet and as part of this announcement also established the Ministry of Infrastructure. On January 16, 2025 the Government of British Columbia released mandate letters outlining the key priorities and responsibilities for Ministers and Parliamentary Secretaries. The purpose of this report is to provide the Board of Governor's an overview of the Ministers' Mandate Letters for the Ministry of Post-Secondary Education and Skills and the Ministry of Infrastructure. The mandate letter to the university from the Ministers is expected to be issued in the Spring 2025.

SUMMARY

The Minister's mandate letters serve as a framework for what Ministers are expected to accomplish, from policy and legislative objectives to key priorities and challenges to address. The release of these letters provides transparency and clarity on the government's agenda and priorities for the upcoming term. The letters reaffirm commitments to climate action, Indigenous reconciliation, and re-iterate the government's key focus which includes:

- **Growing the economy** by creating jobs and attracting investments in traditional and emerging sectors;
- **Reducing costs for families** through housing affordability measures, such as support for first-time buyers, rental supply expansion, and cracking down on speculation;
- **Strengthening healthcare** by expanding access to family doctors, recruiting health professionals, and improving addiction treatment;
- **Making our neighbourhoods and communities safer** through partnerships with law enforcement and special agencies to combat crime and street disorder.

The Minister's Mandate letters and information on the new Ministry of Infrastructure are included as attachments to this briefing note and summarized as follows:

Honourable Anne Kang, Minister of Post-Secondary Education and Future Skills

- Review all existing Minister of Post-Secondary Education and Future Skills programs and initiatives for relevance on training and growing the economy
- Work to identify shortages of key skilled workers and find ways to deliver practical, fast training to address these shortages (key for your nursing and teacher education programs)
- Work with PSIs to evaluate and advocate federally re: the financial burden the international students restrictions has created



- Work with Housing to ensure PSIs have identified opportunities to deliver key housing
- Under the Parliamentary Secretary for International Credentials, engage with people with international professional credentials to ensure the relevant implementation of and identify any shortcomings of the International Credentials Recognition Act

Honourable Bowinn Ma, Minister of Infrastructure

- Review all major infrastructure initiatives to ensure capital programs remain relevant and supports economic growth
- Identify opportunities to reduce costs and expedite approval and construction of projects for schools, hospitals, child care facilities, and drug treatment facilities

Attachments:

#	Name
1	Mandate Letter Minister of Post Secondary Education and Future Skills
2	Mandate Letter Minister of Infrastructure
3	Letter from Minister Ann Kang and Minister Bowinn Ma – Establishment of Ministry of Infrastructure



January 16, 2025

Honourable Anne Kang
Minister of Post-Secondary Education
and Future Skills
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Kang:

Congratulations on your appointment as Minister of Post-Secondary Education and Future Skills at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

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**Office of the
Premier**

Web Site:
www.gov.bc.ca

Mailing Address:
PO Box 9041 Stn Prov Govt
Victoria BC V8W 9E1

Location:
Parliament Buildings
Victoria

- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.
- Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.
- Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

.../3

- Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.
- Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.
- Work with the Minister of Housing and Municipal Affairs to ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.
- Work with the Minister of Housing and Municipal Affairs to enable privately owned new purpose-built rental buildings that, if partnered with a public post-secondary institution, receive special provision under the *Residential Tenancy Act* to be exclusively for students registered at that institution.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for International Credentials whose focus will be to:

- Engage with people with international professional credentials to ensure that the implementation of our *International Credentials Recognition Act* is relevant, meaningful, and effective for them in transitioning into employment in their area of professional training.
- Work with you to identify any shortcomings in the implementation of the Act and ensure that professional colleges and other credential granting agencies are in compliance with government expectations.
- Support government in formally recognizing and celebrating professional colleges and credential-granting agencies that exceed government expectations.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to

review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

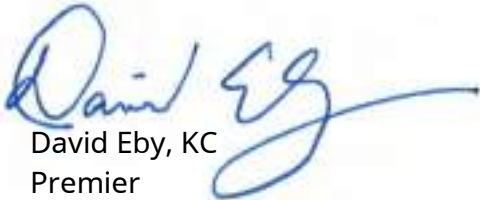
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,



David Eby, KC
Premier

cc: Sunita Dhir, MLA
Parliamentary Secretary for International Credentials



January 16, 2025

Honourable Bowinn Ma
Minister of Infrastructure
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Ma:

Congratulations on your appointment as Minister of Infrastructure at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

.../2

- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing major infrastructure initiatives to ensure our capital program remains relevant, supports economic growth, and helps deliver high-quality services while keeping costs low for British Columbians. This is important in the context of current Provincial budget constraints and globally-driven cost inflation of key inputs.
- Recognizing BC's growing communities and aging infrastructure, ensure faster delivery of cost-effective, high-quality generational investments.
- Structure our capital plan to minimize cost inflation due to labour shortages or overlapping demands on a limited pool of bidders while prioritizing delivery of high-quality infrastructure across the province.
- Identify and implement opportunities to reduce costs for taxpayers and expedite approval and construction of projects, including standardization of infrastructure like schools, hospital patient towers, child care facilities, and drug treatment or mental health facilities, but not limited to these projects.
- Work with your ministerial colleagues to address permit delays in major infrastructure projects and identify opportunities for reduced cost and increased efficiency.

- Advocate strongly with the federal government for fair cost share related to critical infrastructure projects with national importance.
- Work with the Cabinet Committee on Community Safety to ensure that initiatives identified by the committee are prioritized and delivered by your ministry as required.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

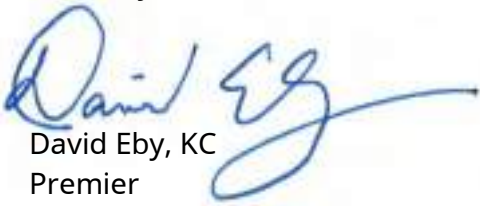
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Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,

A handwritten signature in blue ink, appearing to read "David Eby", with a long horizontal flourish extending to the right.

David Eby, KC
Premier



December 24, 2024
Our Ref. 137316

Good morning:

We are writing to update you on the establishment of the Ministry of Infrastructure and what it will mean for your post-secondary institution at this time.

On November 18, 2024, Premier David Eby appointed a new provincial cabinet that is ready to deliver on the core challenges people are facing throughout our province. Our government's top priorities include bringing down costs for families, strengthening health care, making communities safer and growing the economy so everyone feels the benefits of helping build a more prosperous British Columbia for future generations.

As a part of the cabinet announcement, the Ministry of Infrastructure was created. Governments worldwide are facing challenging construction markets and cost pressures on major capital projects. This new ministry is responsible for overseeing land acquisition as well as project planning, procurement and delivery for vertical provincial capital projects such as schools, hospitals, post-secondary institutions and other public buildings that BC communities need to continue to thrive. This does not include transportation infrastructure, which remains the purview of the Ministry of Transportation and Transit.

By assembling responsibility for vertical capital projects across the provincial government into the Ministry of Infrastructure, our provincial government is better able to improve the coordination and delivery of important community infrastructure that provincial services are delivered from to people throughout BC.

For greater clarity, the Ministry of Infrastructure primarily deals with vertical projects requiring capital funding and will not be involved in the disbursement of any operating funding to partners. Operating funding that supports the delivery of your services will continue to come from the Ministry of Post-Secondary Education and Future Skills.

.../2

**Ministry of Post-Secondary
Education and Future Skills**
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2
PSFS.Minister@gov.bc.ca

Office of the Minister

Ministry of Infrastructure
PO Box 9021 Prov Stn Govt
Victoria BC V8W 9E2
INF.Minister@gov.bc.ca

- 2 -

The changes being shared with you today are internal to the organization of our government ministries and do not change your role as an integral partner in the delivery of critical services. We will continue to communicate with you as we implement the new Ministry of Infrastructure. In the meantime, there should not be any interruption to how you engage with our government. Please continue reaching out to your existing contacts with any questions and/or feedback that you may have and be assured that our ministries will be working closely together to serve you well.

We are excited by the opportunities the new ministry provides and will ensure that our ministries work closely together to share information about your needs and how best to support you. Together, we will continue to build our province so people living in BC have the opportunity to grow, thrive and prosper for many generations to come.

Sincerely,



Honourable Anne Kang
Minister of Post-Secondary
Education and Future Skills



Honourable Bowinn Ma
Minister of Infrastructure



BOARD OF GOVERNORS REPORT

AGENDA ITEM: Squamish Expedited Certificates	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 25, 2025	
PRESENTER: Dr. Tracy Penny Light, Interim Vice President, Academic & Provost	

PURPOSE

The purpose of this briefing note is to provide information on the four proposed expedited certificates to be offered at the Squamish campus and request approval for the certificates by the Board of Governors. The certificates will evaluate the demand for specific academic offerings in the Sea-to-Sky corridor, with the aim of attracting local and destination students in Fall 2025. Senate met on February 4th to review these proposals included in the SCC Resolution Memo (motions 25/02, 25/03, 25/04, and 25/05) and approved the recommendations to the Board of Governors for approval.

MOTIONS

*THAT the Board of Governors approve the new **Outdoor Filmmaking** certificate as presented.*

*THAT the Board of Governors approve the new **Communications for Professionals** certificate as presented.*

*THAT the Board of Governors approve the new **Computing Systems** certificate as presented.*

*THAT the Board of Governors approve the new **Sustainable Economics** certificate as presented.*

BACKGROUND

Capilano University has prioritized the development of new academic programs for the Squamish campus to expand regionally relevant academic programming options and increase student enrolment. Aligned with this objective, four faculties have developed certificates to evaluate the demand for specific academic offerings in the Sea-to-Sky corridor, aiming to attract both local and destination students¹.

¹ In order to achieve an expedited launch date, these certificates are not intended to ladder into a higher credential. A laddering credential would require Ministry review, which can significantly impact the development time. The intent of these non-laddering certificates is to gauge interest and potential scope for further development of programs of study in these fields. If it is determined that there is market interest, any subsequent version would be assessed and purposefully re-designed for laddering potential.



The table below describes the program content and relevant National Occupation Classification codes for the four certificates.

	Computing Systems	Sustainable Economics	Communications for Professionals	Outdoor Filmmaking
Faculty	Arts & Sciences	Arts & Sciences	Business & Professional Studies	Fine & Applied Arts, Global & Community Studies
Content	<p>The 25-credit Computer System certificate is designed to provide students with foundational knowledge and practical skills in computing, multimedia applications, and technical communication. The program integrates technical proficiency, creative problem-solving, and effective communication strategies to prepare students for diverse opportunities in the growing digital and technological sectors.</p> <p>By combining courses in computer applications, programming, mathematics, multimedia, and technical writing, the program provides a well-rounded introduction to the essential skills demanded by today's technology-driven workplaces.</p>	<p>The Sustainable Economics certificate explores the intersection of economics, environmental stewardship, and Indigenous perspectives on resource management. This 15-credit program provides foundational training in microeconomics, macroeconomics, ecological and environmental policies, and Indigenous perspectives. The certificate equips students with the basic analytical and critical thinking skills necessary to begin to address economic and environmental challenges in the Sea-to-Sky corridor and beyond.</p>	<p>The 18-credit certificate prepares students to excel in entry-level roles by developing their communication proficiency in written, verbal, and digital domains. Ideal for recent high school or post-secondary graduates, those looking to strengthen their communications skills this program promotes critical thinking, cultural awareness, and effective communication</p>	<p>The 42-credit OFMC is designed for students interested in combining filmmaking skills with a focus on responsible and ethical practices in outdoor environments through environmental stewardship and outdoor terrain safety. The program prepares students to create compelling visual content in natural settings while respecting ecological integrity and ensuring personal and team safety in challenging outdoor locations. The proposed OFMC will offer students the truly unique opportunity to experience small scale filmmaking learning opportunities in the extraordinary and diverse natural surroundings of the CapU Squamish campus.</p>
Outcomes (National Occupational Classification codes)	<p>21232 Software developers and programmers</p> <p>22220 Computer network and web technicians</p> <p>2129 Computing systems developers and programmers</p> <p>21233 Web designers</p>	<p>1123 Professional occupations in advertising, marketing and public relations</p> <p>4163 Economics Development Officers and Policy Researchers</p> <p>1225 Purchasing agents and officers</p>	<p>11202 Professional occupations in advertising, marketing, and public relations</p> <p>12103 Conference and Event Planners</p> <p>10022 Advertising, marketing and public relations managers</p>	<p>53111 Motion pictures, broadcasting, photography and performing arts assistants and operators</p> <p>52113 Audio and video recording technicians</p> <p>51111 Authors and writers (except</p>



	Computing Systems	Sustainable Economics	Communications for Professionals	Outdoor Filmmaking
	21234 Web developers and programmers	11201 Business system analysts	51111 Authors and Writers (except technical)	technical) Content Creator 51120 Producers, directors, choreographers and related occupations

PROCESS

These non-laddering certificates have been developed in accordance with CapU policy [B. 106, Program and Course Review and Approval](#) Section 4. *Expedited Approval of Non-Degree Programs*. Under this section expedited approval of new non-degree programs is permitted if “There is an opportunity for revenue generation to meet a specific demand and where there are time constraints.” It is important to note that under this section, “[...] the program [is] to be offered on a one-time exceptional basis only. Before the program is offered a second time, it must be approved through the normal approval process.”

Following the Board’s decision, the Interim Vice-President Academic and Provost will inform the Deans and Program of Study Working Groups (PWG).



New Program Proposal

Outdoor Filmmaking Certificate

School of Motion Picture Arts

Faculty of Fine and Applied Arts



On behalf of Kyle Vuorinen

January 2025

For internal distribution only

Non-Degree Program Proposal

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Non-Degree Program Proposal

Name of Institution: Capilano University
Title of Program: Outdoor Filmmaking
Credential to be awarded to graduates: Undergraduate Certificate
Length of Program: 42 credits

Institutional Contact: Ramin Shadmehr	Title: Dean, Faculty of Fine & Applied Arts
Phone: 604-990-7941 ext. 7941	Email: raminshadmehr@capilanou.ca

Executive Summary

The School of Motion Picture Arts (SMPA) in collaboration with the School of Outdoor Recreation Management (SORM) proposes a new, full time, three semester, 42-credit certificate in Outdoor Filmmaking (shortened to OFMC) for launch at the Capilano University (CapU) Squamish campus in the fall semester of 2025.

The Capilano University Squamish campus welcomed its first students in the Fall semester of 2024. Preliminary programming of this campus has revealed an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. This OFMC has been developed in consultation with the Associate Vice President of the CapU Squamish campus, the Vice President Academic & Provost, and the Associate Vice President Academic & Vice Provost and in interdisciplinary collaboration with the Dean of the Faculty of Fine and Applied Arts (FAA) and faculty from the School of Motion Picture Arts (SMPA), Dean of the Faculty of Global and Community Studies (GCS) and faculty from the School of Outdoor Recreation Management (SORM). This non-laddering certificate has been developed in accordance with CapU policy [B. 106, Program and Course Review and Approval](#) Section 4. *Expedited Approval of Non-Degree Programs*. Under this section expedited approval of new non-degree programs is permitted if “There is an opportunity for revenue generation to meet a specific demand and where there are time constraints.” It is important to note that under this section, “[...] the program [is] to be offered on a one-time exceptional basis only. Before the program is offered a second time, it must be approved through the normal approval process.” To achieve an expedited launch date of Fall 2025, this certificate is not intended to ladder into a higher credential. A laddering credential would require Ministry review, which can significantly impact the development time.¹ The intent of this non-laddering certificate along with three other proposed certificates (Communication for Professionals, Sustainable Economics, Computing Systems) is to gauge interest and potential scope for further development of programs of study in this field. If it is determined that there is sustainable market interest, any subsequent version would be purposefully re-assessed for laddering potential and submitted for approval through the standard processes.

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¹ The Ministry guidelines for non-degree programs were not updated in alignment with the degree program quality standards update released in July 2024. The existing guidelines in place are those dated July 2008 under the Ministry of Advances Education, Skills and Training. Under these guidelines, only certificates that do not ladder into a higher credential are exempt from ministerial review.

Non-Degree Program Proposal

Capilano University (CapU) was founded in 1968 as a community college and in 2008 became a special purpose teaching university, which sets its policies in accordance with the University Act. Currently enrolling over 10,000 students (2023/34) in for-credit courses, CapU serves the geographic region of the North Shore, Sechelt and the Sunshine Coast and the Howe Sound communities of Squamish, Whistler, Mount Currie, and Pemberton. We are committed to high quality teaching, student experience and success, offering a comprehensive range of credentials that are relevant and transformative for individual students, local communities, and global citizenship.

CapU is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.

Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

The Outdoor Filmmaking certificate (OFMC) contributes to building program capacity within the institution. It expands the boundaries and application of the skills training both within the context of SMPA and SORM through interdisciplinary collaboration. Practical skills, ethics and best practices taught across the selected courses create a solid foundation for those students who pursue employment or further studies in related industries or disciplinary fields. While the proposed OFMC shares fundamental aspects of documentary filmmaking with the Documentary certificate (DOCS), the two programs are contextually different offering potential students a distinct option for their learning path.

The [program learning outcomes of the OFMC](#) align strongly with [Envisioning 2030](#) and [Illuminating 2030](#) strategic and academic plans:

Community

Envisioning 2030 Goals (EG): Strengthen connections within communities, foster collaboration, and create a positive impact locally and globally.

Illuminating 2030 Goals (IG): Advance sustainability, inclusion, and community well-being.

Learning Outcome 4: *Collaborate as a professional member of a creative and technical team, adhering to industry standards and demonstrating environmental responsibility and sustainable practices in production.*

- **EG:** Reflects the commitment to fostering collaboration and engaging in sustainable practices to benefit both local and global communities.
- **IG:** Supports sustainability goals and highlights the importance of teamwork and inclusion in community-focused activities.

Learning Outcome 3: *Employ effective research strategies across diverse subject areas, including history, politics, culture, and performing arts, to inform and enhance documentary storytelling.*

- **EG:** Promotes understanding and dialogue across diverse narratives, fostering community engagement and shared learning.

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Non-Degree Program Proposal

- **IG:** Encourages inclusion and cultural awareness, advancing equity through storytelling.²

Learning Outcome 6: Apply safety and risk management principles to identify, assess, and mitigate potential hazards in outdoor environments.

- **EG:** Advocates for safety and responsible work practices in local natural surroundings by equipping students with outdoor skills and knowledge to minimize risk to people and the environment.

Imagination

Envisioning 2030 Goals: Inspire creativity, innovation, and transformative thinking in learning and practice.

Illuminating 2030 Goals: Foster bold, imaginative ideas and enhance the creative and intellectual vibrancy of the university.

Learning Outcome 5: *Create compelling visual narratives that engage audiences on themes such as environmental conservation, outdoor exploration, and cultural heritage, while evaluating the impact of these stories and adapting techniques to enhance their effectiveness.*

- **EG:** Encourages imaginative storytelling that drives transformative change and inspires audiences.
- **IG:** Aligns with fostering bold, creative ideas and using innovative methods to address contemporary challenges.

Learning Outcome 1: *Produce and direct a specialized non-fiction production through the execution of a short subject film, addressing story structure, funding, planning, writing, and pitching.*

- **EG:** Highlights transformative practices in storytelling and creative problem-solving.
- **IG:** Reflects a commitment to innovation in production and narrative design, emphasizing intellectual and creative excellence.

Distinct University Experience

Envisioning 2030 Goals: Leverage the unique strengths and location of the university to provide high-quality, experiential learning.

Illuminating 2030 Goals:

- Create distinctive, place-based learning opportunities that integrate the natural environment into education.

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² The program working group acknowledges that Indigenous perspectives are not currently strongly represented in the learning outcomes of the selected course outlines but are committed to working toward timely improvement in this area in alignment with Envisioning 2030, Illuminating 2030. Several of the course outlines are nearing or have exceeded their renewal dates.

Non-Degree Program Proposal

- Prioritize the development of flexible academic programs with options for individualized pathways by incorporating minors, certificates and microcredentials in addition to students' primary areas of study.

Learning Outcome 2: Apply technical skills in the operation of camera, lighting, sound, and post-production systems, with specific attention to the requirements of outdoor and natural settings.

- **EG:** Utilizes the unique natural environment of the Sea-to-Sky corridor, offering a distinctive, hands-on learning experience.
- **IG:** Aligns with the goal of providing place-based, experiential learning that integrates environmental contexts with technical education.

Learning Outcome 6: Apply safety and risk management principles to identify, assess, and mitigate potential hazards in outdoor environments.

- **EG:** emphasizes experiential learning in the unique natural environment of the Sea-to-Sky corridor, reflecting the university's commitment to leveraging its regional strengths.
- **IG:** Integrates place-based learning opportunities that highlight the Sea-to-Sky corridor's natural landscapes and waterways fostering a meaningful connection between education and the environment.

Program Rationale

As noted above, there is an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. New program development can be time-consuming and expensive. Understanding that each of CapU's campuses serve a distinct student population, the goal in developing this certificate through the expedited program approvals process is to utilize existing curricular resources to create desirable new programming opportunities to be offered at the Squamish campus. Meetings and discussions with Squamish local businesses and filmmakers indicate a potential market for this certificate.

The School of Motion Picture Arts (SMPA) is home to CapU flagship programs of study dedicated to inspiring and training a new generation of Canadian talent in the television, screened media and motion picture industries. The following faculty members served as subject matter experts in the development of this proposal: Rob Wenzek, Jack Silberman, Michelle Mason, Mary Frymire, Will Morrison.

The School of Outdoor Recreation Management (SORM) has been synonymous with this institution for more than 50 years beginning in the earliest days of Capilano College. The following faculty members served as subject matter experts in the development of this proposal: Kara Walker and Andrew Stegemann.

Separately these two schools each carry a solid reputational draw for new students – together it is anticipated they will create substantial interest in the OFMC.

As a for-credit credential, students may be able to use credit from the certificate toward completion of other programs at CapU or other institutions.

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Non-Degree Program Proposal

Program Description

Goals and Objectives

The administrative home for this program of study will be SMPA in the Faculty of Fine and Applied Arts. The disciplinary focus of the credential is filmmaking with a focus on outdoor adventures, adventure tourism, and nature-based environments.

The OFMC is designed for students interested in combining filmmaking skills with a focus on responsible and ethical practices in outdoor environments through environmental stewardship and outdoor terrain safety. The program prepares students to create compelling visual content in natural settings while respecting ecological integrity and ensuring personal and team safety in challenging outdoor locations. The proposed OFMC will offer students the truly unique opportunity to experience small scale filmmaking learning opportunities in the extraordinary and diverse natural surroundings of the CapU Squamish campus. Outdoor environments cannot be controlled in the same way that studio setups can, so student filmmakers will learn to think on their feet—alert and prepared for the natural environments they are filming in.

Target Student Audience

The anticipated audience for the three-semester, 42 credit Outdoor Filmmaking certificate may include:

- Destination/outdoor enthusiasts, non-fiction filmmakers, e-journalists and content creators.
- Aspiring filmmakers with a passion for outdoor adventure, nature, and environmental advocacy.
- Individuals interested in outdoor adventures filmmaking, travel films, and wildlife cinematography.
- Students seeking specialized skills in outdoor production for film or television industries, especially in outdoor videography using RPAS.³
- Outdoor enthusiasts looking to combine filmmaking with environmental stewardship.

Students may be direct from high school or mature students looking to expand a skillset or explore new career options.

System Duplication

The demand for short-duration filmmaking programs focused on skills development is strong in Canada, driven by the evolving needs of the outdoor adventures, tourism and media industry and the growing interest in digital content creation. This is an interdisciplinary field where the short-duration private programs perform well. Several private institutions have observed increasing enrollment and interest in short-term programs⁴ designed to equip students with practical filmmaking skills. However, the best local public example for a short-duration destination credential in this area has been discontinued—the Gulf Islands Film and Television School (GIFTS)(UBC).

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³ Remotely piloted aircraft systems commonly referred to as drones.

⁴ Several of the popular options are structurally different from a public college or university course for example VanArts Video Production option is a single 36-hour course for \$995. CDN. LaSalle College's closest match is the Applied Arts Essentials (Digital Media Content Creation) certificate. LaSalle also does not publish its tuition.

Non-Degree Program Proposal

The closest matches for this program are CapU's Motion Picture Arts (MOPA) and Documentary (DOCS) certificates. It is important to note there are key differences between these existing programs and the proposed Outdoor Filmmaking certificate.

The MOPA certificate is an exit credential only, meaning that students graduating with this certificate would have had to apply to and been accepted into the Bachelor of Motion Picture arts program, then choose to exit the degree program before completion, but meeting the requirements for a certificate.

While the Outdoor Filmmaking certificate (OFMC) and the and DOCS certificates at CapU cater to students interested in short film and documentary filmmaking, they differ significantly in their focus, facilities, and location. Students will not be able to complete both credentials and would have to choose which program they are most interested in.

Location and Facilities

A key distinction between the OFMC and DOCS certificates lies in their location and learning environments. The DOCS certificate is based at CapU's North Vancouver campus, housed within the state-of-the-art Bosa Centre for Film and Animation. This facility provides students with access to industry-standard studios, editing suites, and equipment, fostering a professional environment conducive to technical and creative development.

Conversely, the proposed OFMC will be uniquely situated at the Squamish campus. While the Squamish campus currently lacks dedicated filmmaking facilities, the program's approval will pave the way for the assignment of a specialized space.

This dedicated space will include an editing lab and provide students with the necessary outdoor filming equipment. The Squamish campus is also expected to draw students interested in CapU's respected Outdoor Recreation and Tourism programs. The historical strengths of courses from these departments plus the location in the Sea-to-Sky corridor offers unparalleled access to natural landscapes, making it ideal for field-based learning and location-based filmmaking practices. The Squamish area has an exceptionally strong adventure film culture and is home to internationally recognized and well-respected outdoors filmmakers such as [Anthill Films](#) and [Reel Water Productions](#)

Focus and Curriculum

While both DOCS and the proposed OFMC are grounded in the art of filmmaking, they diverge in their specific focus and curriculum. DOCS aims to provide a broad foundation and practice in documentary production, with courses tailored toward both studio-based and outdoor environments. Students benefit from industry-based practices conducive to learning lighting, sound design, and post-production techniques. This approach emphasizes a comprehensive understanding of documentary storytelling, cinematography, editing, and sound design within a structured setting, often utilizing industry-standard equipment and facilities. The program explores diverse documentary genres, encompassing social, political, and personal narratives.

In contrast, the OFMC specializes in creating films specifically in outdoor and natural settings. The curriculum is designed to equip students with the skills and knowledge to excel in genres such as outdoor adventure filmmaking, tourism marketing and documentaries, filming wildlife, and outdoor sports/activities cinematography. Recognizing the unique challenges and opportunities of filming in uncontrolled environments, the curriculum emphasizes field-based skills and environmental awareness. Students learn to adapt filmmaking techniques to rugged terrains, [Return to ToC](#)

Non-Degree Program Proposal

unpredictable weather, and the nuances of natural lighting. The program also incorporates essential components like environmental stewardship, risk management, and sustainable filmmaking practices, reflecting the responsibility that comes with capturing stories in the natural world.

Learning Experience

Both the DOCS and the OFMC provide unique learning experiences tailored to different student aspirations. Students in the DOCS program benefit from hands-on, experiential learning in documentary filmmaking and production. They work supported by advanced technology and well-structured facilities in the BOSA building on the main campus, which mimic industry environments. This setup fosters the development of a technical skillset suitable for various documentary contexts.

In the OFMC, the focus on experiential and hands-on learning occurs in natural environments and emphasizes outdoor activities, which demands adaptability and creativity in varying conditions, such as drone and aerial videography, and aligns with the learning outcomes of adventure and environmental filmmaking.

Career Pathways

Graduates of DOCS are well-prepared for studio-based roles or urban documentary production in traditional media environments. Both certificates offer unique opportunities tailored to different filmmaking aspirations, with DOCS leveraging advanced facilities at the North Vancouver campus and the OFMC providing a deeply immersive experience in Squamish's natural landscapes.

Other British Columbia Comparables:

[BCIT Video Production and Editing associate certificate](#)

- **Tuition:** \$700.00 per course (domestic)
 - **Credits:** 27 (part-time)
 - **Duration:** 1-2 years
 - **Intake Frequency:** September, January, April
 - **Delivery:** in person
 - **Location:** Burnaby, online
 - **Target audience:** recent high school graduates, working professionals
-

[Vancouver Film School \(VFS\) Film production certificate](#). **VFS does not publish their tuition for specific programs.** According to their website, the tuition a Canadian student can expect to pay for their year at VFS ranges from \$20,950 to \$36,950 depending on the VFS program (before scholarships or tuition discounts). Tuition for international students ranges from \$29,000 to \$54,000 depending on the VFS program.

Several calls were made to confirm the cost of this certificate – no calls were returned.

- **Tuition:** unclear
- **Credits:** unclear
- **Duration:** unclear
- **Intake Frequency:** unclear
- **Delivery:** online & on campus options
- **Location:** Vancouver

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- **Target audience:** recent high school graduates, working professionals

VFS has reported high demand for these programs, noting that students are particularly interested in acquiring hands-on experience and industry connections in a condensed timeframe. The success of VFS's short-term offerings illustrates the appeal of accelerated learning paths that quickly prepare students for employment in the competitive film industry.

They are well-known as one of the most expensive options and not necessarily an affordable option for a student looking to try something new.

Destination options beyond British Columbia

The Banff Centre in Alberta is renowned for its short-term intensive programs in various artistic disciplines, including filmmaking. Their [Adventure Filmmakers workshop](#) is only ten days in duration and targeted at seasoned filmmakers. Their programs attract students from across Canada and beyond, drawn by the unique combination of expert instruction and the breathtaking natural surroundings of Banff National Park. The Centre's Mountain Film and Book Festival, along with its associated workshops, demonstrates a strong demand for destination-based film education. Participants benefit from hands-on experience, networking opportunities, and the inspiration derived from the stunning landscape. The Banff Centre has a unique fee structure in that students accepted into the program automatically receive a scholarship of \$4358.00 toward their tuition, accommodation and meal plan leaving only \$924.00 in fees for students.

Labour Market Demand: WorkBC (*indicates high opportunity occupation)

NOC Code	Job Title	Education required	Job Openings 2023/24
53111	Motion pictures, broadcasting, photography and performing arts assistants and operators	College Diploma or Apprenticeship, less than 2 years	1720
52113	Audio and video recording technicians	College Diploma or Apprenticeship, less than 2 years	1060
51111	Authors and writers (except technical) Content Creator	May require a university degree	1680
51120	Producers, directors, choreographers and related occupations	May require a university degree	2900*

Curriculum/Program Context

The OFMC is a unique program drawing on the structure of the existing DOCS at the CapU North Vancouver campus. This unique program blends a study of narrative structure, storytelling, and technical documentary filmmaking skills with three courses from the Faculty of Global and Community Studies providing foundational concepts and practices in environmental ethics and outdoor risk management practices and safety considerations when working in natural surroundings. Situated in the ideal location of Squamish, BC, the program addresses an important niche in the growing fields of nature, adventure, and environmental media production. [Return to ToC](#)

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The certificate will equip students with foundational skills to create dynamic documentaries in outdoor environments.

The competencies gained will provide students with options to branch into other areas of the motion picture industry or the Outdoor Recreation/Tourism industry or continue on in more advanced studies.

In accordance with [policy B.106, Program and Course Review and Approval](#), this certificate is not intended to ladder into other Capilano University programs. Several courses in this certificate are transferable to the Indigenous Digital Filmmaking Diploma, the Motion Picture Arts Diploma and the Bachelor of Motion Picture Arts Degree. The outdoor-specific courses are transferable into the Outdoor Recreation Diploma, the Tourism Diploma and the Bachelor of Tourism Management. Students would be required to qualify for and apply separately to these programs.

Credential Recognition and Nomenclature

The primary Classification of Instructional Programs (CIP) code, 2021 Version 1.0 for Primary Groupings that applies to this program is [50.0607 Documentary production](#).

The Outdoor Filmmaking certificate will be a for-credit undergraduate credential aligned with CapU policy *S2024-01 Programs of Study Outcomes*. The certificate's title reflects its specialized focus on outdoor and environmental filmmaking, distinguishing it from other general film or documentary programs at CapU or in the Lower Mainland and across Canada.

Certificate programs are not currently Post Graduate Working Permit (PGWP) eligible.

Learning Methods and Delivery

The Outdoor Filmmaking Certificate will be delivered primarily through face-to-face instruction, leveraging the natural outdoor environment around the Squamish campus. This method ensures hands-on, experiential learning in real-world conditions, essential for mastering the technical and creative aspects of outdoor filmmaking. Key elements of the delivery approach include:

Classroom-Based Instruction:

- Core theoretical components, such as environmental stewardship, risk management, and storytelling principles, will be taught in classroom settings. These sessions will include lectures, group discussions, and case studies to establish foundational knowledge.
- Specialized instruction, such as post-production editing and sound design, will be conducted in classrooms using industry-standard software and tools easily accessible to students.

Outdoor Field Training:

- Practical components, including field equipment use, camera techniques, sound recording, and lighting, will be conducted in natural outdoor settings around Squamish. Students will engage in supervised field exercises to simulate real-world documentary production scenarios.

Collaborative Projects

- Students will work in small teams to plan, shoot, and produce short documentaries in outdoor environments. These collaborative projects will emphasize problem-solving, risk management, and creative storytelling in outdoor settings.

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Industry Expert Sessions:

- Guest lectures and workshops by industry professionals specializing in outdoor and environmental filmmaking may be integrated to provide additional insights and mentorship opportunities.

By combining classroom instruction with extensive field training and project-based learning, the program ensures graduates are fully prepared for the creative challenge of outdoor filmmaking in professional settings.

Program Learning Outcomes

Graduates from this certificate program will be able to:

1. Produce and direct a specialized non-fiction production through the execution of a short subject film, addressing story structure, funding, planning, writing, and pitching.
2. Apply technical skills in the operation of camera, lighting, sound, and post-production systems, with specific attention to the requirements of outdoor and natural settings.
3. Employ effective research strategies across diverse subject areas, including history, politics, culture, and performing arts, to inform and enhance documentary storytelling.
4. Collaborate as a professional member of a creative and technical team, adhering to industry standards and demonstrating environmental responsibility and sustainable practices in production.
5. Create compelling visual narratives that engage audiences on themes such as environmental conservation, outdoor exploration, and cultural heritage, while evaluating the impact of these stories and adapting techniques to enhance their effectiveness.
6. Apply safety and risk management principles to identify, assess, and mitigate potential hazards in outdoor environments.

Program Structure (course outlines are hyperlinked below)

Semester 1:	(Fall)	Credits
REC 152	Environmental Stewardship	3.00
DOCS 101	Documentary Equipment Field Use	1.50
DOCS 102	Documentary Production I	6.00
DOCS 103	Sound Recording for Documentary	0.75
DOCS 106	Documentary Story Part I	1.50
DOCS 107	Documentary Audio & Video Post-Production	1.50
DOCS 109	Directing the Documentary, Part I	1.00
		15.25
Semester 2:	(Spring)	
DOCS 108	Documentary Studies	3.00
DOCS 126	Documentary Story Part II	1.50

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DOCS 131	Documentary Producing⁵	3.00	
DOCS 124	Advanced Lighting & Camera	1.00	
REC 148	Introduction to Wilderness Travel	3.00	
TOUR 208	Risk Management for Tourism and Outdoor Recreation	3.00	14.5
 Semester 3: (Summer)			
CMNS 131	Business Writing for Documentary	3.00	
DOCS 122	Documentary Production II	6.00	
DOCS 129	Directing the Documentary, Part II	1.00	
DOCS 133	Sound Design for Documentary	0.75	
DOCS 147	Documentary Audio and Video Post-Production: Advanced	1.50	12.25
 Total Credits			 42.0

Funding

The OMFC certificate program consists of 42 credits that are unevenly distributed over three terms. As such students may not qualify for funding as full-time students and are encouraged to consult [Financial Aid & Awards](#). CapU Scholarships, bursaries and awards (SBAs) for full-time students requires registration in a minimum of 9 credits (6 credits if student has a permanent disability) at the 100-level or higher. CapU also offers some SBAs for students studying part-time, which is a minimum of 3 credits at the 100-level or higher. General eligibility criteria: <https://www.capilanou.ca/admissions/fees--finances/financial-aid--awards/scholarships-bursaries--awards/>

Course Code	Course Title	Credits	Learning outcomes
CMNS 131	Business Writing for Documentary	3.00	Develop communication skills specific to working in film crews and with communities, especially in outdoor and environmental filmmaking contexts.
REC 148	Introduction to Wilderness Travel	3.00	Students are introduced to wilderness travel, outdoor living, navigation, environmental ethics and leadership. Students will deepen skills for planning and managing hiking activities and expand skills to lead day trips into basic hiking terrain.
REC 152	Environmental Stewardship	3.00	Understand principles of environmental conservation and consider how to integrate them into documentary filmmaking.
TOUR 208	Risk Management for Tourism and Outdoor Recreation	3.00	Identify and mitigate risks associated with filming in outdoor and remote locations.
DOCS 108	Documentary Studies	3.00	Different aesthetic approaches to documentary film and video informed by historical events, creative movements, technological and industrial developments, as well as the personal, artistic and political vision that shaped documentary versions of reality. Immersion in the diverse language of the documentary form and aesthetics, how personal philosophies and vision influence the creative choices in storytelling.
DOCS 101	Documentary Equipment Field Use	1.50	Operational understanding of professional video and audio production equipment including various cameras, lighting, sound and other essential production equipment used in field operations.
DOCS 102	Documentary Production I	6.00	Hands-on production skills learned during practical work on a video project. Students work on project planning, preparation, and execution. Working in a

⁵ The course outline link for DOCS 131 currently lists 15 university level Documentary credits as the pre-requisite for the course. It should read 12.25 credits in Documentary. The Chair of the School of Motion Picture Arts and DOCS program are aware of this and it will be corrected at a later date through a course change submitted to Senate Curriculum Committee. Overrides may be necessary depending on the timing of the updated outline.

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Course Code	Course Title	Credits	Learning outcomes
			mentored environment, students plan, produce and edit individual and group student projects.
DOCS 103	Sound Recording for Documentary	0.75	Foundational analysis of psychoacoustic principles, the use of professional sound recording equipment, techniques for recording sound on location, and introduction to the process of postproduction sound.
DOCS 106	Documentary Story Part I	1.50	Fundamentals of storytelling as they relate to film, from the basic three-act structure to developing theme, visual style and point-of-view. Focusing on the creative process of idea generation through story development to final treatment for a one-off/stand-alone documentary or small unit production, writing of material for the term projects and weekly in-class review of students' work.
DOCS 107	Documentary Audio & Video Post-Production	1.50	Foundational analysis of editing principles, history and phases of postproduction, which include offline and online editing, sound editing, effects, graphics and format distribution.
DOCS 109	Directing the Documentary, Part I	1.00	Basic skills needed to direct a documentary film: ideation to pre-production, basic story development strategies, develop artistic voice through creative and professional processes to making a film, from research and writing to funding and networking opportunities and how to exploit them. (Develop documentary ideas for Production I projects.)
DOCS 122	Documentary Production II	6.00	Develop and master the hands-on production skills learned during the practical and theoretical courses of the first semester by preparing Project II, the final project of the program in a mentored environment on project planning, preparation, and execution on one or more student projects.
DOCS 124	Advanced Lighting & Camera	1.00	Intensive grounding in the art and science of lighting and camera skills for documentary film. (Students begin the visual development and preparation of Project II.)
DOCS 126	Documentary Story, Part II	1.50	Apply technical and theoretical approaches to documentary work through a series of practical exercises to help develop perspectives through non-fiction genres: cinema verité, compilation, personal essay, hybrid and experimental. (The course will include the writing of material for preparing Project II.)
DOCS 129	Directing the Documentary, Part II	1.00	Study of aesthetic and stylistic techniques in documentary non-fiction production; develop a storytelling voice and creative vision for a film, lead a creative team, plan and organize the direction of a scene, direct for different genres, locations and situations, hone interviewing skills and learn about the roles and responsibilities of becoming a documentary filmmaker.
DOCS 131	Documentary Producing	3.00	Materials and methods used to secure financing for a documentary production. Identify appropriate sources of financing for non-fiction projects and develop a basic understanding of project management and business affairs in the context of documentary production.
DOCS 133	Sound Design for Documentary	0.75	Intensive grounding in the art and science of designing sound for documentary filmmaking. Foundational analysis of sound editing principles, the use of professional post-production sound equipment, techniques for preparing sound for final mix, and mixing.
DOCS 147	Documentary Audio & Video Post-Production: Advanced	1.50	Build on knowledge of post-production software while developing story-telling skills through the articulation and manipulation of visual components related to colour, movement, and rhythm.

Summary of Program Structure

- **Documentary Production Courses:** Hands-on instruction in field equipment use, sound recording, lighting, camera techniques, RPAS/drone, and post-production tailored to outdoor environments.

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- **Environmental Stewardship and Risk Management:** Courses that focus on responsible environmental practices and risk management in outdoor filmmaking.
- **Storytelling and Directing:** Students will develop strong storytelling and directing skills with a focus on crafting narratives around environmental and outdoor themes.
- **Business and Producing Skills:** Professional writing and producing courses to equip students with skills to manage projects, budgets, and logistics.

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The certificate program integrates foundational theoretical knowledge with hands-on practical experience, preparing students for real-world outdoor documentary filmmaking projects.

Program Size

All DOCS courses in this program will be capped at twenty (20) students⁶ as they meet all three criteria for exceptions to the default class size of thirty-five (35) as established under policy OP.101 *Class Size*. These exceptions are a) Safety, b) Pedagogical Consideration and c) Physical limitations (such as room size, lab capacity, equipment etc.) as outlined below.

The TOUR and REC courses will be offered at the default class size of thirty-five (35) where possible.

The following (a-c) outline the conditions for the requested DOCS courses cap of 20 students in alignment with the policy OP.101 *Class Size* criteria.

a) Safety

- **Fieldwork Risks:** Many courses in this program involve outdoor activities in natural and potentially hazardous environments (e.g., DOCS 101 - Documentary Equipment Field Use). A smaller class size ensures instructors can provide adequate supervision and maintain student safety while navigating uneven terrain, handling equipment, and managing environmental factors.
- **Equipment Handling:** Reducing class size minimizes risks associated with multiple students simultaneously handling heavy or fragile equipment in confined or challenging outdoor spaces.

b) Pedagogical Consideration

- **Hands-On Learning:** The program relies heavily on experiential and practical learning, where students require direct access to equipment and personalized feedback from instructors. Smaller classes enable this individualized attention, crucial for skill development in courses such as DOCS 102 - Documentary Production I and DOCS 124 - Advanced Lighting & Came
- **Storytelling Development:** Courses like DOCS 106 and DOCS 126 involve crafting and refining narratives. Smaller class sizes allow for meaningful peer and instructor feedback, integral to the creative process.

⁶ DOCS courses on the North Vancouver Main Campus are also capped at 20 students due to equipment and pedagogical considerations. Offers will be capped at 20 with a waitlist. The Dean of Global and Community Studies has requested that the TOUR and REC courses be capped at 35 with seats available to students outside of the OFMC. The GCS members of the PWG have confirmed that this is not a concern content-wise for non-OFMC students.

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c) Physical Limitations

- **Equipment Constraints:** The specialized equipment used in filmmaking courses (e.g., cameras, microphones, lighting kits) limits the number of students who can participate effectively at one time. This limitation applies particularly in courses with hands-on technical components like DOCS 101 and DOCS 108. The equipment and facilities required for this program will be planned and obtained by the Squamish Campus team and the office of the FAA Dean and SMPA.
- **Outdoor Logistics:** Many field activities occur in remote or outdoor locations with space constraints, making smaller groups necessary to ensure effective participation and manageable logistics.

Summary Statement for Class Size Exception Request

Capping the class size at twenty (20) for the DOCS courses in this program is essential to ensure safety during fieldwork, uphold the pedagogical integrity of experiential learning, and address physical limitations of equipment, outdoor environments and classroom capacities on the Squamish campus. Smaller classes will enhance the learning experience, align with industry standards for film training, and prioritize the well-being of students and instructors alike.

The Vice-President Academic and Provost will keep a record of the requests and decisions made under this policy.

Faculty

Several permanent and non-regular faculty members in the School of Motion Picture Arts and the School of Outdoor Recreation Management have the combined expertise necessary to successfully deliver this proposed interdisciplinary certificate program.

Program Resources

Detailed budget analysis for the proposed program was completed in conjunction with Finance, the Dean of Fine and Applied Arts, and the AVP Squamish.

Students are expected to provide their own laptop computer. The technical specifications will be determined by the faculty and published in the academic calendar, the program website and the course syllabi.

Admissions and Transfer

Admission Requirements

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

Basic requirements

- High school graduation
- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)

Program Specific Requirements

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- Video of Intent

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Students will record and submit for review a video response to a questionnaire provided by the department. Contact the department for more information on submission guidelines.

Current high school students

Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University. Final acceptance will be based on high school graduation and having met the program specific requirements.

Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

Articulation agreements exist for most courses that make up the Outdoor Filmmaking certificate.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#)

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Outdoor Filmmaking certificate.

Students should consult [Academic Advising](#) with all questions related to transfer.

Student Financial Aid

Students registering for a minimum of 9 credits per semester would be classified as full-time students under policy S2002-04. For most scholarships, the requirement for full-time status is 12 credits. Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s).

Where appropriate, external assessors such as community members or Elders may be asked to assist faculty. Students with disabilities will be accommodated during the process.

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Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

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Program Consultations and Evaluation

Due to the expedited timeline for developing the Outdoor Filmmaking certificate, no external consultation has been conducted at this stage. This approach was necessary to address immediate institutional priorities and regional opportunities. However, should the program transition to a regularized offering, a comprehensive consultation process will be undertaken. This will include engagement with industry professionals, local Indigenous communities, regional stakeholders, and academic partners to ensure the program's alignment with industry standards, community needs, and Capilano University's commitment to collaborative and inclusive program development.

Risk and Safety

Proposal shared with the Director, Risk Management and the Director, Safety and Emergency Services November 26, 2024.

Response - Director, Risk Management:

The risks are mostly safety related, as this is an experiential learning course in an outdoor setting. Additionally, there are privacy, and I assume IP risks associated with filming as well as potential environmental stewardship associated with filming in potentially vulnerable settings and safety risks that may be associated with both the setting and possibly the filming equipment. I feel that these should all be able to be mitigated through the guidance and instruction provided to students and am happy to see risk management listed in the classroom instruction section and the class size considerations section and as well Goal 2 of the learning outcomes focused on stewardship and safety.

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Appendix A: Library Impact Assessment

*Electronically approved by Dr. Michael Thoma, Chair School of Motion Picture Arts
November 22, 2024

LIBRARY IMPACT ASSESSMENT - SUMMARY

Capilano University

Support for Program Proposal/Revision

Name of Program

Date

Certificate in Outdoor Filmmaking

November 14, 2024

Summary of Start-up and Subsequent Costs:

Total Estimated Start-up Costs (one time):

Subtotal: \$2000

Notes:

Total Estimated Annual Costs (on-going):

Subtotal: \$500

Notes:

TOTAL: \$2500

Assessment Prepared by:

Ashley Manhas

November 12, 2024

Liaison Librarian

Date

Assessment Reviewed by:

Sabrina Wong

November 12, 2024

Library Coordinator

Date

November 13, 2024

University Librarian

Date

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LIBRARY IMPACT ASSESSMENT - SUMMARY

I support this collection assessment: Yes No *

Program Developer:

Name/Title

Date

School or Faculty

In the event that the assessment is *not* supported, please provide reasoning below.

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Appendix B: Program Costing Workbook

The program costing workbook and program costing analysis developed by Lisa Hoover, Liaison, Program Development and Dr. Ramin Shadmehr, Dean, Fine and Applied Arts were approved by the Interim VP, Academic and Provost and the Vice-President, Finance and Administration on January 22, 2025.

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Appendix C: Calendar Copy

Calendar Copy Template

1. Faculty and department of program

Faculty of Fine and Applied Arts
School of Motion Picture Arts

2. Website (*department, or program-specific if applicable*)

<https://www.capilanou.ca/programs--courses/search--select/explore-our-areas-of-study/fine--applied-arts/school-of-motion-picture-arts/>

3. Program title/credential

Outdoor Filmmaking Certificate

4. Associated degree program (*for major, minor, or extended minor only*)

N/A

5. Program introduction/calendar description (*brief description, usually 1-3 paragraphs*)

Embark on an adventure where creativity meets nature in CapU's Outdoor Filmmaking certificate. Set in the breathtaking landscapes of Squamish, this one-of-a-kind program immerses you in the art and craft of documentary filmmaking, combining hands-on technical training with a deep commitment to environmental stewardship and outdoor safety.

From mastering camera techniques in rugged terrains to crafting compelling stories that capture the spirit of the natural world, you'll learn alongside industry professionals and passionate peers. Through fieldwork, practical assignments, and storytelling courses, you'll gain the skills to produce stunning, impactful films while respecting and preserving the environment.

Whether you dream of creating eco-documentaries, filming adventure sports, or working in sustainable media production, this program equips you with the expertise to bring your vision to life. Join us in Squamish to elevate your creativity, connect with nature, and launch a career that makes a difference.

Ready to tell stories that inspire change? Apply now!

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6. Entrance requirements

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

Basic requirements

- B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.

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- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)
- For students with previous post-secondary experience, a minimum cumulative GPA of 2.5 (on a scale of 4.33) or equivalent.

Program Specific Requirements

- Video of Intent

Students will record and submit for review a video response to a questionnaire provided by the department. Contact the department for more information on submission guidelines.

Current high school students

Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University. Final acceptance will be based on high school graduation and having met the program specific requirements.

Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

Articulation agreements exist for most courses that make up the Outdoor Filmmaking certificate.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#).

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Outdoor Filmmaking certificate.

Students should consult [Academic Advising](#) with all questions related to transfer.

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Student Financial Aid

Students registering for a minimum of 9 credits per semester would be classified as full-time students under policy S2002-04. For most scholarships, the requirement for full-time status is 12 credits. Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

The OMFC certificate program consists of 42 credits that are unevenly distributed over three terms. As such students may not qualify for funding as full-time students and are encouraged to consult [Advising](#). CapU Scholarships, bursaries and awards (SBAs) for full-time students requires registration in a minimum of 9 credits (6 credits if student has a permanent disability) at the 100-level or higher. CapU also offers some SBAs for students studying part-time, which is a minimum of 3 credits at the

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100-level or higher. General eligibility criteria: <https://www.capilanou.ca/admissions/fees--finances/financial-aid--awards/scholarships-bursaries--awards/>

Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s).

Where appropriate, external assessors such as community members or Elders may be asked to assist faculty. Students with disabilities will be accommodated during the process.

Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

7. When to apply *(either specific intake or continuous application, if applicable)*

Applications are accepted for entrance to the Fall semester. For application deadlines, see Specific intake application process *(calendar link)*.

8. How to apply

Every student must apply to CapU through EducationPlannerBC (EPBC), a website for applying to universities and colleges across British Columbia.

Visit [Apply Now](#) to make sure you're ready to fill in your application.

- When you submit your application, you will need to pay an application fee of \$50 for domestic students or \$135 for international students, which gives you the opportunity to apply for 2 programs.
- You will need to upload a digital (PDF) copy of your transcripts and supporting documents at this time.

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- If you are currently in Grade 12, you must request that the Ministry of Education [submit your transcript](#) directly to Capilano University.
- Documents must be in the original language of issue and translated into English by a recognized translator, if required.

Program Specific Requirements

- Video of Intent

Students will record and submit for review a video response to a questionnaire provided by the

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department. Contact the department for more information on submission guidelines. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs (*calendar link*) section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

9. Basis for admission decision (*specify either competitive or non-competitive admission*)

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

10. Fees and additional costs (*a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.*)

Program duration and total number of credits

This program is delivered over three semesters (Fall, Spring, Summer) for a total of 42.0 credits.

11. Location (*if applicable*)

Squamish

12. Program outline (*courses to be completed*) in order

Course	Title (full titles as listed on official course outlines)	Credits
Semester I		
REC 152	Environmental Stewardships	3.00
DOCS 101	Documentary Equipment Field Use	1.50
DOCS 102	Documentary Production I	6.00
DOCS 103	Sound Recording for Documentary	0.75
DOCS 106	Documentary Story Part I	1.50
DOCS 107	Documentary Audio & Video Post-Production	1.50
DOCS 109	Directing the Documentary, Part I	1.00
Semester II		
DOCS 108	Documentary Studies	3.00
DOCS 126	Documentary Story Part II	1.50
DOCS 131	Documentary Producing	3.00
DOCS 124	Advanced Lighting and Camera	1.00
REC 148	Introduction to Wilderness Travel	3.00
TOUR 208	Risk Management for Tourism and Outdoor Recreation	3.00
Semester III		

Non-Degree Program Proposal

Course	Title (full titles as listed on official course outlines)	Credits
CMNS 131	Business Writing for Documentary	3.00
DOCS 122	Documentary Production II	6.00
DOCS 129	Directing the Documentary, Part II	1.00
DOCS 133	Sound Design for Documentary	0.75
DOCS 147	Documentary Audio and Video Post-Production: Advanced	1.50

13. Specializations or options of the program (if applicable)

N/A

14. Program regulations (standard policies apply unless superseded by program-specific regulations)

a. Continuance and probation

See policy S2003-03 Academic Standing.

b. Course repetition

See policy 2003-02 Repeated Courses

c. Readmission

Returning Students – students who have not attended classes for three consecutive major terms (fall or spring) in a non-cohort program or one major term in a cohort program, must apply for readmission, whether returning to the same program or to change programs.

d. Residency

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Outdoor Filmmaking certificate.

e. Graduation requirements

The minimum University requirement for graduation from all credentials is a CGPA of 2.00. All courses completed at Capilano University within the program requirements are used in the calculation of the Graduation CGPA.

f. Maximum length of time to complete program

Students are expected to complete the requirements for their program within a reasonable timeframe. The reasonable timeframe for each program is defined as twice the duration of the Senate approved program length plus an additional 50%. For example, students in a four-year program would be given ten years from the first term of registration to complete their program. Students in a two-year program would be given five years to complete their program.

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Non-Degree Program Proposal


Appendix D: Program Proposal Review & Feedback Tracking

In accordance with [B.106.02 Program Approval Procedure](#), it is possible to fast-track the development of new certificate programs.

While there is an allowance for expedited program approvals there is no specific expedited procedure or approvals process. In lieu of an official procedure, AIP recommended the following approvals pathway which was approved by the Interim Vice President and Provost in August 2024.

Review Step	Date/Decision	Query/Comment	Action
Draft 1 Review:			
Library Impact Statement	November 13, 2024		Dr. C. Neigel Assessment reviewed
	November 22, 2024		Dr. M. Thoma Assessment reviewed
Registrar's Review	December 12, 2024	<p>Can students complete both DOCS and OFMC or ladder into the MOPA degree.</p> <p>What is the duration of the program?</p> <p>Query on admission req of CGPA 2.5 for students with previous PSE.</p> <p>Clarification on CapU scholarship qualifications.</p> <p>International student fee is \$135.</p> <p>DOCS 131 pre-req 15 credits @ 100-level or higher. Will students have enough to take this in 2nd term.</p> <p>Need to review course restrictions and pre-reqs to make sure this works. DOCS courses are currently restricted to Doc Cert students; REC 152 restricted to BTM, OREC and DIPL TOUR students</p> <p>Academic area should have guardrails in place to account for students who fail or withdraw from one or more courses, i.e. consider courses at NV campus that could be used as substitutions, repeat offerings etc.</p>	<p>See link.</p> <p>Full time only. 12 months.</p> <p>Changed to match DOCS admission.</p> <p>Proposal updated as per RO recommendation.</p> <p>Proposal updated as per RO recommendation.</p> <p>AIP confirms 1st term credit count is 15.25. See link.</p> <p>Permissions will be changed as per RO recommendation/guidance.</p> <p>AIP agrees. Recommendation will be shared with academic areas.</p>

Non-Degree Program Proposal

Review Step	Date/Decision	Query/Comment	Action
		<p>This certificate program consists of 42 credits that are unevenly distributed over the three terms. As such students may not qualify for funding as full time students and are encouraged to consult Advising.</p> <p>Nice to see program size addressed in the proposal</p> <p>From a recruiting view what is the minimum # needed to run the program.</p> <p> On behalf of Kyle Vuorinen</p>	<p>This has been noted in the proposal. DOCS has similar complications.</p> <p>AIP agrees.</p> <p>TBD.</p>
University Wide Notification	December 19, 2024	<p>Dr. B. Paris - CTE</p> <p>Feedback Form Outdoor Filmmaking_bp.docx</p>	All comments/suggestions addressed through proposal document revision.
Faculty Council	December 16 – 20, 2024	<p>Electronic review and vote initiated by AIP for both the FAA and GCS FCs as both are involved in the design and delivery of the program.</p> <p>Feedback from both Faculties</p> <p>GCS Vote: Yes</p> <p>FAA Vote: Tabled by FAA Dean on December 20, 2024, due to nearly split vote by committee members.</p>	<p>Votes to recommend: 8 Votes against: 1 Abstention: 1 Total FC members: 13</p> <p>Votes to recommend: 9 Votes against: 7 Abstention: 4 Total FC members: 21</p> <p>Proposal revised by Drs. Schadmehr, Thoma and Dépatie in consultation with working group members and AIP in response to concerns/recommendations communicated in the vote (see feedback from faculties link). Second vote scheduled for Jan.6 2025 prior to the January SCC meeting. Should the vote the vote fail to pass the proposal will be pulled from the SCC agenda.</p>
Draft 2 Review:			
SCC Recommendation		Unanimous approval.	January 17, 2025

Non-Degree Program Proposal

Review Step	Date/Decision	Query/Comment	Action
Interim VPA & Provost Recommendation		Reviewed and recommended for Senate	Dr. T. Penny Light January 22, 2025
VP Finance & Administration Recommendation		Reviewed and recommended for Senate	T. Bains January 22, 2025
Senate Recommendation			
Board of Governors Approval			



New Program Proposal

Communication for Professionals Certificate

School of Communication
Faculty of Business and Professional Studies



On behalf of Kyle Vuorinen

January 2025

For internal distribution only

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Name of Institution: Capilano University
Title of Program: Communication for Professionals
Credential to be awarded to graduates: Undergraduate Certificate
Length of Program: 18 credits

Institutional Contact: Laura Kinderman	Title: Dean, Business and Professional Studies
Phone:	Email: laurakinderman@capilanou.ca

Executive Summary:

The School of Communications in the Faculty of Business and Professional Studies proposes a part time, open enrollment 18-credit certificate in Communication for Professionals for launch at the Capilano University (CapU) Squamish campus in the fall semester of 2025.

The Capilano University Squamish campus welcomed its first students in the Fall semester of 2024. Preliminary programming of this campus has revealed an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. This certificate has been developed in consultation with the Associate Vice President of the CapU Squamish campus, the Interim Vice President Academic & Provost, and the Associate Vice President Academic & Vice Provost and in collaboration with the dean and faculty members of the Faculty of Business and Professional Studies, School of Communication. The non-laddering certificate in Communication for Professionals has been developed in accordance with CapU policy [B. 106, Program and Course Review and Approval](#) Section 4. *Expedited Approval of Non-Degree Programs*. Under this section expedited approval of new non-degree programs is permitted if “There is an opportunity for revenue generation to meet a specific demand and where there are time constraints.” It is important to note that under this section, “[...] the program [is] to be offered on a one-time exceptional basis only. Before the program is offered a second time, it must be approved through the normal approval process.” In order to achieve an expedited launch date, this certificate is not intended to ladder into a higher credential. A laddering credential would require Ministry review, which can significantly impact the development time.¹ The intent of this non-laddering certificate along with three others (Computing Systems, Sustainable Economics, Outdoor Filmmaking) is to gauge interest and potential scope for further development of programs of study in this field. If it is determined that there is market interest, any subsequent version would be assessed and purposefully re-designed for laddering potential.

Capilano University (CapU) was founded in 1968 as a community college and in 2008 became a special purpose teaching university, which sets its policies in accordance with the University Act. Currently enrolling over 10,000 students (2023/34) in for-credit courses. Currently enrolling over 10,000 students (2023/34) in for-credit courses, CapU serves the geographic region of the North Shore, Sechelt and the

¹ The Ministry guidelines for non-degree programs were not updated in alignment with the degree program quality standards update released in July 2024. The existing guidelines in place are those dated July 2008 under the Ministry of Advances Education, Skills and Training. Under these guidelines, only certificates that do not ladder into a higher credential are exempt from ministerial review.

Sunshine Coast and the Howe Sound communities of Squamish, Whistler, Mount Currie, and Pemberton. We are committed to high quality teaching, student experience and success. A comprehensive range of credentials that are relevant and transformative for individual students, local communities, and global citizenship are offered every year.

CapU is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.

Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

The Communication for Professionals certificate contributes to building program capacity within the institution. It expands the boundaries and application of the skills training within the context of the School of Communication and the Faculty of Business and Professional Studies. Practical skills, ethics and best practices taught across the selected courses create a solid foundation for those students who pursue employment or further studies in related industries or disciplinary fields.

The proposed certificate aligns with CapU's strategic priorities by addressing the pillars of community, imagination, and a distinct university experience, as outlined in [Illuminating 2030 \(IG\)](#) and [Envisioning 2030 \(EG\)](#). The [learning outcomes](#) of the certificate align with the strategic academic initiatives as follows:

Community

Located at the Squamish campus, the program addresses the unique needs of the Sea-to-Sky Corridor. It can strengthen ties with local communities by providing relevant education in current communication practices tailored to regional industries and demographics. This aligns with CapU's vision of connecting deeply with the communities it serves.

Learning outcome 7: *Integrate Indigenous perspectives into communication practices by reflecting on cultural contexts and promoting inclusive narratives.*

- IG: Aligns with CapU's commitment to Truth and Reconciliation by working towards integration of Indigenous knowledge and perspectives within the curriculum. This supports the goal of supporting equity and inclusivity as part of community building. By working towards ongoing thoughtful and respectful engagement with the local First Nations including the Skwxwú7mesh (Squamish), Lilwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people with the goal of reflecting their values in the program, the certificate strengthens CapU's role as a partner in advancing reconciliation efforts.

Learning outcome 4: *Evaluate the critical influences of media and society by examining and interpreting key messages and their implications.*

- EG: emphasis on building relationships and addressing societal needs by equipping students with tools to understand and engage with community dynamics. Graduates can contribute to local industries and organizations by offering communication strategies that are informed by social awareness and critical analysis.

Imagination

The certificate's focus on essential communication skills for professionals on early-career or shifting-career paths—including public speaking, strategic writing, and digital media—reflects CapU's goal to develop innovative, adaptable professionals. These skills prepare graduates to address dynamic workplace challenges, supporting the University's mission of inspiring imagination and career readiness.

Learning outcome 1: *Create clear and persuasive workplace communications using appropriate language, tone, and structure.*

Learning outcome 6: *Facilitate strong interpersonal relationships through effective communications practices and active listening techniques.*

- **IG:** Encourages innovation by preparing students to craft impactful messages that resonate in professional and creative contexts fostering imagination and innovation through practical and forward-thinking educational experiences

Learning outcome 4: *Evaluate the critical influences of media and society by examining and interpreting key messages and their implications.*

Learning outcome 3: *Construct written content tailored to diverse professional contexts.*

- **EG:** Builds creative problem-solving skills, enabling students to approach challenges with ingenuity encouraging curiosity and equipping learners with tools to adapt and innovate in a rapidly changing world

Distinct University Experience

The program offers a unique educational pathway that blends fundamental communication skills with an emphasis on community impact and inclusivity delivering transformative learning experiences.

The development of this certificate program is in alignment with Illuminating 2030, Action 6,

Prioritize the development of flexible academic programs with options for individualized pathways by incorporating minors, certificates and microcredentials in addition to students' primary areas of study.

Learning outcome 2: *Deliver professional public presentations with confidence and impact by applying effective presentation techniques and audience engagement strategies.*

- **IG:** Directly contributes to CapU's focus on creating transformative learning environments. By developing confidence and professionalism in public speaking, the program ensures a unique educational experience that differentiates CapU graduates from their peers in other institutions creating life-enhancing experiences

Learning outcome 4: *Evaluate the critical influences of media and society by examining and interpreting key messages and their implications.*

- **EG:** Prepares students to navigate and leverage the digital world, reflecting CapU's goal to prepare graduates for evolving industries building capacity for success in both local and global contexts.

The inclusion of foundational presentation skills and strategic communication planning ensures a comprehensive curriculum that prepares students for the demands of modern workplaces. Furthermore, the ability to focus on how decolonization, Indigenization and matters of inclusion and

equality factor into the voices heard in our communities supports a distinct and forward-thinking educational environment, creating an inclusive space where students can thrive and develop competencies that support reconciliation efforts.

By addressing these strategic themes, the certificate directly contributes to CapU's mission of providing innovative, community-driven, and distinctive educational opportunities.

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Program Rationale:

As noted above, there is an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. New program development can be time-consuming and expensive. Understanding that each of CapU's campuses serve a distinct student population, the goal in developing this certificate is to utilize existing curricular resources to create desirable new programming opportunities to be offered at the Squamish campus.

The 18-credit certificate leverages CapU's expertise in Communication Studies to address a growing demand for skilled leaders proficient in workplace communication, digital media, and public speaking. Delivered at the Squamish campus, this program is tailored to meet the unique needs of the Sea-to-Sky Corridor, where businesses, non-profits, and local governments are increasingly seeking emerging leaders with strong communication skills to navigate a dynamic and interconnected world. The program integrates foundational communication strategies to prepare students for entry-level communications roles in diverse sectors or more advanced study in the area.

The following School of Communications faculty members served as subject matter experts in the development of this proposal: Adam Vincent, Ted Hamilton, Bill Van Luven, Kymberly Stewart and Masaji Takei.

As a for-credit credential, students may be able to use credit from the certificate toward completion of other programs at CapU or other institutions. Students enrolled in other CapU programs could take this certificate as a secondary credential or specialization.

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Program Description:

Goals and Objectives:

The certificate prepares students to excel in entry-level roles by developing their communication proficiency in written, verbal, and digital domains. Ideal for recent high school or post-secondary graduates, those looking to strengthen their communications skills this program promotes critical thinking, cultural awareness, and effective communication.

Target Audience

The program is tailored for residents of Squamish, and the surrounding Sea-to-Sky Corridor who are seeking to enhance their communication skills for career advancement or personal growth. This

includes:

- Local professionals seeking to advance their careers through enhanced communication skills.
- Recent graduates aiming to develop essential professional communication expertise.
- Community leaders and entrepreneurs within the Sea-to-Sky Corridor.
- Individuals transitioning into roles requiring strong public speaking, interpersonal, and media communication skills.
- CapU students enrolled in other programs of study interested in additional skills sets.

With Squamish's growing industries in tourism, recreation, and digital media, the program aligns with local economic needs by equipping graduates with the skills to thrive in dynamic, media-rich environments. Additionally, the certificate's flexible structure makes it accessible to part-time students and working professionals.

Program Learning Outcomes

Graduates will be able to:

1. **Create** clear and persuasive workplace communications using appropriate language, tone, and structure.
2. **Deliver** professional public presentations with confidence and impact by applying effective presentation techniques and audience engagement strategies.
3. **Construct** written content tailored to diverse professional contexts.
4. **Evaluate** the critical influences of media and society by examining and interpreting key messages and their implications.
5. **Implement** digital media strategies by applying principles of design, targeting, and platform-specific communication methods.
6. **Facilitate** strong interpersonal relationships through employing effective communication practices and active listening techniques.
7. **Integrate** Indigenous perspectives into communication practices by reflecting on cultural contexts and promoting inclusive narratives.

System Duplication:

CapU's Communications Essentials for Professionals certificate vs. comparable programs across the Lower Mainland

Local Comparables

There are a limited number of pure communications programs on offer across the Lower Mainland. An Education Planner BC search lists forty options when searching the criteria: "communications" "1-2 year" "Vancouver region" "certificate" but few actually meet the requested criteria.

The proposed Communications Essentials for Professionals certificate can be best compared to two similar programs offered in the Lower Mainland and on Vancouver Island based on content, tuition,

duration, and credits:

1. Capilano University – Communication for Professionals

- **Credits:** 18
- **Duration:** 2 semesters or longer for part-time
- **Tuition:** ~\$2657.00 (tuition only) for domestic students, based on CapU’s credit-based fee structure.

2. [Douglas College –Communications certificate](#)

- **Credits:** 30
- **Duration:** two semesters (full-time, part-time available)
- **Intake:** September, January, April
- **Location:** New Westminster, Coquitlam
- **Tuition:** ~\$3,500/year for domestic students
- **Admission type:** open enrolment, general admission requirements

3. [BCIT - Media Techniques and Marketing Communications Certificate](#)

- **Credits:** 46.5 credits (depending on electives)
- **Duration:** Part-time, flexible schedule
- **Intake:** September, January, April
- **Tuition:** \$500-800/course
- **Delivery:** Blended
- BCIT’s program combines hands-on training with media and marketing concepts. It focuses heavily on applied skills, including design software like Adobe InDesign

Sea-to-Sky Corridor Differentiation

1. Community Relevance and Local Focus:

Located in the Sea-to-Sky Corridor, the Squamish campus offers a program tailored to the unique dynamics of the region. Squamish is a hub for tourism, recreation, and emerging digital media industries, which demand professionals skilled in communication and media analysis. The certificate integrates theoretical foundations with practical applications relevant to the local economy, preparing graduates for roles in marketing, tourism, media, and public relations in this growing community.

2. Flexible Delivery for a Smaller Community:

Unlike larger urban programs in Vancouver, which often cater to high enrollment and rigid schedules, the Squamish offering is designed for smaller class sizes and includes flexible part-time options, making it ideal for working professionals, recent high school graduates, and community members seeking to upskill without commuting.

3. Practical Learning Emphasis:

While comparable programs in the Lower Mainland, such as those at BCIT or Douglas College, emphasize technical skills or general communication theory, the Squamish program combines communication studies with a focus on research methods, social media impact, and document interpretation. This balance of theoretical understanding and applied skills ensures graduates are equipped for dynamic, real-world challenges in smaller, adaptable job markets.

Students can directly apply their learning to real-world settings, which is more integrated than in some other certificate programs where practical opportunities may be limited. Scenarios in the

courses use WIL concepts—students do simulations of actual writing and public speaking for the workplace. Should the program be ‘regularized’ through the standard approval process, opportunities for true WIL will be explored within the Squamish community.

4. Cost-Effective and Time-Efficient:

The 18-credit program is compact and can be completed within one year, offering a shorter and more affordable path to professional development compared to diploma programs in Vancouver that may span two years and include higher tuition fees.

5. Connection to Nature and Sustainability:

The program’s setting in Squamish enables opportunities for outdoor and sustainability-focused learning. Communication strategies and media analysis can incorporate themes of environmental stewardship and community engagement, a growing focus for local industries.

Labour Market Demand: WorkBC (*indicates high opportunity occupation)

As baccalaureate degrees are a typical base education requirement, a secondary credential option like the Professional Communication certificate can expand job opportunities and additional training/skills development for individuals already working with degrees.

NOC Code	Job Title	Education required	Job Openings 2023/24
11202	Professional occupations in advertising, marketing, and public relations	<p>A university degree or college diploma in business marketing, public relations, communications, journalism, museology or a discipline related to a particular subject matter is usually required.</p> <p>Practitioners in public relations may require an APR (Accredited in Public Relations) designation.</p>	7403
12103	Conference and Event Planners	<p>Planners usually need to complete a university degree or college diploma in marketing, sales, business, tourism or hospitality administration. Other training may include:</p> <ul style="list-style-type: none"> • Certification relating to the management of special events, meetings or conferences, such as a Certified Meeting Professional (CMP) designation • Marketing, planning or tourism <p>Several years of experience in hospitality, tourism administration, public relations or in a comparable position at a conference centre or hotel are usually required and may</p>	1070

NOC Code	Job Title	Education required	Job Openings 2023/24
		substitute for formal education requirements (up to two years is preferred in some instances). Additional assets which may benefit individuals include: <ul style="list-style-type: none"> • Strong customer service and computer skills • Experience in computer-aided design drawings 	
10022*	Advertising, marketing and public relations managers	Advertising and public relations managers: <ul style="list-style-type: none"> • A university degree or college diploma in communications, public relations, marketing, journalism or in a related field • Several years of experience in an advertising, public relations or communications officer position or in a related occupation Marketing managers: <ul style="list-style-type: none"> • A university degree or college diploma in business administration or in a related field with a specialization in sales or marketing • Several years of experience as a sales, marketing or public relations representative or in a related occupation E-business managers: <ul style="list-style-type: none"> • A university degree or college diploma in a field related to electronic commerce, Web site content development, or Internet services • Experience in website design, interactive media development, data administration or information systems analysis 	5590

NOC Code	Job Title	Education required	Job Openings 2023/24
		or experience related to website content	
51111	Authors and Writers (except technical)	university degree or college diploma in French, English, marketing, advertising or another discipline.	1680

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Curriculum/Program Context:

The certificate program will use existing CapU courses. No additional resources are anticipated for development with the exception of course outline updates which can take place at a later date. This program can be completed in two semesters or longer part-time

Credential and Nomenclature

The Communication for Professionals certificate will be a for-credit undergraduate credential aligned with CapU policy S2024-01 *Programs of Study Outcomes*. The certificate’s title reflects its specialized focus on strong communication skills in leadership roles to emphasize and make easily recognizable our graduates’ value to employers, and the program’s appeal to prospective students.

The existing Communications diploma is listed under the CIP Code [09.0101 – Communication, General](#), as it represents a broad-based communication program that prepares individuals for various communication-related professions, including public relations, media analysis, and strategic communication planning.

Learning Methods and Delivery

The selected courses in the certificate program are designed to accommodate diverse learning preferences and provide flexibility through a variety of delivery methods. Courses may be offered in face-to-face, online, and where possible hyflex formats, allowing students to choose the mode that best suits their needs and schedules. Face-to-face classes will emphasize collaborative, hands-on activities, promoting peer interaction and instructor guidance. Online courses will leverage interactive tools, multimedia resources, synchronous and asynchronous learning opportunities to support self-paced study. The hyflex option (when available) will combine the best of both worlds, offering students the flexibility to attend in person or participate virtually, ensuring accessibility and inclusivity for students across the Sea-to-Sky corridor and beyond.

Goals and Learning Outcomes:

Learning Outcome	Mapped Courses
1. Create clear and persuasive workplace communications using appropriate language, tone and structure.	CMNS 100 (Introduction to Workplace Communication), CMNS 220 (Advanced Business Writing)
2. Deliver professional public presentations with confidence and impact by applying effective presentation techniques and audience engagement strategies.	CMNS 185 (Public Speaking), CMNS 285 (Advanced Presentation Skills)
3. Construct written content tailored to diverse professional contexts.	CMNS 220 (Advanced Business Writing)
4. Evaluate the critical influences of media and society by examining and interpreting key messages and their implication.	CMNS 132 (Explorations in Mass Media) CMNS 255 (Interpersonal Communication)
5. Implement digital media strategies by applying principles of design, targeting, and platform-specific communication methods.	CMNS 132 (Explorations in Mass Media) CMNS 255 (Interpersonal Communication)
6. Facilitate strong interpersonal relationships through effective communication practices.	CMNS 255 (Interpersonal Communication)
7. Integrate Indigenous perspectives in communication practices by reflecting on cultural contexts and promoting inclusive narratives.	All (in principle)

Program Structure:

Recommended Path:

Semester 1:

Courses:	Credits:	Pre-requisites:
CMNS 100 Introduction to Workplace Communication	3.0	none
CMNS 132 Explorations in Mass Media	3.0	none
CMNS 185 Presentation Skills for Public Speaking	3.0	none

Semester 2:

CMNS 220 Advanced Business Writing	3.0	15 credits of 100-level or higher coursework including ENGL 100 or CMNS 100 ³
CMNS 255 Interpersonal Communication	3.0	CMNS 132
CMNS 285 Advanced Presentation Skills	3.0	CMNS 18

³ A course change request is being submitted for CMNS 220 Advanced Business Writing to reduce the pre-requisites from 15 credits of 100-level or higher including ENGL 100 or CMNS 100 to 9 credits including ENGL 100 or CMNS 100. This change will allow better access overall to the course as an elective for students in other programs and also allow for the course to be used for this particular certificate program. The course change request in progress and will be submitted for SCC approval at a later date before the launch of the program.

Program Size

This program is proposed for face-to-face, open enrollment at the Squamish campus for one year. All course sections used by this and shared with other programs offered will be expected to meet the default class size guidelines of thirty-five (35) students per section as outlined in policy OP.101 *Class Size* except in cases where it may meet the criteria for exceptions. Fully in person courses offered at the Squamish campus may require an exception due to section 4. (c) Physical Limitations (such as room size, lab capacity, equipment, etc.).

The Vice-President Academic and Provost will keep a record of the requests and decisions made under this policy.

Faculty

Several permanent and sessional faculty members in the School of Communications have the combined expertise necessary to successfully deliver this proposed certificate program.

Program Resources

Detailed budget analysis for the proposed program was completed in conjunction with Finance, the Dean, Business and Professional Studies and the AVP Squamish.

Students are expected to provide their own laptop computer. The required specifications will be published in the academic calendar.

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Admissions and Transfer:

Admission Requirements

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

Basic requirements

- High school graduation
- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)

Current high school students

- Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University. Final acceptance will be based on high school graduation and having met the program specific requirements.

Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

All of the courses in the proposed Communication for Professionals certificate are extensively transferable across the province and throughout other academic programs offered by CapU. Students should consult Advising for specific details.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#)

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Communication for Professionals certificate.

Students should consult [Academic Advising](#) with all questions related to transfer.

Student Financial Aid

While this certificate is proposed as a part-time program, students registering for a minimum of 9 credits per semester would be classified as full-time students under policy S2002-04. For most scholarships, the requirement for full-time status is 12 credits. Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s).

Where appropriate, external assessors such as community members or Elders may be asked to assist faculty. Students with disabilities will be accommodated during the process.

Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

Program Consultations and Evaluation:

Due to the expedited timeline for developing the certificate, no external consultation has been conducted at this stage. This approach was necessary to address immediate institutional priorities and regional opportunities. However, should the program transition to a regularized offering, a comprehensive consultation process will be undertaken. This will include engagement with industry professionals, local Indigenous communities, regional stakeholders, and academic partners to ensure the program's alignment with industry standards, community needs, and CapU's commitment to collaborative and inclusive program development.

As noted in the Executive Summary, this non-laddering certificate has been developed in accordance with CapU policy [B. 106, Program and Course Review and Approval](#) Section 4. *Expedited Approval of Non-Degree Programs*. Under this section expedited approval of new non-degree programs is permitted if "There is an opportunity for revenue generation to meet a specific demand and where there are time constraints." It is important to note that under this section, "[...] the program [is] to be offered on a one-time exceptional basis only. Before the program is offered a second time, it must be approved through the normal approval process." In order to achieve an expedited launch date, this certificate is not intended to ladder into a higher credential.

A laddering credential would require Ministry review, which can significantly impact the development time.⁴ The intent of this non-laddering certificate along with four others (Digital Communications, Sustainable Economics, Outdoor Filmmaking) is to gauge interest and potential scope for further development of programs of study in this field. If it is determined that there is market interest, any subsequent version would be assessed and purposefully re-designed for laddering potential.

Risk and Safety

No safety or risk management factors outside of typical Capilano University course delivery have been identified.

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⁴ The Ministry guidelines for non-degree programs were not updated in alignment with the degree program quality standards update released in July 2024. The existing guidelines in place are those dated July 2008 under the Ministry of Advances Education, Skills and Training. Under these guidelines, only certificates that do not ladder into a higher credential are exempt from ministerial review.

Appendix A: Library Impact Assessment



Certificate in Leadership Communication

for New and Revised Programs

17 December 2024

Capilano University Library Impact Assessment Process for New and Revised Programs

1. Library impact assessments will be completed for new degree, diploma, certificate, or citation programs, and for major program revisions.
2. Requests for a library impact assessment are to be directed to the [Librarian designated as liaison for the area](#).
3. The development of library impact assessments for programs is based on a consultative model. The liaison librarian will review proposals and consult with both proposing faculty and with appropriate librarians. In the case of revised programs, the liaison librarian will make a decision on whether the revised content requires a library impact assessment.
4. Developers must allow a minimum of 3 weeks for the completion of all library impact assessments.
5. Completed library impacts assessments will be signed by the liaison librarian, the Library Coordinator and the University Librarian and sent to the program developer. A copy of the LIA summary must be appended to the summary worksheet and sent to Academic Initiatives and Planning after the program and developer has reviewed and signed the assessment.
6. The library impact assessment will normally include projected and retrospective monograph, database, periodical and media resource costs based on average costs for materials in the subject area, collection needs of the program or course, average price increases in the subject area as well as the strength or weakness of the existing collection.
7. Impacts will include the workload associated with new programs: teaching and professional development for the liaison librarian, staff and librarian acquisitions workload (selection, contract negotiation, purchasing, receiving, processing, and cataloguing new materials).
8. This document will be reviewed and revised by the liaison librarian and proposing faculty after curriculum has been developed and at least 6 months prior to the start of the program.

New Program Proposal or Revision

Faculty Area	Business & Professional Studies
Program Title	Leadership Communication
Credential (Bachelor's Degree, Major, Minor, Diploma, Certificate, Master's Degree, etc.)	Certificate
Is this a revision of an existing program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Name(s) of program developers	Claire Carolan

Part 1 – Collections

Databases		
Title	Held by CapU Library?	Estimated annual cost
Business Source Ultimate	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Canadian Business & Current Affairs (CBCA)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Communication & Mass Media Complete	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
SAGE Business Cases	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Conference Board of Canada	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
IBISWorld Industry Reports	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Ongoing Costs Subtotal		\$
Comments: No additional databases needed for this certificate.		

Periodicals (journals, news, magazines, etc.)		
Title	Held by CapU Library?	Estimated annual cost
BCBusiness	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Bloomberg Businessweek	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Journal of Leadership & Organizational Studies	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Management Communication Quarterly	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Ongoing Costs Subtotal		\$
One-Time Costs Subtotal (e.g., Backfiles)		
Comments: We have access to a wide variety of periodicals that would serve students in this program, either individually or as part of larger subscription packages.		

Non-Degree Program Proposal

Books (print, electronic, or audio)	
Number of titles held by CapU Library in this subject area:	500
Average cost per volume of titles in this subject area:	\$
Is the collection current?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comments on the currency/comprehensiveness of the monograph collection	
<i>Much of the collection is current and comprehensive as it relates to the Bachelor of Communication Studies degree.</i>	
One-Time Costs Subtotal	
Ongoing Costs Subtotal	
Comments	
<i>We have many monographs related to leadership, communication in management, public speaking, business writing and strategic planning, both in our main collection and in our ebook subscription collections.</i>	

Non-Degree Program Proposal

Media	
Number of titles held by CapU Library in this subject area:	50
Average cost per volume of titles in this subject area:	
Is the collection current?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments on the currency/comprehensiveness of the media collection	
<i>Many of these titles date from the mid-2000s.</i>	
One-Time Costs Subtotal	-1950
Ongoing Costs Subtotal	-1950
Comments	
<i>It's unclear how relevant the media collection would be for this certificate. We would be able to purchase licences for titles as needed.</i>	

Part 2 – Workload

Liaison Librarian Workload
<p>Liaison librarians offer support with collection development, the creation of online resource guides and tutorials, student and faculty research support, and a wide range of other services.</p> <p>This program will require additional Library faculty sections as follows:</p> <p><i>Note: The library is in the process of establishing a formula that accurately reflects employee time for collection development.</i></p>

Non-Degree Program Proposal

Library Technician Workload

This program will require additional library technician workload as follows:

As above.

Librarian Professional Development

This program will require professional development funding for liaison librarian as follows:

N/A

Non-Degree Program Proposal

SUMMARY

Total Estimated One-Time Collections Costs	\$0
Total Estimated Annual Collections Costs	\$0
Total Estimated Annual Section Increase for Library Faculty	See comments
Total Estimated Workload Increase for Library Technician	N/A
Total Estimated Professional Development Costs	N/A

Assessment Prepared by:

Michel Castagné

Liaison Librarian

17 December 2024

Date

Assessment Reviewed by:

Collection Development Librarian

Sabrina Wong

Library Coordinator

Date

December 17, 2024

Date

University Librarian

Date

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Appendix B: Program Costing Workbook

The program costing workbook and program costing analysis developed by Lisa Hoover, Liaison, Program Development and Dr. Laura Kinderman, Dean, Business and Professional Studies were approved by the Interim VP, Academic and Provost and the Vice-President, Finance and Administration on January 22, 2025.

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Non-Degree Program Proposal

Appendix C: Calendar Copy

Calendar Copy Template

1. Faculty and department of program

Business and Professional Studies
School of Communications

2. Website (*department, or program-specific if applicable*)

<https://www.capilanou.ca/programs--courses/search--select/explore-our-areas-of-study/business--professional-studies/school-of-communication//>

3. Program title/credential

Communication for Professionals certificate

4. Associated degree program (*for major, minor, or extended minor only*)

N/A

5. Program introduction/calendar description (*brief description, usually 1-3 paragraphs*)

The Communication for Professionals certificate equips you with the foundational communication skills that employers demand. From crafting persuasive business messages to delivering impactful presentations using digital media strategies, this program empowers you to thrive in dynamic professional environments. Designed with a focus on practical, hands-on learning, you'll gain expertise in public speaking, media analysis, and interpersonal communication—all while building confidence as a leader.

Offered at Capilano University's Squamish campus, this 18-credit, part-time, open enrollment program connects you to the unique needs of the Sea-to-Sky community. Whether you're advancing your current career or preparing for a new one, the certificate is your pathway to becoming a standout communicator and leader in today's fast-paced workplace. Ready to amplify your voice? Join us and take the first step toward transforming your future!

6. Entrance requirements

Admission Requirements

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

Basic requirements

- High school graduation.
- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)

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Current high school students

Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University. Final acceptance will be based on high school graduation and having met the program specific requirements.

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Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

All of the courses in the proposed Communication for Professionals certificate are extensively transferable across the province and throughout other academic programs offered by CapU. Students should consult Advising for specific details.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#)

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Communication for Professionals certificate.

Students should consult [Academic Advising](#) with all questions related to transfer.

Student Financial Aid

While this certificate is proposed as a part-time program, students registering for a minimum of 9 credits per semester would be classified as full-time students under policy S2002-04. For most scholarships, the requirement for full-time status is 12 credits. Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

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Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s).

Where appropriate, external assessors such as community members or Elders may be asked to assist faculty. Students with disabilities will be accommodated during the process.

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Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

7. When to apply *(either specific intake or continuous application, if applicable)*

Applications are accepted for entrance to the Fall and Spring semesters. For application deadlines, see Specific intake application process ([calendar link](#)).

8. How to apply

Every student must apply to CapU through EducationPlannerBC (EPBC), a website for applying to universities and colleges across British Columbia.

9. Basis for admission decision *(specify either competitive or non-competitive admission)*

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Visit [Apply Now](#) to make sure you're ready to fill in your application.

- When you submit your application, you will need to pay an application fee of \$50 for domestic students and \$135 for international students, which gives you the opportunity to apply for 2 programs.
- You will need to upload a digital (PDF) copy of your transcripts and supporting documents at this time.
- If you are currently in Grade 12, you must request that the Ministry of Education [submit your transcript](#) directly to Capilano University.
- Documents must be in the original language of issue and translated into English by a recognized translator, if required.

10. Fees and additional costs *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

11. Program duration and total number of credits

This program is delivered over two semesters for a total of 18.0 credits. Part-time studies are also possible.

12. Location *(if applicable)*

Squamish

13. Program outline *(courses to be completed) in order*

Course	Title (full titles as listed on official course outlines)	Credits
Semester I		
CMNS 100	Introduction to Workplace Communications	3.00

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CMNS 132	Explorations in Mass Media	3.00
CMNS 185	Presentation Skills for Public Speaking	3.00
Semester II		
CMNS 220	Advanced Business Writing	3.00
CMNS 255	Interpersonal Communication	3.00
CMNS 285	Advanced Presentation Skills	3.00

14. Specializations or options of the program *(if applicable)*

N/A

15. Program regulations *(standard policies apply unless superseded by program-specific regulations)*

a. Continuance and probation

See policy S2003-03 Academic Standing.

b. Course repetition

See policy 2003-02 Repeated Courses

c. Readmission

Returning Students – students who have not attended classes for three consecutive major terms (fall or spring) in a non-cohort program or one major term in a cohort program, must apply for readmission, whether returning to the same program or to change programs.

d. Residency

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Outdoor Filmmaking certificate.

e. Graduation requirements

The minimum University requirement for graduation from all credentials is a CGPA of 2.00. All courses completed at Capilano University within the program requirements are used in the calculation of the Graduation CGPA.

f. Maximum length of time to complete program

Students are expected to complete the requirements for their program within a reasonable timeframe. The reasonable timeframe for each program is defined as twice the duration of the Senate approved program length plus an additional 50%. For example, students in a four-year program would be given ten years from the first term of registration to complete their program. Students in a two-year program would be given five years to complete their program.


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Non-Degree Program Proposal

Appendix D: Program Proposal Review & Feedback Tracking

In accordance with [B.106.02 Program Approval Procedure](#), it is possible to fast-track the development of new certificate.

While there is an allowance for expedited program approvals there is no specific expedited procedure or approvals process. In lieu of an official procedure, AIP recommended the following approvals pathway which was approved by the Interim Vice President and Provost in August 2024.

Review Step	Date/Decision	Query/Comment	Action
Draft 1 Review:			
Library Impact Assessment	December 17, 2024	Note: this program has undergone some name changes in the process so the name listed in this assessment may not match the name on the proposal, however the courses are the same.	Awaiting University Librarian sign off. No anticipated costs associated with the program.
Registrar's Recommendation		 On behalf of Kyle Vuorinen	
University Wide Notification	December 18, 2024	Dr. B. Paris – CTE See link for feedback form If offered online, is it really then a Squamish course/certificate? What does 'flexible, part-time' actually look like? – Would that actually mean the program is offered more than once and therefore requires further approvals? Indigenization is referred to, but unclear how that will be integrated into the program in reality	Recommendations for PLO clarity addressed in the updated proposal. AIP: interesting question. Online options have been identified as a key component of SQ offerings. AIP: like any program, we have a responsibility for students to be able to complete their studies in a timely manner whether PT or FT. If the program was not 'regularized' after the 1 year expedited offering, we would still need to 'teach out' or offer options for completion to students. AIP: Indigenization of all courses at CapU is an ongoing process. Through the work IEA and CTE do on teaching practices and course

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			development, principles and practice of Indigenization are slowly becoming (hopefully) an integral part of most courses offered. Ideally Call to Action No. 63 iii Building student capacity for intercultural understanding, empathy and mutual respect; would be an underpinning of all communications courses.
Faculty Council	December 17 20, 2024	Electronic review and vote initiated by AIP for the BPC FC. BPS Vote: Yes	<p>Votes to recommend: 13 Votes against: 0 Abstention: 1 Total FC members: 15</p> <p>Note: The FC voted in favour of the proposal as presented from December 17-20. The title of the program had undergone three name changes before the vote and there remains some disagreement over the suitability of the title of the program. AIP will seek feedback from SCC and a final decision will be made by the Dean BPS and the working group pending SCC feedback prior to the proposal being sent for further approval.</p>
Draft 2 Review:			
SCC Recommendation		Unanimous approval.	January 17, 2025
Interim VPA & Provost Recommendation		Reviewed and recommended for Senate	Dr. T. Penny Light January 22, 2025
VP Finance & Administration Recommendation		Reviewed and recommended for Senate	T. Bains January 22, 2025
Senate Recommendation			
Board of Governors Approval			

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New Program Proposal

Computing Systems certificate

School of Science, Technology, Engineering and Mathematics (STEM)

Faculty of Arts and Sciences

January 2025

For internal distribution only

 On behalf of Kyle Vuorinen

Non-Degree Program Proposal

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Non-Degree Program Proposal

Name of Institution: Capilano University
Title of Program: Computing Systems
Credential to be awarded to graduates: Undergraduate Certificate
Length of Program: 25 credits

Institutional Contact: Graham Cook	Title: Interim Dean, Faculty of Arts & Sciences
Phone: 604-986-1911 ext. 2238	Email: grahamcook@capilanou.ca

Executive Summary

The School of Science, Technology, Engineering and Mathematics in the Faculty of Arts and Sciences proposes a part-time, open enrollment, 25-credit certificate in Computing Systems for launch at the Capilano University (CapU) Squamish campus in the fall semester of 2025.

The Capilano University Squamish campus welcomed its first students in the Fall semester of 2024. Preliminary programming of this campus has revealed an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. In consultation with the Associate Vice President of the CapU Squamish campus, the Vice President Academic & Provost, and the Associate Vice President Academic & Vice Provost and in collaboration with the Interim Dean of the Faculty of Arts and Sciences and faculty from the School of STEM, this non-laddering certificate has been developed in accordance with CapU policy [B. 106, Program and Course Review and Approval](#) Section 4. *Expedited Approval of Non-Degree Programs*. Under this section expedited approval of new non-degree programs is permitted if “There is an opportunity for revenue generation to meet a specific demand and where there are time constraints.” It is important to note that under this section, “[...] the program [is] to be offered on a one-time exceptional basis only. Before the program is offered a second time, it must be approved through the normal approval process.” In order to achieve an expedited launch date, this certificate is not intended to ladder into a higher credential. A laddering credential would require Ministry review, which can significantly impact the development time.¹ The intent of this non-laddering certificate along with three others (Communication Essentials for Professionals, Sustainable Economics, Outdoor Filmmaking) is to gauge interest and potential scope for further development of programs of study in this field. If it is determined that there is sustainable market interest, any subsequent version would be purposefully re-assessed for laddering potential and submitted for approval through the standard processes.

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Capilano University (CapU) was founded in 1968 as a community college and in 2008 became a special purpose teaching university, which sets its policies in accordance with the University Act. Currently

¹ The Ministry guidelines for non-degree programs were not updated in alignment with the degree program quality standards update released in July 2024. The existing guidelines in place are those dated July 2008 under the Ministry of Advances Education, Skills and Training. Under these guidelines, only certificates that do not ladder into a higher credential are exempt from ministerial review.

Non-Degree Program Proposal

enrolling over 10,000 students (2023/34) in for-credit courses, CapU serves the geographic region of the North Shore, Sechelt and the Sunshine Coast and the Howe Sound communities of Squamish, Whistler, Mount Currie, and Pemberton. We are committed to high quality teaching, student experience and success, offering a comprehensive range of credentials that are relevant and transformative for individual students, local communities, and global citizenship.

CapU is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.

Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

The Computing Systems certificate contributes to building program capacity within the institution by addressing regional demand for IT professionals. It expands the application of skills training across multiple disciplines, integrating computer science, communication, and mathematics to deliver a well-rounded educational experience. Practical skills, ethics, and industry best practices taught in the selected courses provide a strong foundation for students pursuing entry-level employment or further studies in computing and related fields.

The [program learning outcomes](#) of the Computing Systems certificate align strongly with [Envisioning 2030](#) (EG) and [Illuminating 2030](#) (IG) strategic and academic plans.

Organized under the key themes of community, imagination, and distinct university experience:

Community

Capilano University is committed to being a university that connects deeply with its communities, addressing local needs and nurturing collaborations.

Learning Outcome 1: *Demonstrate proficiency in at least one programming language.*

Learning Outcome 4: *Communicate technical information effectively both in written and verbal formats.*

Learning Outcome 6: *Apply web development principles and practices.*

Alignment with EG & IG

This program directly supports the tech industry in the Sea-to-Sky corridor by equipping students with skills in programming, web development, and technical communication. These outcomes enhance employability and contribute to the local economy.

Imagination

CapU fosters innovation and creativity through interdisciplinary learning. This certificate brings together courses from across different disciplinary areas in the Faculty of Arts and Science.

Learning Outcome 2: *Apply mathematical reasoning and problem-solving techniques in computational contexts.*

Learning Outcome 3: *Develop algorithms and logic-based solutions to address computing challenge*

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Learning Outcome 5: *Explain fundamental concepts of computer architecture and operating system*

Non-Degree Program Proposal

Alignment with EG & IG

The program promotes innovation by integrating programming, mathematics, web development, and technical writing, enabling students to creatively solve real-world challenges.

Distinct University Experience

Capilano University aims to provide a transformative educational experience that is flexible, personalized, and student-centered.

The development of this certificate program is in alignment with Illuminating 2030, Action 6,

Prioritize the development of flexible academic programs with options for individualized pathways by incorporating minors, certificates and microcredentials in addition to students' primary areas of study.

Learning Outcome 1: *Demonstrate proficiency in at least one programming language.*

Learning Outcome 3: *Communicate technical information effectively both in written and verbal formats.*

Learning Outcome 6: *Apply web development principles and practices.*

Alignment with EG & IG

This program provides students with a transformative learning experience by blending technical and communication skills, developing confidence, and preparing them for dynamic career opportunities or further education.

By aligning program goals and learning outcomes with Capilano University's strategic priorities, the Computing Systems Certificate program demonstrates its commitment to community impact, innovative education, and delivering a unique learning experience.

Program Rationale

As noted above, there is an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. New program development can be time-consuming and expensive. Understanding that each of CapU's campuses serve a distinct student population, the goal in developing this certificate is to utilize existing curricular resources to create desirable new programming opportunities to be offered at the Squamish campus.

A Computing Systems certificate the Squamish campus is strategically chosen to align with the region's economic and educational needs. The Sea-to-Sky corridor, encompassing Squamish, Whistler, and Pemberton, is experiencing significant growth in the technology sector, creating robust demand for skilled IT professionals. This program aims to meet this demand while ensuring financial sustainability through high enrollment potential and strong industry partnerships.

The Sea-to-Sky corridor has seen a surge in technology-driven businesses, with Squamish emerging as a tech hub due to its strategic location between Vancouver and Whistler. According to recent labour market data, there is a projected increase in demand for IT professionals in the region, including roles such as software developers, IT support specialists, and data analysts. The BC Tech Association reports that the technology sector in British Columbia is growing faster than the overall economy, with an average annual growth rate of 5.5%.

Graduates of the Computing Systems certificate program will have the opportunity to further their

Non-Degree Program Proposal

education through seamless transition into degree programs at CapU such as the Bachelor of Business Administration (BBA) or other institutions. [Return to TOC](#)

This pathway supports lifelong learning and career advancement, ensuring that students can continue to build on their foundational knowledge and adapt to the evolving tech landscape.

The introduction of a post-secondary Computing Systems certificate at the Squamish campus is both a financially sustainable initiative and a response to anticipated student demand. By leveraging local labor market insights and drawing on successful Canadian models, this program is poised to equip students with the skills necessary to thrive in the burgeoning tech sector of the Sea-to-Sky corridor.² The program offers a pathway for continued academic and professional growth, further enhancing its appeal and long-term viability. Additionally, several of the selected courses can serve as electives in other Squamish campus program offerings.

A foundations-level credential in computing systems begins to fill an obvious gap in CapU program of study offerings. It lays the groundwork for future development of diploma, baccalaureate and post-baccalaureate credentials in computing science, data science, data analytics, cybersecurity, information systems, and AI and machine learning that could be offered across the various campuses.

The following members of the School of STEM served as subject matter experts in the development of and consultation for this proposal: Joseph Fall, Tamara Dakic, Andrew Hamilton, Deanna Baxter, Urmila Jangra, Jason Madar, Mahshid Atapour and Mark Vaughan.

Program Description

The 25-credit Computer System certificate is designed to provide students with foundational knowledge and practical skills in computing, multimedia applications, and technical communication. The program integrates technical proficiency, creative problem-solving, and effective communication strategies to prepare students for diverse opportunities in the growing digital and technological sectors.

By combining courses in computer applications, programming, mathematics, multimedia, and technical writing, the program provides a well-rounded introduction to the essential skills demanded by today's technology-driven workplaces.

Graduates of this program will be equipped to contribute to various fields, including software development, multimedia design, digital communication, and technical writing. The certificate also offers a pathway to further studies in computing, information systems, or related fields, ensuring flexibility for students aiming to advance their education or careers.

² While more research is needed, there is anecdotal evidence that Squamish is experiencing growth as a tech sector and a region with growing technological infrastructure needs and potential for employment.
<https://squamishadventure.com/squamish-the-new-digital-capital-of-canada/>
<https://squamish.ca/yourgovernment/projects-and-initiatives/technology-transformation-program/>
<https://carbonengineering.com/news-updates/carbon-engineering-to-invest-in-technology-development-and-research-facilities/>
https://www.squamishchamber.com/wp-content/uploads/2020/06/Outdoor-Rec-Tech-Profile_Squamish_2019.pdf
<https://www.meetup.com/squamitech/>

Non-Degree Program Proposal

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Target Audience

This program targets residents of the Sea-to-Sky Corridor (Squamish, Whistler, Pemberton, and nearby communities), and destination students with an emphasis on:

- Recent high school graduates or those looking for post-secondary options to enter the tech workforce.
- Career changers and “up-skillers” already employed in non-tech industries but seeking tech roles.
- Individuals working in or aspiring to work for local tech startups, tourism businesses, and outdoor recreation companies that increasingly require tech-savvy employees.

System Duplication

Capilano University Computing Systems certificate vs. Comparable Programs across the Lower Mainland

There are several variations of Computing Systems certificate programs on offer across the Lower Mainland. An [Education Planner BC](#) search lists 22 options when searching the criteria: “computer information systems” “1-2 year” “Vancouver region” “certificate”. The search results are a broad representation of entry-level computer science related programs ranging from Computing Systems to Mechanical Engineering Technician (VCC) and Applied Software Development associate certificate (BCIT). This may indicate that there is healthy demand for foundational programs of study throughout the Lower Mainland and surrounding areas.

Comparable Programs in the Lower Mainland

KPU – Computer Information Systems certificate

- **Tuition:** ~\$6500.00 (domestic)
 - **Credits:** 30
 - **Duration:** 2 years
 - **Intake Frequency:** unpublished
 - **Location:** Surrey
 - **Target audience:** recent high school graduates, working professionals
-

BCIT – Applied Computer Information Systems associate certificate

- **Tuition:** ~\$4000.00 (domestic)
 - **Credits:** 25
 - **Duration:** 2 years
 - **Intake Frequency:** September, January, April
 - **Delivery:** mixed
 - **Location:** Burnaby, online
 - **Target audience:** recent high school graduates, working professionals
-

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Douglas College – Computing Science certificate

- **Tuition:** ~\$3500.00 (domestic)
- **Credits:** 30
- **Duration:** 2 semesters

Non-Degree Program Proposal

- **Intake Frequency:** September, January, April
 - **Location:** New Westminster
 - **Target audience:** recent high school graduates, working professionals
-

VCC – University Transfer – Computing Science and Software Systems certificate

- **Tuition:** ~\$6400.00 (domestic)
 - **Credits:** 30
 - **Duration:** 16 months
 - **Intake Frequency:** September, May
 - **Location:** Vancouver
 - **Target audience:** recent high school graduates, working professionals
-

Sea-to-Sky Corridor Differentiation

The CapU Computing Systems certificate is uniquely positioned to address the needs of the Sea-to-Sky Corridor, where outdoor tourism and tech startup companies are growing industries. The inclusion of CapU’s focus on Indigenization, small class sizes and personalized education allows for more hands-on and tailored instruction, making it suitable for residents of this region who may not want to commute to Vancouver for larger, more intensive programs like those offered by BCIT. This program is designed to bridge the gap between local demand for tech workers and the need for accessible training within the corridor.

Avoiding Duplication

To avoid unnecessary duplication with other programs, the CapU Computing Systems certificate can focus on:

- **Local Tech Industry Needs:** Courses tailored to emphasize practical skills needed in the corridor’s growing tech sector, particularly in areas like outdoor tourism, software for logistics and recreation, and tech startups.
- **Environmental and Sustainability Focus:** CapU’s broader institutional priorities around sustainability and community development can be embedded into the program’s content, reflecting the environmental consciousness of the Sea-to-Sky Corridor community.
- **Flexible Learning Options:** CapU can offer flexible, part-time, or hybrid/hyflex options at the course level to accommodate the lifestyle of residents in the corridor, particularly those working in seasonal industries like tourism.

By positioning the CapU Computing Systems certificate in this unique niche, it can complement rather than duplicate offerings from larger institutions in the Lower Mainland.

Labour Market Demand: WorkBC (*indicates high opportunity occupation)

NOC Code	Job Title	Education required	Job Openings to 2030
21232	Software Developers and Programmers	Completion of a college program in computer science or related field; or bachelor's degree in computer science.	10,800

Non-Degree Program Proposal

NOC Code	Job Title	Education required	Job Openings to 2030
22220	Computer Network and Web Technicians	Completion of a college diploma or certificate program in computing systems or network support.	3,300
2129	Computing Systems Developers and Programmers	College program in software development or systems analysis; bachelor's degree preferred.	9,000
21233	Web Designers	College program in web design, graphic design, or multimedia; bachelor's degree may be required for some roles.	2,200
21234	Web Developers and Programmers	College diploma in web development or a related field; proficiency in programming languages.	4,500

Curriculum/Program Context

The Computing Systems certificate at CapU is a part-time, open enrollment, 25-credit program designed to provide students with foundational computing skills in programming, systems, and networking. Situated in the heart of the Sea-to-Sky corridor, the program leverages its location to connect students with the growing tech industry in Squamish, Whistler, and beyond. With a focus on practical skills and interdisciplinary learning, the Computing Systems certificate prepares graduates for entry-level IT roles or further academic studies. Flexible course delivery options, including face-to-face, online, and hyflex formats, ensure accessibility for students balancing work, study, and life in this dynamic region.

The certificate program will use existing CapU courses. No additional resources are anticipated for development with the exception of course outline updates which can take place at a later date.

Credential and Nomenclature

The primary Classification of Instructional Programs (CIP) code, 2021 Version 1.0 for Primary Groupings that applies to this program is Computer and [information sciences, general 11.0101](#). This instructional program class comprises any general program that focuses on computing, computer science, and information science and systems. Such programs are undifferentiated as to title and content and are not to be confused with specific programs in computer science, information science, or related support services.

The Computing Systems certificate will be a for-credit undergraduate credential aligned with CapU policy *S2024-01 Programs of Study Outcomes*. The certificate's title reflects its specialized focus on computing systems to emphasize and make easily recognizable our graduates' value to employers, and the program's appeal to prospective students.

Certificate programs are not currently Post Graduate Working Permit (PGWP) eligible, however diploma programs with this CIP code are.

Learning Methods and Delivery

Non-Degree Program Proposal

The selected courses in the Computing Systems certificate program are designed to accommodate diverse learning preferences and provide flexibility through a variety of delivery methods. Courses will be offered in face-to-face, online, and where possible hyflex formats, allowing students to choose the mode that best suits their needs and schedules. Face-to-face classes will emphasize collaborative, hands-on activities, promoting peer interaction and instructor guidance. Online courses will leverage interactive tools, multimedia resources, synchronous and asynchronous learning opportunities to support self-paced study. [Return to TOC](#)

The hyflex option (when available) will combine the best of both worlds, offering students the flexibility to attend in person or participate virtually, ensuring accessibility and inclusivity for students across the Sea-to-Sky corridor and beyond. This multi-modal delivery approach enhances engagement while ensuring students gain the technical and communication skills necessary to succeed in the dynamic field of information technology.

Program Learning Outcomes

1. Demonstrate proficiency in at least one programming language
2. Apply mathematical reasoning and problem-solving techniques in computational contexts
3. Develop algorithms and logic-based approaches to solve computing challenges
4. Communicate technical information effectively both in written and verbal formats
5. Explain fundamental concepts in computer architecture and operating systems
6. Apply web development principles and practices

Program Structure (course outlines are hyperlinked below)

Recommended Path:

Semester 1:	Credits	Pre-reqs (other than admission)
ENGL 100 University Writing Strategies ³	3.0	none
COMP 101 Computers and their Application	4.0	none
COMP 115 Learn to Code	4.0	none
Semester 2:		
CMNS 250 Intro to Technical Writing	3.0	ENGL 100
COMP 126 Principles of Software Design ⁴	4.0	see footnote
COMP 165 Intro to Multimedia and Internet	4.0	none
Either Semester:		
STAT 101 Introduction to Statistics	3.0	none
Total Credits	25.0	

³ ENGL 100 University Writing Strategies is included on advisement of the program working group to prepare students for the work in CMNS 250 Intro to Technical Writing. Other options to meet the learning outcomes were reviewed with Dr. Adam Vincent, School of Communications who advised that the ENGL 100→CMNS 250 was the best option available at this time to meet the desired learning outcomes.

⁴ A course change request is being submitted for COMP 126 Principles of Software Design to add COMP 115 Learn to Code as a pre-requisite. This minor revision has been suggested by the program working group to will allow the use of COMP 126 in this certificate program. The course change request in progress and will be submitted for SCC approval at a later date before the launch of the program

Non-Degree Program Proposal

Learning Outcome	Mapped Courses
1. Demonstrate proficiency in at least one programming language	COMP 115 Learn to Code COMP 126 Principles of Software Design
2. Apply mathematical reasoning and problem-solving techniques in computational contexts	STAT 101 Introduction to Statistics
3. Develop algorithms and logic-based approaches to solve computing challenges	COMP 115 Learn to Code
4. Communicate technical information effectively both in written and verbal formats	ENGL 100 University Writing Strategies CMNS 250 Intro to Technical Writing
5. Explain fundamental concepts in computer architecture and operating systems	COMP 101 Computers and their Application
6. Apply web development principles and practices	COMP 165 Intro to Multimedia and the Internet

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Summary of Program Structure

- **Writing & Communication:** The inclusion of ENGL 100 and CMNS 250 enhances students' academic and professional writing skills, supports technical communication, writing reports, documenting code and technical solutions.
- **Pre-requisite Mathematics Foundation:** The inclusion of STAT 101 introduces statistical methods including random variables and their distribution; random sampling, normal distribution, estimation of parameters and testing hypotheses.
- **Technical Skills:** The courses in computing science (COMP) equip students with foundational skills in computing, programming, and information systems necessary for entry-level tech roles.

Program Size

This program is proposed for face-to-face, open enrollment at the Squamish campus for one year. All course sections used by this and shared with other programs offered will be expected to meet the default class size guidelines of thirty-five (35) students per section as outlined in policy OP.101 *Class Size* except in cases where it may meet the criteria for exceptions. Fully in person courses offered at the Squamish campus may require an exception due to section 4. (c) Physical Limitations (such as room size, lab capacity, equipment, etc.).

The Vice-President Academic and Provost will keep a record of the requests and decisions made under this policy.

Faculty

Several permanent and sessional faculty members in the School of STEM have the combined expertise necessary to successfully deliver this proposed certificate program.

Program Resources

Detailed budget analysis for the proposed program was completed in conjunction with Finance, the Interim Dean of Arts and Sciences, and the AVP Squamish.

Non-Degree Program Proposal

Students are expected to provide their own laptop computer.

Admissions and Transfer

Admission Requirements

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

Basic requirements

- High school graduation

- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)
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- Pre-calculus 11 (C) or
 - Foundations of Mathematics 11 (C)
 - Math Placement Test (MPT)

Current high school students

Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University. Final acceptance will be based on high school graduation and having met the program specific requirements.

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Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

All of the courses in the proposed Computing Systems certificate are extensively transferable across the province and throughout other academic programs offered by CapU. Students should consult [Advising](#) for specific details.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#)

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Computing Systems certificate.

Non-Degree Program Proposal

Students should consult [Academic Advising](#) with all questions related to transfer.

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Student Financial Aid

While this certificate is proposed as a part-time program, students registering for a minimum of 9 credits per semester would be classified as full-time students under policy S2002-04. For most scholarships, the requirement for full-time status is 12 credits. Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s). [Return to TOC](#)

Where appropriate, external assessors such as community members or Elders may be asked to assist faculty. Students with disabilities will be accommodated during the process.

Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

Program Consultations and Evaluation

Due to the expedited timeline for developing the Computing Systems certificate, no external consultation has been conducted at this stage. This approach was necessary to address immediate institutional priorities and regional opportunities. However, should the program transition to a regularized offering, a comprehensive consultation process will be undertaken. This will include engagement with industry professionals, local Indigenous communities, regional stakeholders, and academic partners to ensure the program's alignment with industry standards, community needs, and Capilano University's commitment to collaborative and inclusive program development.

Risk and Safety

No safety or risk management factors outside of typical Capilano University course delivery have been identified.

Non-Degree Program Proposal

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Appendix A: Library Impact Assessment

Program Name: Computing Systems Certificate
Library Impact Assessment
for New and Revised Programs
Date: 2025-01-22

Non-Degree Program Proposal

Capilano University Library Impact Assessment Process for New and Revised Programs

1. Library impact assessments will be completed for new degree, diploma, certificate, or citation programs, and for major program revisions.
2. Requests for a library impact assessment are to be directed to the [Librarian designated as liaison for the area](#).
3. The development of library impact assessments for programs is based on a consultative model. The liaison librarian will review proposals and consult with both proposing faculty and with appropriate librarians. In the case of revised programs, the liaison librarian will make a decision on whether the revised content requires a library impact assessment.
4. Developers must allow a minimum of 3 weeks for the completion of all library impact assessments.
5. Completed library impacts assessments will be signed by the liaison librarian, the Library Coordinator and the University Librarian and sent to the program developer. A copy of the LIA summary must be appended to the summary worksheet and sent to Academic Initiatives and Planning after the program and developer has reviewed and signed the assessment.
6. The library impact assessment will normally include projected and retrospective monograph, database, periodical and media resource costs based on average costs for materials in the subject area, collection needs of the program or course, average price increases in the subject area as well as the strength or weakness of the existing collection.
7. Impacts will include the workload associated with new programs: teaching and professional development for the liaison librarian, staff and librarian acquisitions workload (selection, contract negotiation, purchasing, receiving, processing, and cataloguing new materials).
8. This document will be reviewed and revised by the liaison librarian and proposing faculty after curriculum has been developed and at least 6 months prior to the start of the program.

Non-Degree Program Proposal

New Program Proposal or Revision

Faculty Area	School of Science, Technology, Engineering and Mathematics (STEM)
Program Title	Computing Systems Certificate
Credential (Bachelor's Degree, Major, Minor, Diploma, Certificate, Master's Degree, etc.)	Certificate
Is this a revision of an existing program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Name(s) of program developers	Tamara Dakic, Andrew Hamilton, Joseph Fall, Deanna Baxter, Urmila Jangra, Jason Madar, Mahshid Atspour and Mark Vaughan.

Non-Degree Program Proposal

Part 1 – Collections

Databases		
Title	Held by CapU Library?	Estimated annual cost
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Ongoing Costs Subtotal		\$0
Comments No additional database subscriptions are anticipated to support this certificate.		

Non-Degree Program Proposal

Periodicals (journals, news, magazines, etc.)		
Title	Held by CapU Library?	Estimated annual cost
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Ongoing Costs Subtotal		\$0
One-Time Costs Subtotal (e.g., Backfiles)		
Comments		
No additional periodical coverage is anticipated for this program. COMP and STAT courses do not include literature research component.		

Non-Degree Program Proposal

Books (print, electronic, or audio)	
Number of titles held by CapU Library in this subject area:	
Average cost per volume of titles in this subject area:	\$
Is the collection current?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comments on the currency/comprehensiveness of the monograph collection	
One-Time Costs Subtotal	\$0
Ongoing Costs Subtotal	\$0
Comments Course texts are part of an integrated platform subscription, so no course reserves are anticipated. Courses listed in COMP and STAT do not include literature research component.	

Non-Degree Program Proposal

Media	
Number of titles held by CapU Library in this subject area:	
Average cost per volume of titles in this subject area:	
Is the collection current?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comments on the currency/comprehensiveness of the media collection	
One-Time Costs Subtotal	\$0
Ongoing Costs Subtotal	\$0
Comments No library media needs anticipated for COMP and STAT courses listed.	

Non-Degree Program Proposal

Part 2 – Workload

Liaison Librarian Workload
This program will require additional Library faculty sections as follows:
The Computing Systems Certificate is anticipated for delivery at Squamish campus, and with this new program we anticipate a growth of student use of the Library space, as well as teaching and research support related directly to ENGL100 (a required course of this certificate). While the Library is currently in process of establishing formulas to reflect employee time for librarians, as well as library staff (see section below), librarian sections for teaching ¹ and research support ² is projected as proportionate to the number of additional ENGL100 classes.
¹ Librarian teaching: Librarians teach synchronous classes (30mins per ENGL100 section), and support an additional asynchronous teaching module specifically for ENGL100 students.
² Research support: Librarians provide research support in multiple modalities (on campus in North Vancouver; online chat; email; online meetings); ENGL100 students are significantly represented in this service.

Library Technician Workload
This program will require additional library technician workload as follows:
The Computing Systems Certificate is anticipated for delivery at Squamish campus, which currently has limited library technician staffing. With the creation of new on-campus programs, we anticipate student use of the library space and related Directional ¹ , Student Learning Support ² , and Reference Level 1 ³ questions will increase for library staff (research support and more complex queries are referred to librarian faculty).
¹ Directional questions are defined as questions related to the physical spaces (in or out of library), supplies, where are things on the CapU/Library website, and other general information not related to the finding known items.
² Student Learning Support questions include how-to help for booking library space, printing, copying, scanning, software (Word, pdf, Excel), accessing CapU Student account or eLearn.
³ Reference Level 1 questions include finding a known item (e.g., known title, author, or citation) in the library's collections. Includes access to course reserves.

Non-Degree Program Proposal

Librarian Professional Development
This program will require professional development funding for liaison librarian as follows:
None.

Non-Degree Program Proposal

LIBRARY IMPACT ASSESSMENT - SUMMARY

Support for Program Proposal

Name of Program _____ Date _____
Computing Systems Certificate Jan 22, 2025

Summary of Start-up and Subsequent Costs:

Total Estimated One-Time Collections Costs	\$0
Total Estimated Annual Collections Costs	\$0
Total Estimated Annual Section Increase for Library Facility	0.1 section
Total Estimated Workload Increase for Library Technician	1-1.5hr / week
Total Estimated Professional Development Costs	\$0

* Note: the process to document workload implications is in ongoing development.

Assessment Prepared by:

Tamarack Harkin _____ Date: 22 Jan 2025
Liaison Librarian

Assessment Reviewed by:

Sabrina Wong _____ Date: 22 Jan 2025
Library Coordinator

[Signature] _____ Date: January 27, 2025
University Librarian

Non-Degree Program Proposal

LIBRARY IMPACT ASSESSMENT - SUMMARY

I support this collection assessment: Yes No

Program Developer:

Andrew Hamilton, Instructor

28 Jan, 2025

Name/Title

Date

Comp & Data Science

School or Faculty

In the event that the assessment is not supported, please provide reasoning below.

Non-Degree Program Proposal

Appendix B: Program Costing Workbook

The program costing workbook and program costing analysis developed by Lisa Hoover, Liaison, Program Development and Dr. Graham Gook, Interim Dean, Faculty of Arts and Sciences were approved by the Interim VP, Academic & Provost and the Vice-President, Finance and Administration on January 22, 2025.

Non-Degree Program Proposal

Appendix C: Calendar Copy

Calendar Copy Template

1. Faculty and department of program

Faculty of Arts and Sciences
School of Science, Technology, Engineering, and Math (STEM)

2. Website (*department, or program-specific if applicable*)

<https://www.capilanou.ca/programs--courses/search--select/explore-our-areas-of-study/arts--sciences/school-of-science-technology-engineering--mathematics-stem/>

3. Program title/credential

Computing Systems Certificate

4. Associated degree program (*for major, minor, or extended minor only*)

N/A

5. Program introduction/calendar description (*brief description, usually 1-3 paragraphs*)

Launch your tech career in one of British Columbia’s most dynamic regions! The Computing Systems certificate at Capilano University offers hands-on training in programming, networking, and systems design. Set in the stunning Sea-to-Sky corridor, this program prepares you for the thriving local tech scene while providing the skills and knowledge needed for in-demand IT roles. With flexible delivery options—face-to-face, online, or hyflex—you can balance your studies with your lifestyle. Whether you’re starting your journey in tech or upskilling for career advancement, the Computing Systems certificate is your gateway to success in today’s digital world.

6. Entrance requirements

Admission Requirements:

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

Basic requirements

- High school graduation
- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)
- Pre-calculus 11 (C) or
 - Foundations of Mathematics 11 (C)
 - Math Placement Test (MPT)

Current high school students

Non-Degree Program Proposal

Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University. Final acceptance will be based on high school graduation and having met the program specific requirements.

Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

All of the courses in the proposed Computing Systems certificate are extensively transferable across the province and throughout other academic programs offered by CapU. Students should consult [Advising](#) for specific details.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#)

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Computing Systems certificate.

Students should consult [Academic Advising](#) with all questions related to transfer.

Student Financial Aid

While this certificate is proposed as a part-time program, students registering for a minimum of 9 credits per semester would be classified as full-time students under policy S2002-04. For most scholarships, the requirement for full-time status is 12 credits. Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s).

Where appropriate, external assessors such as community members or Elders may be asked to assist faculty. Students with disabilities will be accommodated during the process.

Non-Degree Program Proposal

Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

7. When to apply *(either specific intake or continuous application, if applicable)*

Applications are accepted for entrance to the Fall and Spring semesters. For application deadlines, see Specific intake application process ([calendar link](#)).

8. How to apply

Every student must apply to CapU through EducationPlannerBC (EPBC), a website for applying to universities and colleges across British Columbia.

9. Basis for admission decision *(specify either competitive or non-competitive admission)*

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Visit [Apply Now](#) to make sure you're ready to fill in your application.

- When you submit your application, you will need to pay an application fee of \$50 for domestic students or \$135 for international students, which gives you the opportunity to apply for 2 programs.
- You will need to upload a digital (PDF) copy of your transcripts and supporting documents at this time.
- If you are currently in Grade 12, you must request that the Ministry of Education [submit your transcript](#) directly to Capilano University.
- Documents must be in the original language of issue and translated into English by a recognized translator, if required.

10. Fees and additional costs *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

11. Program duration and total number of credits

This program is delivered full-time over two semesters for a total of 25.0 credits. Part-time studies are also possible.

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12. Location *(if applicable)*

Squamish

13. Program outline *(courses to be completed) in order*

Non-Degree Program Proposal

Course	Title (full titles as listed on official course outlines)	Credits
Semester I		
ENGL 100	University Writing Strategies	3.00
COMP 101	Computers and their Application	4.00
COMP 115	Learn to Code	4.00
Semester II		
CMNS 250	Intro to Technical Writing	3.00
COMP 165	Intro to Multimedia and the Internet	4.00
COMP 126	Principles of Software Design	4.00
Either Semester:		
STATS 101	Introduction to Statistics	3.00

14. Specializations or options of the program (if applicable)

N/A

15. Program regulations (standard policies apply unless superseded by program-specific regulations)

a. Continuance and probation

See policy S2003-03 Academic Standing.

b. Course repetition

See policy 2003-02 Repeated Courses

c. Readmission

Returning Students – students who have not attended classes for three consecutive major terms (fall or spring) in a non-cohort program or one major term in a cohort program, must apply for readmission, whether returning to the same program or to change programs.

d. Residency

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Computing Systems certificate.

e. Graduation requirements

The minimum University requirement for graduation from all credentials is a CGPA of 2.00. All courses completed at Capilano University within the program requirements are used in the calculation of the Graduation CGPA.

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Non-Degree Program Proposal

Maximum length of time to complete program

Students are expected to complete the requirements for their program within a reasonable timeframe. The reasonable timeframe for each program is defined as twice the duration of the Senate approved program length plus an additional 50%. For example, students in a four-year program would be given ten years from the first term of registration to complete their program. Students in a two-year program would be given five years to complete their program.

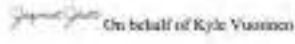
Non-Degree Program Proposal

Appendix D: Program Proposal Review & Feedback Tracking

In accordance with [B.106.02 Program Approval Procedure](#), it is possible to fast-track the development of new certificate.

While there is an allowance for expedited program approvals there is no specific expedited procedure or approvals process. In lieu of an official procedure, AIP recommended the following approvals pathway which was approved by the Interim Vice President and Provost in August 2024.

Where a Query/Comment has been submitted by more than one reviewer, it will be identified as such with the number of reviewers posing the question in parentheses at the beginning of the comment, e.g. (2) would indicate two reviewers asked the same or a similar question.

Review Step	Date/Decision	Query/Comment	Action
Draft 1 Review:			
Library Impact Statement	January 27, 2025		AIP: Added completed Library Impact Assessment to proposal.
Registrar's Recommendation	December 17, 2024	 On behalf of Kyle Vuononiemi	
Pending			
University Wide Notification	December 18, 2024	<p>Dr. B. Paris – CTE See link for feedback form</p> <p>Inconsistent title of program – computing systems and computing systems</p> <p>Will there be a work-integrated-learning component to “to connect students with the growing tech industry in Squamish, Whistler, and beyond” (p. 9)?</p> <p>Why the differentiation and inclusion of both skills, knowledge and attributes and learning outcomes?</p> <p>Will there be minimum standards published for the student's laptops?</p>	<p>AIP: reviewed and corrected to Computing Systems throughout.</p> <p>AIP: Ideally if the program is regularized the department will work with WIL to explore those opportunities.</p> <p>AIP: This has been changed for clarity and only list PLOs now.</p> <p>AIP: Minimum standards will be determined by the department and communicated to the RO to</p>

Non-Degree Program Proposal

Review Step	Date/Decision	Query/Comment	Action
			be published on the program site.
Faculty Council	December 17 20, 2024	<p>Electronic review and vote initiated by AIP for the FAS FC.</p> <p>BPS Vote: Yes</p> <p>Recommended Revisions: Faculty Feedback Forms</p> <p>(2) I don't understand why ENGL 100 is a required course for this certificate. It doesn't seem necessary.</p> <p>(2) It would be beneficial to provide stronger evidence of need and how this program would contribute to the growing local tech sector. While rationale is provided, it is cursory and vague. What is this sector specifically in Squamish? How would this program benefit this specific sector? I even wonder – has there been any collaboration or consultation with the industry in Squamish? For example, would companies hire someone with this certificate and no other training? Has AIP or others been in conversation with them?</p> <p>It seems unlikely that listed curriculum would provide the needed foundation to obtain work in the area without further, and realistically significantly more, study. That is, this looks to be preparatory – i.e., more like a coordinated first year rather than a credential.</p>	<p>Votes to recommend: 26 Votes against: 1 Abstention: 0 Total FC members: 36</p> <p>The inclusion of ENGL 100 and CMNS 250 enhances students' academic and professional writing skills, supports technical communication, writing reports, documenting code and technical solutions.</p> <p>AIP: Valid question. Links have been added to provide examples. Should the program be regularized a more robust analysis will be done. Unfortunately, the expedited process limits some of the on the ground research we can do.</p> <p>AIP: There are differing opinions about what a university certificate is supposed to achieve. One purpose they serve is as a "gateway drug" of sorts (for lack of a better term) for individuals who may not see themselves as university students (e.g. first generation students or those whose families have not previously had access to post-secondary education opportunities). It is a chance to come into a shorter duration program with achievable outcomes that ideally can ladder or transfer into other credentials and build confidence and identity as a learner. Certificates tend to prepare students for entry-level work in a specific field with</p>

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Review Step	Date/Decision	Query/Comment	Action
		Demonstration of “Student demand” has been a very high priority for consideration [of new programs in the past] and required clear evidence to a demanding standard. ‘Testing the market’ has never been acceptable before.	transferable, often technical or applied skills or to practice or enhance entry-level skills they already have. This being said, there are all kinds of certificates, some very high-level (e.g. professional development or graduate certificates), and not all four that are being developed for Squamish are of the same level or length. Policy-wise they have a VERY broad credit range 15-59, which can make them all look very different and difficult to assess under the label of "certificate". AIP: Launching the Squamish campus with short preparation time has required ‘out of the box’ and ‘out of the norm’ approaches. Without previous CapU offerings in this region to measure student demand off of we have had to consider alternate approaches to solving the problem.
Draft 2 Review:			
SCC Recommendation		Recommend to VPAP and VP Finance and Administration	January 17, 2024
Interim VPA & Provost Recommendation		Reviewed and recommended for Senate	Dr. T. Penny Light January 22, 2025
VP Finance & Administration Recommendation		Reviewed and recommended for Senate	T. Bains January 22, 205
Senate Recommendation			
Board of Governors Approval			



New Program Proposal

Sustainable Economics Certificate

School of Social Sciences

Department of Economics

January 2025

For internal distribution only

 On behalf of Kyle Vuorinen

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Non-Degree Program Proposal

Name of Institution: Capilano University
Title of Program: Sustainable Economics
Credential to be awarded to graduates: Undergraduate Certificate
Length of Program: 15 credits

Institutional Contact: Graham Cook	Title: Interim Dean, Faculty of Arts & Science
Phone:	Email: grahamcook@capilanou.ca

Executive Summary:

The Faculty of Arts & Sciences proposes a part-time, open enrollment, 15-credit certificate in Sustainable Economics for launch at the Capilano University (CapU) Squamish campus in the fall semester of 2025.

The Capilano University Squamish campus welcomed its first students in the Fall semester of 2024. Preliminary programming of this campus has revealed an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. This certificate has been developed in consultation with the Associate Vice President of the CapU Squamish campus, the Vice President Academic & Provost, and the Associate Vice President Academic & Vice Provost and in collaboration with the dean and faculty members of the Faculty of Arts & Science, specifically the School of Social Sciences, School of Humanities, and the Institute of Interdisciplinary Studies. This non-laddering certificate in Sustainable Economics has been developed in accordance with CapU policy [B. 106, Program and Course Review and Approval](#) Section 4. *Expedited Approval of Non-Degree Programs*. Under this section expedited approval of new non-degree programs is permitted if “There is an opportunity for revenue generation to meet a specific demand and where there are time constraints.” It is important to note that under this section, “[...] the program [is] to be offered on a one-time exceptional basis only. Before the program is offered a second time, it must be approved through the normal approval process.” In order to achieve an expedited launch date, this certificate is not intended to ladder into a higher credential. A laddering credential would require Ministry review, which can significantly impact the development time.¹ The intent of this non-laddering certificate along with three others (Computing Systems, Communication for Professionals, Outdoor Filmmaking) is to gauge interest and potential scope for further development of programs of study in this field. If it is determined that there is market interest, any subsequent version would be assessed and purposefully re-designed for laddering potential.

Capilano University (CapU) was founded in 1968 as a community college and in 2008 became a special purpose teaching university, which sets its policies in accordance with the University Act. Currently enrolling over 10,000 students (2023/34) in for-credit courses, CapU serves the geographic region of the

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¹ The Ministry guidelines for non-degree programs were not updated in alignment with the degree program quality standards update released in July 2024. The existing guidelines in place are those dated July 2008 under the Ministry of Advances Education, Skills and Training. Under these guidelines, only certificates that do not ladder into a higher credential are exempt from ministerial review.

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North Shore, Sechelt and the Sunshine Coast and the Howe Sound communities of Squamish, Whistler, Mount Currie, and Pemberton. We are committed to high quality teaching, student experience and success, offering a comprehensive range of credentials that are relevant and transformative for individual students, local communities, and global citizenship are offered every year.

CapU is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.

Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

The Sustainable Economics certificate contributes to building program capacity within the institution. It expands the boundaries and application of the skills training within the context of the Faculty of Arts and Sciences. Practical skills, ethics and best practices taught across the selected courses create a solid foundation for those students who pursue employment or further studies in related industries or disciplinary fields.

The members of the program working group acknowledge that historically the discipline of economics is inherently colonial. It is their intent that students be taught to use the knowledge and tools of economics judiciously and carefully in a manner that does not cause harm to people or the land.

The proposed Sustainable Economics certificate aligns with CapU's strategic priorities by addressing the pillars of community, imagination, and a distinct university experience, as outlined in [Illuminating 2030](#) (IG) and [Envisioning 2030 \(EG\)](#). The course-level learning outcomes of the certificate align with the strategic academic initiatives as follows:

Community

Illuminating 2030 and *Envisioning 2030* prioritize strong community engagement and collaboration, emphasizing partnerships and shared responsibility for sustainable futures.

Learning Outcome 1: *Incorporate Indigenous knowledge and stewardship principles into economic decision-making.*

- **EG:** This outcome emphasizes equity, inclusivity, and community building by integrating Indigenous perspectives into economics, strengthening ties with local First Nations, and advancing reconciliation efforts.
- **IG:** It aligns with *Illuminating 2030*'s goal of creating inclusive and transformative learning experiences embedding Indigenous knowledge into economic practices, cultural understanding and meaningful engagement.

Learning Outcome 2: *Evaluate the economic impacts of ecological and environmental policies.*

- **EG:** Addresses societal needs by empowering students to critically assess the relationship between economic systems and environmental sustainability. Graduates can work with organizations involved in policy-making and sustainable development initiatives.

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- **IG:** Equips students with tools for forward-thinking problem-solving. By evaluating environmental policies, students are prepared to participate in impactful change in industries and communities.

Imagination

The university values preparing students to be innovative and creative problem-solvers to address complex global challenges.

Learning Outcome 1: *Analyze the core principles of microeconomic and macroeconomic theory to address real-world issues.*

- **EG:** Prepare students with analytical skills to tackle real-world problems, enhancing their ability to contribute meaningfully to local and global economies.
- **IG:** Emphasize innovation and career readiness by teaching students to apply theoretical knowledge to practical scenarios, preparing them for success in evolving industries.

Learning Outcome 4: *Communicate effectively about sustainable economic strategies in diverse and interdisciplinary contexts.*

- **EG:** Prepare students to collaborate across disciplines and adapt to global challenges. Effective communication ensures that graduates can share sustainable strategies with diverse audiences.
- **IG:** Developing students' ability to articulate complex ideas clearly and persuasively, enhancing their leadership potential in interdisciplinary fields.

Distinct University Experience

The CapU Squamish campus emphasizes offering a learning experience grounded by Capilano University values and goals at a unique location, particularly well-situated for experiential and place-based learning.

The development of this certificate program is in alignment with Illuminating 2030, Action 6,

Prioritize the development of flexible academic programs with options for individualized pathways by incorporating minors, certificates and microcredentials in addition to students' primary areas of study.

Learning Outcome 3: *Incorporate Indigenous knowledge and stewardship principles into economic decision-making.*

- **EG:** This outcome reflects CapU's unique approach to reconciliation by working to embed Indigenous knowledge into economic education.
- **IG:** CapU aims to deliver transformative learning experiences by continuously working to understand how to improve and develop programs that integrate cultural awareness and inclusivity in ways that differentiate CapU's graduates in the academic and professional landscape.

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Learning Outcome 1: *Analyze the core principles of microeconomic and macroeconomic theory to address real-world issues.*

- **EG:** This outcome supports CapU's dedication to providing unique, relevant education that applies to practical challenges, setting students apart in their ability to address real-world economic issues.

By addressing these strategic themes, the Sustainable Economics certificate directly contributes to CapU's mission of providing innovative, community-driven, and distinctive educational opportunities.

Program Rationale:

As noted above, there is an urgent need to market, and product test the demand for specific academic offerings in the Sea-to-Sky corridor to draw local and destination students. Squamish is an ideal setting for a program focused on sustainable economics due to its unique environmental and economic landscape. The region is characterized by its natural beauty, ecological diversity, and growing eco-tourism industry. However, it also faces challenges in balancing economic growth with environmental stewardship. This program begins to address the region's need for sustainability-minded emerging professionals who can navigate these challenges and promote responsible development within local industries such as tourism, natural resource management, and real estate development.

The 15-credit certificate in Sustainable Economics aims to equip students with a foundational understanding of the interconnectedness between economic systems, environmental sustainability, and social equity. Learning outcomes include critical thinking about ecological and economic challenges, integrating sustainability in decision-making, and community-oriented solutions. These outcomes align closely with the themes of CapU's [*illuminating 2030*](#) and [*Envisioning 2030*](#) strategies, emphasizing Community, Imagination, and a Distinct University Experience.

Chieko Tanimura and Luis Eduardo Azmitia Pardo, School of Social Sciences faculty members served as subject matter experts in the development of this proposal. The Department of Economics will be the administrative home for this program.

As a for-credit credential, students may be able to use credit from the certificate toward completion of other programs at CapU or other institutions.

Program Description:

Goals and Objectives:

The Sustainable Economics certificate explores the intersection of economics, environmental stewardship, and Indigenous perspectives on resource management. This 15-credit program provides foundational training in microeconomics, macroeconomics, ecological and environmental policies, and Indigenous perspectives. The certificate equips students with the basic analytical and critical thinking skills necessary to begin to address economic and environmental challenges in the Sea-to-Sky corridor and beyond.

This certificate program at CapU's Squamish campus aligns with the region's commitment to sustainable development and resource management.

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Target Audience

The program is designed for:

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- Recent high school graduates interested in sustainable development.
- Professionals in the tourism, recreation, or community development sectors seeking additional training.
- Individuals from Indigenous communities or those interested in Indigenous stewardship practices.
- CapU students enrolled in other programs of study interested in additional skills sets.

Program Learning Outcomes

Graduates will be able to:

1. Analyze the core principles of microeconomic and macroeconomic theory to address real-world issues.
2. Evaluate the economic impacts of ecological and environmental policies.
3. Incorporate Indigenous knowledge and stewardship principles into economic decision-making.
4. Communicate effectively about sustainable economic strategies in diverse and transdisciplinary contexts.

System Duplication:

Capilano University Sustainable Economics certificate vs. Comparable Programs across the Lower Mainland

Local Comparables

CapU's Squamish campus offers a more localized, hands-on approach to sustainability challenges, particularly with a focus on environmental management in the Sea-to-Sky corridor. According to Education Planner BC there are certificate programs in the province with some similar content under the search parameters of "sustainable economics" and "environmental economics, "certificate", "1-2 years" in the lower mainland. Tuition costs at Capilano University are competitive, offering a more affordable alternative.

Tuition, Duration, and Credits Comparison:

1. [SFU – Sustainable Development](#)
 - Credits: 20-21
 - Duration: Two semesters
 - Intake: September, January, May
 - Location: Burnaby
 - Domestic Tuition: ≈ \$4500.00

2. [SFU – Corporate Environmental Sustainability](#)
 - Credits: 27
 - Duration: Two semesters
 - Intake: September, January, May
 - Location: Burnaby

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- Domestic Tuition: ≈\$5725.00

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3. [VCC – University Transfer Environmental Studies](#)
 - Credits: 27
 - Duration: 16 month
 - Intake: September, January, May
 - Location: Burnaby
 - Domestic Tuition: ≈\$4600.00

Sea-to-Sky Corridor Differentiation

Key Points:

1. **Focus on Sustainable Economics:**
Unlike other certificate programs which may emphasize broader sustainability topics or business management, this program specifically targets the intersection of economics, ethics, and sustainability. This provides students with a distinct advantage when applying for roles focused on sustainability economics and policy.
2. **Regional Focus on Environmental Issues:**
The program is focused on unique economic challenges of the Sea-to-Sky corridor and will connect coursework to concepts such as resource management, eco-tourism, and sustainable business practices. This focus sets it apart from more generalized programs offered in Vancouver or other urban centers.
3. **Work-Integrated Learning (WIL):**
Students can directly apply their learning to real-world settings, which is more integrated than in some other certificate programs where practical opportunities may be limited. Scenarios in the courses use WIL concepts—students do simulations of actual writing and public speaking for the workplace. Should the program be ‘regularized’ through the standard approval process, opportunities for true WIL will be explored within the Squamish community.

Labour Market Demand: WorkBC (relevant to certificate level training)

As baccalaureate degrees are a typical base education requirement, a secondary credential option like the Sustainable Economics certificate can expand job opportunities and additional training/skills development for individuals already working with degrees.

NOC Code	Job Title	Education required	Job Openings 2023/24
1123	Professional occupations in advertising, marketing and public relations	A bachelor’s degree in business administration, commerce, economics or a related field. Certification or master’s degree (e.g. MBA). Specialized knowledge in sustainability (like this certificate)	5903 This occupation has robust demand in BC, with 5,390 job openings projected and opportunities in the consulting sector, particularly for roles focused on sustainability strategies

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NOC Code	Job Title	Education required	Job Openings 2023/24
4163	Economics Development Officers and Policy Researchers	A bachelor's degree in economics, commerce, business administration, or public administration. Certificates or additional training in sustainability, environmental policy, or development strategies are highly advantageous.	This occupation supports economic development initiatives and sustainable policy-making. High demand exists in public administration and consulting, especially in BC's Mainland/Southwest region
1225	Purchasing agents and officers	Typically, a bachelor's degree in business, economics, or systems management. Sustainability-focused programs provide niche expertise that is increasingly valued in BC industries	High demand for sustainability-focused roles
11201	Business Systems Analysts	Typically, a bachelor's degree in business, economics, or systems management. Sustainability-focused programs provide niche expertise that is increasingly valued in BC industries	Includes roles emphasizing sustainable business practices, which are increasingly in demand, with BC forecasting nearly 2,000 job openings from 2023 to 2033

Curriculum/Program Context:

The certificate program will use existing CapU courses. No additional resources are anticipated for development with the exception of course outline updates which can take place at a later date.

Credential and Nomenclature

The 2021 Canadian Classification of Instructional Programs (CIP) code [45.0602 Applied Economics](#).

This instructional program class comprises any program that focuses on the application of economic principles and analytical techniques to the study of particular industries, activities, or the exploitation of particular resources. These programs include courses in economic theory; microeconomic analysis and modelling of specific industries and commodities; the economic consequences of resource allocation decisions; regulatory and consumer factors; and the technical aspects of specific subjects as they relate to economic analysis

Certificate programs are not currently Post Graduate Working Permit (PGWP) eligible.

Learning Methods and Delivery

The selected courses in the Sustainable Economics certificate program are designed to accommodate diverse learning preferences and provide flexibility through a variety of delivery methods. The program is intended to be offered in person at the Squamish campus in the first year of delivery. Courses may also be offered in face-to-face, online, and where possible hyflex formats, allowing students to choose

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the mode that best suits their needs and schedules. Face-to-face classes will emphasize collaborative, hands-on activities, promoting peer interaction and instructor guidance. Online courses will leverage interactive tools, multimedia resources, synchronous and asynchronous learning opportunities to support self-paced study. The hyflex option (when available) will combine the best of both worlds, offering students the flexibility to attend in person or participate virtually, ensuring accessibility and inclusivity for students across the Sea-to-Sky corridor and beyond. [Return to TOC](#)

Program Learning Outcomes

Learning Outcome	Mapped Course
1. Analyze the core principles of microeconomic and macroeconomic theory to address real-world issues.	ECON 111 Principles of Microeconomic Theory ECON 112 Principles of Macroeconomic Theory
2. Evaluate the economic impacts of ecological and environmental policies.	ECON 230 Ecology, Environment and Economic Policy
3. Incorporate Indigenous knowledge and stewardship principles into economic decision-making.	ECON 230 Ecology, Environment and Economic Policy HIST 206 People of the Land: Environment in Canadian History
4. Communicate effectively about sustainable economic strategies in diverse and interdisciplinary contexts.	HIST 206 People of the Land: Environment in Canadian History ENSO 100 Catalysts to Change – Perspectives on the Living Planet

Program Structure:

This certificate is structured for open enrollment and part-time study and the anticipated section plan for the Squamish campus for these courses requires delivery over two semesters as students will need to complete ECON 111 before they can register in ECON 112. The two-semester approach begins with ECON 111 Principles of Microeconomic Theory in the first semester, providing a foundation in economic decision-making at the individual and firm level, critical for understanding broader economic systems. In the second semester, students advance to ECON 112 Principles of Macroeconomic Theory, which builds on microeconomic concepts to explore national and global economic frameworks, including issues like inflation, unemployment, and economic growth.

This sequencing ensures a logical progression of knowledge, allowing students to deepen their understanding of core economic principles while applying them to real-world sustainability challenges. The part-time format also provides flexibility for those balancing professional development with other commitments, making the program accessible to a broader audience, including working professionals, community members, and recent high school graduates.

Recommended Path:

Course	Credit	Pre-Requisites
Semester 1: ECON 111 Principles of Microeconomic Theory	3.0	None

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ENSO 100 Catalysts to Change – Perspectives on the Living Planet	3.0	None
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Semester 2:

ECON 112 Principles of Macroeconomic Theory	3.0	ECON 111
ECON 230 Ecology, Environment and Economic Policy	3.0	None

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Either term (or a third term if preferred)

HIST 206 People of the Land: Environment in Canadian History	3.0	None
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Total credits	15.0	
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Program Size

This program is proposed for face-to-face, open enrollment at the Squamish campus for one year. All course sections used by this and shared with other programs offered will be expected to meet the default class size guidelines of thirty-five (35) students per section as outlined in policy OP.101 *Class Size* except in cases where it may meet the criteria for exceptions. Fully in person courses offered at the Squamish campus may require an exception due to section 4. (c) Physical Limitations (such as room size, lab capacity, equipment, etc.).

The Vice-President Academic and Provost will keep a record of the requests and decisions made under this policy.

Faculty

Several permanent and non-regular faculty members in the School of Social Sciences, School of Humanities, and the Institute of Interdisciplinary Studies have the combined expertise necessary to successfully deliver this proposed certificate program.

Program Resources

Detailed budget analysis for the proposed program was completed in conjunction with Finance the Dean, FAS and the AVP Squamish.

Students are expected to provide their own laptop computer.

Admissions and Transfer:

Admission Requirements

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

Basic requirements

- High school graduation
- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)

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Current high school students

Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University.

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Final acceptance will be based on high school graduation and having met the program specific requirements.

Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

All of the courses in the proposed Sustainable Economics certificate are extensively transferable across the province and throughout other academic programs offered by CapU. Students should consult [Advising](#) for specific details.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#)

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Sustainable Economics certificate.

Students should consult [Academic Advising](#) with all questions related to transfer.

Student Financial Aid

CapU is a [designated post-secondary institution](#), where students may be [eligible to apply for part-time student funding](#).

Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program. PLA may be possible in some cases for some students coming into this program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s).

Where appropriate, external assessors such as community members or Elders may be asked to assist

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faculty. Students with disabilities will be accommodated during the process.

Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

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Program Consultations and Evaluation:

Due to the expedited timeline for developing the Sustainable Economics certificate, no external consultation has been conducted at this stage. This approach was necessary to address immediate institutional priorities and regional opportunities. However, should the program transition to a regularized offering, a comprehensive consultation process will be undertaken. This will include engagement with industry professionals, local Indigenous communities, regional stakeholders, and academic partners to ensure the program's alignment with industry standards, community needs, and Capilano University's commitment to collaborative and inclusive program development.

Risk and Safety

No safety or risk management factors outside of typical Capilano University course delivery have been identified.

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Appendix A: Library Impact Assessment

New Program Proposal or Revision

Faculty Area	Arts and Sciences
Program Title	Sustainable Economics
Credential (Bachelor's Degree, Major, Minor, Diploma, Certificate, Master's Degree, etc.)	Certificate
Is this a revision of an existing program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Name(s) of program developers	Claire Carolan

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Part 1 – Collections

Databases		
Title	Held by CapU Library?	Estimated annual cost
Academic Search Complete	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Business Source Ultimate	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Canadian Business and Current Affairs	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Conference Board of Canada	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
GreenFILE	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
JSTOR	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
SAGE Humanities and Social Science	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Science Direct	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Sociology Collection	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Statista	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Ongoing Costs Subtotal		\$
Comments: Key databases are already held by CapU Library.		

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Periodicals (journals, news, magazines, etc.)		
Title	Held by CapU Library?	Estimated annual cost
Journal of Economics & Sustainability	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Economics, Management & Sustainability	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
BioPhysical Economics & Resource Quality	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Canadian Journal of Economics	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
The American Economic Review	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Quarterly Journal of Economics	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Journal of Economic Growth	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Economic Policy	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
The Economist	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Ongoing Costs Subtotal		\$
One-Time Costs Subtotal (e.g., Backfiles)		
<p>Comments: The core periodical collection is maintained through our database collections and already held by CapU Library. No faculty recommendations for additional titles have been received at this time.</p>		

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Books (print, electronic, or audio)	
Number of titles held by CapU Library in this subject area:	1424 (Print: 1336, eBook: 88)
Average cost per volume of titles in this subject area:	\$46.17 (Print: \$45.12 Audio/eBook: \$140.89)
Is the collection current?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<p>Comments on the currency/comprehensiveness of the monograph collection</p> <p>Much of the collection is generally current and comprehensive as it relates to other programs (e.g., Bachelor of Environment and Society (Environmental Sciences or Environmental Studies), but it may require some updates and ongoing costs specific to Sustainable Economics to maintain currency (e.g., shifting government regulations for sustainability). For example, of the 1424 titles in the collection 1336 of these are print with an average publication date of 2007 whereas average publication date for the 88 eBooks and Audiobooks is 2017. Additional titles, particularly digital content, will continue to be added.</p>	
One-Time Costs Subtotal	\$1000
Ongoing Costs Subtotal	\$1000
<p>Comments</p> <p>Purchasing eBooks to support this program is essential as it will operate from the Squamish campus. The average cost for an eBook in this area is \$140.89. A one-time cost of \$1000 would allow for the library to purchase approximately 6-7 eBooks (accounting for inflation for new titles; the average cost is based on items with an average publication date of 2007 for print and 2017 for eBooks or Audiobooks). Ongoing annual purchases of approximately \$1000 are required to maintain currency of the collection for this program.</p>	

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Non-Degree Program Proposal

Media	
Number of titles held by CapU Library in this subject area:	18
Average cost per volume of titles in this subject area:	\$99.00
Is the collection current?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<p>Comments on the currency/comprehensiveness of the media collection</p> <p>The number of titles held by CapU Library may need to increase to maintain currency; however, much of the film content that students interact with comes from leased streaming databases and can therefore be removed from the library by the publishers at anytime.</p>	
One-Time Costs Subtotal	\$500
Ongoing Costs Subtotal	0
<p>Comments</p> <p>The media collection is healthy, and no faculty have indicated that specific films are needed. A one-time cost of \$500 would allow us to acquire 4-5 streaming films as requested.</p>	

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Non-Degree Program Proposal

Part 2 – Workload

Liaison Librarian Workload

Liaison librarians offer support with collection development, the creation of online resource guides and tutorials, student and faculty research support, and a wide range of other services.

This program will require additional Library faculty sections as follows:

The library is in the process of establishing a formula that reflects employee time for both librarians and library staff required for collection development and liaison support (i.e. As new programs, campuses and enrollment levels expand workload for library staff and librarians will also increase).

The Sustainable Economics Certificate is anticipated for delivery at Squamish campus, which currently has limited, part-time library technician staffing, no librarian on site, and no physical library collection.

Additionally, with the creation of new on-campus programs, we anticipate increased student use of the library spaces, and related Directional¹, Student Learning Support², and Reference Level¹³ questions for library staff.

Until a librarian is hired for Squamish campus, research support (e.g., Reference Level 2 questions and more complex queries) will be referred to librarian faculty for remote support.

¹ *Directional* questions are defined as questions related to the physical spaces (in or out of library), supplies, where are things on the CapU/Library website, and other general information not related to finding known items.

² *Student Learning Support* questions include how-to help (e.g. booking library spaces, printing, copying, scanning, software (Word, pdf, Excel), accessing CapU Student accounts or eLearn, etc.).

³ *Reference Level 1* questions include finding a known item (e.g., known title, author, or citation) in the library's collections. Includes access to course reserves.

Library Technician Workload

This program will require additional library technician workload as follows:

See above

Librarian Professional Development

This program will require professional development funding for liaison librarian as follows: N/A

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Non-Degree Program Proposal

SUMMARY

Total Estimated One-Time Collections Costs	\$1500
Total Estimated Annual Collections Costs	\$1000
Total Estimated Annual Section Increase for Library Faculty	1-2 sections
Total Estimated Workload Increase for Library Technician	50%
Total Estimated Professional Development Costs	N/A

Assessment Prepared by:



Liaison Librarian

January 9, 2025

Date

Assessment Reviewed by:



Collection Development Librarian

January 9, 2024

Date



Library Coordinator

January 9, 2025

Date



University Librarian

January 10, 2025

Date

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Appendix B: Program Costing Workbook

The program costing workbook and program costing analysis developed by Lisa Hoover, Liaison, Program Development and Dr. Graham Cook, Interim Dean, Faculty of Arts and Sciences were approved by the Interim VP, Academic & Provost and the Vice-President, Finance and Administration on January 22, 2025.

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Non-Degree Program Proposal

Appendix C: Calendar Copy

Calendar Copy Template

1. Faculty and department of program

Arts and Sciences
School of Social Sciences
Department of Economics

2. Website (*department, or program-specific if applicable*)

<https://www.capilano.ca/programs--courses/search--select/explore-our-areas-of-study/arts--sciences/school-of-social-sciences/economics-department/>

3. Program title/credential

Sustainable Economics certificate

4. Associated degree program (*for major, minor, or extended minor only*)

N/A

5. Program introduction/calendar description (*brief description, usually 1-3 paragraphs*)

The Sustainable Economics certificate is an open-enrollment, part-time, 15-credit program that equips students with essential skills and knowledge to address pressing global challenges at the intersection of economics, environmental sustainability, and Indigenous stewardship. Combining foundational courses in microeconomics and macroeconomics with course work in ecological policy, environmental perspectives, and Canadian environmental history, this program provides a unique interdisciplinary approach to sustainability. Designed to foster critical thinking, effective communication, and community-engaged learning, students gain foundational tools to analyze and propose solutions to real-world economic and environmental issues.

Offered at Capilano University's Squamish campus, the program is ideal for students passionate about creating a sustainable future. Whether you are a recent high school graduate, a working professional, or someone looking to deepen your understanding of sustainability, the certificate's flexible structure allows for part-time study over two semesters. With a focus on experiential learning and regional partnerships, graduates will be well-prepared for careers in sustainable industries, public policy, or further education in related fields.

6. Entrance requirements

Admission Requirements:

English language requirements

English is the language of instruction at CapU. All applicants are required to demonstrate competence in the English language prior to admission. [English Language Requirements](#).

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Basic requirements

- High school graduation
- A minimum grade point average of 2.0 (60%) calculated on English Studies 12 or English 12 or English First Peoples 12 and two [academic Grade 12 courses](#)

Current high school students

- Current Grade 12 students can be conditionally accepted based on final Grade 11 grades or interim Grade 12 grades. Students can upload proof of grades (e.g. unofficial transcripts, copies of report cards) through [Education PlannerBC](#) when applying to Capilano University. Final acceptance will be based on high school graduation and having met the program specific requirements.

Note: All B.C. applicants must release their grades to CapU via the [BC Ministry of Education at Student Transcripts Services](#) (STS). Please do this as soon as possible.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Transfer credit

All of the courses in the proposed Sustainable Economics certificate are extensively transferable across the province and throughout other academic programs offered by CapU. Students should consult [Advising](#) for specific details.

Articulation agreements are recorded in the [BCCAT Transfer Guide](#)

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Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Sustainable Economics certificate.

Students should consult [Academic Advising](#) with all questions related to transfer.

Student Financial Aid

CapU is a [designated post-secondary institution](#), where students may be [eligible to apply for part-time student funding](#).

Students should consult CapU [Financial Aid & Awards](#) advisors and [StudentAidBC](#) for further details.

Prior Learning Assessment (PLA)

CapU recognizes that some students may have acquired valuable skills and knowledge outside of a formal education setting that matches what we teach in a specific course or program. PLA may be possible in some cases for some students coming into this program.

Students with questions regarding PLA options should meet with [Academic Advising](#) prior to registration. The type of PLA assessment and how it is delivered (in person, online, on video) is

Non-Degree Program Proposal

determined on an individual, course-by-course basis by the program area. Approved program faculty with expertise in the subject area will assess each submission(s).

Where appropriate, external assessors such as community members or Elders may be asked to assist faculty. Students with disabilities will be accommodated during the process.

Assessors will compare relevant, demonstrable skills and knowledge to the learning outcomes in the course. A passing grade results in a CR indicating Credit granted for that specific course, which will appear on the student transcript.

7. When to apply *(either specific intake or continuous application, if applicable)*

Applications are accepted for entrance to the Fall and Spring semesters. For application deadlines, see Specific intake application process (*calendar link*).

8. How to apply

Every student must apply to CapU through EducationPlannerBC (EPBC), a website for applying to universities and colleges across British Columbia.

9. Basis for admission decision *(specify either competitive or non-competitive admission)*

Applicants who meet the entrance requirements will be admitted in the order of their application date. This date is set when an application, all required documentation, and the application have been submitted.

Visit [Apply Now](#) to make sure you're ready to fill in your application.

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- When you submit your application, you will need to pay an application fee of \$50 for domestic students or \$135 for international students, which gives you the opportunity to apply for 2 programs.
- You will need to upload a digital (PDF) copy of your transcripts and supporting documents at this time.
- If you are currently in Grade 12, you must request that the Ministry of Education [submit your transcript](#) directly to Capilano University.
- Documents must be in the original language of issue and translated into English by a recognized translator, if required.

10. Fees and additional costs *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

11. Program duration and total number of credits

This program is delivered part-time over two semesters for a total of 15.0 credits.

12. Location *(if applicable)*

Squamish

13. Program outline *(courses to be completed) in order*

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Course	Title (full titles as listed on official course outlines)	Credits
Semester I		
ECON 111	Principles of Microeconomic Theory	3.00
ENSO 100	Catalysts to Change – Perspectives on the Living Planet	3.00
Semester II		
ECON 112	Principles of Macroeconomic Theory	3.00
ECON 230	Ecology, Environment and Economic Policy	3.00
Either Semester		
HIST 206	People of the Land: Environment in Canadian History	3.00

14. Specializations or options of the program (if applicable)

N/A

15. Program regulations (standard policies apply unless superseded by program-specific regulations)

a. Continuance and probation

See policy S2003-03 Academic Standing.

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b. Course repetition

See policy 2003-02 Repeated Courses

c. Readmission

Returning Students – students who have not attended classes for three consecutive major terms (fall or spring) in a non-cohort program or one major term in a cohort program, must apply for readmission, whether returning to the same program or to change programs.

d. Residency

Students with comparable transfer courses would be eligible for admission to the program upon meeting the minimum [Capilano University Admission](#) requirements. A minimum of 50% of the courses must be completed at Capilano University in order to earn the Sustainable Economics certificate.

e. Graduation requirements

The minimum University requirement for graduation from all credentials is a CGPA of 2.00. All courses completed at Capilano University within the program requirements are used in the calculation of the Graduation CGPA.

f. Maximum length of time to complete program

Students are expected to complete the requirements for their program within a reasonable timeframe. The reasonable timeframe for each program is defined as twice the duration of the Senate approved program length plus an additional 50%. For example, students in a four-year program would be given ten years from the first term of registration to complete their program. Students in a two-year program would be given five years to complete their program.

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
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Appendix D: Program Proposal Review & Feedback Tracking

In accordance with [B.106.02 Program Approval Procedure](#), it is possible to fast-track the development of new certificate programs.

While there is an allowance for expedited program approvals there is no specific expedited procedure or approvals process. In lieu of an official procedure, AIP recommended the following approvals pathway which was approved by the Interim Vice President and Provost in August 2024.

Where a Query/Comment has been submitted by more than one reviewer, it will be identified as such with the number of reviewers posing the question in parentheses at the beginning of the comment, e.g. (2) would indicate two reviewers asked the same or a similar question.

Review Step	Date/Decision	Query/Comment	Action
Draft 1 Review:			
Library Impact Statement	December 16, 2024		Submitted/signed Jan 10, 2025 Dr. Christina Niegle
Registrar's Review	December 12, 2024	 On behalf of Kyle Vuorinen	
University Wide Notification	December 19, 2024	No comments received.	
Faculty Council	December 16 – 20, 2024	Electronic review and vote initiated by AIP for FAS. FAS Vote: Yes Recommended Revisions: Faculty feedback forms (2) The comparison with credits from other schools has a typo. It says CapU is 27, but is in fact 15. Why is part-time studies highly recommended? How is ECON 112 a pre-req for ECON 112? Should that be 111? Comparison – When looking at cost per credit, if CapU's certificate is only 15	Votes to recommend: 23 Votes against: 2 Abstention: 1 Total FC members: 36 AIP: checked and corrected. AIP: due to pre-reqs and scheduling. Clarified in the program structure section . AIP: checked and corrected. AIP: checked and corrected.

Non-Degree Program Proposal

Review Step	Date/Decision	Query/Comment	Action
		<p>credits, then it is a more expensive option, not less</p> <p>(4) This proposal states that it was developed by STEM – but these courses come from Social Sciences, Humanities, and the BES (Institute of Interdisciplinary Studies).</p> <p>(2) Individual courses align with the Illuminating and Envisioning, but there needs to be greater exploration of how the credential maps to these documents.</p> <p>(2) The proposal refers to ethics, eco-tourism, ecological policy, and sustainable business practices, but I don't see that the curriculum incorporates these areas eg. no courses in ethics, eco-tourism, political sciences, nor any from business.</p> <p>This proposal incorrectly maps ENSO 100 to Learning Outcome #2.</p> <p>ECON 230 was developed by the Economics Dept. in collaboration with the BES because there is a well-established need for a different approach to envisioning human economic systems and the environment eg ecological economics. Putting ECON 230 in a credential alongside two classical economic courses doesn't make sense – opposing perspectives. I'll defer to the ECON department for their expertise here.</p> <p>ENSO 100 is mapped to Learning Outcome #4 – ENSO 100 does not include economic policy.</p>	<p>AIP: checked and corrected.</p> <p>AIP revised to better map to PLOs vs. course learning outcomes.</p> <p>AIP checked for context – language revised for clarity that the certificate includes course work in environmental studies, ecology, environment and economic policy. Making connections to how these may apply in other areas such as poli-sci and eco-tourism will be made by course instructors.</p> <p>AIP: Checked and corrected.</p> <p>AIP: the course was selected by the ECON subject matter experts/working group.</p> <p>AIP: ENSO 100 is a broad-spectrum interdisciplinary seminar course. Its learning outcomes include:</p> <p><i>Dissect the 17 Sustainable Development Goals proposed by the United Nations and consider their value and consequences of their application.</i></p> <p>The SDGs, specifically # 8 address sustainable economics.</p>

Non-Degree Program Proposal

Review Step	Date/Decision	Query/Comment	Action
		<p>(3) I would like to see more meaningful inclusion of Indigenous perspectives and Indigenous community connections in this credential.</p> <p>(2) Would like to see a stronger explanation regarding the discipline of Economics' link with colonialism</p> <p>(3) Why is this certificate program listed in STEM?</p> <p>Page 9 claims "The program combines economics, environmental science, and Indigenous studies, matching the cross-disciplinary approach of sustainability studies as defined by CIP." I am not completely</p>	<p>It also includes:</p> <p><i>Critically evaluate the progress towards the 2010 target of the Convention on Biological Diversity (CBD) to reduce the rate of biodiversity loss</i></p> <p>which involve economic prosperity.</p> <p>As a CapCore Self and Society course these two LOs are listed which apply to the program outcomes:</p> <ul style="list-style-type: none"> • Apply concepts of sustainable development to address sustainability challenges in a global context. • Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics and policies. <p>AIP: As an expedited 15 credit certificate using existing courses, the process was somewhat dependent on some of this work already in place at the course level. Should the faculty decide to regularize the program steps will be taken to engage in more meaningful ways.</p> <p>AIP: The faculty members on the working group are committed to making connections to this as part of their course delivery. As the program is built off of existing courses, the best way to address this in this iteration of the program is through content/material and discussion in the syllabi.</p> <p>AIP: Error. Corrected.</p> <p>AIP: Agreed. The CIP Code has been changed from 30.3301 Sustainability Studies to 45.0602 – Applied Economics.</p>

Non-Degree Program Proposal

Review Step	Date/Decision	Query/Comment	Action
		<p>convinced based on the information provided in this proposal that this program incorporates Indigenous studies. As stated above, I strongly believe that there needs to be a course exclusively about Indigenous economic systems through time (drawing on the work of Indigenous archaeologists and anthropologists) that is separate from the history course about "Environment in Canadian History".</p> <p>If WIL is going to be integrated, there needs to be more evidence of what this would look like. The program should demonstrate experiential learning, which might be more relevant to the learning outcomes of certificate program.</p> <p>Demonstration of "Student demand" has been a very high priority for consideration [of new programs in the past] and required clear evidence to a demanding standard. 'Testing the market' has never been acceptable before.</p>	<p>AIP: WIL is not currently part of the program. References to experiential learning are not necessarily WIL. CapU is working toward defining these terms for more clarity across programs.</p> <p>AIP: Launching the Squamish campus with short preparation time has required 'out of the box' and 'out of the norm' approaches. Without previous CapU offerings in this region to measure student demand off of we have had to consider alternate approaches to solving the problem.</p>
Draft 2 Review:			
SCC Recommendation		Unanimous approval.	January 17, 2025
Interim VPA & Provost Recommendation		Reviewed and recommended for Senate	Dr. T. Penny Light January 22, 2025
VP Finance & Administration Recommendation		Reviewed and recommended for Senate	T. Bains January 22, 2025
Senate Recommendation			
Board of Governors Approval			



BOARD OF GOVERNORS REPORT

AGENDA ITEM 5: FISCAL 2025/26 OPERATING AND CAPITAL BUDGET	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
PRESENTER: Tally Bains, VP Finance and Administration Narisha Jessani, Director Financial Services	

PURPOSE

The purpose of this briefing note is to provide the proposed Fiscal 2025/26 Operating and Capital Budget to the Board of Governors as per section 27(2) of the University Act: *“The board is to receive from the president and analyze and adopt with or without modifications the budgets for operating and capital expenditure for the university”*.

This package was provided to the following committees/constituents for information and discussion:

- Senior Leadership Council - January 22, 2025 meeting
- Capilano Student Association, Capilano Faculty Association and Move-Up – February 6, 2025 meeting
- Senate Budget Advisory Committee – February 3, 2025 meeting
- Finance Committee – February 6, 2025 meeting; meeting was cancelled as quorum was not met.

The Senate Budget Advisory Committee (SBAC) passed the following motion at their February 3, 2025 meeting: *THAT the Senate Budget Advisory Committee completed its mandate for the 2025/26 university budget.*

MOTION

To following motion are proposed for the Board of Governors:

THAT the Board of Governors approve the 2025/26 operating and capital budget.

THAT the Board of Governors approve a 2 percent increase in tuition and mandatory fees for domestic students and a 5 percent increase in tuition and mandatory fees for international students for the 2025/26 academic year. The 2% and 5% increase will not be applied to the 2D, 3D and VFX programs; the 2025/26 year is the last year that this exemption applies to.

BACKGROUND

Capilano University uses a conservative approach to developing budgets to ensure the continued financial health and sustainability of the university. The quarterly forecast process allows adjustments to be made during the year as we respond to updated enrollment information, revenue projections, cost pressures and external factors such as the economic environment.

Our current fiscal year, Fiscal 2024/25, was the first budget developed post pandemic where we were able to implement our strategy of developing surplus budgets to support financial sustainability and capital investments. The proposed Fiscal 2025/26 budget is a deficit budget which is attributed to anticipated international enrollment declines due to the changes in policy implemented by the federal government. *Appendix 1* in this document provides an overview of the changes during the year on the international education front that Dr. Chris Bottrill, AVP International shared with our university community in December 2024.

The changes in international education that occurred throughout this year resulted in the need to revisit, update and pause plans due to the anticipated decline in international revenues. However, an earlier start in the planning process and the advancement of our Strategic Enrollment Management (SEM) program enabled the university to update the SEM model and the budget for the anticipated decline in international revenues. *Please see Appendix 2 – Strategic Enrollment Management (SEM) Model and Explainer* provided by Joyce IP AVP, Strategy, Analytics and Transformation.

The proposed budget includes a 5% increase in international tuition, which is 3% higher than our past practice of keeping a 2% increase for international tuition (consistent with domestic increase). This decision was made based on an analysis of CapU's international tuition rates in comparison to our counterparts which was shared with the CapU community as part of the budget consultation process. This analysis highlighted that CapU's current international per credit tuition rates are lower than other post-secondary institutions. Additionally, if CapU did a 10% increase next year and all other teaching-intensive universities applied a 2% increase; our rates would still be the lowest. The analysis also looked at the impact of this increase to the students. International students are required to take 9 credits or more for their study permit and are only required to take two full time terms per year – 18 credits. The estimated additional cost of a 5% increase versus 3% increase is \$355 for 18 credits per year, \$473 for 24 credits per year and \$591 for 30 credits per year. *Please see Appendix 3 – International Tuition Rate Analysis.*

1. 2025/26 BUDGET: OPERATING AND CAPITAL HIGH LEVEL SUMMARY

Operating Budget Overview

The Fiscal 2025/26 operating budget is a deficit of \$6.4 million, where expenses of \$190.5 million exceed revenues of \$184.1 million.

Table 1.1 provides a high-level summary of the Fiscal 2025/26 \$6.4 million deficit budget under the following categories: enrollment, staffing, ancillary operations, restricted fund, other and capital (operating impact) and provides the change compared to Fiscal 2024/25 \$3.1 million surplus budget. **Table 1.2** provides an explanation of the changes in each of the categories

Table 1.1: Summary Financial Statement Category View

	2025/26 Budget							2024/25 Budget	Change (Increase/Decrease)
	Category 1: Enrollment	Category 2: Staffing	Category 3: Ancillary Operations	Category 4: Restricted Fund	Category 5: Capital Assets (Operating Impact)	Category 6: Other	TOTAL		
TOTAL Revenue	69,844,873	-	13,640,636	5,027,243	7,716,349	67,821,263	194,080,463	177,294,666	6,666,799
TOTAL Salaries and benefits	49,736,920	69,366,677	6,390,363	2,167,425	-	-	129,663,392	119,091,130	9,572,161
TOTAL Operating Expenses	4,766,750	-	8,900,660	2,080,424	23,127,422	21,422,700	61,807,947	55,196,860	6,610,988
Budget 2025/26 surplus/deficit	35,358,704	(69,366,677)	(2,649,375)	(713,831)	(5,421,374)	36,388,652	36,430,694	5,106,844	(1,527,350)
Budget 2024/25 surplus/deficit	39,893,757	(85,410,774)	(804,583)	14,732	(6,855,331)	36,490,125	3,306,864		
Change (Increase/Decrease)	(4,535,053)	(1,655,907)	(1,944,992)	(705,884)	1,434,067	(101,476)	(9,527,260)		
Change Breakdown:									
Revenue	(2,872,090)	-	5,094,634	(2,092,155)	2,997,726	2,529,673	6,666,799		
Salaries and Benefits	2,762,813	2,955,900	2,344,373	(491,825)	-	-	9,572,161		
Operating Expenses	(2,382,150)	-	5,194,856	(295,244)	3,052,679	2,641,040	6,610,988		
Total change	(4,535,053)	(1,655,907)	(1,944,992)	(705,884)	1,434,067	(101,476)	(9,527,260)		

Table 1.2: Summary of Change Fiscal 2025/26 Budget compared to Fiscal 2024/25 Budget

Category	Explanation of Change
Enrollment	<ul style="list-style-type: none"> Revenue decrease of \$3.0 million which is a result of a decrease in international enrollment offset by an increase in domestic enrollment as follows: <ul style="list-style-type: none"> Domestic enrollment: <ul style="list-style-type: none"> Domestic student head count: FY25/26 11,402; FY24/25 9,843 – increase of 1,559 Domestic course registrations: FY25/26 38,794; FY24/25 32,288– increase of 6,506 Domestic tuition revenue: \$4.1m increase in tuition revenue due to increase in course registration and a 2% increase in domestic tuition revenue International enrollment: <ul style="list-style-type: none"> International student head count: FY25/26 8,762; FY24/25 10,322 – decline of 1,560 International course registrations: FY25/26 30,176; FY24/25 35,080 – decline of 4,904 International tuition revenue: \$7.1 decrease in tuition revenue due to decrease in course registration offset by a 5% increase in international tuition revenue
	<ul style="list-style-type: none"> Faculty teaching cost increase of \$3.8 million which is made up of: overall enrollment increase \$2.6 million, updating collective agreement rate for cost of living adjustment Step 2 rate \$0.4 million. The increase in salary also results in a benefit increase of \$0.8 million. Operating expense decrease of \$2.4 million for international agent fees, which corresponds to the decrease in international enrollment.

Staffing	<ul style="list-style-type: none"> Staffing costs are split into three categories – staffing, ancillary operations, and restricted funds. The overall increase in staffing is \$5.8 million across all three categories. This increase is made up of: <ul style="list-style-type: none"> Faculty non-teaching decrease of \$0.21 million includes a \$0.14 million removal of prior year temporary allocated sections BPS, \$0.08 million due to other internal portfolio reallocations. Admin, exempt and staff increase of \$5.5 million includes \$3.6 million in new positions, \$0.98 million for annualization of salary increases and \$0.76 million for Fiscal 25/26 wage increases. Benefits increase of \$1.2 million which corresponds to the salary increases.
Ancillary Operations	<ul style="list-style-type: none"> Fiscal 25/26 is a net deficit budget of \$2.6 million which is a decrease of \$1.8 million from the fiscal 2024/25 budget deficit of \$0.8 million. The change in ancillary operations is largely due to the additions to the budget of New Childcare Centre of \$1.3 million, New Student Housing \$1.3 million plus changes to existing operations of \$0.8 million.
Restricted Funds	<ul style="list-style-type: none"> Fiscal 25/26 Budget is a deficit of \$710,615 compared to a small deficit of \$4,732 in Fiscal 24/25. The change is related to one-time projects to support students funded from previous years internally restricted surplus balance. Projects include Collegia Programming, new housing council, establishing an internship program with the Hospitality and Tourism department, and promoting more on-campus job opportunities.
Other	<ul style="list-style-type: none"> Revenue increase of \$2.5 million which includes Provincial operating grant increase of \$2.9 million and investment income decrease of \$0.3 million due to lower expected interest rates. Operating expenses increase of \$2.6 million which is mostly made up of additional \$0.8 million Facilities operating project costs from grant received, \$0.2 million for DTS Roadmap license fees, and Squamish campus operating expense increase of \$1.5 million.
Capital Operating Impact	<ul style="list-style-type: none"> Increase in deferred capital contributions revenue of \$2.9 million relates to funding for the new Squamish campus, Squamish Student Housing, New Student Housing, and Children’s Centre. Increase in amortization expense of \$1.5 million is mainly due to the new Squamish Campus, Squamish Student Housing, New Student Housing, and Children’s Centre.

Capital Budget Overview

Table 1.3 below provides a summary of the capital budget in categories of new capital projects, capital budget and major projects in flight.

Table 1.3: Capital Budget Summary

Capital	Externally Funded	Internally Funded	Capital Budget/ Project Cost
New Capital Projects	5,000,000	3,009,104	8,009,104
Capital Budget	-	9,152,040	9,152,040
Major Projects in Flight	51,528,873	97,468,553	148,997,426
Total	56,528,873	109,629,697	166,158,570

The approach to developing the capital budget for new capital projects was updated for Fiscal 2025/26 due to the current financial environment. In previous budgets, new capital projects that were in project identification or planning stages were included in the new capital projects, this has been updated to only include projects that the university is committing to based on available funding. Each project that is in the identification or planning stage will be reviewed individually and advanced to the ‘approval’ stage based on a review of the financial projections.

Table 1.4 provides a listing of the new capital projects that the university is planning for. Digital Transformation projects included in the first year of the roadmap have been included in the budget for a total of \$2.2 million. Facilities campus deferred maintenance projects of \$5.8 million make up the remainder of the new capital projects and will be mostly funded from Fiscal 2023/24 Ministry grant restriction for capital purposes.

Table 1.4: New Capital Projects

New Capital Projects	Projected Cash Flows		Total Project Costs		
	2024/25	2025/26	Externally Funded	Internally Funded	Total
Digital Technology Services Roadmap Projects					
Curriculum Management System	-	501,338	-	501,338	501,338
eResearch Administration System	-	544,875	-	544,875	544,875
Service Management Platform	-	526,838	-	526,838	526,838
Identity Management System	-	657,450	-	657,450	657,450
Total DTS Roadmap Projects	-	2,230,500	-	2,230,500	2,230,500
Facilities - Deferred Maintenance Projects	2,839,104	2,939,500	5,000,000	778,604	5,778,604
Total New Capital Projects	2,839,104	5,170,000	5,000,000	3,009,104	8,009,104

Table 1.5 shows the capital budget. These are budgeted items for the routine capital purchases that the university incurs. The large decrease to this budget is due to the removal of one-time capital budget that was added for the Squamish campus.

Table 1.5: Capital Budget

Capital Budget	Asset Type	2025/26 Budget	2024/25 Budget	Change
Squamish Campus				
Deferred Maintenance	Building	-	1,882,700	(1,882,700)
IT Infrastructure	Hardware	-	768,000	(768,000)
Cameras/locksmithing Upgrade	FFE	-	280,000	(280,000)
Vehicles and Tools	FFE	-	122,000	(122,000)
Classroom FFE and IT	FFE & Hardware	130,000	300,000	(170,000)
Kitchen FFE	FFE	-	200,000	(200,000)
Signage and Wayfinding	FFE	-	50,000	(50,000)
Artificial Fields	FFE	-	700,000	(700,000)
Squamish Capital Contingency	FFE	-	580,000	(580,000)
Total Squamish Campus:		130,000	4,882,700	(4,752,700)
Facilities and Campus Planning				
Deferred Maintenance Miscellaneous	Building	200,000	200,000	-
Capital Contingency	Building	5,000,000	5,000,000	-
University Furnishings	FFE	300,000	300,000	-
Campus Planning iCAP	FFE	150,000	150,000	-
Total Facilities Capital Budget		5,650,000	5,650,000	-
Digital Technology Services:				
Strategic Projects	Software	385,000	385,000	-
Employee Computer Lifecycle	Hardware	825,000	825,000	-
IT Infrastructure	Hardware	665,000	665,000	-
Cybersecurity	Software	135,000	135,000	-
Classroom Tech Lifecycle	Hardware	1,135,000	1,135,000	-
IXD Program	Hardware	-	-	-
Total Digital Technology Services Capital Budget		3,145,000	3,145,000	-
Faculty of GCS - Human Kinetics FFE and IT	FFE & Hardware	42,540	42,540	-
Faculty of Applied Arts - Film Equipment	FFE	114,500	114,500	-
Student Housing	FFE	70,000	-	70,000
Total Capital Budget		9,152,040	13,834,740	(4,682,700)

Table 1.6 below provides a summary of the Major projects in flight that have received separate board approvals. The 2024/25 Budget represents the expected spend on the project during the fiscal year; actual spending patterns might vary. The ERP Project externally funded is comprised of Ministry operating grant restriction of \$5 million from Fiscal 2023/24. Financial Services has requested another restriction from the Fiscal 2024/25 anticipated surplus of \$5 million which has been notionally approved by the Ministry (and not reflected on Table 1.6).

Table 1.6: Major Projects in Flight

Major Projects	Projected Cash Flows				Total Project Costs		
	Prior Years	2024/25	2025/26	2026/27	Externally Funded	Internally Funded	Total
Children's Centre	11,087,968	13,149,550	962,482	-	11,460,000	13,740,000	25,200,000
Student Housing Building	16,205,699	29,126,454	12,879,847	-	12,534,000	45,678,000	58,212,000
Electrical Infrastructure Upgrades	3,684,188	2,400,000	22,352,327	15,701,551	22,434,151	21,703,915	44,138,066
Mass Communication System	15,837	684,163	-	-	-	700,000	700,000
Squamish Student Housing - FFE	-	2,000,000	-	-	-	2,000,000	2,000,000
Squamish Campus - Deferred Maintenance	-	300,000	-	-	-	300,000	300,000
Squamish Campus one-time budget	-	3,859,198	-	-	-	3,859,198	3,859,198
Carbon Neutral Capital Program	-	-	100,722	-	100,722	-	100,722
Facilities Major Projects in implementation:	30,993,693	51,519,365	36,295,378	15,701,551	46,528,873	87,981,113	134,509,986
ERP Project	-	5,108,241	5,754,991	1,783,571	5,000,000	7,646,802	12,646,802
Integration Hub Project	-	693,772	1,146,865	-	-	1,840,638	1,840,638
Digital Technology Services Major Projects in build:	-	5,802,013	6,901,857	1,783,571	5,000,000	9,487,440	14,487,440
Total Major Projects:	30,993,693	57,321,377	43,197,234	17,485,122	51,528,873	97,468,553	148,997,426

Integrated Planning and Resource Allocation Priorities

The focus for integrated planning and resource allocation priorities for Fiscal 2025/26 were communicated to the university community at the start of the Integrated Planning and Budget process in Spring 2024. These priorities included a full launch of Squamish campus, preparing for a 24/7 campus operations with the completion of the Student Housing residence on North Vancouver and Squamish, operations of the new Centre for Childcare Studies, development of graduate studies/school and implementation of foundational plans such as Peopleplan, Digital Transformation, and Chénchenstway. The table below provides a summary of the priorities and resource allocations included in the budget. Please refer to Appendix 2 for detailed summaries of each of these priorities.

Integrated Planning and Resource Allocation Priorities	
Squamish Campus	4,682,899
Student Housing Phase 1	1,249,931
New Centre for Childhood Studies	1,525,091
Squamish Student Housing	1,455,235
Digital Transformation	1,198,550
Development of Graduate Studies*	23,154
Total Priorities	10,134,860

*Note: supported through reallocation from the VP Academic and Provost budget

2. 2025/26 INTEGRATED PLANNING

The Integrated Planning process is the annual process that guides the University's resource allocation decisions and operational activities. This process links the planning process with budget development and ensures alignment with the Ministry's mandate letter.

Integrated Planning Process Background

The Integrated Planning and budgeting process at the university has historically commenced in September each year with Board approval in February. The compacted timeline was challenging especially for academic areas as the process aligned with the start of the fall semester. For Fiscal 2025/26, the timelines were adjusted to start the process in March. The table below reflects this new timeline and the work undertaken to reflect, monitor and develop plans and budgets.



Please see *Attachment 1* in this briefing note for the Integrated Plan Summary Report that provides a summary of the initiatives and actions planned for each Vice President portfolio for Fiscal 2025/26.

Committee and Constituent Meetings

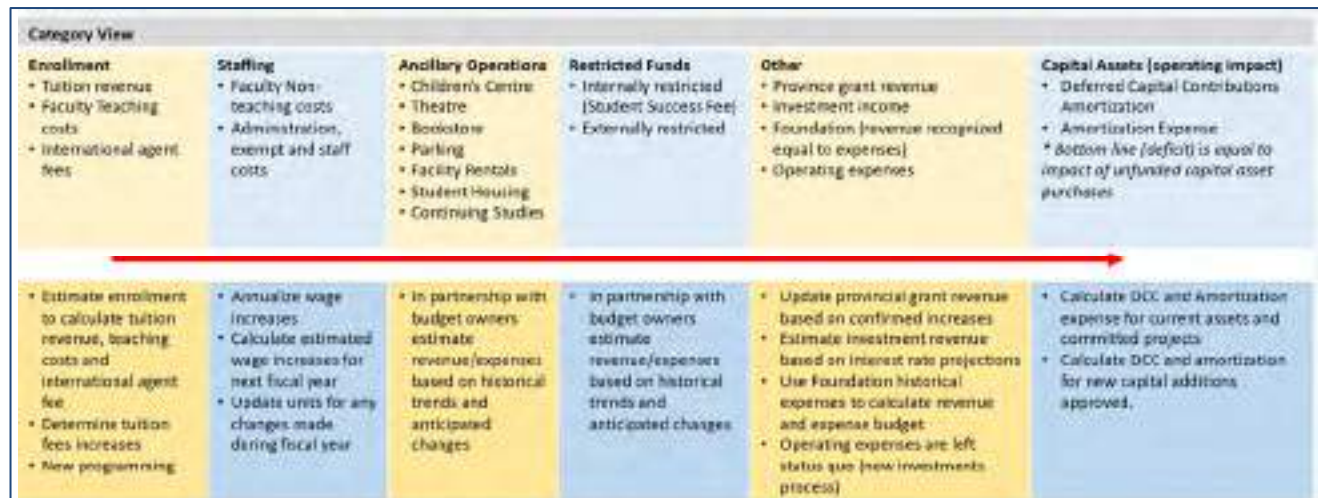
The change in timelines of the IP process also resulted in changes in timing of communications with our community constituents to ensure that the community was informed throughout the process. The table below provides a synopsis of meetings held with constituents to discuss the Integrated Planning and budget development process and priorities.

Table 2.1: Committees and Constituents Meetings

Topic	Committee/Constituents						
	SLC	SBAC	Finance Cmte	CFA & Move-up	CSU	Board	CapU Community
1 Fiscal 2025/26 Integrated Planning Timelines, Process and Priorities		2024 June 11	2024 Sep 5				2024 June 10
2 Fiscal 2025/26 Draft Budget Version 1.6 presentation	2024 Nov 11	2024 Oct 24	2024 Nov 7	2024 Nov 20	2024 Nov 19	2024 Nov 26	
3 International Tuition Rate Analysis	2024 Nov 11	2024 Dec 13	2024 Nov 7	2024 Nov 20	2024 Nov 19	2024 Nov 26	
4 Fiscal 2025/26 Draft Budget Version 1.7 presentation		2024 Dec 13	2024 Dec 5				
5 Fiscal 2025/26 Draft Final Budget briefing package issued	2025 Jan 27						
6 Fiscal 2025/25 Draft Final Budget presentation	2025 Jan 22	2025 Feb 3	2025 Feb 6	2025 Feb 6		2025 Feb 25	2025 Mar 10

3. BUDGET DEVELOPMENT PROCESS

Step 1 of the budget development process is to develop a preliminary budget; the diagram below shows the work that is done in each of the categories to develop the first version of the budget. The outcome at the end of this process determines whether funding is available for new resource allocations. For fiscal 2025/26, the preliminary budget was a deficit budget due to the international enrollment declines.



Capilano University Integrated Planning and Resource Allocation Principles

Step 2 of the budget development process in 2025/26 was to focus on the committed priorities identified at the start of the integrated planning process using the following principles established by Executive to guide decisions related to planning and resource allocations.

- We will support the long-term financial sustainability of the university.**
We must ensure that the rate of future cost growth is in line with the rate of revenue growth. Opportunities that are effective and increase efficiency while maintaining quality will be given priority.
- We will promote relevance and high quality in academic and service planning.**
Programs and support services will reflect our commitment to exceptional learning experiences and success for all learners.
- We will align resources with our strategic goals.**

Budget allocations will be aligned with university strategic goals and related supporting plans. We will selectively invest in those areas that are strategically important to the university.

4. **We will be transparent and accountable in our decision making.**

Budget decisions will be evidence informed and will be guided by a consultative process.

5. **We will place university priorities over unit priorities.**

Decisions made at all levels must be in the best interest of the University as a whole as opposed to a specific unit. Decisions that affect other units must be brought forward prior to inclusion.

6. **We will strive above all to give priority to the University's vision and purpose.**

We will give priority to instructional and related activities.

7. **We accept that the University cannot be all things to all people. We will prioritize allocation of resources based on alignment with the academic plan, enrollment patterns, and improvements to course accessibility.**

All departments and programs, continued and proposed, must have appropriate and sustained funding to support their contribution to the university vision and purpose, and provide a solid foundation for maintenance of quality teaching and research. Teaching loads must be equitable and aligned across programs and Faculties in support of student demand.

Budget Assumptions

The table below provides the budget assumptions that were used in developing the budget.

Table 3.1: Budget Assumptions

Category	Fiscal 2025/26 Budget
Enrollment: Units	<p>The Strategic Enrollment Management team has developed modelling to project enrollment units which has been used to develop the budget for Fiscal 2025/26. Student headcount is based on current units, historical retention rates and estimated new students, returning students, and stop outs.</p> <ul style="list-style-type: none"> • Domestic new student headcount: Spring 225, Summer 115, Fall 1650, Spring 400 for Fiscal 2025/26 • Domestic stopout student headcount: Spring 202, Summer 100, Fall 400, Spring 300 for Fiscal 2025/26 • International new student headcount: Spring 264, Summer 100, Fall 500, Spring 200 for Fiscal 2025/26 • International stopout student headcount: Spring 114, Summer 45, Fall 30, Spring 50 for Fiscal 2025/26 • Domestic and international returning student headcount – historical return rates for each term (fall to spring, spring to summer, spring to fall, summer to fall) by previous terms new student headcount. • Course registrations units calculated: student headcount multiplied by last year's average courses taken by students. • Finance used total course registrations for the university to develop faculty level course registrations using Fiscal 2023/24 course registration information.

Category	Fiscal 2025/26 Budget
Enrollment: Tuition Revenue	<ul style="list-style-type: none"> • The enrollment units (course registrations) are multiplied by average rates per term, per faculty, which have been calculated using the average actuals of the most recent completed term (For the Spring term we used FY23/24 for the Summer and Fall terms we used FY 24/25), for tuition dollars per unit. • A 2% fee increase for Domestic and 5% fee increase for International applied.
Enrollment: Faculty Teaching	<ul style="list-style-type: none"> • The budget for teaching units (sections, lab, pmi) is calculated based on the budgeted enrollment units multiplied by the per term faculty average from the 2023/24 year. • Collective agreement is effective April 1, 2022 to March 31, 2025. Rate used to calculate faculty teaching costs has been maintained at the collective agreement Step 2 rate effective April 1, 2024 (sections: \$13,485.50; lab hours \$60.65; PMI \$82.55) which was also used in the Fiscal 2024/25 budget • Assumed that, once collective agreements are ratified, rate increases will be fully funded; variances will be managed through forecasting process.
Admin, Exempt, MoveUp FTE's and Faculty Non-Teaching Units	<ul style="list-style-type: none"> • FTE's equal to Fiscal 2024/25 Budget used as a starting point plus new positions added and adjustments that occurred during the year. • MoveUp – collective agreement is effective July 1, 2022 to June 30, 2025. Rates used in the budget are reflective of rates in the last year of this agreement. Assumed that, once collective agreements are ratified, rate increases will be fully funded; variances will be managed through forecasting process. • Faculty non-teaching used the same rates as faculty teaching step rates effective April 1, 2024: (sections: \$13,485.50; lab hours \$60.65; PMI \$82.55).
Ancillary Operations	<ul style="list-style-type: none"> • Budgets developed with input from budget holders.

Appendices

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Appendix 1: Message to CapU on International Matters (Issued December 13, 2024)

It has been a year of change on the international education front and the implications on the post-secondary sector in Canada are substantial. On October 11th, I provided an update related to the notable changes in Post Graduate Work Permit (PGWP) eligibility, and as follow up, a message from VP's Toran Savjord and Tracy Penny Light in November outlined steps being taken with regards to related academic planning and initiatives. There have been additional announcements from IRCC since, and responses from the sector and government, plus there is a changing landscape globally. We therefore felt it would be helpful to provide a review of the year's major themes and changes and then some commentary from an international education perspective on the anticipated effects it may have on us moving into the new year. Here are the major changes of the past year (and a bit).

What has happened so far:

- [Stronger fraud prevention](#). Announced on October 27th and introduced on Dec 1st last year, IRCC introduced new measures to ensure that study permits were issued based on only genuine letters of acceptance. This requires international admissions to verify all study permit applications with IRCC prior to processing.
- [Cap on study permits](#). On January 22nd IRCC announced the placement of a cap to stabilize growth for a period of two years. On September 17th the cap was extended to 437,000 students across Canada for 2025 and 2026. Caps on Masters and PhD's were also added at this announcement. The new cap represented a 10% decrease from 2024 targets. A system of Provincial or Territorial Attestation Letters (PAL's or TAL's) was established to allocate study permits to provinces and institutions. These PAL's need to be issued to every accepted student before they can apply for a study permit. As conveyed in our message to the CapU community on March 19th CapU received 3,957 PAL's which enabled us to maintain about the same admission rate as 2023 if we wanted to. 2025 PAL allocations are yet to be announced.
- [Study Permit Conditions](#). Several changes to Study permit conditions were announced this year. Of note, open work permits for spouses of international students became restricted to students enrolled in master's longer than 16 months and doctoral programs only. This has had considerable impact on countries that often attract families to study and work such as Vietnam, Philippines, and Brazil. On December 7th, 2023 IRCC also announced an increase this year of the [minimum financial requirement](#) for international students to meet the cost of living in Canada from \$10,000 to \$20,635 for a single applicant.
- [Post Graduate Work Permit \(PGWP\) changes](#): On Sept 18th, 2024, IRCC announced sweeping changes to PGWP conditions which have significant consequences for CapU programming. These included:
- [Eligible fields of Study](#): For all students that apply for a study permit from Nov 1st, 2024, to be eligible for a PGWP, they must either graduate from a university degree program or a program that aligns with federally identified labour market needs. The system adopted to manage this new condition is a list of program CIP codes. Originally 965 codes were identified and as of December 8, 2024, the list has expanded slightly to around 1010.

- [PPP's](#): Programs delivered under licensing agreement between private and public colleges (PPP's) became no longer eligible for PGWP starting May 15th 2024.
- [English language proficiency](#): All university applicants must gain Canadian Language Benchmarks (CLB) 7 in English in all 4 language areas to prove their English proficiency upon graduation.
- [End of Student Direct Stream \(SDS\) and Nigeria Student Express \(NSE\)](#). On November 8th, IRCC announced the immediate end of these programs previously aimed at providing faster processing for eligible post-secondary students. SDS was the primary application stream used by 14 countries including India.
- [International Student Work hours](#): As of November 8th, 2024, the maximum hours per week that an international student is allowed to work off-campus was set at 24 hours during their full-time program of study. During program scheduled breaks, international students have no limit on the number of hours they are allowed to work. Various additional conditions apply, including conditions for students on co-ops and internships.
- [Changing Institutions](#). As of November 8th, 2024, international students must be studying at the DLI noted on their study permit. If, they change schools, they must apply for a new study permit. A small reprieve on this condition until February was granted recently.
- [Distance Learning Limitations](#). During the pandemic IRCC enabled online learning to contribute to PGWP eligibility and the length of PGWP. Since, Sept 1, 2024 at least 50% of a student's program must be completed in class within Canada for the student to be eligible for PGWP, but the time spent studying outside of Canada will be deducted from the length of their PGWP.
- [Recognized Institutions Framework](#). Last year conversation emerged about a trusted institutions framework led by IRCC that would address institutional integrity related to international education recruitment practices, admissions, and student support. This is where the terminology "bad actors" first began and became something of a mantra to increase accountability, especially of private sector operators. This initiative evolved into the Recognized Institutions Framework (RIF) and while various consultations were held across the sector, early announcements on the initiative have been redacted. It is currently unclear if RIF will be pursued in the future or not.
- [EQA](#): Education Quality Assurance is provincially administered licensing for DLI's to enrol and register international students. On July 15th, 2024, the Province of British Columbia announced stricter measures for gaining EQA designation including the implementation of a [code of practice](#). All DLI's must abide by the code of practice by January, 2025. New strengthening measures in the code include clear and accurate marketing and promotional information; accountability for education agents; tuition transparency; and better information about student supports, including academic and housing support, well-being and health. Additional guidelines underlying the code include limiting international enrolment to 30% of an institution's total enrolment; providing tuition-fee transparency to prevent unexpected international student fee increases; and requiring the development of new international education strategic plans, improved student services, housing supports, and standards to ensure Indigenous and domestic students are not displaced. The code is positive step in ensuring all international students are cared for and removing the "bad actors" as characterized in the RIF initiative.

What are the implications?

The implications of these changes on the sector and on CapU are substantial. Some of these include:

- Uncertainty generated by the changes and associated negative commentary have had a significant impact on brand recognition of Canada as an international learning destination. [According to a recent CBC report](#), college applications are down 54% and according to an Applyboard analysis conducted in September 47% fewer international study permits will be awarded in 2024 than in 2023. In fact, these figures are probably an underestimate of the final impacts of the uncertainty that has built in the marketplace. In important source markets such as India, demand has been reduced substantially. For CapU, the impact of this change began to be felt on Spring and Summer 2025 applications which are down significantly. We have invested in a far broader global network over the past two years having hired five regional representatives in South-East Asia, North Asia, Mainland China, Africa, and Latin America. The goal is to diversify our international intake with targeted initiatives for degree enrolment.
- Recognizing the reduced demand and adjustments taking place in the market we have reduced our SEM targets for international admissions by approximately 40% for the next two years.
- We have addressed the implications of reduced demand with Deans and the Academic Leadership and explored a variety of options for re-aligning programs to eligible CIP codes. Deans have consulted with departments and these conversations and explorations will continue in the new year. There are many elements to consider including academic accountability, alignment with our academic goals, and the resources required to make changes where feasible.
- Many other institutions have made budgetary adjustments resulting from the changes in international student demand. The fact that we had record enrolments over the past two years and had planned for reduced international registration this year, placed us in a positive position to weather the initial storm. Future budget implications and announcements will come through normal CapU Finance channels.
- The sense of security and acceptance of international students in Canada has been negatively affected due to related public attention and blame for the housing crisis and other social conditions. In fact, international students face challenges of safe, affordable, and uncrowded housing, access to social services, fair and safe employment conditions, and they contribute in a multitude of ways to communities and the [Canadian economy](#).
- IRCC imposed limitations on eligible fields of study has had a direct impact on the viability of several program areas in institutions that do not align. Institutions that are perhaps the most heavily impacted by the changes are post-secondary colleges which from January 2020 to June 2024 accounted for nearly [60% of all PGWP approvals](#). For CapU, while all bachelor degrees and five non-degree programs (that are open to international enrolment) are PGWP eligible, demand for our popular international specific Post-Bacc diplomas and several two-year programs in business, tourism, arts, and creative arts fields has declined and in some cases evaporated. Early Childhood Education non-degree programming is not yet eligible, but IRCC has indicated that it will be added soon.

- EQA code of practice conditions aimed to improve the integrity of the recruitment and application process and safeguard the well-being of students is encouraging. CapU meets all required fields, especially with the recent appointment of new International Student Transition Officers that will work with all areas of the university to ensure safe and supported transition of international students to live and learn in Canada.

What comes next?

Canada was regularly ranked as the most attractive international learning destination in recent years. The unregulated approach came with challenges though and so re-alignment was inevitable and necessary. These changes are not unique to Canada alone. International education has become an important policy and political issue in the UK and Australia for example where applications and enrolments have also decreased of late. In January the UK reduced opportunities for students to bring dependents with them and in Australia the government increased student visa application fees and set a new cap on permits for 2025 of 270,000. The reality is that there are cycles of interest in different destinations and Canada remains an attractive study destination due to our quality education and safe and supported learning environment.

The changes this year pose challenges, but they also present opportunities. For CapU, perhaps our single most important attribute is that we are designated a university under the Province of British Columbia Universities Act. This provides us with the significant advantage that our Baccalaureate degrees are all PGWP eligible. It will take time for the market to realign from the strong appetite for two-year programs, but inevitably, it will. There are also many opportunities for partnership with colleague institutions however we must tread carefully in selecting and working with those that are in alignment with our standards and values. There is an international partnership process that we follow administered through CapU International and Academic Leadership so please consult with your dean, the AIP office, or the CIE for related guidance. There are also many programming opportunities at the undergraduate and graduate level that could be pursued that will align with the new conditions. Our acting VP Academic and Provost, Dr. Tracy Penny Light will follow up on these related matters.

While the context for international education was significantly different when the Internationalization Plan was approved in 2020, we are confident that most, if not all, the initiatives and actions identified remain appropriate to help us navigate these somewhat turbulent times. It is a time to grasp opportunities and be a strong colleague to our provincial and global partners and remain focused on providing a world class educational experience in a world class learning destination.

I hope this summary of the years events is helpful to you and sheds light on any related questions or uncertainties you may have. Please do not hesitate to connect with me for any further questions or suggestions.

Best regards,

Chris Bottrill, PhD
AVP, International

Appendix 2: Strategic Enrollment Management (SEM)

Table A2.1 SEM Model Update (December 4, 2024)

Headline - Rates, Returns and Enrollment (Local - West Slope)				
Term	Fall 12/24	Spring 12/24	Fall 12/25	Spring 12/25
Enroll New	75.8%	66.2%	50.7%	44.8%
Enroll Return	22.8%	31.8%	49.3%	55.2%
Enroll Dropout	1.4%	2.0%	0.0%	0.0%
Net New	88.2%	80.7%	82.4%	81.4%
Net Return	86.2%	54.4%	71.7%	71.7%
Net Dropout	0.0%	0.0%	0.0%	0.0%

Global Enrollment Model - Rates, Returns and Enrollment												
Term	Fall (AY24/25)	Spring (AY24/25)	Summer (AY24/25)	Fall (AY25/26)	Spring (AY25/26)	Summer (AY25/26)	Fall (AY26/27)	Spring (AY26/27)	Summer (AY26/27)	Fall (AY27/28)	Spring (AY27/28)	Summer (AY27/28)
Enroll New	2.95	2.31	0.26	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82
Enroll Return	5.52	5.52	2.18	0.26	0.21	0.04	0.07	0.09	0.09	0.09	0.09	0.09
Enroll Dropout	2.06	2.06	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net New	5.41	5.58	1.15	0.21	0.21	0.15	0.00	-0.00	-0.00	-0.00	-0.00	-0.00
Net Return	2.47	2.52	2.42	0.28	0.21	0.10	0.00	-0.00	-0.00	-0.00	-0.00	-0.00
Net Dropout	3.00	3.00	2.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Student Count	Baseline-Case Analysis											
	1			2			3			4		
Term	Fall (As of Jul 17)	Spring (As of Jul 17)	Summer (As of Jul 17)	Fall (As of Nov 14)	Spring (As of Dec 06)	Summer (As of Dec 06)	Fall (As of Nov 14)	Spring (As of Dec 06)	Summer (As of Dec 06)	Fall (As of Nov 14)	Spring (As of Dec 06)	Summer (As of Dec 06)
Enroll New	1330	367	312	1330	120	120	1330	400	315	1330	400	315
Enroll Return	1687	1620	1487	1687	4273	1340	1687	2150	1471	1687	2058	1410
Enroll Dropout	368	370	449	368	370	370	368	370	370	368	370	370
Total Enrollment	4000	4000	4000	4000	4000	4000	4000	4000	4000	4000	4000	4000
Net New	1330	578	365	1330	264	130	1330	264	130	1330	264	130
Net Return	2730	3470	3520	2730	5287	2070	2730	2084	1750	2730	1857	2049
Net Dropout	31	41	30	31	41	41	31	41	41	31	41	41
Total Net Enrollment	4000	4000	4000	4000	4000	4000	4000	4000	4000	4000	4000	4000
Total	8518	8518	8518	8518	8518	8518	8518	8518	8518	8518	8518	8518

Total Net Count	Baseline-Case Analysis											
	1			2			3			4		
Term	Fall (As of Jul 17)	Spring (As of Jul 17)	Summer (As of Jul 17)	Fall (As of Nov 14)	Spring (As of Dec 06)	Summer (As of Dec 06)	Fall (As of Nov 14)	Spring (As of Dec 06)	Summer (As of Dec 06)	Fall (As of Nov 14)	Spring (As of Dec 06)	Summer (As of Dec 06)
Enroll New	3890	945	818	3890	500	500	3890	1185	900	3890	1185	900
Enroll Return	13000	20000	19531	13000	17130	9370	13000	24474	11211	13000	14429	9318
Enroll Dropout	0	0	0	0	0	0	0	0	0	0	0	0
Total Enrollment	17000	20945	20349	17000	17630	9870	17000	26354	12111	17000	15584	10218
Net New	4624	945	1180	4624	500	500	4624	700	378	4624	700	378
Net Return	16130	21740	20500	16130	22630	10870	16130	25274	11589	16130	15129	10696
Net Dropout	0	0	0	0	0	0	0	0	0	0	0	0
Total Net Enrollment	16130	22685	21680	16130	23130	10870	16130	26274	11969	16130	15853	10696
Total	34772	34772	34772	34772	34772	34772	34772	34772	34772	34772	34772	34772

SEM Model (as of Dec 4 2024) - Explainer

- 1st multi-term, multi-year university level enrollment model created last year (Oct/Nov 2023)
- Provides university level predictions on # of headcounts (i.e., student count) & course registrations (i.e., seat count)
- Factors in return rates by term and average course load by section type to align with finance budget
 - E.g., of the new domestic students who registered with CapU in the Fall term, 75.8% re-registered in the Spring term
 - E.g., in the Fall term, new domestic students take an average of 3.85 lecture sections, 0.19 lab sections and 0.07 PMI (private music instruction) sections
- Academic Year (AY) 2023/2024 was the baseline year and each year builds on the previous year
- New headcounts are based on planning assumptions, factoring in changing contexts
 - E.g., Next AY (25/26) we expect/are planning for 1650 new domestic students in the Fall, 400 in Spring, 115 in Summer with modest growth in the following years. For international students, we expect/planning for 500 in the Fall, 200 in Spring, 100 in Summer given the recent series of IRCC announcements.
 - It is important to note that we had already planned for a decrease in new international intakes from 1280 in Fall 2023 to 800 in Fall 2024 which mitigated some of the impacts, however these series of announcements required an additional adjustment down from 800 to 500 to reflect the realities of the sector.
- Stopout headcounts for domestic and international are based on historical patterns of the # of students skipping at least one major term but returns to re-register at CapU
- Return headcounts are based on headcounts of the previous term multiplied by return rates (e.g., Fall return = Spring new headcount x Spring new return rate + Spring return headcount + Spring return return rate + Summer new headcount x Summer new return rate)
- Course registrations are based on headcounts multiplied by the average course load by section types

Appendix 3: International Tuition Rate Analysis

International Tuition Analysis

Finance conducted an international tuition per credit analysis where we reviewed the 2024/25 international tuition per credit costs of the various comparable institutions within our region and found that Capilano University’s international tuition cost was significantly below the other institutions. During Budget 2025/26 deliberations a recommendation was made to increase international tuition by 5%. **Table A3.1** below shows that even with the proposed increase our tuition credit cost still fell within the range of other institutions (assuming a 2% annual increase for those institutions).

Table A3.1: International Tuition Per Credit

Post Secondary International Tuition Per Credit										
Institutions	2024/25 New International Per Credit	Calculated Increase of 5% Capilano & 2% Other Institutions								
Colleges (C)										
Camosun College	\$548	\$559								
Coast Mountain College	\$446	\$455								
College of New Caledonia	\$583	\$595								
Douglas College	\$650	\$662								
Langara College	\$638	\$651								
Okanagan College	\$566	\$577								
Selkirk College	\$434	\$443								
Vancouver Community College	\$663	\$676								
Institutes (I)										
British Columbia Institute of Technology ⁴	\$583	\$595								
Justice Institute of British Columbia ⁵	\$602	\$614								
Nicola Valley Institute of Technology	\$363	\$370								
Teaching-Intensive Universities (TIU)										
Capilano University	\$657	\$690								
Emily Carr University of Art and Design	\$718	\$732								
Kwantlen Polytechnic University	\$726	\$741								
Royal Roads University ⁶	\$795	\$811								
Thompson Rivers University	\$719	\$734								
University of the Fraser Valley	\$716	\$730								
Vancouver Island University	\$725	\$739								
Research-Intensive Universities (RIU)										
Simon Fraser University	\$1,168	\$1,191								
University of British Columbia	\$1,573	\$1,604								
University of Northern British Columbia	\$892	\$910								
University of Victoria	\$833	\$850								
	2024/25	2% Intl. Increase	3 % Intl. Increase	4 % Intl. Increase	5 % Intl. Increase	6 % Intl. Increase	7 % Intl. Increase	8 % Intl. Increase	9 % Intl. Increase	10 % Intl. Increase
Capilano University	\$ 657	\$ 670	\$ 677	\$ 683	\$ 690	\$ 696	\$ 703	\$ 709	\$ 716	\$ 723

Table A3.2 below shows the total \$ impact of increasing our international tuition by 5% for Fiscal 2025/26. The table also highlights the prior year percentage increases in international tuition costs of various other comparable institutions.

Table A3.2: Tuition Rate Analysis

	Fiscal 25/26 Y1-512% Inc. (Increase)	2024/25 Inc/Rev Included in Budget Y1-5	4% Inc. Increase	4% Inc. Increase	5% Inc. Increase	6% Inc. Increase	7% Inc. Increase	8% Inc. Increase	9% Inc. Increase	10% Inc. Increase	11% Inc. Increase	12% Inc. Increase
Faculty of Arts and Sciences	16,488,872	885,452	822,000	1,041,847	1,251,693	1,461,539	1,671,385	1,881,231	2,091,077	2,300,923	2,510,769	2,720,615
Business and Professional Studies Faculty	23,034,320	877,459	806,348	1,052,660	1,219,070	1,485,480	1,751,890	2,018,300	2,284,710	2,551,120	2,817,530	3,083,940
Education, Health and Human Development Faculty	6,149,247	109,135	180,988	190,990	212,628	272,270	331,912	391,554	451,196	510,838	570,480	630,122
Fine and Applied Arts Faculty	4,450,746	120,977	175,513	219,154	242,767	306,442	369,084	432,726	496,368	559,010	622,652	686,294
Global and Community Studies Faculty	6,457,256	181,487	245,032	308,210	372,532	435,848	499,164	562,480	625,796	689,112	752,428	815,744
Total Tuition	45,578,431	1,274,491	1,210,096	1,533,861	1,717,064	2,087,689	2,363,576	2,639,463	2,915,350	3,191,237	3,467,124	3,743,011
Services and Technology Fee	894,264	24,621	24,636	44,200	14,034	62,781	73,620	84,459	95,298	106,137	116,976	127,815
Student Success Fee	1,110,656	30,052	42,052	53,821	45,793	77,661	89,530	101,400	113,270	125,140	137,010	148,880
Total Revenue from % Increase	45,578,431	1,439,109	1,296,693	1,631,874	1,777,612	2,128,130	2,446,906	2,765,682	3,084,458	3,403,234	3,722,010	4,040,786
Net Change to 2% included in Budget Y1			622,490	1,297,952	1,943,438	2,588,981	3,234,373	3,879,849	4,525,324	5,170,799	5,816,274	6,461,749

University	23/24 Increase		23/24 Increase		24/25 Increase		Summary
	New Students	Returning Students	New Students	Returning Students	New Students	Returning Students	
CapU	2%	2%	2%	2%	2%	2%	UBC has maintained a higher tuition rate increase for new students for returning students for the past 3 years. Its rate has been higher than 20 with the exception of 2023 for returning students.
UBC	4%	2%	2%	2%	2%	2%	UBC has increased tuition by the same rate for both new and returning students for the past 3 years. The last 2 years they have increased tuition by 7%, which is significantly higher than CapU's increase of 2%.
UofV	6%	6%	7%	7%	7%	7%	SFU has raised their tuition for new and returning students by 4% for the last 2 years with the exception of 2025 when they increased new student tuition by 6%.
Langara	2%	0%	2%	2%	2%	2%	Langara has increased their tuition by a similar 2% to CapU for the past 2 years.
SFU			4%	4%	6%	4%	
BCIT			2%	2%	6%	6%	
Average	2%	2%	2%	4%	2%	4%	

*Lack of available published data of new and returning international student rates for KPU, Douglas, Camosun or UO

Table A3.3 below shows the difference between a 2% increase and a 5% increase to an international student depending on the number of credits taken.

Table A3.3: International Per Student Tuition Fee Analysis

Per Student	Tuition and Fees Per Term									Tuition and Fees Per Year					
	FY 24-25			FY 25-26 Budget 2% Increase			FY 25-26 Budget 5% Increase			Difference between 2% & 5%	(Assuming only Fall & Spring)			Difference between 2% & 5%	
	Tuition	Other Fees*	Total	Tuition	Other Fees*	Total	Tuition	Other Fees*	Total		FY 24-25	2%	5%		
Tuition per credit	\$656.90		\$670.04		\$689.75										
9 Credits	\$5,912.10	\$1,039.52	\$6,951.62	\$6,030.34	\$1,039.52	\$7,069.86	\$6,207.71	\$1,039.52	\$7,247.23	\$177.36	18 Credits	\$13,616.40	\$13,852.89	\$14,207.61	\$354.73
12 Credits	\$7,882.80	\$1,039.52	\$8,922.32	\$8,040.46	\$1,039.52	\$9,079.98	\$8,276.94	\$1,039.52	\$9,316.46	\$236.48	24 Credits	\$17,557.80	\$17,873.11	\$18,346.08	\$472.97
15 Credits	\$9,853.50	\$1,039.52	\$10,893.02	\$10,050.57	\$1,039.52	\$11,090.09	\$10,346.18	\$1,039.52	\$11,385.70	\$295.61	30 Credits	\$21,499.20	\$21,893.34	\$22,484.55	\$591.21

International students have to take 9CR or more for their study permit, and only required to take two full time terms per year (Fall and Spring which is 18 Credits)

***Other Fee Detail**

Term Enrollment	32.30	per term
Student Society Membership	31.80	per term
Student Union Membership	45.45	per term
Student Society Membership	46.07	per term
Building Levy	137.10	per term
Capilano Courier	24.15	per term
U-Pass BC	184.00	per term
Student Success Fee	138.26	per term
Student Services & Technology Fee	113.55	per term
CSU Health & Dental Fee	286.84	per year
	\$1,039.52	

Note: Surcharges & Consumables are not included above

Table A3.4 below shows the change in Domestic & International Tuition between Budget FY24/25 and FY25/26. It highlights the headcount and course registration change, specifically the increase is domestic in FY25/26 as well as the reduction in international in FY25/26 which is due to the changes in policy implemented by the federal government.

Table A3.4: Tuition Revenue Analysis

Budget FY 25-26	Domestic Tuition		International Tuition		Total	
	units	%	units	%	units	%
\$	23,336,629	27%	64,057,744	73%	87,394,373	100%
Headcount	11,402	57%	8,762	43%	20,164	100%
Course Registrations	38,794	56%	30,176	44%	68,970	100%

Note: the total dollars above do not include fees (service & tech, student success, consumables) & new program costing

Budget FY 24-25	Domestic Tuition		International Tuition		Total	
	units	%	units	%	units	%
\$	18,991,373	21%	71,108,513	79%	90,099,886	100%
Headcount	9,843	49%	10,322	51%	20,165	100%
Course Registrations	32,288	48%	35,080	52%	67,368	100%

Change FY 24-25 & FY 25-26	Domestic Tuition		International Tuition		Total	
	units	%	units	%	units	%
\$	4,345,256		(7,050,769)		(2,705,513)	
Headcount	1,559		(1,560)		(1)	
Course Registrations	6,506		(4,904)		1,602	

Appendix 4: Fiscal 2025/26 Operating Budget by Category

Appendix 4: Fiscal 2025/26 Operating Budget by Category

This section provides an explanation of the operating budget in categories of enrollment, staffing, ancillary operations, restricted funds, other and capital assets (operating impact).

Table A4.1: Financial Statement Category View

	2025/26 Budget							2024/25 Budget	Change Increase/ (Decrease)
	Category 1: Enrollment	Category 2: Staffing	Category 3: Ancillary Operations	Category 4: Restricted Fund	Category 5: Capital Assets (Operating Impact)	Category 6: Other	TOTAL		
Revenue:									
Province of British Columbia	-	-	2,485,013	1,023,952	-	50,653,295	54,562,259	51,502,597	3,059,662
Tuition fees - Domestic	24,563,630	-	-	1,700,395	-	-	26,264,025	24,703,966	1,560,059
Tuition fees - International	66,270,243	-	-	1,238,864	-	-	67,509,107	72,629,652	(7,140,545)
Project and other revenue	-	-	8,164,640	673,232	-	2,263,610	11,111,391	8,319,980	2,791,411
Capitalization of deferred capital contributions	-	-	-	-	7,728,340	-	7,728,340	4,728,833	2,999,507
Sales of goods	-	-	3,276,068	-	-	-	3,276,068	1,281,250	1,994,818
Parking, childcare and theatre	-	-	3,697,985	21,900	-	-	3,719,885	1,071,940	2,647,945
Donations and gifts in-kind	-	-	-	-	-	297,309	297,309	297,309	-
Investment income	-	-	-	-	-	4,507,339	4,507,339	4,848,547	(341,208)
TOTAL Revenue	91,837,873	-	13,683,636	5,027,382	7,736,380	47,811,353	186,002,613	177,398,645	8,603,968
Expenses:									
Salaries and benefits:									
Faculty - Teaching	40,951,843	-	-	455,091	-	-	41,406,934	38,967,014	2,439,920
Faculty - Non-Teaching	-	11,965,742	3,371	294,992	-	-	12,264,105	12,551,798	(287,693)
Administrative	-	15,356,753	916,206	439,885	-	-	16,712,834	14,605,934	2,106,900
Contingent	-	2,782,014	307,422	382,353	-	-	3,471,789	3,809,423	(337,634)
Staff	-	24,461,674	3,908,256	1,012,765	-	-	29,843,695	26,408,970	3,434,725
Benefits	9,554,077	13,809,501	3,237,915	602,349	-	-	27,203,842	25,528,151	1,675,691
TOTAL Salaries and benefits	49,756,920	69,386,677	6,392,263	5,147,435	-	-	124,683,295	119,891,130	4,792,165
Other Expenses:									
Other operating expenses	4,766,750	-	9,900,550	2,580,424	37,021	31,402,700	46,707,445	43,648,830	3,058,615
Capitalization of capital assets	-	-	-	-	12,100,402	-	12,100,402	11,548,030	552,372
TOTAL Other Expenses	4,766,750	-	9,900,550	2,580,424	12,137,423	31,402,700	61,807,847	55,196,860	6,611,087
TOTAL Operating Expenses	4,766,750	-	9,900,550	2,580,424	12,137,423	31,402,700	61,807,847	55,196,860	6,611,087
Operating surplus/(deficit)	35,356,204	(69,386,677)	(2,649,175)	(730,810)	(5,401,043)	(30,591,347)	(6,420,680)	3,100,004	(9,527,350)
Budget 2024/25	35,801,757	(69,410,774)	(604,583)	(4,732)	(6,003,213)	30,400,128	3,100,614		
Change	(4,353,553)	(1,955,902)	(1,844,588)	(705,884)	1,434,857	(101,476)	(9,527,350)		
Change Breakdown:									
Revenue	(3,972,990)	-	6,684,624	(1,943,355)	2,987,226	2,629,673	6,605,799		
Salaries and Benefits	2,763,832	1,955,902	2,244,971	(481,825)	-	-	6,672,141		
Operating Expenses	(2,305,220)	-	3,124,205	(595,349)	1,593,872	2,691,045	6,610,988		
Total change	(4,353,553)	(1,955,902)	(1,844,588)	(705,884)	1,434,857	(101,476)	(9,527,350)		

CATEGORY 1: ENROLLMENT

The enrollment category consists of budgets that are derived from course registrations (enrollment units used by Finance). This includes tuition revenue, consumables, faculty teaching costs and international agent commission fees. The table below is a summary of the budget and year-over-year changes.

Table A4.2: Statement of Operations - Enrollment category

	2025/26 Budget		2024/25 Budget		Change		
	Enrollment/ Sections	\$	Enrollment/ Sections	\$	Enrollment/ Sections	\$	%
Revenue:							
Tuition fees - Domestic	38,794	24,563,630	32,288	20,435,379	6,506	4,128,251	20.2%
Tuition fees - International	30,176	65,278,243	35,080	72,379,484	(4,904)	(7,101,241)	-9.8%
TOTAL Revenue	68,970	89,841,873	67,367	92,814,863	1,603	(2,972,990)	-3.2%
Salaries and Benefits:							
Faculty - Teaching	19,219	40,052,843	19,093	37,029,700	126	3,023,143	8.2%
Benefits	-	9,684,077	-	8,943,407	-	740,670	8.3%
TOTAL Salaries and Benefits	19,219	49,736,920	19,093	45,973,107	126	3,763,813	8.2%
Other Expenses:							
Other Operating Expenses	-	4,766,750	-	7,150,000	-	(2,383,250)	-33.3%
TOTAL Other Expenses		4,766,750		7,150,000		(2,383,250)	-33.3%
TOTAL Operating Expenses		54,503,670		53,123,107		1,380,563	2.6%
Operating Surplus/(Deficit)		35,338,204		39,691,757		(4,353,553)	-11.0%

Enrollment Units (Course registrations)

The estimated change in tuition was determined with an expected increase based on the strategic enrollment model in headcount by term, multiplied by a historical average of courses taken by students (for each semester) to calculate course registrations as shown in the table below. Please see Attachment 5 for explanation of the SEM model.

Table A4.3: Course Registrations

Course Registration	Spring (1/4)	Summer	Fall	Spring (3/4)	Total
Total New Domestic student headcount	56	115	1,650	300	2,121
Total Returning Domestic student headcount	1,068	1,541	3,069	2,827	8,505
Total Stopout Domestic student headcount	51	100	400	225	776
Total Domestic Headcount	1,175	1,756	5,119	3,352	11,402
<i>New Domestic student avg course reg per headcount</i>	2.92	2.33	4.11	2.92	
<i>Returning Domestic student avg course reg per headcount</i>	3.84	2.14	3.55	3.84	
<i>Stopout Domestic student avg course reg per headcount</i>	2.00	2.00	2.00	2.00	
Total Domestic course registration	4,367	3,769	18,476	12,181	38,794
Total New International student headcount	66	100	500	150	816
Total Returning International student headcount	824	2,205	2,763	2,013	7,805
Total Stopout International student headcount	29	45	30	38	141
Total International Headcount	919	2,350	3,293	2,201	8,762
<i>New International student avg course reg per headcount</i>	3.51	3.28	3.76	3.51	
<i>Returning International student avg course reg per headcount</i>	3.59	2.95	3.66	3.59	
<i>Stopout International student avg course reg per headcount</i>	3.00	2.50	3.00	3.00	
Total International course registration	3,278	6,943	12,084	7,871	30,176
Total course registration	7,645	10,712	30,560	20,053	68,970

Table A4.4 below provides headcount information split by new, returning, and stopout students. Stopout students are defined as those that miss at least one major academic term and return to study afterwards.

Table A4.4: Headcount by Fiscal Period and Academic Term

Headcount by Fiscal Period				
Summary of International				
	Spring 1/4	Summer	Fall	Spring 3/4
New	66	100	500	150
Returning	824	2205	2763	2013
Stopout	29	45	30	38
Total	919	2350	3293	2201

Summary of Domestic				
	Spring 1/4	Summer	Fall	Spring 3/4
New	56	115	1650	300
Returning	1068	1541	3069	2827
Stopout	51	100	400	225
Total	1175	1756	5119	3352

Headcount by Academic Term				
Summary of International				
	Spring 24/25	Summer 25/26	Fall 25/26	Spring 25/26
New	264	100	500	200
Returning	3297	2205	2763	2684
Stopout	114	45	30	50
Total	3675	2350	3293	2934

Summary of Domestic				
	Spring 24/25	Summer 25/26	Fall 25/26	Spring 25/26
New	225	115	1650	400
Returning	4273	1541	3069	3769
Stopout	202	100	400	300
Total	4700	1756	5119	4469

For comparative purposes, **Table A4.5** below provides a summary of Fiscal 2024/25 budget, actuals and Q3 forecast, Fiscal 2025/26 budget, and the change from budget to budget.

Table A4.5: Course Registrations Summary – 2024/25 and 2025/26

Enrollment	Domestic					International				
	Spring (1/4)	Summer	Fall	Spring (3/4)	Total	Spring (1/4)	Summer	Fall	Spring (3/4)	Total
2024/25 Actuals	4,033	3,954	19,380			3,674	8,824	14,474		
2024/25 Q3 Forecast	4,033	3,954	19,380	10,629	37,996	3,674	8,824	14,474	9,871	36,843
2024/25 Budget	3,686	2,880	15,922	9,800	32,288	3,667	6,939	14,013	10,460	35,079
2025/26 Budget	4,367	3,769	18,476	12,181	38,794	3,278	6,943	12,084	7,871	30,176
Budget to Budget Change	681	889	2,554	2,381	6,506	(389)	3	(1,929)	(2,589)	(4,903)
% Change	18%	31%	16%	24%	20%	-11%	0%	-14%	-25%	-14%

Enrollment Tuition Revenue – Fee Increase and exemptions

The Fiscal 2025/26 Budget includes:

- 2% increase in tuition and mandatory fees for domestic and 5% for international tuition.
- An exemption of the 2% and 5% increase was given to 3 programs (2D, 3D and VFX). This exemption has been included for the last three years. Fiscal 2025/26 is the last year of the exemption.

The following table explains the change in the enrollment tuition revenue budget from 2024/25 to 2025/26.

Table A4.6: Explanation of Enrollment Tuition Revenue Changes

Explanation of Changes	2025/26 - Budget
	\$
Average Rate*	3,485,118
Enrollment	(5,647,712)
Squamish Campus	(542,919)
Student Consumables	(16,453)
Student Tech Fee	154,434
Student Success Fee	178,857
New Program Costing	(194,012)
Total Changes	(2,582,687)

*The 5% intl. and 2% dom. tuition increase is included in this amount

Please see *Attachment 2* that provides enrollment and tuition revenue information by faculty.

Salaries: Faculty Teaching

Teaching units (sections, lab, private music instructions) are directly linked to enrollment units. Units are calculated by using the budgeted course registration enrollment units and applying the Fiscal 2023/24 average of teaching costs units per course registration by term and faculty. **Table A4.7** below provides a summary of the units and faculty teaching costs with changes in units and dollars explained (*note this table includes teaching costs in the Restricted Funds category*). Please see *Attachment 3* for details by faculty.

Table A4.7: Faculty Teaching - Sections, Lab Hours & Private Music Instruction

	2025/26 - Budget		2024/25 - Budget		Change	
	Units	\$	Units	\$	Units	\$
Section	2,878.58	38,819,042	2,726.54	36,411,861	152.04	2,407,181
Lab Hours	8,495.00	515,213	9,592.80	576,149	(1,097.79)	(60,936)
PMI	7,845.49	647,680	6,774.11	543,003	1,071.37	104,677
Total	19,219.07	39,981,935	19,093.44	37,531,013	125.62	2,450,922
Central Illness	-	126,000	-	126,000	-	-
Paid Education Leave	-	400,000	-	400,000	-	-
Total Budget	19,219.07	40,507,935	19,093.44	38,057,013	125.62	2,450,922

The following table explains the change in the budget from 2024/25 to 2025/26:

Table A4.8: Faculty teaching explanation of changes

Explanation of Changes	2025/26 Budget							
	Sections		Lab Hours		PMI		Total Changes	
	Units	\$	Units	\$	Units	\$	Units	\$
Restricted Funds	(43.18)	(572,223)	-	-	-	-	(43.18)	(572,223)
Enrollment Change	195.22	2,602,670	(1,097.79)	(65,934)	1,071.37	85,880	168.80	2,622,616
Rate Change		376,734	-	4,998	-	18,797	-	400,529
Total Change	152.04	2,407,181	(1,097.79)	(60,936)	1,071.37	104,677	125.62	2,450,922

Operating expenses: International Agent Commission Fees

The budget for commission fees is estimated using budgeted international enrollment units, commission percentage and historical data average percentages. The budget for Fiscal 2025/26 of \$4.77 million is a decrease of \$2.4 million from the Fiscal 2024/25 budget, as international enrollment is expected to be lower than 24/25 levels due to federal government changes.

Table A4.9: International Agent Commission Fees

	2025/26 Budget	2024/25 Budget	Change
Agency Fees	2,810,769	3,106,984	(296,215)
Direct Students from India	501,373	554,210	(52,838)
Indirect Students from India	1,722,794	1,904,352	(181,558)
Estimated Agent Commissions Prior to Adjustment	5,034,936	5,565,546	(530,610)
Adjustment to Equal CIE Estimation	(268,186)	1,584,454	(1,852,640)
Total Agent Commissions	4,766,750	7,150,000	(2,383,250)
International Enrollment	30,176	35,079	(4,903)

CATEGORY 2: STAFFING

The staffing category includes salaries for faculty non-teaching and employees that are in the administration, exempt and staff (MoveUp) employee groups plus the related benefits. Staffing costs are split into three categories – staffing, ancillary operations, and restricted funds.

Table A4.10: Staffing Costs Budgets by Category

	Staffing			Ancillary			Restricted Funds			Total		
	2025/26 Budget	2024/25 Budget	Change	2025/26 Budget	2024/25 Budget	Change	2025/26 Budget	2024/25 Budget	Change	2025/26 Budget	2024/25 Budget	Change
Salaries and benefits:												
Faculty - Non-Teaching	11,965,742	12,119,102	(153,360)	3,371	110,176	(106,805)	294,992	322,430	(27,438)	12,264,106	12,551,708	(287,602)
TOTAL Non-Teaching Salaries	11,965,742	12,119,102	(153,360)	3,371	110,176	(106,805)	294,992	322,430	(27,438)	12,264,106	12,551,708	(287,602)
Administrative	15,256,753	13,683,204	1,573,549	915,286	673,517	241,769	419,885	329,103	90,782	16,591,924	14,685,824	1,906,100
Exempt	3,782,916	3,431,144	351,773	307,432	73,542	233,890	382,153	354,737	27,416	4,472,501	3,859,423	613,079
Staff	24,461,674	23,050,686	1,410,988	3,908,256	2,394,082	1,514,174	1,012,765	964,202	48,562	29,382,695	26,408,970	2,973,724
Total Salaries - A, E, S	43,501,344	40,165,034	3,336,310	5,130,974	3,141,141	1,989,834	1,814,803	1,648,042	166,760	50,447,120	44,954,217	5,492,903
Benefits	13,899,591	13,126,638	772,953	1,257,915	796,573	461,341	516,900	482,766	34,134	15,674,405	14,405,977	1,268,428
Grand Total Salaries and Benefits	69,366,677	65,410,774	3,955,902	6,392,260	4,047,890	2,344,370	2,626,695	2,453,238	173,457	78,385,631	71,911,902	6,473,729

The Fiscal 2025/26 budget reflected faculty and staff rates based on the last collective agreements that expires on March 31, 2025. The budget changes include new positions, organizational restructures, and annualization increases.

Salaries: Faculty Non-Teaching

Table A4.11 below provides a summary of the faculty non-teaching budget and **Table A4.12** explains the budget vs budget changes.

Table A4.11: Salaries Faculty Non-Teaching

	2025/26 - Budget		2024/25 - Budget		Change Increase/(Decrease)	
	Units	\$	Units	\$	Units	\$
Section	791.67	10,676,009	823.86	11,002,333	(32.19)	(326,324)
Lab Hours	25,670.38	1,556,889	25,292.38	1,519,076	378.00	37,813
PMI	378.00	31,206	378.00	30,300	-	906
Total	26,840.04	12,264,104	26,494.23	12,551,709	345.81	(287,605)

Table A4.12: Salaries Faculty Non-Teaching Explanation of changes

Explanation of Changes	2025/26 - Budget	
	Units	\$
Restricted Funds	(2.27)	(27,438)
New Program Costing - FAA School of Design	378.00	23,148
Prior year temporary sections removed - BPS	(16.90)	(139,780)
Portfolio Internal Reallocations	(13.02)	(159,106)
Lab Hours and PMI Rate Change	-	15,571
Total Changes	345.81	(287,605)

Salaries - Administration, Exempt & MoveUp

The table below shows the changes in the Administration, Exempt and Move-Up staff employee groups.

Table A4.13: Salaries – Administration, Exempt & MoveUp Budgets

2025/26 Salary Budget	FTE (unit)				Salaries (\$)			
	Administrative	Exempt	Staff	Total	Administrative	Exempt	Staff	Total
2024/25 Board Approved Budget	111.71	42.00	368.61	522.32	14,668,597	3,859,423	26,426,197	44,954,217
Additions approved during Fiscal 2024/25:								
New position added	1.50	-	3.50	5.00	133,073	-	255,792	388,865
	1.50	-	3.50	5.00	133,073	-	255,792	388,865
Fiscal 2025/26 Changes:								
New position for Priorities - Squamish Campus	-	-	2.60	2.60	-	-	143,390	143,390
New position for Priorities - Squamish Housing	-	2.00	-	2.00	-	130,686	-	130,686
New position for Priorities - Children's Centre	2.00	-	20.60	22.60	249,905	-	1,558,929	1,808,833
New position for Priorities - Student Housing	1.00	2.00	3.00	6.00	69,977	100,998	106,084	277,059
New position for Priorities - DTS	1.00	-	7.00	8.00	120,000	-	630,000	750,000
Other new position added	-	-	1.25	1.25	-	-	79,244	79,244
Organization restructure & repurposes - Capilano Catalyst	(1.50)	-	(4.00)	(5.50)	(203,152)	-	(267,051)	(470,203)
Organization restructure & repurposes - DTS	1.00	1.00	(2.00)	-	175,461	71,400	129,175	376,037
Organization restructure & repurposes - Other	4.50	2.00	(7.40)	(0.90)	509,965	129,274	(363,569)	275,670
Annualization of salary increases				-	321,138	49,317	430,709	801,164
	8.00	7.00	21.05	36.05	1,243,293	481,676	2,446,911	4,171,880
Restricted Fund Changes:								
Restricted Fund	1.00	-	(2.00)	(1.00)	90,782	27,416	48,562	166,760
	1.00	-	(2.00)	(1.00)	90,782	27,416	48,562	166,760
Estimate Wages Increase 2025/26 :								
Step increases				-			205,232	205,232
Wage Increases					456,179	103,987	-	560,166
	-	-	-	-	456,179	103,987	205,232	765,399
Fiscal 2025/26 Budget changes	10.50	7.00	22.55	40.05	1,923,327	613,079	2,956,497	5,492,903
2025/26 Budget	122.21	49.00	391.16	562.37	16,591,924	4,472,501	29,382,695	50,447,120

CATEGORY 3: ANCILLARY OPERATIONS

Fiscal 2025/2026 is a net deficit budget of \$2.6 million which is an increase of \$1.8 million from the fiscal 2024/25 budget deficit budget of \$.8 million. The change is driven by the three committed priorities, the New Children's Centre \$1.3 million, Student Housing Phase 1 \$0.2 million and Squamish Student Housing \$1.02 million shown in table A4.14 below.

Table A4.14: Statement of Operations – Ancillary Operations Category – Explanations

Ancillary				Explanation of Change
Operations:	2025/26 Budget	2024/25 Budget	Change	
New Ancillary Operations				
New Children's Centre	(1,310,772)	-	(1,310,772)	Due to New Children's Centre running a deficit during first year of operations.
Student Housing Phase 1	(278,074)	-	(278,074)	Due to the New Student Housing expectation of being open in September 2025.
Student Squamish Housing	(1,023,062)	-	(1,023,062)	Estimated Squamish student housing capacity to be at 10% for 2025/26, deficit budget for first two years of operations due to higher operating costs than revenue generated through student fees.
Total New Ancillary Operations	(2,611,908)	-	(2,611,908)	
Existing Ancillary Operations				
Children's Centre	(242,218)	(393,611)	151,393	Due to new funding agreement which increased in the \$10 a day funding agreement for the centre.
Performing Arts Theatre	(34,347)	(16,727)	(17,620)	Due to an increase in staffing requirements for on call positions for additional shows.
Bookstore	(175,035)	(191,766)	16,731	Small surplus increase due to 2.5% increase in sales in 2025/26.
Parking	460,800	460,800	-	No material changes expected in 2025/26.
Food Services	123,519	103,699	19,820	Increase in expected number of Students on Campus due to the New Student Housing.
Facility and Land Rental	201,528	201,528	-	No material changes expected in 2025/26.
Student Housing	(141,877)	(187,363)	45,486	Increase due to annual 2% increase in housing fees.
Capilano Catalyst	(229,636)	(781,141)	551,505	Continuing Studies program has been put on hold for the time being, this decision will be reviewed going forward and may be brought back at a future time.
Total Existing Ancillary Operations	(37,267)	(804,583)	767,316	
Operating Surplus/(Deficit)	(2,649,175)	(804,583)	(1,844,592)	

Table A4.15: Statement of Operations – Ancillary Operations Category

Ancillary				
	2025/26 Budget	2024/25 Budget	Change	
			\$	%
Revenue:				
Province of British Columbia	2,485,013	1,821,001	664,012	36.5%
Tuition fees - Domestic	-	-	-	0.0%
Project and other revenue	8,184,549	3,795,810	4,388,739	115.6%
Sales of goods	1,276,088	1,281,250	(5,162)	-0.4%
Parking, childcare and theatre	1,697,986	1,050,940	647,046	61.6%
TOTAL Revenue	13,643,636	7,949,001	5,694,634	71.6%
Expenses:				
Salaries and benefits:				
Faculty - Non-Teaching	3,371	110,176	(106,805)	-96.9%
Administrative	915,286	673,517	241,769	35.9%
Exempt	307,432	73,542	233,890	318.0%
Staff	3,908,256	2,394,082	1,514,174	63.2%
Benefits	1,257,915	796,573	461,342	57.9%
TOTAL Salaries and benefits	6,392,261	4,047,890	2,344,371	57.9%
Other Expenses:				
Other operating expenses	9,900,550	4,705,694	5,194,856	110.4%
TOTAL Other expenses	9,900,550	4,705,694	5,194,856	110.4%
TOTAL Operating expenses	16,292,811	8,753,584	7,539,226	86.1%
Operating surplus/(deficit)	(2,649,175)	(804,583)	(1,844,592)	229.3%

CATEGORY 4: RESTRICTED FUND

Restricted Funds include externally restricted contracts and funding agreements with third parties and internally restricted funds such as the student success fee. For externally restricted funds, the budgeted revenues and expenses are equal when the contract or agreement does not require a contribution from the university. In most cases, any unspent funds must be returned at the end of the agreement. Capilano University uses the deferred revenue method of recognizing contributions: all contributions received are recorded as deferred contributions on the balance sheet and revenue is recognized equal to the expenses incurred during the fiscal year.

Table A4.16: Statement of Operations – Restricted Funds & Fund Balances

Restricted Funds			
Restricted Funds	2025/26 Budget	2024/25 Budget	Change
Revenue:			
Province of British Columbia	1,423,952	1,954,329	(530,377)
Tuition fees - Domestic	1,700,195	1,268,587	431,608
Tuition fees - International	1,218,864	1,260,168	(41,304)
Project and other revenue	673,233	2,126,313	(1,453,081)
Parking, childcare and theatre	21,000	21,000	-
TOTAL Revenue	5,037,243	6,630,397	(1,593,154)
Expenses:			
Salaries and benefits:			
Faculty - Teaching	455,090	1,027,314	(572,224)
Faculty - Non-Teaching	294,992	322,430	(27,438)
Administrative	419,885	329,103	90,782
Exempt	382,153	354,737	27,416
Staff	1,012,765	964,202	48,562
Benefits	602,549	661,573	(59,025)
TOTAL Salaries and benefits	3,167,434	3,659,360	(491,926)
Other Expenses:			
Other operating expenses	2,580,424	2,975,770	(395,346)
TOTAL Other expenses	2,580,424	2,975,770	(395,346)
TOTAL Operating expenses	5,747,858	6,635,130	(887,272)
Operating surplus/(deficit)	(710,615)	(4,732)	(705,882)

Table A4.17: Statement of Operations – Restricted Funds & Fund Balances – Breakdown by Category

Category	Fund	2025/26 Budget			2024/25 Budget			Change
		Revenues	Expenses	Budget	Revenues	Expenses	Budget	
Uncategorized	20	111,200	111,200	-	111,200	111,200	-	-
External Grants	21	359,674	359,674	-	503,495	503,495	-	-
Field Schools & Consumables	22	548,187	548,187	-	463,010	463,010	-	-
Unified Grants (Internal)	23	-	-	-	41,997	41,997	-	-
Ministry Targeted Funds	24	635,293	635,293	-	1,565,670	1,565,670	-	-
Restricted Funds - Contracts	25	13,102	23,569	(10,467)	755,822	838,326	(82,501)	72,034
Restricted Funds - CALP	26	977,116	873,911	103,205	975,388	897,618	77,769	25,436
Internally Restricted	28	2,392,672	3,196,025	(803,353)	2,213,815	2,213,815	-	(803,353)
Operating Surplus/(Deficit)		5,037,244	5,747,858	(710,615)	6,630,397	6,635,131	(4,732)	(705,882)

Internally Restricted Funds (Fund 28) include revenues and expenses from the Student Success Fee. Revenue is budgeted based on projected enrollment units, but expenses are currently exceeding revenues for the 2025-26 budget due to student support projects which will be funded by previous surplus balances. At the end of fiscal year 2023/24, the balance of these funds was \$2.98 million, expected to increase with unspent amounts from fiscal year 2024/25. The internally restricted fund will support the student support projects such as Collegia Programming, a new housing council, an internship program with the Hospitality

and Tourism department, and efforts to enhance on-campus job opportunities for FY 25-26 and the CSW washroom renovation project is currently paused due to a budget deficit.

Table A4.18: Statement of Operations – Internally Restricted Funds

	2024/25 Budget		Fiscal 2025/26
	Budget	Q3 Forecast	Budget
Total Student Success Fee Revenue	2,213,815	3,060,524	2,392,672
Total Salary and Benefits	990,110	1,368,630	1,826,819
Total Operating Expenses	1,223,705	1,691,894	1,369,206
Total Expenses	2,213,815	3,060,524	3,196,025
Annual Surplus / (Deficit)	-	0	(803,353)
Internally Restricted, Beginning of Year	2,988,103	2,988,103	2,988,103
Annual Surplus / (Deficit)	-	0	(803,353)
Internally Restricted, End of Year	2,988,103	2,988,103	2,184,751

CATEGORY 5: OTHER

The other category includes provincial operating grant, central revenue items, Capilano University Foundation consolidated results, investment income and most of the operating expenses.

The budget decreased by \$0.1 million from \$36.5 million in 2024/25 to \$36.3 million in 2025/26. The increase in revenue was due in part to the reallocation of \$1.6 million of restricted operating grant to FY 2025/26 and an adjustment to SRM funding of \$1.2 million.

The increase to operating expenses is largely made up of a \$1.5 million Squamish campus operating expense increase, \$1.6 million for Facilities operating projects (funded from Ministry operating grant restriction included in revenues above), Digital Technology software license fees \$0.2 million for approved DTS projects, and the removal of \$0.7 million prior year one-time additions for Facilities.

Table A4.19: Statement of Operations – Other Category

	2025/26 Budget	2024/25 Budget	Change
Revenue:			
Province of British Columbia	60,653,295	57,727,267	2,926,028
Project and other revenue	2,353,610	2,397,857	(44,247)
Donations and gifts in-kind	297,109	297,109	-
Investment income	4,507,339	4,849,547	(342,208)
TOTAL Revenue	67,811,353	65,271,779	2,539,573
Other Expenses:			
Other operating expenses	31,422,700	28,781,652	2,641,049
TOTAL Operating expenses	31,422,700	28,781,652	2,641,049
Operating surplus/(deficit)	36,388,652	36,490,128	(101,476)

CATEGORY 6: CAPITAL OPERATING IMPACT

Table A4.20 below provides information on the operating impact of the amortization of deferred capital revenue, amortization of capital assets, and the impacts of asset retirement obligations and accretion expense accounting standards that were implemented as of April 1, 2022. **Table A1.21** explains the increase in amortization of Provincial funding for new Squamish Student Housing, Children's Centre, and Student Housing of \$2.99 million, and the increase in amortization of tangible capital assets for the new Children's Centre, Student Housing for North Vancouver and Squamish, and ERP of \$1.55 million.

Table A4.20: Capital Operating Impact

	2025/26 Budget	2024/25 Budget	Change
Amortization of deferred capital contributions	7,716,349	4,728,613	2,987,736
Amortization of Tangible capital assets	13,094,468	11,542,097	1,552,371
Asset Retirement Obligation	5,933	5,933	0
Operating Surplus / (Deficit)	(5,384,053)	(6,819,417)	1,435,364
Accretion Expense	37,021	35,714	1,307
Total Operating Surplus / (Deficit)	(5,421,074)	(6,855,131)	1,434,057

Table A4.21: Capital Operating Impact - Explanation of Changes

Explanation of Changes	2025/26 Budget	2024/25 Budget	Change	Total Project
Amortization of deferred capital contributions:				
Squamish Campus	1,700,763	1,600,000	100,763	48,000,000
Student Housing	266,677	182,788	83,889	12,534,000
Centre for Childhood Studies	454,531	249,742	204,789	17,125,194
Squamish Student Housing	1,280,000	-	1,280,000	38,800,000
ERP Project Phase 1- Capital	250,000	-	250,000	5,000,000
Amortization of other routine capital funding less contributions fully amortized in prior year	3,764,378	2,696,083	1,068,295	
Total Annual Amortization of DCC	7,716,349	4,728,613	2,987,736	
Amortization of Tangible capital assets:				
Squamish Campus	(1,738,916)	(2,466,189)	(727,273)	50,214,234
Student Housing (Including FFE)	(1,238,533)	(848,925)	389,608	58,212,000
Centre for Childhood Studies (Including FFE)	(668,850)	(367,500)	301,350	25,200,000
Squamish Student Housing (Including FFE)	(1,712,173)	(200,000)	1,512,173	48,500,000
ERP Project Phase 1- Capital	(488,331)	-	488,331	12,646,802
Integration Hub - Capital	(24,068)	-	24,068	1,840,638
Other: Amortization of 25/26 capital budget additions (facilities, IT, and facilities)	(7,223,596)	(7,659,482)	(435,886)	
Total Annual Amortization of TCA	(13,094,468)	(11,542,097)	1,552,372	
Asset Retirement Obligation:				
Revised ARO estimate received from auditors	5,933	5,933	-	
Change in Asset Retirement Obligation	5,933	5,933	-	
	(5,384,053)	(6,819,417)	1,435,364	
Accretion Expense	37,021	35,714	1,307	
Total Change	(5,421,074)	(6,855,131)	1,434,057	

Appendix 5: Integrated Planning and Resource Allocation Priorities

This section provides the Integrated Plan Summary Report that provides a summary of the initiatives and actions planned for each Vice President portfolio for Fiscal 2025/26.

Squamish Campus

Squamish Campus opened in Fall 2024. The 2024/25 Squamish Campus Budget was based on estimated operating expenses and salaries for the partial year. Budget 2025/26 updated the assumptions for operating expense and salary expense and they reflect a full fiscal year of Squamish Campus operations.

Table A5.1: Squamish Campus

Squamish Campus			
	2025/26 Budget	2025/25 Budget	Change Increase/(Decrease)
Revenue	(305,000)	(305,000)	-
Project and other revenue	(305,000)	(305,000)	-
Salaries	1,315,703	1,023,863	291,841
Faculty - Non-Teaching	149,150	147,646	1,504
Administrative	401,470	359,973	41,497
Exempt	201,514	193,486	8,028
Staff	563,570	322,759	240,811
Benefits	322,347	250,845	71,502
Benefits	322,347	250,845	71,502
Operating Expenses	3,349,848	1,866,971	1,482,877
Building and Grounds Maintenance	511,400	682,000	(170,600)
Equipment Maintenance	155,000	-	155,000
Utilities	778,663	161,196	617,467
Supplies	206,000	52,469	153,531
Safety and Security	1,205,728	459,848	745,880
Parking, Moving and Travel	173,900	184,900	(11,000)
Consulting Fees and Meetings	118,157	326,557	(208,400)
Fees for services and Advertising	201,000	-	201,000
Operating Surplus/(deficit)	(4,682,899)	(2,836,678)	(1,846,221)

Table A5.1: Squamish Campus Course Registrations

Enrollment	2025/26 - BUDGET				
	SPRING (1/4)	SUMMER	FALL	SPRING (3/4)	YEAR
Faculty of Arts and Sciences	7	9	256	168	440
Domestic	6	7	205	123	341
International	1	3	51	45	99
Business and Professional Studies Faculty	4	5	133	87	228
Domestic	3	3	106	64	177
International	1	1	26	23	51
Education, Health and Human Development Faculty	9	12	319	209	548
Domestic	8	8	255	154	425
International	1	3	63	55	123
Fine and Applied Arts Faculty	2	3	70	46	120
Domestic	2	2	56	34	93
International	0	1	14	12	27
Global and Community Studies Faculty	5	6	174	114	300
Domestic	4	5	139	84	232
International	1	2	35	30	67
Total - Squamish Campus	27	35	951	624	1,637
Total Domestic - Squamish Campus	23	25	762	459	1,268
Total International - Squamish Campus	4	10	189	165	368

Student Housing Phase 1

Student Housing Phase 1 is expected to open in August 2025. Resident and Food Service revenue was calculated based on a 95% occupancy rate. The staffing requirements for the new student housing are comparable to those of the existing centre. Operating expenses were based on the existing student housing facility with additional one-time operating expenses of \$25,000.

Table A5.2: Student Housing Phase 1

Student Housing Phase 1	
	2025/26 Budget
Revenue	(3,679,365)
Residence Services Revenue	(1,813,617)
Food Services Revenue	(1,599,072)
Amortization of deferred capital contributions	(266,677)
Salaries	277,059
Administrative	69,977
Exempt	100,998
Staff	106,084
Benefits	67,879
Benefits	67,879
Operating Expenses	4,584,358
Operating Expenses	2,346,217
Amortization of tangible capital assets	1,238,533
Interest expense on loan	999,607
Operating Surplus/(deficit)	(1,249,931)

New Centre for Childhood Studies

The New Children's Centre is expected to open in April 2025. The revenue projections are based on the Parent Fee Model and Operating Grant for Childcare Operating Fund and Childcare Fee Reduction Initiative for Budget 25-26. The staffing requirements for the new children's centre are comparable to those of the existing centre. One-time operating expenses totaling \$117K have been added. The remaining operating costs are estimated based on the current children's centre building.

Table A5.3: New Centre for Childhood Studies

New Centre for Childhood Studies	
	2025/26 Budget
Revenue	(1,572,712)
Parent Fees	(647,046)
Prov of BC	(224,037)
Other Revenue	(247,097)
Amortization of deferred capital contributions	(454,531)
Salaries	1,812,733
Administrative	253,805
Staff	1,558,929
Benefits	444,120
Benefits	444,120
Operating Expenses	840,950
Operating Expenses	172,100
Amortization of tangible capital assets	668,850
Operating Surplus/(deficit)	(1,525,091)

Squamish Student Housing

Squamish Student Housing Project was operational as of September 2024. Housing and Food Service revenue was calculated based on a 20% occupancy rate for the upcoming semesters. The staffing requirements for the new student housing are comparable to those of the existing student housing facility. Operating expenses are assumed based on the existing Student Housing building.

Table A5.4: Squamish Student Housing

Squamish Student Housing	
	2025/26 Budget
Revenue	(2,245,414)
Housing Services	(247,337)
Food Services	(174,077)
Other revenue	(544,000)
Amortization of deferred capital contributions	(1,280,000)
Salaries	234,309
Administrative	103,622
Exempt	69,628
Staff	61,058
Benefits	57,406
Benefits	57,406
Operating Expenses	3,408,935
Operating expenses	1,288,566
Amortization of tangible capital assets	1,712,173
Interest on loan	408,197
Operating Surplus/(deficit)	(1,455,235)

Attachments

#	Name	Page Number
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VP SUMMARY FY 2025-26 INITIATIVES

EXECUTIVE SUMMARY

Initiatives planned for Fiscal Year 2025-2026 reflect Capilano University's institutional commitment to advance the implementation of *Envisioning 2030*, *Illuminating 2030* and other relevant plans. They also come as a result of a proactive and thoughtful response to significant changes in the external environment, particularly around government guidelines for international students.

This document presents a summary of the initiatives and actions planned by VP portfolio. For brevity purposes, only key areas of focus are listed.

ACADEMIC & PROVOST

The areas that make up the Vice President, Academic & Provost portfolio are focusing their activities and initiatives to move forward the goals of *Illuminating 2030* around three key outcomes: optimizing domestic recruitment & retention; fostering high-quality learning experiences to engage internal & external communities; and implementing integrative & evidence-informed processes that optimize operational sustainability.

STRATEGIC ENROLMENT MANAGEMENT ("OPTIMIZE DOMESTIC RECRUITMENT & RETENTION")

Initiatives that highlight the distinctive advantage of Capilano University are the focus of work in 25-26. Specifically, we will collaborate and partner with units both within the VPAP portfolio and beyond to document and make visible the unique ways that CapU supports learners. As part of CapU's *Chénchenstway* commitment, a key focus of our work will support recruitment and retention of Indigenous learners.

Additionally, work across the portfolio is ongoing to engage in new program development (both undergraduate and graduate) that will ensure ongoing sustainability of the university. This includes ensuring that our policies and practices align with new Ministry guidelines.

Specific initiatives include roll-out of a new ePortfolio platform (PebblePad) and the development of an *Illuminating 2030* portfolio to make the story of I2030 achievements visible. Also are initial background work to explore approaches that could enable collaborative development of a Centre for Engaged Learning and a Centre for Interdisciplinary Creation and Indigenous Expression. Ongoing support for faculty to develop their teaching and research capabilities are being identified via the Digital Learning Framework.



HIGH QUALITY LEARNING EXPERIENCES (" FOSTER HIGH-QUALITY LEARNING EXPERIENCES TO ENGAGE INTERNAL & EXTERNAL COMMUNITIES")

VPAP initiatives will all be aimed at deepening our ability to provide high-quality learning experiences.¹ Rooted in innovation and using the Squamish, Kálix-ay and Lonsdale locations as incubators and pilot sites for activities, we will introduce and refine approaches that distinguish CapU and highlight our unique capabilities.

Key initiatives include the development of field/lab schools rooted in the environment and the UN SDG's, a new Certificate in Research in Environmental Sustainability (the SUSTAIN initiative) for which we have received external funding, learning resource access refinements such as the development of Hy-Flex classrooms and approaches to support the Digital Learning Framework which will enable learners across our locations to engage with and learn from one another, and new program offerings that highlight and shine light on our learning locations, and include revenue-generating opportunities.

Other initiatives aimed at providing distinct learning opportunities for students include Course clusters, and Prior Learning Assessment and Recognition (PLAR) to enable us to maximize opportunities for students across the Sea-to-Sky region to access the learning when and where they need and desire it.

OPERATIONAL SUSTAINABILITY

As we seek to deepen our ability to communicate and demonstrate CapU's distinctive advantage, we are undertaking initiatives to streamline our operations, decrease frustration on the part of faculty and staff, and increase trust across the university in academic operations. A VPAP strategic roadmap will focus activities and allow us to develop predictable, repeatable processes rooted in SEM that leverage the capabilities of units across the university and make visible the important work happening in academic operations. Specifically, we are developing and initiating phase one of an Integrate Planning Process, beginning with a set of Principles of Integrated Academic Scheduling to be used to manage the current shift in context due to a decrease in international student enrolments. This effort will be used to make progress on better integrating the academic planning and integrated planning and budget work across the university.

The above noted changes also call for a more robust communications plan within the VPAP portfolio. As such, initiatives such as the development of an *Illuminating 2030* portfolio to document and make visible the story of our academic achievements, a regular VPAP open coffee hour, newsletter, and a proposed Provost's Annual Lecture will all aim to deepen the broader university community's understanding in the operational work of the university.

¹ We are working to develop a clear definition and understanding of what we mean by "high-quality learning experiences." The definition will be rooted in High-Impact Practices (HIPs) as outlined by the American Association of Colleges & Universities. <https://www.aacu.org/trending-topics/high-impact>



FINANCE & ADMINISTRATION

FINANCIAL SERVICES

The main priority for Financial Services will be the implementation of the Workday Finance/Payroll ERP. The Finance team will focus on utilizing the technology to stream-line and modernize processes and ensure that staff through-out the university receive training and support on the new technology. As existing Finance policies and procedures are tied to manual processes; these will be reviewed and updated accordingly to align with the new Workday system.

As we look to the build and launch our future state, we will also focus on ensuring existing financial operations continue, established service standards are adhered and the transition to the new future state is smooth. We will also continue to make refinements to the budgeting and integrated planning process with a focus on developing budgets that ensure fiscal sustainability.

CORPORATE SERVICES

Corporate Services will be heavily involved with the implementation of the Workday ERP solution. Three modules in particular, procurement, inventory management and contract management will require significant effort to implement and will create transformational opportunities. The new system will enable the team to transition to be more responsive and service orientated as a result of eliminating manual processes.

Corporate Services will continue to develop and enhance the university's risk management maturity, policies and procedures, and privacy and records management programs.

FACILITIES SERVICES & CAMPUS PLANNING

Facilities Services & Campus Planning (FSCP) will continue to work on completing campus master plan projects in implementation stage which include Student Housing Phase 1, Centre for Childhood Studies, Electrical Infrastructure upgrades, as well as a variety of building infrastructure maintenance projects in both North Vancouver and Squamish. FSCP will also continue to advance projects that are in the definition stage including Swk'chays Home and Student Housing Phase 2.

The Office of Safety & Emergency Services (SES) is focusing efforts on gathering Business Impact Assessments, as part of the development of a Business Continuity Plan, upgrading and implementing technologies to fortify the University's incident mass communication systems to better communicate emergencies such as active threats and interface fire. SES is updating management systems in the areas of safety, operational security, parking, and security technologies that will include training and exercising components for members the University Community, and where reasonable with external authorities. The SES security technology section is greening our CCTV systems with updated technology that will better support response activities and University security. Other projects underway include updating safety and security policies, Fire Smarting buildings vulnerable to interface fire on the main campus, updating our fall protection systems on our rooftops, and a review of traffic calming requirements.



DIGITAL TECHNOLOGY SERVICES

Digital Technology roadmap and strategy will be used to guide the strategic projects for the Digital Technology Services department (DTS). The digital solutions identified in the roadmap will need to be prioritized and preparation work will be required for each system as part of the annual integrated planning process. Strategic projects for Fiscal 2025/26 include:

- » **Workday ERP system for Finance and PCD.** This project commenced in Fiscal 2024/25 and will continue during Fiscal 2025/26 with Phase 1 planned to go live October 2025 and Phase 2 planned to commence in January 2026. Continuous process improvements will be made after the system is moved into production.
- » **Integration Hub project.** This project commenced alongside the Workday ERP project as integrations to decommission the legacy PCD, Finance and Payroll systems are required. In addition, implementation of the integration strategy will need to continue to replace all point-to-point integrations with the integration hub.
- » **Cybersecurity program.** The cybersecurity program commenced in Fiscal 2024/25 with the DTS department reorganization and creation of a dedicated cybersecurity team. This team will develop the cybersecurity program in accordance with the National Institute Standards and Technology (NIST) Cybersecurity Framework which helps organizations better understand, manage and reduce cybersecurity risk and protect networks and data.
- » A net new system for **Curriculum Management System (CMS)** that forms part of the core systems will be selected in preparation to begin implementation activities in Fiscal 2024/25. This implementation will be in collaboration with the academic teams and registrars' office.
- » **Standardize classroom spaces and pilot a hy-flex classroom** in collaboration with Centre for Teaching Excellence and continue to implement digital solutions and technology at the new Squamish campus in collaboration with facilities, faculties and the CTE.
- » DTS will support employee engagement by updating digital technology service areas, implementing a new organizational structure for digital technology services, implementing workflows and processes and standardizing tool sets used to perform work in the digital technology services team.

PEOPLE, CULTURE & DIVERSITY

HUMAN RESOURCES

Capilano University's People, Culture, and Diversity (PCD) department is spearheading the People Plan, a comprehensive initiative with the ambitious goal of establishing a thriving workplace community by the year 2030. This plan emphasizes employee engagement and aligns organizational goals with the overarching success of the university. A key component of the rollout includes collaboration across various departments, ensuring that insights and contributions inform outcomes.



- » **Competency Development and Job Descriptions.** PCD is working closely with departments to develop essential competencies that will be integral in updating job descriptions and enhancing clarity around career progression. This alignment is crucial for an effective talent acquisition process that fosters employee engagement and advancement opportunities.
- » **Onboarding Improvements.** An onboarding review is underway, aiming to streamline procedures and clarify expectations. Phase one, focusing on improvements, is set to roll out in January. Furthermore, a redesigned New Employee Orientation Day will be instituted monthly with the objective of introducing new hires to the university's structure, strategic vision, purpose, and core values, enabling them to integrate smoothly into the university community.
- » **Employee Experience Initiatives.** Within the Employee Experience sub-department, HR Business Partners (HRBPs) are crucial as strategic advisors. Their focus will encompass several initiatives:
 - Joint Training for Faculty: Ensure that all faculty members have a thorough understanding of key employment processes, including who to contact with questions. This will involve developing a dedicated landing page on the Frontlines platform for easy access to resources and training information, utilizing technology to cater to diverse learning styles, and partnering with the Communications team to promote these training sessions effectively.
 - Exit Interview Surveys: A standardized exit interview process will be implemented for all employee groups. The data collected will be analyzed to identify patterns and themes, leading to actionable strategies aimed at enhancing employee experience and retention. Continuous monitoring and evaluation will be essential to gauge the effectiveness of these strategies and identify areas for improvement.
- » **Labour Relations (LR) Focus.** The LR team will focus on several critical areas with plans to enhance relationships with university unions through improved adherence to collective agreements:
 - Grievance Management Review: Standardizing the grievance process to ensure clarity and transferability across cases, including developing briefing notes and a consistent filing system that allows for the identification of actionable next steps.
 - Compliance with Labour Legislation: Establishing formal processes for compliance with labor laws, including creating a centralized SharePoint site to store updates and develop communication plans for distributing changes to relevant stakeholders.
 - Collective Agreement Implementation: Following each bargaining session, the newly agreed terms must be effectively implemented and communicated to avoid grievances, which includes updating the collective agreements on internal platforms and ensuring that any necessary changes in compensation and benefits are activated promptly.
- » **People Services Contributions.** The People Services team manages the operational aspects of PCD, providing vital support for the effective execution of the People Plan:
 - People Analytics and Compensation: Comprehensive training will be provided to help administrators better understand CapU's classification and compensation systems. This aims to build trust and transparency in these processes and foster confidence in decision-making.



- Talent Acquisition Process Improvements: A review of recruitment processes for administrative and executive roles will help create streamlined documentation and communication plans to showcase new procedures. This includes lifecycle updates for hiring managers and clear user guides for job postings to ensure standardization across the university.
- » **Organizational Development (OD) Focus.** OD is dedicated to fostering a culture of continuous improvement and organizational effectiveness through various strategic initiatives:
 - Competency Framework Development: Establishing a competency framework to standardize employee development, performance management, and career progression. Identifying core and leadership competencies is essential for aligning individual goals with the university's strategic objectives.
 - Goals and Performance Program (GaP): The rollout of GaP includes training sessions and resource creation to enhance understanding and implementation among staff. This integrated process will be continuously managed to ensure smooth execution.
 - DiSC Training: Delivering training sessions designed to improve teamwork and collaboration, while strategically promoting upcoming sessions to maximize participation.
- » **Diversity, Equity, and Inclusion (DEI) Initiatives.** A roadmap to enhance diversity, equity, and inclusion is set to include the establishment of baseline metrics for accountability:
 - Self-Identification Survey: Launching a survey to gather data on employee demographics, ensuring enhanced communication on the purpose and benefits of data collection while emphasizing confidentiality. This initiative aims to strengthen CapU's commitment to equity and inform future DEI strategies.
- » **Recognition and Rewards Program.** Following feedback from engagement surveys, a new recognition program is in development to meaningfully acknowledge employee contributions. Researching best practices will help to ensure the program resonates with the employee experience and positively impacts overall engagement.

Two major projects for PCD in 2025 not listed above are the work required around the search for the new President for CapU as well as the Human Capital Management portion of the ERP with the Digital Transformation project.

STRATEGIC PLANNING , ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

INSTITUTIONAL RESEARCH

Institutional Research is planning to develop a centralized data ETL process to allow for more effective data analysis, and the ability to focus on building out the data ETL maturity so that data can be analyzed across data silos. This will allow to look at student trends mapped to HR trends mapped to financial implications to facilitate more integrated proactive planning. Into the future, IR could build out a mature data science team to leverage the information that CapU has have in order to make more strategic and impactful decisions.

For Strategic Enrolment Management (SEM), IR will continue to ensure understanding of what the planned enrolment numbers are, so that multi-year budgeting and hiring can be informed. The aim is to better predict



changes and invest accordingly. This will allow the university to have better visibility into the future and to plan for a sustainable balance between predictable/planned changes vs. unexpected/out of our control changes.

INTERNATIONAL

International is planning to meet SEM targets with increased diversification of well-prepared international student registration across the university. It is anticipated that increased diversity will be accomplished progressively over the next three years. Critical initiatives such as regional recruitment representatives are in place in five regions around the globe, and multiple degree pathway agreements are in process.

The area will continue to increase global engagement activities for students including exchange, field schools, projects, and intercultural learning opportunities. The anticipated outcomes are to maintain 2024-25 field school registration (at least three field schools), double student and faculty exchange activities, and increase COIL activities to over 10 individual projects. Of equal importance is for International to accomplish effective transition support for international students. During this year transition officers will be in place as a functioning unit in CIE and integrated with departments and other services across the university.

Along with diversification efforts, International will work on achieving Increased international strategic partnerships and academic collaboration, strategic enrolment, and global engagement of the university community. Strategic partnerships will enhance intercultural learning, global citizenship, and transformational learning objectives and opportunities for the university. They will include partnerships for academic progression, exchange of knowledge and teaching methods, research opportunities, COIL activities, professional development, insights for advanced academic programming, delivery, and strategic partnerships, and pathway and articulation to support registration objectives.

STUDENT SUCCESS

- » **Athletics and Recreation** will continue to develop the Blues Athletics Alumni and Hall of Fame to engage with CapU's past athletes, coaches, builders and staff. The area will start renovations of the Centre for Sport and Wellness to create more space to accommodate growing athletics and recreation operations. The department organizational and staffing chart will be updated.
- » **Accessibility** is planning to use the testing invigilation management system capacity of TargetX software to receive, plan, organize, monitor, and track all testing exam invigilation-related procedures now done manually. In relation to privacy, consent to 3rd party and file disposition, the area will ensure appropriate collection, use, access, disclosure, storage, retention, and disposal of personal information in compliance with FIPPA. Finally, Accessibility will utilize monthly meetings and an annual retreat to evolve service solutions that address the increasing number and complexity of student demand. This includes potential changes such as adding a full-time AS Advisor, increasing section release for the AS Coordinator, and reviewing the rules related to testing invigilation.
- » **The Career Development Centre (CDC)** will continue to support students in exploring personal motivators, values, and goals through expanding awareness of Life Design-related programming and incorporating the Life Design approach into existing programming and supports (e.g., CDC workshops). CDC is planning to expand student employment opportunities on and off campus by generating leads for student employment opportunities within regional campuses. The area will also continue to collaborate with different schools on professional development opportunities for students, including but not limited to hiring fairs, panels,



networking events, guest speakers, etc. Additionally, it will expand current programming to include mental health and wellness initiatives and will continue to showcase achievements and collaborations through formal recognition programming. Finally, CDC will conduct a thorough review of current marketing strategies and will establish community partnerships with internal stakeholders and service providers to deliver more streamlined support to students.

- » **Counselling Services** will produce a guide for employees on how they can support students experiencing challenges along the mental health continuum. They will also develop a process to deal with student complex cases that involve multiple departments. The area will work on student-facing social media communications for mental health and well-being days of significance. Counselling services will establish connection with new NS Early Psychosis Intervention Unit at the Hope Centre and will work with consultants to guide a strategic planning process. Finally Counselling Services is planning to build cultural competency for non-Indigenous counselors and safety for Indigenous counsellor and a process to address issues as they arise to retain Indigenous counsellor and uphold TRC for students. It will also identify key employees in Big F faculties to be connected with designated counsellors.
- » **Food Services** is planning to increase Food options that meet dietary and cultural preferences, cater to various dietary preferences and cultural tastes, including vegetarian, vegan, gluten-free, and international cuisines, enhance allergen labeling, plan menus and events that celebrate cultural diversity, pilot a plant-based food program and bring in more fresh and healthy items. The area is also planning to incorporate sustainable practices into food services operations, continue to increase partnerships with local farmers and suppliers and implement strategies to minimize food waste. Finally, Food Services is planning to Create avenues for students to provide feedback and actively participate in menu planning, offer internships, culinary workshops, or seminars to foster student interest in the food industry, explore positive partnerships with the District of Squamish, and facilitate pop-up stations in our food service areas.
- » **Student Housing Services** will overtake significant operational planning for student housing on the main campus, will integrate housing orientation with the on-campus welcome and orientation activities, and will develop an operational continuity plan for our current Dollarton location. The area is planning the expansion of the housing team and the launch of summer operations in the Squamish and main campuses. Finally, Student Housing will work on the integration of an AI tool on their web page and will update residence tour videos.
- » **Student Affairs (SA)** will work on an enhanced response support services for student misconduct under CapU's Student Conduct Policy and Sexual Violence Policy via one additional FTE advisor role to respond to increased misconduct reports and investigations at all campus locations, strengthen informal resolution/restorative justice options for minor misconduct and improve communications about reporting options and processes to all campus community members. SA will launch or expand service provision of a mobile non-police/non-security-based mental health crisis response service option for students, accessible after-hours and on weekends, in partnership with a community-based mental health service provider. The area will test an AI chat bot to answer learner questions about university processes, resources and services in a clear and just-in-time manner and will continue to strengthen the Your Early Support Program. Finally, SA will work with Squamish staff to support the development of engaging student life programming, will increase opportunities for peer leadership and peer-to-peer support in Student Life programming and revamp the new student orientation.



REGISTRAR'S OFFICE

The RO will continue to work on full year scheduling as this initiative will lead to an improved student experience around registration and course planning. The end goal is to publish the Fall and Spring (and possibly Summer) schedules at the same time in June each year. The area will work on the acquisition and implementation of a Curriculum Management System. With selection of a vendor likely in Q4 2024, most of the implementation phase will fall into the 2025/26 budget year. The RO will reconfigure the processes within scholarships, bursaries and awards (SBAs) as an enticement for accepted students to register at CapU. Finally, the area will continue to work towards the implementation of a recruitment Customer Relationship Management System (CRM). Not only is this important for improving the conversion of prospects to admits and registrants, but it will also allow to better understand the impact of our efforts through data and reporting functionality.

UNIVERSITY RELATIONS

UNIVERSITY RELATIONS

University Relations' operational improvements will follow on the heels of the creation of a new University Relations leadership team. Employee training and engagement activities will be developed alongside focused succession planning. Joint training activities, focused on fundraising, media relations, and government relations, will be made available to UR team members and select CapU colleagues.

As part of CapU's Chénchenstway commitment, the University Relations team will work with the Squamish and Tsleil-Waututh Nations to secure an Indigenous name for the University's new student housing building, as well explore appropriate protocols for working with both Nations on land use, development, and naming. In April 2025, the University Relations team will coordinate an event to celebrate the opening of the University's new Centre for Childhood Studies, a 23,000 square foot, two storey, state of the art learning and research environment providing 74 new childcare spaces and 20 practicum spots.

GOVERNMENT RELATIONS

Preparations for the 2025 federal election will occur between January and October 2025 and will include an enhanced **CapU 2025-26 Government Relations Roadmap** that includes introductions to key ministries in Ottawa and advocacy efforts around housing, transit funding, and environmental sustainability. In support of the new president, a **Government Relations Playbook** will also be created. This document will provide an overview of the University's past and current work with government (at the municipal, provincial and federal levels) and introduce the new president to key community and government networks.

COMMUNICATIONS

To elevate CapU's reputation and profile, the Communications team will identify and work with subject matter experts (SMEs) for media engagements, as part of a proactive approach to external relations. This will result in the launch of a dedicated online media resource space by December 2025. Media training will be delivered twice a year to build SME capacity. To raise awareness and build CapU's reputation in Squamish, a strategic communications plan will be created by May 2025, with full implementation by 2026, emphasizing enrolment, reputation and employee engagement.



MARKETING & DIGITAL EXPERIENCE

CapU's new brand strategy and platform will be implemented, establishing consistent messaging, tone of voice and visual expression across the University, to elevate the institutional reputation and support strategic enrolment objectives in a competitive student market. As part of the University's new Brand Platform roll-out, a comprehensive brand guidelines document and several new branded templates and resources will be provided to the University community.

New in 2025-26 are partnerships with *student content creators*, expanded out-of-home advertising and new channel experiments to complement established marketing tactics. The MDX team will also work on boosting awareness for the Squamish campus through targeted advertising and promotional campaigns and will continue to work with DTS and other groups to improve the digital experience for its enrolled students.

PHILANTHROPY & ALUMNI RELATIONS

August 2026 marks the conclusion of BlueShore Financials' naming sponsorship of the CapU Theatre for the Performing Arts. As a result, the Philanthropy team will work to secure a new sponsor by late August 2026. This sponsorship supports theatre programming and instruction. Philanthropy will also work to create an expanded Squamish donor pipeline with the goal of creating support for the new campus and its programming. Philanthropy will support Strategic Enrolment Management (SEM) by attracting more students to the University via the creation of an endowed *President's Entrance Award* (\$750K to \$1M).

Alumni Relations will hold its first Squamish alumni engagement event, incorporate Truth and Reconciliation initiatives and introduce a new Convocation App specifically for new graduates.

UNIVERSITY EVENTS & CEREMONIES

University Events will begin work on coordination of the new president's installation ceremony and welcome reception. Additionally, the University's first, comprehensive Convocation Protocol Guide will be created, focused on the consistent and efficient delivery of convocation ceremonies.

The department will also provide support (training, policies, procedures, best practices, vendors, etc.) to the new manager, events, Squamish – helping to ensure the success of student events and activities in Squamish and the Sea-to-Sky Corridor.

Capilano University
Fiscal Year 2025/26 Budget
Enrollment and Tuition Revenue

Attachment 2

	2024/25 Budget		2025/26 Budget										Change	
	Enrollment	\$	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Enrollment	Spring 2025	Summer 2025	Fall 2025	Spring 2026	\$	Enrollment	\$
TOTAL	67,367	90,099,885	7,645	10,712	30,560	20,053	68,970	9,551,864	15,830,706	37,057,369	24,954,434	87,394,373	2,322	(2,162,593)
Domestic	32,288	18,991,373	4,367	3,769	18,476	12,181	38,794	2,701,957	1,527,148	11,543,425	7,564,099	23,336,629	7,082	4,588,179
International	35,080	71,108,513	3,278	6,943	12,084	7,871	30,176	6,849,907	14,303,558	25,513,944	17,390,335	64,057,744	(4,760)	(6,750,773)
Faculty of Arts and Sciences	21,240	28,591,824	2,534	4,698	10,146	5,360	22,738	3,370,818	7,885,940	13,267,187	5,741,501	30,265,446	1,677	1,807,808
Domestic	7,989	3,635,138	1,061	965	4,613	3,243	9,882	485,875	392,458	2,155,868	1,514,415	4,548,616	2,037	979,979
International	13,252	24,956,686	1,473	3,733	5,533	2,116	12,856	2,884,943	7,493,482	11,111,319	4,227,086	25,716,830	(360)	827,829
Business and Professional Studies Faculty	21,182	31,902,702	2,263	3,655	8,090	5,770	19,778	3,075,646	5,898,363	10,729,941	7,916,889	27,620,839	(1,404)	(4,281,863)
Domestic	7,249	3,543,422	1,047	1,036	3,969	2,720	8,772	519,425	513,179	1,980,366	1,376,207	4,389,177	1,523	845,755
International	13,933	28,359,280	1,216	2,619	4,121	3,050	11,006	2,556,221	5,385,184	8,749,575	6,540,682	23,231,662	(2,927)	(5,127,618)
Education, Health and Human Development Faculty	7,517	6,258,483	699	1,430	3,638	2,327	8,095	526,348	806,891	2,882,932	2,051,601	6,267,772	938	263,323
Domestic	5,416	1,744,550	548	1,202	2,812	1,685	6,247	189,126	288,352	1,018,696	592,788	2,088,962	1,119	442,240
International	2,101	4,513,933	151	228	827	642	1,848	337,222	518,539	1,864,236	1,458,813	4,178,810	(181)	(178,917)
Fine and Applied Arts Faculty	10,863	14,054,487	1,459	278	5,975	4,275	11,988	1,727,599	230,482	7,120,562	5,745,186	14,823,829	1,125	769,342
Domestic	8,573	8,401,545	1,288	263	5,362	3,434	10,347	1,271,331	176,427	5,465,549	3,455,065	10,368,372	1,774	1,966,827
International	2,290	5,652,943	171	15	614	841	1,640	456,268	54,055	1,655,013	2,290,121	4,455,457	(649)	(1,197,486)
Global and Community Studies Faculty	6,566	9,292,389	690	650	2,711	2,321	6,371	851,453	1,009,030	3,056,747	3,499,257	8,416,487	(14)	(721,203)
Domestic	3,060	1,666,718	423	303	1,722	1,098	3,545	236,200	156,732	922,946	625,624	1,941,502	629	353,378
International	3,505	7,625,671	267	347	989	1,223	2,826	615,253	852,298	2,133,801	2,873,633	6,474,985	(643)	(1,074,581)

	2025/26 Budget			
	Average Rate (Revenue/Enrollment)			
	Spring 2025	Summer 2025	Fall 2025	Spring 2026
Faculty of Arts and Sciences	2,416.05	2,414.01	2,475.56	2,464.19
Domestic	457.94	406.84	467.38	466.91
International	1,958.11	2,007.17	2,008.18	1,997.28
Business and Professional Studies Faculty	2,598.90	2,551.28	2,622.07	2,650.68
Domestic	496.14	495.28	498.99	505.87
International	2,102.76	2,056.00	2,123.07	2,144.81
Education, Health and Human Development Faculty	2,574.41	2,512.48	2,617.68	2,625.76
Domestic	344.97	239.90	362.30	351.74
International	2,229.43	2,272.58	2,255.38	2,274.02
Fine and Applied Arts Faculty	3,656.66	4,286.58	3,716.28	3,729.41
Domestic	986.73	670.61	1,019.37	1,006.08
International	2,669.93	3,615.97	2,696.92	2,723.33
Global and Community Studies Faculty	2,862.82	2,973.40	2,692.78	2,919.85
Domestic	558.90	517.06	536.09	569.85
International	2,303.92	2,456.34	2,156.70	2,350.00

Capilano University
Fiscal Year 2025/26 Budget
Faculty Teaching

Attachment 3

SUMMARY

	2025/26 - BUDGET		2024/25 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Section	2,878.58	38,819,042	2,726.54	36,411,861	152.04	2,407,181
Lab Hours	8,495.00	515,213	9,592.80	576,149	(1,097.79)	(60,936)
PMI	7,845.49	647,680	6,774.11	543,003	1,071.37	104,677
Total	19,219.07	39,981,935	19,093.44	37,531,013	125.62	2,450,922

SECTIONS

	2025/26 - BUDGET		2024/25 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Faculty of Arts and Sciences	813.22	10,966,680	846.04	11,298,558	(32.81)	(331,878)
Business and Professional Studies Faculty	590.52	7,963,399	592.84	7,917,125	(2.32)	46,274
Education, Health and Human Development Faculty	539.25	7,272,005	499.33	6,668,428	39.91	603,577
Fine and Applied Arts Faculty	633.49	8,542,875	508.70	6,793,468	124.79	1,749,407
Global and Community Studies Faculty	281.53	3,796,623	258.00	3,445,514	23.53	351,109
Others	20.57	277,460.00	21.62	288,768.00	(1.05)	(11,308)
2.7 Sechelt	3.52	47,511	3.00	40,064	0.52	7,447
4.4.1 Central CapU	0.42	5,704	0.42	5,648	-	56
6.1.1 Central HR	12.74	171,791	12.74	170,124	-	1,667
2.1.4 Indigenous Student Services	3.89	52,454	5.46	72,932	(1.57)	(20,478)
Total	2,878.58	38,819,042	2,726.54	36,411,861	152.05	2,407,181

LAB HOURS

	2025/26 - BUDGET		2024/25 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Faculty of Arts and Sciences	8,050.74	488,269	9,236.76	554,765	(1,186.01)	(66,496)
Business and Professional Studies Faculty	-	-	-	-	-	-
Education, Health and Human Development Faculty	-	-	-	-	-	-
Fine and Applied Arts Faculty	406.65	24,663	318.42	19,125	88.23	5,538
Global and Community Studies Faculty	-	-	-	-	-	-
Others	37.62	2,281	37.62	2,259	-	22
6.1.1 Central HR	37.62	2,281	37.62	2,259	-	22
Total	8,495.00	515,213	9,592.80	576,149	(1,097.78)	(60,936)

PRIVATE MUSIC INSTRUCTION

	2025/26 - BUDGET		2024/25 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Faculty of Arts and Sciences	7,845.49	647,680	6,774.11	543,003	1,071.37	104,677
Total	7,845.49	647,680	6,774.11	543,003	1,071.37	104,677

Capilano University
Fiscal Year 2025/26 Budget
Faculty Non-Teaching

Attachment 4

SUMMARY

	2025/26 BUDGET		2024/25 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Section	791.67	10,676,009	823.86	11,002,333	(32.19)	(326,324)
Lab Hours	25,670.38	1,556,889	25,292.38	1,519,076	378.00	37,813
PMI	378.00	31,206	378.00	30,300	-	906
Total	26,840.04	12,264,104	26,494.23	12,551,709	345.81	(287,605)

SECTIONS

	2025/26 BUDGET		2024/25 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
1.1 President	7.00	94,365	7.00	93,449	-	916
2.1 Academic program VP	26.87	362,293	22.09	295,020	4.77	67,273
2.1.1 CTE	39.55	533,392	43.55	581,634	(4.00)	(48,242)
2.1.2 CARS	14.66	197,731	19.32	257,972	(4.65)	(60,241)
2.1.3 Academic Initiatives and Planning	25.15	339,185	25.15	335,893	-	3,292
2.1.4 Indigenous Student Services	-	-	15.55	207,603	(15.55)	(207,603)
2.2 FAS	104.71	1,412,128	104.71	1,398,423	-	13,705
2.3 BPS	86.18	1,162,157	95.08	1,269,781	(8.90)	(107,624)
2.4 EHHD	128.03	1,726,559	124.33	1,660,349	3.70	66,210
2.5 Fine and Applied Art Faculty	110.26	1,486,964	110.26	1,472,532	-	14,432
2.5.1 Performing Arts Theatre	0.25	3,371	0.25	3,339	-	32
2.6 GCS	56.71	764,812	56.71	757,389	-	7,423
2.7 Sechelt	12.64	170,440	12.01	160,322	0.63	10,118
2.8 Library	65.00	876,559	65.00	868,052	-	8,507
4.1 Fin&Admin VP	-	-	-	-	-	-
4.4.1 Central CapU	-	-	-	-	-	-
5.1 SPVP	8.00	107,884	8.00	106,837	-	1,047
5.2 AVPSS	66.35	894,763	66.35	886,079	-	8,684
5.2.1 Student Affairs	-	-	-	-	-	-
5.2.2 Centre for Sports and Wellness	-	-	-	-	-	-
5.3 CIE	4.50	60,685	4.50	60,096	-	589
5.4 CS	-	-	8.00	106,837	(8.00)	(106,837)
6.1 HR	3.75	50,571	3.75	50,080	-	491
6.1.1 Central HR	20.99	283,000	21.19	283,000	(0.21)	-
7.1 Squamish	11.06	149,150	11.06	147,646	0.00	1,504
Total	791.67	10,676,009	823.86	11,002,333	(32.19)	(326,324)

LAB HOURS

	2025/26 BUDGET		2024/25 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
2.2 FAS	4,245.70	257,498	4,245.70	255,000	-	2,498
2.3 BPS	1,144.88	69,436	1,144.88	68,762	0.00	674
2.5 Fine and Applied Art Faculty	20,279.81	1,229,955	19,901.81	1,195,314	378.00	34,641
Total	25,670.38	1,556,889	25,292.38	1,519,076	378.00	37,813

PRIVATE MUSIC INSTRUCTION

	2025/26 BUDGET		2024/25 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
2.5 Fine and Applied Art Faculty	378.00	31,206	378.00	30,300	-	906
Total	378.00	31,206	378.00	30,300	-	906