



AGENDA SPECIAL OPEN MEETING OF THE BOARD

March 27, 2026
5:45 pm to 6:45 pm
Via Teams

Board Members

RJ Wallia (Chair), Yuri Fulmer (Chancellor), Jason Dewling (President),
Amina El mantari (Vice-Chair), Shelley Frost (Vice-Chair), Brittany John,
David Ayriss, Janet Cox, Louisa Lun, Owen McLachlan, Pegah Yaghmaie,
Prabal Gupta, Sam Tecele, Troy Abromaitis

Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səilwətaʔ (Tsleil-Waututh), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations.

AGENDA ITEM	ACTION	SCHED	TIME	PAGE
1. Land Acknowledgement and Approval of Agenda – RJ Wallia, Chair Motion: <i>THAT the Board approve the agenda as presented.</i>	Approval	-	2 min	Page 1
2. Welcome Dr. Jason Dewling – RJ Wallia, Chair	-	-	3 min	-
3. Public Input - Michael Begg, Capilano Faculty Association President and Instructor, School of Legal Studies and Alaa Al-Musalli, Senate Academic Planning and Review Committee Chair	Information	Sch 3	5 min	Page 5
4. Academics – Dr. Tracy Penny Light, Interim VP Academic & Provost 4.1. Proposal for the Discontinuance or Suspension (Intake Pause) of Programs for 2026-27 Motion: <i>THAT the Board of Governors accept the advice from Senate to discontinue the following programs:</i> <ol style="list-style-type: none"> 1. College & University Preparation (CUP) Citation 2. Community Leadership & Social Change Diploma 3. Communication for Professionals Certificate 4. Human Kinetics Diploma 5. Human Kinetics – Exercise Science 6. Human Kinetics – Physical Education 7. Hotel & Resort Management Post-Baccalaureate Diploma 8. Tourism Marketing & Development Post-Baccalaureate Diploma 9. Post Baccalaureate in Global Hospitality & Tourism Management 10. Tourism Management for International Students Diploma 	Approval	Sch 4.1	50 min	Page 6

AGENDA ITEM	ACTION	SCHED	TIME	PAGE
<ul style="list-style-type: none"> 11. <i>Tourism Marketing Citation</i> 12. <i>Accounting Assistant Certificate</i> 13. <i>Accounting Assistant Diploma</i> 14. <i>Advanced Business Administration Certificate</i> 15. <i>Business Fundamentals Certificate</i> 16. <i>Retail Business Fundamentals Certificate</i> 17. <i>Computer Information Systems Certificate</i> 18. <i>Visual Communication Advanced Diploma</i> 19. <i>Conducting in Music Certificate</i> 20. <i>Music Diploma – Music Therapy Course Stream</i> 21. <i>Music Therapy Preparatory Stream</i> 22. <i>Digital Visual Effects Diploma</i> 				
<p>Motion: <i>THAT the Board of Governors accept the advice from Senate to suspend or continue the suspension of the following programs:</i></p> <ul style="list-style-type: none"> 1. <i>English for Academic Purpose – Business Administration Pathway (2026–27)</i> 2. <i>English for Academic Purpose – Early Childhood Care & Education Pathway (2026–27)</i> 3. <i>University One for Indigenous Learners Certificate (2026–27)</i> <i>Senate advice: while the evaluation proceeds</i> 4. <i>Diploma in Tourism Management International (2026-27)</i> 5. <i>Visual Effects for Film, Streaming & Immersive Media Diploma (2026–27)</i> <i>Senate advice: continue suspension for redesign</i> 6. <i>Advanced Arts & Entertainment Management Certificate (2026–27)</i> <i>Senate advice: continue suspension and focus on diploma/degree pipeline</i> 7. <i>North American Business Management Post-Baccalaureate Applied Diploma (continue suspension)</i> <i>Senate advice: continued suspension for 2026–27, with direction to explore profile changes to restore PGWP eligibility by December 31, 2027.</i> 8. <i>North American Business Management Post-Baccalaureate Diploma (continue suspension)</i> <i>Senate advice: continued suspension for 2026–27, with direction to explore profile changes to restore PGWP eligibility by December 31, 2027.</i> 9. <i>Communications Studies Diploma</i> <i>Senate advice: continue suspension for 2026-27 with redesign conditions</i> 				

AGENDA ITEM	ACTION	SCHED	TIME	PAGE
<p>Motion: <i>THAT the Board of Governors accept the advice from Senate to remove the following programs from the discontinuance list as recommended to the Board in December 2025 and continue suspension:</i></p> <ol style="list-style-type: none"> 1. <i>International Management Graduate Certificate (continue suspension)</i> <i>Senate advice: removal from discontinuance list, continue suspension pending program review, redesign option, reassess in 2027–28.</i> 2. <i>International Management Graduate Diploma (continue suspension)</i> <i>Senate advice: removal from discontinuance list, continue suspension pending program review, redesign option, reassess in 2027–28.</i> 3. <i>North American and International Management Graduate Diploma (continue suspension)</i> <i>Senate advice: removal from discontinuance list, continue suspension pending program review, redesign option, reassess in 2027–28</i> <p>Motion: <i>THAT the Board of Governors accept the advice from Senate to remove the following programs from the discontinuance list as recommended to the Board in December 2025 and maintain the intake in 2026-27:</i></p> <ol style="list-style-type: none"> 1. <i>Post-Baccalaureate Certificate in Financial Planning</i> <i>Senate advice: removal from discontinuance list, with enrolment reassessment in 2027–28.</i> 2. <i>Post-Baccalaureate Certificate in Financial Planning Professional</i> <i>Senate advice: removal from discontinuance list, with enrolment reassessment in 2027–28.</i> 3. <i>Retail Operations Certificate</i> <i>Senate advice: removal from discontinuance list, with enrolment reassessment in 2027–28</i> <p>Motion: <i>THAT the Board of Governors accept the advice from Senate to remove the following programs from the suspension list and maintain the intake for 2026-27:</i></p> <ol style="list-style-type: none"> 1. <i>Bachelor of Communication Studies</i> <i>Senate advice: removal from suspension conditional on immediate program renewal and assessment timeline to satisfy Policy B.104 by September 30, 2026.</i> 2. <i>Music Diploma</i> <i>Senate advice: removal from suspension conditional on revised curriculum, program efficiency, assessment timeline to satisfy Policy B.104 by June 30, 2026, and reassessment of enrolment targets in 2027–28.</i> 3. <i>Bachelor of Tourism Management</i> 				

AGENDA ITEM	ACTION	SCHED	TIME	PAGE
<p><i>Senate advice: removal from suspension list conditional on completion of official cyclical review, approval of an action plan, and assessment timeline to satisfy Policy B.104 by December 31, 2026.</i></p> <p>4. <i>Tourism Management Co-operative Diploma</i> <i>Senate advice: removal from suspension list conditional on completion of official cyclical review, approval of an action plan, and assessment timeline to satisfy Policy B.104 by December 31, 2026</i></p>				
<p>5. Meeting Close</p>	-	-	-	-

Upcoming Board of Governors Open Meetings:
 April 28, 2026
 June 23, 2026



BOARD OF GOVERNORS REPORT

AGENDA ITEM 3: Public Input	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: March 27, 2026	
PRESENTER: Michael Begg, Capilano Faculty Association President and Alaa Al-Musalli, Chair Senate Academic Planning and Review Committee	

PURPOSE

The Capilano University Board Governance Manual section 32.b. outlines the process for public input at Board meetings. On March 9, 2026, Michael Begg Capilano Faculty Association (CFA) President and Instructor, School of Legal Studies requested to speak at the next Board of Governors' Meeting and Board Chair, Rabjeet Wallia, approved this request. The following outlines the purpose of the input Michael and Alaa Al-Musalli, Senate Academic Planning and Review Committee Chair, will present:

- Highlight the consultation work done by the Senate's Academic Planning and Review committee (SAPRC), in parallel with the CFA consultation, and highlight the difference between the information that led to the original proposals (at the board meeting on 17 Dec) and the information on which the Senate based its advice.
- The common issues raised by the Chairs/Convenors at SAPRC meetings and through memos regarding the contested suspensions and discontinuations.
- Specifically, address the extent to which pauses will save the University money vs. the effect of pauses on the long-term viability of these programs and on CapU as an institution
- Share the faculty association's perspective about the consultation process leading to the program pauses, and concerns about whether the University has followed the collective agreement. Also to bring to the board's attention the unanimous resolution from CFA membership calling on the administration to follow the consultation process in the Collective Agreement.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 4: Program Discontinuance and Suspension (Intake Pause)	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: March 27, 2026	
PRESENTER: Tracy Penny Light, Interim Vice-President, Academic & Provost	

PURPOSE

To provide the Board of Governors the final list of programs recommended for discontinuance and suspension (intake pause) for the 2026–2027 academic year, following Senate’s advice received on March 3, 2026, and March 17, 2026. This request for Board approval is in accordance with [Policy B.104](#) – Discontinuance of Programs or Courses and Section 35.2(6)(b) of the [University Act](#).

MOTIONS

The following motions are proposed for the Board of Governors:

Category #1: “Uncontested” discontinuance (22 programs/30 proposed)

Motion: *THAT* the Board of Governors accept the advice from Senate to discontinue the following programs:

1. College & University Preparation (CUP) Citation
2. Community Leadership & Social Change Diploma
3. Communication for Professionals Certificate
4. Human Kinetics Diploma
5. Human Kinetics – Exercise Science
6. Human Kinetics – Physical Education
7. Hotel & Resort Management Post-Baccalaureate Diploma
8. Tourism Marketing & Development Post-Baccalaureate Diploma
9. Post Baccalaureate in Global Hospitality & Tourism Management
10. Tourism Management for International Students Diploma
11. Tourism Marketing Citation
12. Accounting Assistant Certificate
13. Accounting Assistant Diploma
14. Advanced Business Administration Certificate
15. Business Fundamentals Certificate
16. Retail Business Fundamentals Certificate
17. Computer Information Systems Certificate
18. Visual Communication Advanced Diploma

19. Conducting in Music Certificate
20. Music Diploma – Music Therapy Course Stream
21. Music Therapy Preparatory Stream
22. Digital Visual Effects Diploma

Category #2: “Uncontested” suspension (9 programs/11 proposed)

Motion: *THAT* the Board of Governors accept the advice from Senate to suspend or continue the suspension of the following programs:

1. English for Academic Purpose – Business Administration Pathway (2026–27)
2. English for Academic Purpose – Early Childhood Care & Education Pathway (2026–27)
3. University One for Indigenous Learners Certificate (2026–27)
 - Senate advice: while the evaluation proceeds
4. Diploma in Tourism Management International (2026-27)
5. Visual Effects for Film, Streaming & Immersive Media Diploma (2026–27) \
 - Senate advice: continue suspension for redesign
6. Advanced Arts & Entertainment Management Certificate (2026–27)
 - Senate advice: continue suspension and focus on diploma/degree pipeline
7. North American Business Management Post-Baccalaureate Applied Diploma (continue suspension)
 - Senate advice: continued suspension for 2026–27, with direction to explore profile changes to restore PGWP eligibility by December 31, 2027.
8. North American Business Management Post-Baccalaureate Diploma (continue suspension)
 - Senate advice: continued suspension for 2026–27, with direction to explore profile changes to restore PGWP eligibility by December 31, 2027.
9. Communications Studies Diploma
 - Senate advice: continue suspension for 2026-27 with redesign conditions

Category #3: “Contested” discontinuance (6 programs/30 proposed)

Motion: *THAT* the Board of Governors accept the advice from Senate to remove the following programs from the discontinuance list as recommended to the Board in December 2025 and continue suspension:

1. International Management Graduate Certificate (continue suspension)
 - Senate advice: removal from discontinuance list, continue suspension pending program review, redesign option, reassess in 2027–28.
2. International Management Graduate Diploma (continue suspension)
 - Senate advice: removal from discontinuance list, continue suspension pending program review, redesign option, reassess in 2027–28.
3. North American and International Management Graduate Diploma (continue suspension)
 - Senate advice: removal from discontinuance list, continue suspension pending program review, redesign option, reassess in 2027–28.

Motion: *THAT* the Board of Governors accept the advice from Senate to remove the following programs from the discontinuance list as recommended to the Board in December 2025 and maintain the intake in 2026-27:

1. Post-Baccalaureate Certificate in Financial Planning

- Senate advice: removal from discontinuance list, with enrolment reassessment in 2027–28.
- 2. Post-Baccalaureate Certificate in Financial Planning Professional
 - Senate advice: removal from discontinuance list, with enrolment reassessment in 2027–28.
- 3. Retail Operations Certificate
 - Senate advice: removal from discontinuance list, with enrolment reassessment in 2027–28.

Category #4: “Contested” suspensions (4 programs/11 proposed)

Motion: *THAT* the Board of Governors accept the advice from Senate to remove the following programs from the suspension list and maintain the intake for 2026-27:

1. Bachelor of Communication Studies
 - Senate advice: removal from suspension conditional on immediate program renewal and assessment timeline to satisfy Policy B.104 by September 30, 2026.
2. Music Diploma
 - Senate advice: removal from suspension conditional on revised curriculum, program efficiency, assessment timeline to satisfy Policy B.104 by June 30, 2026, and reassessment of enrolment targets in 2027–28.
3. Bachelor of Tourism Management
 - Senate advice: removal from suspension list conditional on completion of official cyclical review, approval of an action plan, and assessment timeline to satisfy Policy B.104 by December 31, 2026.
4. Tourism Management Co-operative Diploma
 - Senate advice: removal from suspension list conditional on completion of official cyclical review, approval of an action plan, and assessment timeline to satisfy Policy B.104 by December 31, 2026

BACKGROUND

At the December 17, 2025 Special Open Board Meeting, the Board approved motions to refer the list of programs for discontinuance and suspension (intake pause) to Senate for advice, in accordance with Policy B.104 – Discontinuance of Programs or Courses and Section 35.2(6)(b) of the University Act. The recommendations were aligned with the University’s Deficit Mitigation Plan and reflected changing enrolment patterns, including impacts of federal Immigration, Refugees and Citizenship Canada (IRCC) policy changes affecting international student enrolment.

On February 3, 2026, Senate referred the proposed list of programs for discontinuance and suspension to the Senate Academic Planning and Review Committee (SAPRC) for review. This included additional information provided by Music, Tourism and Communication Studies (appendices 1-3). SAPRC met on February 10 and 19, 2026 to review the list and invited program chairs, convenors, coordinators, and Deans to provide input. During these meetings, SAPRC discussed most, but not all the programs on the list and indicated they would continue their work at the next meeting in March 2026.

At the Board meeting on February 24, 2026, the Board requested that Senate provide their advice on the list of programs for discontinuance and suspension by March 20, 2026, to allow timely Board

decisions. Senate met to review the list of programs for discontinuance and suspension at the March 3, 2026 Senate Meeting and an additional SAPRC meeting and Senate meeting were added on March 4, 2026 and March 17, 2026 respectively. All 41 programs under consideration were reviewed and advice provided.

Senate's advice on the list of programs for discontinuance and suspension fell into **4 categories** and is summarized as follows:

1. "Uncontested" program discontinuances – 22 programs recommended for discontinuance without opposition
2. "Uncontested" continued intake suspensions – 9 programs recommended to maintain intake pauses for 2026–27
3. "Contested" discontinuance – 6 programs recommended to maintain intake pause or maintain intake
4. "Contested" suspension – 4 programs recommended to maintain intake subject to specific conditions, timelines, and monitoring

The University continues to operate under a significant structural deficit, requiring approximately \$14M in recurring savings for 2026–2027, with the goal of returning to a balanced budget by 2027–2028. Academic programming accounts for 60–65% of the operating budget; therefore, portfolio decisions are a key component of institutional sustainability.

FEEDBACK FROM SAPRC ON COMMON THEMES

In addition to the recommended advice to Senate, SAPRC provided a synopsis of the common themes that emerged during the process and requested this information be taken into consideration by the Board:

Contesting Enrolment and Seat-Utilization Data

Programs provided enrolment and seat-utilization data which they believe the original proposal should have considered. As such, they viewed the original proposal as flawed/incomplete for some programs, namely the International Management Graduate Certificate/Diploma & North American/International Management Graduate Diploma Programs and the Bachelor of Communication Studies. Both programs provided additional data to SAPRC for consideration. Please see:

- two SAPRC reports which include additional data presented by the two programs (attachment 1)
- page 138-139 of the [February 3rd Senate Package](#) for a statement from the school of communication with seat utilization data.

Savings

Savings have not been shared with the programs. Most programs have been told that savings will result in suspending a small number of courses. The programs are requesting the savings data and believe they can accommodate savings without suspension by reducing section numbers.

Programs undergoing reviews and renewal

The proposal does not consider the actions and initiatives that programs have taken to re-imagine and renew the programs. Reviews and renewals are currently underway for some of these programs, so any decisions made before these are completed are counterproductive and wasteful of resources the university has already invested in. The programs are asking to see the fruits of their reviews and renewals and believe that they have good plans to strengthen the programs.

Consultation

For many of the programs, consultation was initiated after the proposal was presented. If consultation had been done before the programs were put on the list, much of the abovementioned information could have been provided to reach more accurate recommendations.

Costs and Marketing

Some programs have zero costs associated with them, and they have taken years to develop. Marketing is already underway to promote some of the programs, and enrolment numbers have gone up since the proposal was submitted.

RECOMMENDATION

The list of programs recommended for discontinuance and suspension (intake pause) were identified primarily based on historic (past 5 years) application and enrolment data and were provided to enable the university to carefully balance academic quality, institutional sustainability, and student interests at a critical juncture in the evolution of higher education in Canada. Suspensions allow programs to be renewed or repositioned in response to evolving academic and labour market contexts, ensuring the University maintains a coherent and high-quality academic portfolio. It is recommended that discussion and recommendations be addressed in the Board meeting.

Attachment

#	Name
1	SAPRC reports to Senate – March 3, 2026 and March 17, 2026

Appendices

#	Name
1	February 3, 2026 Senate Agenda package Pg 104-110 – Music
2	February 3, 2026 Senate Agenda package Pg 115-127 – Tourism
3	February 3, 2026 Senate Agenda package Pg 138-144 – Communication Studies

Senate Report

AGENDA ITEM: Advice from SAPRC on Program Discontinuations and Suspensions: Contested Suspension of Bachelor of Communication Studies (BCS)	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: 03-Mar-26	
PRESENTER: Alaa Al-Musalli	

PURPOSE

This report provides advice to Senate on the contested suspension proposed for the Bachelor of Communication Studies (BCS) as required by the motion below, which was passed at the February 3rd, 2026 Senate meeting:

That consideration or further consideration of Senate's advice to the Board of Governors regarding any proposed suspensions or discontinuances of programs be adjourned until Senate has received from SAPRC information and advice with respect to each Identified Program on educational losses and mitigation actions to enable program viability in line with Board policy B.104. Information presented to the subcommittee(s) will include, in addition to information already provided to Senate, responses from the Coordinators and/or faculty of the listed programs.

MOTION

THAT Senate advise the Board to remove the Bachelor of Communication Studies (BCS) from the suspension list conditional to an immediate initiation of a program renewal and timeline for assessment of program health and viability that satisfies policy B104 by September 30th, 2026.

BACKGROUND

The full Senate package was distributed to SAPRC committee members for review prior to regular and special SAPRC meetings on Feb 10th and Feb 19th, 2026. Chairs/convenors/coordinators from the respective faculties were invited to confirm the uncontested discontinuations and suspensions or present information, data, concerns, questions, or requests to SAPRC concerning the contested suspensions. The deans of the respective faculties were present and participated in the deliberations of each program before motions were passed.

SUMMARY

Dr. Ted Hamilton, Chair of the School of Communication, presented the following arguments and concerns to SAPRC to contest the proposed suspension of BCS:

1. Relation to B 104, Labor Market Needs and Expectations, the program offers a unique set of skillsets for students who wish to work in the field of professional communication, grounded in theory and media studies. Six of the nine essential employability skills published by Industry Canada in 2025 are communication skills that are taught in the program. Canada's federal

Skills for Success Framework lists communication as one of the nine essential skills that help workers succeed in the job market. The Government Job Bank currently lists more than 380 job postings for "Communications Specialist" in Canada. In terms of program quality, the program's alumni are holding positions at a variety of companies, such as Web Writer at CBC News, Relationship Specialist at Tsleil-Waututh Nation, Communication Officer at Doctors of BC, and Digital Marketing and Communication Coordination positions at government and private companies.

2. Relating to B 104, Student Demand for Courses or Programs, the data on which this proposal was founded included 400-level courses, one of which is a structured, direct-study course designed for undergraduate thesis research, and two courses are from the already-discontinued NABU program, which is currently being taught out. When removing service courses from tabulations, seat utilization averages in CMNS courses are well above 80% on average across the last 4 years and over 90% in 100-level program courses, which are the courses proposed for intake suspension. These numbers are greatly consistent despite fluctuation in program enrolments, which is the only metric being used to argue for the suspension.
3. Relating to B104, Breadth and Depth of Student Opportunities, BCS has a strong identity based on the role of communication and media literacy as leadership competencies, with a focus on strategic communication, which distinguishes the school from SFU's communication program, which is theoretical, analytical, and research-based-study oriented. BCS is more practice-focused and professional-workplace oriented in addition to being analytical and research-oriented. In the last three years, new courses were developed to update the program, for example, Disinformation and Media, Civil Discourse and Democracy, and Popular Music as Social Communication. New courses are being developed, such as AI Literacy and Professional Communication and courses on Fandom and Podcasting.
4. The effects of the intake suspension on the wider university community have not been considered, especially that the program offers a breadth of high-demand electives.
5. As of Fall 2025, the school has been working with the Recruitment Office's initiative to directly promote specific programs through visits to secondary schools.
6. The school has initiated a program renewal to align the programming more clearly with published CIP codes through redesign efforts; this is achievable without intake suspension.
7. The amount of savings from the intake suspension has not been provided to the school; savings could be reached through section planning.
8. Three faculty in the school have received teaching excellence awards since 2019, and many have strong community engagement and academic publication records.

Administration provided advice and feedback pertaining some of the points above, especially concerning budgetary concerns and renewal timelines. The motion presented captures advice provided by SAPRC committee members to support the removal of this program from the suspension list, offer time and resources to renew and strengthen the program, and avoid the likely reputational damage a suspension could cause.

RECOMMENDATION

SAPRC recommends THAT Senate advise the Board to remove the Bachelor of Communication Studies (BCS) from the suspension list conditional to an immediate initiation of a program renewal and timeline for assessment of program health and viability that satisfies policy B104 by September 30th, 2026.

Senate Report

AGENDA ITEM: Advice from SAPRC on Program Discontinuations and Suspensions	
Contested Discontinuations of:	
<ol style="list-style-type: none"> 1. Postbaccalaureate Certificates in Financial Planning & Financial Planning (Professional) 2. Retail Operations Certificate 3. International Management Graduate Certificate/Diploma & North American/International Management Graduate Diploma 	
Contested Suspension Conditions of:	
<ol style="list-style-type: none"> 4. North American Business Management (NABU) PB Applied Diploma & PB Diploma 	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: 17-Mar-26	
PRESENTER: Alaa Al-Musalli	

PURPOSE

This report provides advice to Senate on the contested discontinuations and the contested conditions of suspension proposed for the above-listed programs as required by the motion below, which was passed at the February 3rd, 2026 Senate meeting:

That consideration or further consideration of Senate's advice to the Board of Governors regarding any proposed suspensions or discontinuances of programs be adjourned until Senate has received from SAPRC information and advice with respect to each Identified Program on educational losses and mitigation actions to enable program viability in line with Board policy B.104. Information presented to the subcommittee(s) will include, in addition to information already provided to Senate, responses from the Coordinators and/or faculty of the listed programs.

MOTIONS

1. That Senate advise the Board to remove the Postbaccalaureate Certificates in Financial Planning & Financial Planning (Professional) from the discontinuance list and reassess enrolment in 2027–28 (with no new resources allocated).
2. That Senate advise the Board to remove the Retail Operations Certificate from the discontinuance list and reassess enrolment in 2027–28 (with no new resources).
3. That Senate advise the Board to remove the International Management Graduate Certificate/Diploma & North American/International Management Graduate Diploma from the discontinuance list and to continue suspension pending program review recommendations with redesign option and reassess in 2027–28 (with no new resources).
4. That Senate advise the Board to continue suspension of the North American Business Management (NABU) PB Applied Diploma & PB Diploma programs for 2026–27, with direction to explore profile changes to restore PGWP eligibility by December 31st, 2027.

BACKGROUND

The full Senate package was distributed to SAPRC committee members for review prior to a special SAPRC meeting on March 4th, 2026. Chairs/convenors/coordinators from the respective faculties were invited to confirm the uncontested discontinuations and suspensions or present information,

data, concerns, questions, or requests to SAPRC concerning the contested suspensions. The dean and associate dean of the respective faculties were present and participated in the deliberations of each program before motions were passed.

SUMMARY

Dr. Natasha Mrkic-Subotic, Chair of the School of Business, presented the following arguments and concerns to SAPRC to contest the proposals for these programs (see also Appendices A & B):

1. The four program clusters are currently under review and are zero-net-cost to CapU. Each represents extensive strategic infrastructure, regulatory approvals, international pathways, and market positioning, which would take years to rebuild if discontinued or inaptly suspended.
2. The new Postbaccalaureate Certificates in Financial Planning & Financial Planning (Professional) are in a growing field of study, and these two Certificates provide two distinct revenue streams, targeted at two distinct types of learners. Learners are recent students who are entering financial services and mid-career professionals that are upskilling. Courses in this program area are fully enrolled with waitlists, without any marketing. The Postbaccalaureate is positioned to yield premium per-student revenue. Discontinuance would eliminate growing opportunity. Financial services is a high-growth, provincially prioritized sector in BC.
3. The Retail Operations Certificate is a new credential with no equivalent in the Lower Mainland. Core courses in this program run at 90%+ with waitlists. Unique student applicants in Fall 2025 were gained before any marketing spend.
4. The International Management Graduate Certificate/Diploma & North American/International Management Graduate Diploma Programs are already paused at \$0 cost. Discontinuance permanently eliminates a government-approved graduate credential required as a Master's approval precondition, the approved 2+2 international pathway, and the EU/Asia consortium anchor. The past enrolment data is flawed: domestic BBA-to-INMA students paying graduate fees are miscounted as 'low international uptake.' The CSB requests to keep these paused, pending Program Review and Masters' Review recommendations.
5. North American Business Management (NABU) PB Applied Diploma & PB Diploma have two proposals ready for implementation, namely Digital Marketing and Global Leadership in Sustainable Business, both of which are CIP-aligned for international student eligibility and confirmed as marketable by CIE. Changes and revisions fall under the 30% modification threshold, with dean's support, no budget requests, and a target launch of January 2027.

Administration provided advice and feedback pertaining some of the points above.

RECOMMENDATION

1. That Senate advise the Board to remove the Postbaccalaureate Certificates in Financial Planning & Financial Planning (Professional) from the discontinuance list and reassess enrolment in 2027–28 (with no new resources allocated).
2. That Senate advise the Board to remove the Retail Operations Certificate from the discontinuance list and reassess enrolment in 2027–28 (with no new resources).
3. That Senate advise the Board to remove the International Management Graduate Certificate/Diploma & North American/International Management Graduate Diploma from the discontinuance list and to continue suspension pending program review recommendations with redesign option and reassess in 2027–28 (with no new resources).
4. That Senate advise the Board to continue suspension of the North American Business Management (NABU) PB Applied Diploma & PB Diploma programs for 2026–27, with direction to explore profile changes to restore PGWP eligibility by December 31st, 2027.

APPENDICES (As Requested by BUS Chair)

Appendix A

IS POSITIOED

Program Continuation SAPRC & Senate Motion Briefing

Prepared by: Dr. Natasha Mrkic-Subotic, MBA, Chair, on behalf of CSB | Spring 2026

This document presents the evidence-backed case for retaining four program clusters and pausing/adapting one. All recommendations are zero-net-cost to CapU and strategically aligned with enrolment growth, internationalization, and industry engagement goals.

Overview of CSB Recommendations

CSB recommends the following actions to SAPRC & Senate:

Discontinue (5 programs)	Accounting Assistant Certificate/Diploma; Advanced Business Admin Certificate; Business Fundamentals Certificate; Retail Business Fundamentals Certificate. All previously paused or replaced.
Continue (3 programs)	Retail Operations Certificate; Financial Planning Post-Bacc x 2 (for main CapU learner market & for industry learner market).
Pause & Redevelop (1 program)	NABU: convert to Post-Baccalaureate in Digital Marketing & Global Leadership in Sustainable Business with correct CIP codes for international students; International Management Graduate Certificate & Diploma (INMA/NAIM) continue pause.

A. Retail Operations Certificate

Core Selling Points

- New Certificate. Zero incremental cost: courses are already running; the credential shell adds no new sections or FTE.

APPENDICES (As Requested by BUS Chair)

Appendix A

IS POSITIOED

Program Continuation SAPRC & Senate Motion Briefing

Prepared by: Dr. Natasha Mrkic-Subotic, MBA, Chair, on behalf of CSB | Spring 2026

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Discontinue (5 programs)	Accounting Assistant Certificate/Diploma; Advanced Business Admin Certificate; Business Fundamentals Certificate; Retail Business Fundamentals Certificate. All previously paused or replaced.
Continue (3 programs)	Retail Operations Certificate; Financial Planning Post-Bacc x 2 (for main CapU learner market & for industry learner market).
Pause & Redevelop (1 program)	NABU: convert to Post-Baccalaureate in Digital Marketing & Global Leadership in Sustainable Business with correct CIP codes for international students; International Management Graduate Certificate & Diploma (INMA/NAIM) continue pause.

A. Retail Operations Certificate

Core Selling Points

- New Certificate. Zero incremental cost: courses are already running; the credential shell adds no new sections or FTE.

- Proven demand without marketing: unique applicants for Fall 2025. Organic uptake before any advertising spend. Retail courses full @ 90%+.
- Competitive differentiation: no comparable credential at any Lower Mainland institution; a unique market position.
- Industry visibility: national media profile through retail expert David Gray et. al. brings reputational capital at no cost.
- Experiential learning pipeline: proposed 'The Retail Shoppe' (bookstore + online store) model creates industry collaboration and WIL at zero infrastructure cost.
- Industry sponsorship potential: Arc'teryx and other retailers have expressed interest in 'trunk show' partnerships through faculty connections.
- Student waitlists on core courses confirm latent demand already exceeding supply.

Evidence Summary

Fall 2025 Applicants	Unique applicants with zero marketing spend
Comparable LM competitor programs	0 - unique in market
Additional delivery cost	\$0
Industry partners engaged	Arc'teryx, Lululemon + others (via faculty)
WIL infrastructure required	\$0 (existing retail space if this is pursued + pop-ups)

KEY MESSAGE: Discontinuing this credential saves nothing and surrenders a first-mover advantage in a high-demand, uncontested Lower Mainland market niche.

B. Financial Planning Post-Baccalaureate Programs

(Post-Baccalaureate Certificate in Financial Planning + Post-Baccalaureate Certificate in Financial Planning Professional)

Core Selling Points

- No additional cost to CapU: discontinuing these credentials does not reduce any section delivery.
- Courses in this program area are fully enrolled with waitlists, without any institutional marketing to date.
- Aligned with federal priorities: financial literacy and financial services are designated high-growth sectors nationally.
- **Two distinct learner markets served:**
 - Certificate: recent grads seeking direct entry into financial services careers — supports retention and employability outcomes.
 - Professional Certificate: mid-career industry professionals upskilling into advisory roles — brings practitioner experience into classrooms, raising academic quality.

- Builds CapU brand in financial services sector at a critical enrolment-growth juncture.
- Post-baccalaureate positioning allows premium pricing relative to standard credentials, improving per-student revenue.

KEY MESSAGE: Two programs, two revenue streams, zero additional cost — growing without advertising. Discontinuation eliminates upside with no offsetting savings.

C. International Management Graduate Certificate & Diploma (INMA/NAIM)

The Core Question: What Do We Gain by Suspending Now?

CRITICAL FRAMING: This program is already paused — it costs CapU nothing to keep it on the books. The question is not 'should we spend money on INMA?' The question is: what strategic assets do we permanently destroy by discontinuing it?

What CapU Loses If Discontinued — Permanently:

- Government-approved graduate credential on CapU's roster required as a precondition for future Master's program approvals from DQAB/PSIPS.
- The fastest pathway into international graduate programming: the 2+2 model (2 years domestic/partner + 2 years INMA) is already designed and approved and rebuilding from scratch would take 3-5+ years.
- A completed, approved credential that supports international partnership MOU development as partners negotiate against existing programs, not future proposals.
- Intellectual capital: curriculum, learning outcomes, and regulatory approvals that took years to build.
- A paused program can be relaunched in weeks; a discontinued program requires a full new submission cycle.

What CapU Gains by Keeping INMA Active (Paused):

- Costs: \$0 - paused programs have no delivery cost.
- Enables EU / ASIA consortium model being explored by CIE and CSB: multi-country study options strengthen CapU's global competitiveness immediately.
- 30% program change rule: allows a substantive curriculum update without a full new approval process which is dramatically faster to market than a new submission.
- Supports current Grad Studies research (completing this year) and INMA recommendations are directly cited in that review; discontinuing mid-review undermines the strategic process.
- CSB program review has specific recommendations tied to INMA continuation. The two processes (Grad Studies research and Program Review) are interdependent.

- NAIM pathway variant serves international students already in the system or that enter the BBA system - a named entry/exit point for this student population.

Challenging the Data: Why the Decision Dataset Is Flawed

CSB has identified material errors in the data underpinning any discontinuance recommendation for INMA:

- INMA enrolled domestic students paying graduate-level (elevated) fees. This appears in enrolment data as 'low international uptake' but misrepresents actual revenue and demand.
- Students entering from the BBA and similar pathways were captured as domestic students even when using INMA as a stepping stone into international graduate programs; the international value was downstream of registration, invisible to registration-based metrics.
- The 2021 pause of INMA occurred without formal process or financial review; faculty reported the program was profitable and strategically valuable. No post-pause financial reconciliation was done to verify the discontinuance rationale.
- Graduate-level pricing for INMA exceeded standard CapU program pricing; per-student revenue was higher than domestic program averages, not lower.
- Any enrolment analysis that does not distinguish BBA-to-INMA pathway students from cold-start applicants systematically underestimates the program's value proposition.

DATA CHALLENGE: Before any vote on discontinuance, CSB requests that SAPRC and Senate be provided with: (1) INMA enrolment disaggregated by domestic vs. international registration source, (2) per-student revenue vs. CapU program average, and (3) the original financial rationale for the 2021 pause.

Strategic Alignment Evidence

Current program status	Already paused - \$0 ongoing cost
Delivery cost to continue pause	\$0
Approx. time to rebuild if discontinued	3–5 years (full PSIPS/DQAB cycle)
Time to relaunch from pause	Weeks to one semester
30% change rule eligible?	Yes: enables fast modernization without full submission
Grad Studies review dependency	Yes: review completing 2026, INMA recommendations cited
EU/ASIA Consortium model readiness	Exploratory: INMA is the anchor credential for that model
2+2 International pathway (CIE + CSB initiatives)	Already designed and approved; requires INMA to exist

Master's program future approval	INMA on roster supports regulatory pathway to Master's
NAIM variant (Intl students)	Provides named CIP-aligned entry/exit for international cohort

KEY MESSAGE: INMA is a zero-cost strategic option — like a real estate asset option on CapU's international graduate future. Discontinuing it is like tearing up a paid option for no return. The cost of keeping it is zero. The cost of losing it is measured in years and competitive positioning.

D. NABU — Pause & Convert (Do Not Discontinue)

Proposed conversion to: (1) Post-Baccalaureate Diploma in Digital Marketing, and (2) Post-Baccalaureate Diploma in Global Leadership in Sustainable Business - with CIP codes supporting international student eligibility.

Core Selling Points

- Two viable, detailed proposals already developed; this is not a theoretical future plan, it is ready to execute.
- Changes are under 30% modification threshold; eligible for expedited approval, not a full new submission.
- Dean has already given the green light to advance this work in Spring 2026.
- CSB has voted the NI position structure for 2026/27; resources are allocated without requesting additional funds.
- No additional money requested: CSB is NOT asking for new budget to adapt and offer these programs.
- International student CIP alignment: converting NABU to post-baccalaureate credentials with correct CIP codes directly expands eligible international student recruitment pool.
- Digital Marketing and Global Leadership in Sustainable Business are high-growth, high-demand sectors; strong labour market rationale for both.
- Pausing preserves the program's regulatory status and approval history; discontinuation destroys it permanently.

Conversion Comparison

Current NABU status	Paused: no delivery cost
% change required for conversion	< 30% (expedited approval eligible)
Additional budget required	\$0 - within existing NI structure
Dean approval	Confirmed; Spring 2026 advance authorized
New credentials proposed	Post-Bacc Diploma in Digital Marketing; Post-Bacc Diploma in Global Leadership in Sustainable Business

CIP code alignment	Both new credentials include CIPs supporting international student eligibility and have CIE int'l marketability confirmation
Market demand	Digital Marketing: high-growth nationally and internationally; Sustainable Business: ESG alignment with employer demand
Timeline if approved	Launch-ready within one academic year (aiming for Jan 2027)

KEY MESSAGE: NABU discontinuance would permanently destroy a reusable regulatory asset that is already approved, already resourced, and already being converted. The two replacement credentials are designed, funded, and ready: Senate approval is the only missing piece.

Summary: The Case Against Discontinuance

All four program clusters share the same profile: zero ongoing cost, high strategic value, and irreplaceable regulatory assets. The table below summarizes the discontinuance risk for each:

Program	Ongoing Cost	Discontinuance Saves	Strategic Loss	Recommendation
Retail Operations Certificate	\$0	\$0	First-mover market position; Arc'teryx, Lululemon partnership; WIL pipeline	CONTINUE
Financial Planning Post-Bacc (x2)	\$0	\$0	Growing enrolment; federal strategic alignment; dual market	CONTINUE
INMA / NAIM Graduate Programs	\$0	\$0	Grad approval pathway; 2+2 model; EU / ASIA consortium anchor; 1–3yr rebuild cost	CONTINUE (paused)
NABU → Digital Mktg / Global Sust. Business	\$0	\$0	Ready-to-convert CIP-aligned credentials; int'l recruitment pipeline	PAUSE & CONVERT

BOTTOM LINE FOR SENATE: These four program clusters cost CapU nothing to retain. Discontinuing any of them permanently destroys strategic infrastructure: regulatory approvals, international partnerships, market positioning, and graduate pathway capacity, that would take years and significant investment to rebuild. The prudent, low-risk, high-upside decision is continuation.

Prepared by Dr. Natasha Mrkic-Subotic, MBA (Chair) for CSB — Spring 2026

Appendix B

International Management Graduate Certificate & Diploma (INMA/NAIM)

The Core Question: What Do We Gain by Suspending Now?

CRITICAL FRAMING: This program is already paused: it costs CapU nothing to keep it on the books. The question is not 'should we spend money on INMA?' The question is: what strategic assets do we permanently destroy by discontinuing it?

What CapU Loses If Discontinued — Permanently:

- **Government-approved graduate credential** on CapU's roster, a benefit for future Master's program approvals from DQAB/PSIPS.
- **The 2+2 international pathway** is already designed and approved. Rebuilding from scratch takes 3-5 years through the full regulatory cycle.
- **International partnership MOU development:** partners negotiate against existing programs.
- Years of curriculum, learning outcomes, and regulatory approvals: intellectual capital that cannot be quickly recovered.
- A paused program relaunches in **a semester**. A discontinued program requires a full new submission cycle.

What CapU Gains by Keeping INMA Paused:

- **Cost: \$0.**
- **EU/Asia Consortium anchor:** INMA is the anchor credential for the multi-country model CSB and CIE are actively exploring.
- **Minor changes eligible:** substantive curriculum modernization without a full new approval process; dramatically faster to market.
- **Both the Grad Studies review and CSB Program Review** (completing 2026) directly cite INMA recommendations. Discontinuing mid-review undermines both processes.
- **NAIM pathway variant** provides a named CIP-aligned entry/exit point for international students entering through the BBA system.

Challenging the Data: Why the Decision Dataset Is Flawed

CSB has identified material errors in the data underpinning any discontinuance recommendation for INMA:

- **Misclassified revenue:** INMA enrolled domestic students paying graduate-level fees. This appears in enrolment data as ‘low international uptake’: misrepresenting actual revenue and demand.
- **Hidden pathway value:** BBA-to-INMA students registered as domestic, then accessed international graduate programs. The international value was downstream of registration: invisible to registration-based metrics.
- **No formal 2021 review:** The pause occurred without formal process or financial review. Faculty reported the program was profitable. No post-pause reconciliation was completed.
- **Above-average per-student revenue:** Graduate-level pricing for INMA exceeded standard CapU program pricing.
- **Pathway students excluded:** Any analysis that does not distinguish BBA-to-INMA pathway students from cold-start applicants systematically underestimates the program’s value.

Strategic Alignment Evidence

Strategic Factor	Status / Implication
Current program status	Already paused: \$0 ongoing cost
Delivery cost to continue pause	\$0
Time to rebuild if discontinued	3-5 years (full PSIPS/DQAB cycle)
Time to relaunch from pause	Weeks to one semester
30% (1/3) change rule eligible?	Yes: fast modernization, no full submission required
Grad Studies & Program Review	Both completing 2026; INMA recommendations cited in each
EU/Asia Consortium model	Exploratory: INMA is the anchor credential
2+2 International Pathway	Already designed and approved; requires INMA to exist
Master's program future approval	INMA on roster supports regulatory pathway to Master's
NAIM variant (international students)	Named CIP-aligned entry/exit for international cohort

INMA is a zero-cost strategic option: like a real estate option on CapU’s international graduate future. Discontinuing it is like tearing up a paid option for no return. The cost of keeping it is **\$0**. The cost of losing it is measured in years and competitive positioning.



January 26, 2026

To: Dr. Laureen Styles, Interim President & Chancellor, and Chair,
Capilano University Senate
From: Capilano University Music Department
Re: Recommendation for Suspension - Music Diploma

MEMO: Response to Program Review and Rationale for Maintaining Music Diploma Intake During Transition

EXECUTIVE SUMMARY

The Music Diploma program acknowledges the enrolment challenges identified in the recent program review and offers this response outlining a focused, time-bound approach to sustainability while maintaining program quality during a transitional period.

This memo presents the rationale for maintaining intake in the Music Diploma program, grounded in Capilano University's publicly stated priorities relating to academic sustainability, enrolment stabilization, responsible resource allocation, and integrated planning. Maintaining intake aligns with responsible fiscal management, protects existing institutional investments, supports coordinated planning across related programs, and provides an intentional bridge to a more sustainable and market-responsive Bachelor of Arts in Music.

Key elements of this rationale include the following:

- Maintaining intake, combined with identified cost reductions, is financially preferable to suspending intake and running a second-year teach-out that retains many fixed instructional and facility costs.
- The program has identified \$66,000 in cost savings through strategic enrolment management initiatives.
- The University has already invested significant resources in revised curriculum and new courses scheduled for implementation in Fall 2026. Maintaining intake enables evaluation and realization of value from this investment.



- The diploma plays an important pathway role into Music Therapy and supports program stability beyond its stand-alone enrolment.
- The department will develop the BA in Music in 2026/2027, using the revised diploma as a stable transitional platform to preserve faculty expertise, sustain curriculum coherence, and support integrated planning.

FINANCIAL RATIONALE FOR MAINTAINING MUSIC DIPLOMA INTAKE

Suspension Costs to the University

Music Diploma is a relatively low-cost program within the School of Performing Arts, particularly because of extensive resource sharing with the Jazz Studies program. In a scenario of suspension, the University would still be required to teach out second-year students. Many key costs, including specialized instructional capacity, ensemble delivery requirements, and facilities and equipment usage and maintenance, would remain partially fixed in the short term even if the first-year intake were to be paused.

The University has also invested substantial institutional resources in the development and approval of a revised curriculum and new courses scheduled for implementation in Fall 2026. Suspending intake prior to implementation would prevent the institution from realizing value from this investment and would effectively write off substantial development work before its impact can be measured.

Our calculations show that with strategic enrolment measures in place, an intake of 15 domestic students in Year 1 and retention of the current cohort into Year 2 in 2026/27 results in a net cost that is effectively comparable to pausing intake and teaching out the second years, as the additional tuition revenue offsets the modest increase in delivery costs. While operating at a loss is not ideal, maintaining intake while redeveloping the program is the wiser strategic and financial choice relative to an early suspension that triggers teach-out costs, impairs resource utilization, and eliminates the ability to evaluate the approved curriculum changes.

Operational Efficiency and Cost Management

While preparing for new programming, the department has identified specific strategies to reduce operational costs and improve program efficiency.



Confirmed cost savings: Through strategic enrolment management initiatives, the program has identified \$66,000 in cost savings. One such measure is discontinuing the use of dedicated service sections for general educational courses outside the department, representing a savings of \$31,000 annually.

These savings are achieved through a coordinated set of measures that reduce duplication and increase efficiencies while maintaining academic standards. The identified savings materially reduce the annual cost of maintaining the program during the transition period.

To strengthen fiscal stewardship, the program will continue to pursue the following operational efficiencies.

Service Course Restructuring

We propose restructuring how students access general education requirements by eliminating dedicated service sections and transitioning students to existing university-wide course offerings. While this requires students to secure seats in English and other general education courses through normal registration processes, it represents a significant cost savings and aligns with the self-directed learning approach cultivated in Music Diploma students.

Resource Sharing and Collaboration

The Music Diploma program benefits from significant resource sharing with Jazz Studies, reducing infrastructure costs and creating economies of scale. Shared facilities, equipment, maintenance, and administrative resources mean the program operates at a lower cost per student than would otherwise be possible. Additional strategic collaboration under active development includes:

- Cross-program enrolment in ensemble courses, allowing Music Diploma students to participate in Jazz ensembles where learning outcomes align
- Shared foundational instruction, including piano classes, where pedagogy serves both programs effectively
- Consolidated music theory and musicianship instruction, where appropriate, to maintain academic rigour while optimizing resource use

Impact on Prospective Students Who Have Already Auditioned

Many students have already invested significant time and resources to complete auditions for Fall admission. Suspending intake after auditions would create undue disruption for these applicants, leaving them in a vulnerable position of having to pivot to another program on short notice; undermine trust in our



admissions processes; and risk reputational impact for the University. Maintaining intake honours the commitments and expectations we have set through the audition process and supports a consistent, student-centred approach to decision-making.

Pathway Contribution to Music Therapy

Music Diploma serves as an important feeder to the Music Therapy program by providing foundational musical training that prepares students for advanced therapeutic applications. A sizeable portion of Music Therapy applicants complete their prerequisites through the Music Diploma. Maintaining intake supports this valuable pipeline function, strengthens continuity between programs, and mitigates the risk of downstream impacts on enrolment and preparedness in Music Therapy.

Music Diploma and Music Therapy have been working together in joint efforts to increase both cohorts. These include the inclusion of Music Therapy program information in Music Diploma's outreach visits to North Shore secondary schools and Music Diploma's two-day presence at the BC Music Educators Association conference. Music Diploma and Music Therapy have shared information booths and programmed joint performances and presentations at on-campus recruitment events, with further on- and off- campus events scheduled in the coming weeks. Initial conversations have been held on potential ways to bring the programs into closer alignment.

STRATEGIC RESPONSE WHILE MAINTAINING MUSIC DIPLOMA INTAKE

The Music Department recognizes that declining enrolment reflects shifts in music education and in how students pursue careers in pluralistic cultural contexts. In response to labour market realities, student demand, and changing industry conditions, the department has developed a draft proposal for a Bachelor of Arts in Music designed to align with contemporary needs.

Maintaining Music Diploma intake serves as a cost-effective transitional mechanism that supports:

- Enrolment continuity and stabilized delivery during redevelopment
- Faculty retention and preservation of expertise required to design and launch the BA
- Staff continuity and program operations needed to implement and assess the revised curriculum
- Curriculum coherence while the new degree advances through consultation and approval processes



This approach is purposefully structured as a bridge, not an indefinite continuation of the status quo.

Transitional Plan Toward the BA in Music (Three-Year Horizon)

The department proposes a clear, staged transition plan:

2026 to 2027 (Year 1)

- Deliver the revised Diploma curriculum and new courses (Fall 2026 implementation)
- Complete BA in Music program development work, including concept paper, program structure, learning outcomes, resource model refinement, and internal consultation
- Initiate and expand industry and community consultations to validate skill requirements and pathways
- Build relationships for practicum and employment pathway exploration with regional music professionals, recording studios, arts organizations, and venues

2027 to 2028 (Year 2)

- Advance BA proposal through Senate and Ministry approval processes as required
- Strengthen recruitment and communications planning for the BA
- Continue optimized diploma delivery and apply cost savings and operational efficiencies
- Gather early evidence and feedback from revised diploma delivery to refine degree design

2028 to 2029 (Year 3)

- Launch the BA in Music, pending approvals
- Transition diploma pathways into the BA framework, where appropriate
- Use evaluation data and student outcomes to support continuous improvement and sustainability



Brief Outline of the New Degree Proposal

Early stages of consultation with other faculties and programs, including Early Childhood Education and Music Therapy, indicate promise for a Bachelor of Arts in Music that provides pathways into music, wellbeing, therapeutic arts, and early childhood and community music education, capitalizing on Capilano University's strengths in Music, Early Childhood Education, Psychology, and interdisciplinary arts. Optional concentrations are proposed through two streams currently not offered at any other post-secondary institution in BC: Music, Wellbeing and Therapeutic Arts, and Early Childhood and Community Music Education. Students may also complete the degree without a stream by selecting upper-level music and interdisciplinary electives.

A draft proposal has been written and discussed among faculty, who unanimously support its direction and focus. Initial steps in development have already begun, including student interest surveys to better understand motivations and career aspirations, and curriculum innovation that incorporates contemporary music production, digital technologies, music business, and interdisciplinary approaches. Many of these components are already reflected in the revised diploma curriculum scheduled for Fall 2026.

Industry consultation and partnership exploration will be undertaken as part of the Year 1 BA development plan to ensure strong alignment with current and emerging professional pathways.

Faculty and Capacity Retention as a Strategic Requirement

Maintaining intake mitigates faculty attrition and supports retention of specialized experience and expertise that is critical to program redevelopment. The revised diploma curriculum was designed to address immediate needs while also serving as a foundation for degree development. Suspending intake at this stage risks breaking the planned development sequence, diminishing the institution's capacity to deliver the revised curriculum, and slowing the BA development timeline due to loss of faculty continuity.

CONCLUSION

Maintaining intake in the Music Diploma program represents a measured, fiscally responsible approach that:

- Applies \$66,000 in identified cost savings through strategic enrolment management initiatives



- Protects the University's existing investment in the revised curriculum scheduled for Fall 2026
- Enables evaluation of approved curriculum reforms with full cohorts, rather than eliminating the opportunity to assess impact
- Supports interdisciplinary efficiencies and shared resource use with Jazz Studies
- Mitigates downstream impacts on related programs, particularly Music Therapy
- Preserves faculty expertise and operational continuity required to complete BA development in Year 1 and advance the degree through subsequent approval stages

Suspending intake would require a second-year teach-out, limit the institution's ability to assess the effectiveness of planned changes, and may generate broader financial and academic impacts by increasing the cost per student and disrupting a coordinated redevelopment process.

The Music Diploma program remains committed to responsible stewardship of institutional resources while maintaining educational integrity. The strategies outlined above demonstrate immediate cost reduction alongside disciplined program development to achieve long-term sustainability.

We envision a future for students who value artistic excellence and professional versatility, traditional musicianship and technological fluency, individual achievement and community impact. This work aligns with Capilano University's Envisioning 2030 commitments to imagination, community, health and well-being; truth and reconciliation; and cultural vibrancy and plurality, in service to North Vancouver, Sea-to-Sky, and Sunshine Coast communities.

We respectfully request Senate's support in enabling the department to continue serving currently enrolled students and to maintain Music Diploma intake during this transition period while we complete development of a more sustainable, market-responsive Bachelor of Arts in Music.



Rationale for Removal of BTM & TM from the Program Intake Suspension List

Executive Summary

Capilano University's tourism programs, the Bachelor of Tourism Management (BTM) and Tourism Management Co-operative Education Diploma (TM), should be removed from the 2026–27 program intake suspension list. These two programs are currently in a formalized academic review process, with the External Panel Review scheduled to meet April 2026, and the review due to conclude at the end of the 2025-26 academic year. The School of Tourism Management (STM) has requested the opportunity to undertake this significant work to modernize curriculum, right size program structures, further strengthen program quality, identify domestic market and align offerings with evolving labour market needs and provincial government priorities.

With the impact of the IRCC changes and the reality of post-secondary sustainability structures, Tourism HR Canada reports that only 20% of tourism programs remain nationwide (Jan. 2026), creating a pronounced education gap and a strategic opportunity for Capilano University (CapU) to lead. Concurrently, BC's Look West Jobs and Prosperity Plan identifies tourism as a provincial priority sector, with persistent labour shortages across TEER 0–3 roles (roles requiring a degree) and strong employer demand. CapU's programs, nationally recognized for work integrated experiential learning, and United Nations Tourism Academy certification, remain well positioned to meet this need.

Finally, new marketing, recruitment, and admissions strategies are now in place, with faculty directly supporting outreach and personalized conversion efforts. Combined with planned cost-efficient scheduling for 2026–27, the programs are poised for sustainable operations and increased admission conversion rates. Given the efforts currently underway and the strategic importance of tourism education in BC, suspending program intakes at this time would run counter to industry and provincial priorities, and likely result in very little cost savings.

Criteria for Senate Consideration as it Relates to B.104

Student Demand for Courses or Programs

- BTM & TM programs are being impacted by the decrease in international students and thus require modification to target markets and a right sizing of programs, which is currently underway through the work of program convenors and through data collected during our academic review process.
- Delivery methods and models are also under review to better service our provincially mandated region, as well as other areas of the province in which tourism flourishes, yet there is no post-secondary education to support growth of employee skill development.
- The academic review team is exploring smaller, laddering credentials, in which interest has been expressed through data collected from industry partners and students.

Interest in Tourism Programming outside CapU

- Universities and colleges across Canada and in BC are cancelling tourism programs, which leaves a gap in the market and an opportunity for CapU to attract new tourism students, especially with additional student housing available in Fall 2026.



- The tourism industry identifies the urgent need to better communicate the benefits of a career in tourism to increase to the workforce pipeline as the industry faces a persistent labour shortage and is working with post-secondary institutions to reimagine how to market the educational pathways.
- Not all changes in post-secondary tourism programs are negative. There are multiple programs across Canada that were subject to overcapacity and are being reimaged and relaunch. Typically, new programs are being developed at the college level which focus on vocational training (TEER 5 & 6).

Breadth and Depth of Student Opportunities

- The student opportunities are abundant and meaningful, driven foundationally by the focus on experiential learning in all our classes and programs. Students embrace these opportunities to not only gain industry experience but to build their network and set themselves up for relevant work integrated learning (WIL) learning opportunities and co-ops. Excellence in WIL and experiential learning is demonstrated through repeated recognition of WIL student's nominees and award winners referenced in Appendix A.
- Students also create their own opportunities, with support from faculty and the department, and through their leadership and engagement in our student association, TRECSA, which has been in operations for at least 10 years. On campus and beyond, this association may be one of the most visible and impactful CapU student associations proven through some of their larger events such as *Stuff the Bus*, RiSE, and World Tourism Day.
- Students are also supported in opportunities beyond the classroom, be it through research, publications, outside awards and case competitions, as evidenced in Appendix A.

Appropriate Physical Space and Equipment

- The STM is uniquely positioned to develop additional niche programming as it relates to the student housing buildings and short-term rental opportunities, both in Squamish and North Vancouver. This is evidenced by the work of faculty designing and supporting implementation of the short-term housing program in Squamish this past summer, which produced over \$200,000 in revenue, in two months of operation. The STM programs were able to support operations with co-op students who had been trained through our programs were confident to step in and assume important short-term operational roles, which would otherwise have been very difficult to fill.

Availability and Appropriate Credentialing of Faculty

- Faculty excellence in teaching, research and professional tourism experience is displayed in Appendix A.

Academic Integrity and the Quality of Course and Program Offerings

- Academic Review underway for both BTM and TM programs. The STM requested an opportunity to enter the formal Academic Review process, early and out of cycle, as we are very aware of the need to adjust program profiles to meet the changing needs of our industry and the evolving trends of tourism education. We are ready to deliver a self-study report which includes relevant data and have an External Review Panel of tourism academics, from across BC and Canada, prepared to support us in a virtual site visit in April 2026. We are confident we can begin work on some proposed recommendations immediately and continue to incorporate additional recommendations as they are identified.



- CapU participates in an elite global network of 102 universities in 41 countries that hold the United Nations Tourism Academy (UNTA) TedQual Certification and has the distinction of being the only English language tourism program in Canada with this status. Gaining TedQual certification requires comprehensive review of curriculum and quality standards, making us one of the few globally registered programs in the university. Such certification provides significant strategic value for global partnerships and has been a keystone component of relationship building with universities around the world for academic exchange and program articulation. Because of this certification, CapU was recognized and visited by the Federal Minister of Tourism in 2023, where CapU had the opportunity to share much of the great work that was being done by students and faculty.
- The STM is a leadership member on the Canadian Universities Tourism Coalition (CUTC), which works collaboratively to support academic excellence in tourism studies and to further elevate the image, profile, and influence of tourism as a distinct and professional field of practice. CUTC supports the development of next generation of hospitality and tourism professionals, by engaging stakeholders and beneficiaries, by conducting impactful research, and by fostering teaching excellence.
- As leaders in WIL, our tourism co-op program is the only nationally accredited co-op program (CEWIL) at CapU. This accreditation requires the STM demonstrate responsive and up to date delivery of quality co-op programming and exhibits excellence in developing graduates who are ready to move into the workforce.
- Additional evidence of the quality of program offering is included in the Recognition of Program Excellence - Appendix A.

Contribution to Community, Institutional, Scholarly, and Social Environments

- STM faculty and students are constantly engaged in working with local business and organizations, through volunteering, academic projects, research outreach, and advocacy. Some of the student, faculty or program work has been recognized through awards, nominations, publications, research grants and captured in our Recognition of Program Excellence - Appendix A.
- Our highly engaged alumni community is demonstrated by our alumni-industry connections and partnerships, our social media engagement, and the annual RiSE event. RiSE is celebrating its 10th anniversary this year and may be one of CapU's most robust events in terms of size and alumni, student, industry engagement. The event has been supported by the CapU Alumni Association for several consecutive years because of its impact.
- The STM led a 12-year international development community-based tourism project in northern Vietnam from 2008 to 2020. Winning accolades and recognition by the Pacific Asia Travel Association (PATA), United Nations Environment Program (UNEP), Wild Asia, and Skai International, this is the most acclaimed international project in the history of the university. The legacy of this project lies at the core of CIE's interdisciplinary international field school program. In 2025, the CapU Vietnam field school, with support from STM faculty, was a finalist in the Progressive International Education Award category, selected and presented annually, at the prestigious PIEoneer awards in London, England.



Building on Institutional Strengths and Cross-institutional Partnerships

- The STM has demonstrated cross and inter-disciplinary activities across the institution faculty- and program-wise. This has been demonstrated through service teaching in DOCS and OREC, the field schools (Vietnam, Thailand), the summer intensives for the Squamish campus and support of design, planning and service to the University Residence in Squamish.
- CapU School of Tourism Management is an active participant and Co-Chair of the BCCAT Tourism Committee.
- Our programs have extensive articulation/transfer relationship with private and public institutions in BC (20) across Canada (6) and internationally (12).

International Education

- While international student numbers have decreased dramatically, we have been assured by CIE that tourism programs are still of interest. This is supported by the dialogue for the adjusted Global Leadership in Sustainable Tourism Post Bacc. Diploma.
- Visiting International Student Program (VISP) is designed for international students who are studying at a post-secondary institution that does not have an exchange partnership agreement with CapU and who wish to study with us for up to two terms, or International high school graduates who are interested in a gap year experience. They can study in Canada for less than 6 months without a study permit if they have valid visitor status. The Bachelor of Tourism Management is one of the six options students can choose from on the CapU website. They can mix and match courses between these six programs, but subject to approval.
- Incoming and outgoing exchange students (Institutions that CapU have current agreements with), are enrolling and participating in our programs and are still seeing strong interest.
- As reported by CIE, tourism is one of the distinctive programming areas of the university from an international perspective and is utilized for developing academic and recruitment partnerships with other institutions around the world in various program areas. As a global industry, tourism curriculum aligns easily with programs in many other countries and is an effective gateway to developing relationships in other academic areas which are not necessarily unique to Capilano University but have potentially even higher recruitment yield. In the past year two 2+2 articulation agreements have been finalized in the Philippines with Lyceum University of the Philippines, Batangas and Universidad de Dagupan. We are in final negotiation stages with universities in Vietnam, Nepal, and India. These agreements will provide a steady stream of registrations to the upper-level courses in the BTM of well-prepared students along with academic partnership amongst faculty. As noted, these partnerships have provided the strategic benefit of negotiating further 2+2 articulations in business, STEM and environmental sciences, psychology, and kinesiology degree program areas.



Contribution to Capilano University's Reputation, Aspirations, and Role as a Special Purpose Teaching University

- The tourism programs have been in operation at CapU for 52 years. We have an excellent relationship with our provincial and national tourism industry and have been producing quality graduates, many of whom are now running tourism businesses in our sector, teaching in our programs and leading tourism associations.
- The STM takes great pride in the experiential learning opportunities students are presented with in nearly every class, and the special purpose teaching that focuses on how students apply what is learned in the classroom to real-life situations.
- The tourism programs at CapU are recognized nationally through the work of faculty and students, evidenced in Appendix A. We also continue to seek certifications and accreditation (UNTA TedQual & CEWIL) that set us apart and eagerly assume leadership roles (BCCAT & CUTC) which provide an opportunity for the CapU STM to be leaders in the advancement of tourism education in BC and Canada.

Meeting the University's Targets, Mandates, and Obligations

- Our programs are continually striving to work with university leadership to identify targets in the face of national challenges, contribute to the overarching goals of the university, and attend to the service and governance of the university.

Economic Sustainability and Fiscal Contribution to the Institution

- Our programs welcome the opportunity to review financials as it relates to our programs and to discuss economic sustainability and fiscal viability, as well as to establish fiscal and enrolment goals for each of our programs.

Labour Market Needs and Expectations

- Our External Advisory Committee (EAC) has submitted a letter of support for the continuation of the tourism programming at CapU, highlighting the potential implications of suspending our programs (Appendix B).
- The BC Gov. Look West Jobs and Prosperity plan has indicated tourism as a priority sector. With our deep industry relationships, we are well situated to deliver on the vision of the BC Gov. which highlights a partnership between industry and post-secondary institutions which will optimize and align skills training with evolving fields and major project needs. We are ready to assist in prioritizing and fast-tracking learning that meets the needs and expectations of tourism as a priority sector in BC. We aim to make education and training more accessible and relevant to help prepare people for the jobs of tomorrow, while also helping close the skills gaps that employers are facing in our priority sector today.



- Labour Market Data from Tourism HR Canada (Jan 2026) [Tourism by Federal Riding - Tourism HR Canada](#)
 - Tourism continues to experience persistent labour shortages in managerial (TEER 0-3) positions and is experiencing a short supply of workforce in the pipeline due to various factors.
 - 10% of the overall Canadian workforce, 2/3 of which are long-term or career jobs.
 - Of the 260,000 tourism businesses in Canada, 80% have 9 or fewer employees and only 18,000 businesses have more than 50 employees.
 - The federal riding data from Tourism HR Canada indicates that in our mandated area the Tourism Business Share is 7% average and the Tourism Labour Share is 14% on average.
 - The sector in BC is dominated (92%) by small and medium-sized businesses ([Tourism Research - Province of British Columbia](#)).

Additional Areas of Focus for the School of Tourism Management

Section and Operational Budgets

- When building our section plan for 2026-27, we can modify course offerings amongst the two program profiles to reduce sections by approximately 30% of the 2025-26 section budget. We can also likely find additional savings of approximately 15% in our operational budgets for 2026-27.

Marketing

- We have been working this fall to re-shape the tourism story that is being told CapU marketing campaigns, and to align our messaging with that of the industry and their messages about a career in tourism. Using faculty PD time and student content, we are now able to implement and explore new strategies to connect with potential students through our own STM social media channels.

Recruitment

- This fall we invested additional time with our CapU Recruitment team to help educate them and elaborate on their understanding our programs and industry, and what characteristics might help them identify a potential tourism student. We have established new strategies to support the recruitment team's efforts and continue to develop more opportunities to have our faculty, and current students involved in connecting with potential students. The STM is exploring additional recruitment opportunities, out of the scope of normal recruitment activities, with many strategies still in the works to be implemented this spring.

Admissions

- To increase conversation rates and to move applicants more quickly away from pending status, we have developed a plan with the admission team to personalize communication from the STM to the applicant. These include personal communication from the STM Chair to applicants, opportunities to connect 1:1, sharing more details about our programs, and encouraging them to reach out to chat with faculty, students or alumni at any time. We will also support students by sharing details from the admission team regarding how to submit pending documents and pay deposits. We will continue to ensure that we are following the guidelines and expectation as indicated to us by the admissions team.



Conclusion

- As the only public university in the lower mainland authorized to deliver a Bachelor of Tourism Management and we have long been recognized for advancing professionalism in the industry, The Bachelor of Tourism Management and Tourism Management diploma are academically strong, industry-aligned, nationally recognized programs that directly support provincial priorities and labour market needs. We identify that efforts are required in program redesign, marketing, recruitment, and operational planning, with the academic review providing a strong foundation for continuous improvement.
- Removing the programs from the intake suspension list for 2026–27 will allow CapU to leverage a growing educational gap in BC and Canada, meet urgent labour market needs, uphold its commitments as a priority sector in BC, and preserve more than five decades of institutional reputation and community impact.



School of Tourism Management

2026 - **FINALIST: Unique Presence, North Shore Tourism's Naturally Awards**

2026 – **CEWIL Certification** - to be confirmed Feb 2026

2025 – **United Nations Tourism Academy TedQual Certification (2021-2028)**, International recognition of quality in tourism education. The only speaking English program in Canada to be awarded this certification.

2025 - **WINNER: CapU Industry Partner of the Year**, Sharmaine Beltran/Gray Line Westcoast Sightseeing

2025 - **FINALIST: Progressive Education Delivery Award, PIONEER Awards** (in association with CIE and the Field Schools)

2016 - **WINNER: Skal Sustainable Tourism Awards (Educational Institutions / Programs and Media**

2015 - **HONOURABLE MENTION: United Nations Environment Program and RPSC's Tourism InSPIRE Awards**

2015 - **FINALIST: Wild Asia Responsible Tourism Award for Most Inspiring Responsible Tourism Initiative**

Students

2026 – **WINNER (Kaveh Sanaei): TREC Work Term Excellence Award and CapU Co-op Student of the Year**

2026 – **WINNER (Rachel Pham): TREC Work Term Excellence Award and CapU WIL Student of the Year**

2025 - **WINNER (Helene Reichel): TIAC / Air Canada Future Leaders**

2025 – **WINNER (Kana Okamoto and Yuho Tamura, and Wenjun [Simon] Wang): Excellence in Research Award**, Capilano University Student Research Symposium

2025 – **WINNER (Simon Wang): TREC Work Term Excellence Award and CapU Co-op Student of the Year**

2025 – **WINNER (Andres Martinez Lima): TREC Work Term Excellence Award and RUNNER UP CapU WIL Student of the Year**

2025 - **FINALIST (Choco Wong): Partners in Tourism (BC) Hospitality Rising Star**

2025 - **PUBLICATION: Wang, W., Okamoto, K., & Tamura, Y. (2025). An exploration of motivational factors of post-secondary students visiting Korean restaurants in Metro Vancouver [Article]. <https://capu.arcabc.ca/student-research/exploration-motivational-factors-post-secondary-students-visiting-korean>**

2024 – **WINNER (Daniel Vu): TREC Work Term Excellence Award, Co-op**

2023 – **PUBLICATION: Wahl, J., Walker, K., Maina, R., & Phillips, G. (2023). Final report: Conference legacy impact study. Destination Vancouver.**

2022 - **MITACS GRANT \$90,00: Co-development of Destination Vancouver Conference Legacy Study**

2023 – **RUNNER UP (Mary Thomson): ACE-WIL BC – Co-op Student of the Year**



2022 – **WINNER (Mary Thomson)**: TREC Work Term Excellence Award, Co-op

2022 – **WINNER (Sermin Tatar)**: TREC Work Term Excellence Award, Practicum

2019 - **WINNER: Award of Excellence - Pata Student Chapter**

2018 - **WINNER: Award of Excellence - Pata Student Chapter**

Winners of the Baxter Ambassador Media Awards:

2026: Currently receiving applications (Ongoing)

2025: Kyla Kooy (BTM): [Kyla Kooy - BSAP](#)

2024: Sebastien Laroye (BTM): [Sebastien Laroye – BSAP](#)

2023: Bryana Spur (BTM): [Bryana Spur – BSAP \(baxterambassadors.com\)](#)

2022: Arjet Shazi (BTM): [Arjet Shazi – BSAP \(baxterambassadors.com\)](#)

2021: Claire Duyvewaardt (BTM): [Claire Duyvewaardt – BSAP \(baxterambassadors.com\)](#)

2020: Andy Chu (BTM): [Andy Chu – BSAP \(baxterambassadors.com\)](#)

2019: Michelle McIntosh (Coop): [Michele McIntosh – BSAP \(baxterambassadors.com\)](#)

2018: Robyn Bossons (TM): [Robyn Bossons – BSAP \(baxterambassadors.com\)](#)

2017: Brie Kelly (TM): [Brie Kelly – BSAP \(baxterambassadors.com\)](#)

BCHF (British Columbia Hospitality Foundation) Our Future Leaders Scholarships

2023: Pierre-Louis Anglade: \$1,000

2022: Simona Celano: \$1,000

2021: Vivian Trieschmann: \$1,500

2020: Ayush James: \$1,500

2019: Het Desai: \$1,500

MPI (Meeting Professionals International) Future Leader Awards

2024: Pihla Peltoniemi (BTM)

2024: Linh Do (BTM)

2024: William Chen (BTM)

2023: Raymond Ang (GHTM)

2022: Ashwariya Pillai (GHTM)



Alumni

2024 - **WINNER (Jordan Kallman): Alumni Awards of Excellence**

2018 - **WINNER (Kaya Dorey): Alumni Awards of Excellence**

Faculty

2025 - **NOMINATION (Jeff Wahl): TEACHING EXCELLENCE AWARD**

2024 - **WINNER (Roy Jantzen): Alumni Awards of Excellence**

2023 – **UNIFIED GRANT \$5,000:** Seat at the Table, Joanna Jagger

2023 – **UNIFIED GRANT \$5,000:** Nami Kamal

2022 – **UNIFIED GRANT \$5,000:** Paolo Fresnoza

2022 - **WINNER (Roy Jantzen): TEACHING EXCELLENCE AWARD**

2022 – **WINNER (Nazmi Kamal): MPI Mentor of the Year**

2022 - **MITACS GRANT \$90,000:** Destination Vancouver Conference Legacy Study, Jeff Wahl & Kara Walker

2021 – **WINNER (Paolo Fresnoza): Best Paper Award for the Contribution to Theory, BC/Yukon Press Books**

2021 – **UNIFIED GRANT \$5,000:** Paolo Fresnoza

2021 – **UNIFIED GRANT \$5,000:** Nami Kamal

2019 - **WINNER (Bruce Wilson): TEACHING EXCELLENCE AWARD**

2019 – **WINNER (Christine Dodds): RiSE ALUMNI AWARD**

2018 - **WINNER (Greig Gjerdalen): TEACHING EXCELLENCE AWARD**

2016 – **WINNER (Christine Dodds): ALUMNI AWARDS OF EXCELLENCE – Empowering Learning**

Publications

Baichoo, M., Fane, J., Loken, T., & Mahood, A. (2023). Establishing and managing a blended approach to institutional work-integrated learning. In K. E. Zegwaard & T. J. Pretti (Eds.), *The Routledge International Handbook of Work-Integrated Learning* (3rd ed., Chapter 21. Routledge

Brouwer, J (2021). Chapter 7. Travel Services. BCcampus (Eds.), *Introduction to Tourism and Hospitality in BC* (2nd ed., pp. pages of chapter) BCcampus. <https://opentextbc.ca/introtourism2e/>

Cameron, C., **Dodds, C.**, & Maclean, C. (2019). *Ethical risks in work-integrated learning: A study of Canadian practitioners*. *International Journal of Work-Integrated Learning*, 20(1), 83–95.



- Dodds, C.** (2021). Ethical Risk Management and Co-op in a Changing World. *CareerWise Magazine*, September 1, 2021.
- Dodds, C.**, Cameron, C., & Maclean, C. (2021). *Ethical risk management in co-operative education programs*. *Canadian Journal of Career Development*, 20(1), 4–15.
- Dodds, C.**, Cameron, C., & Maclean, C. (2020). *Understanding ethical risk for co-op practitioners*. *Careering Magazine*.
- Fane, J., **Baichoo, M.**, & **Loken, T.** (2021). A structured approach to developing faculty capacity for course-based curricular work-integrated learning opportunities in under-represented disciplinary areas. In A. Stirling, PhD & T. J. Pretti, PhD (Eds.), *The Practice of Co-op and Work Integrated Learning in the Canadian Context* (p. 148)
- Fresnoza, P.** (2023) Social justice in tourism recovery: Examining equity, diversity, and inclusion in Canadian tourism restart policies.
- Fresnoza, P.** (2021). Transcending from Structural Functionalism to Theoretical Pluralism in Disaster Research
- Hinck, A., **Baichoo, M.**, & **Loken, T.** (2021). Customer Service. In BCcampus (Eds.), *Introduction to Tourism and Hospitality in BC* (2nd ed., pp. pages of chapter). BCcampus. <https://opentextbc.ca/introtourism2e/>
- Baichoo, M.**, Sjolander, C. (Sep 2025). Exploring the Policies Enabling Successful Work-Integrated Learning (WIL) Experiences for Adult Learners in Book *Work-Integrated Learning in Adult Education for Diverse Workplaces*. Edited by Kashif Raza and Catherine Siew Kheng Chua.
- Wahl, J.**, & Jamal, T. (In Progress). Heritage representation and the process of conflict: The ongoing battles of the Little Bighorn.
- Wahl, J.**, & Parker, P. (2022). Private land, public interest: Securing community access to private lands for mountain biking and amenity migration in Canada. *Tourism Cases*. CABI.
- Wahl, J.**, & **Walker, K.** (2024). Leaving a legacy through conferences and exhibitions: The enduring value of repeat and globally-rotating events in Vancouver, British Columbia. *The International Journal of Business Events & Legacies*, 2(2), 1-22.
- Wahl, J.**, **Walker, K.**, Maina, R., & **Phillips, G.** (2023). Final report: Conference legacy impact study. Destination Vancouver.

The Members of Senate and the Board of Governors at Capilano University
2055 Purcell Way
North Vancouver, BC V7J 3H5

January 13, 2026

Subject: Support for Tourism Education at Capilano University

Dear Members of Senate,

We are writing to express strong support for the continued development of tourism education programming at Capilano University. Given the provincial and regional reliance on tourism as a foundational economic driver and employer in urban, rural and Indigenous communities, post-secondary education plays a critical role in ensuring the long-term sustainability and competitiveness of this sector.

Tourism is a cornerstone of British Columbia's economy and has been explicitly identified by the Province of BC as a priority growth sector. The BC Government's Look West strategy, released in Nov. 2025, includes tourism as a key export-facing industry. This recognition underscores the importance of maintaining a skilled, professional tourism workforce capable of delivering high-quality visitor experiences that support international trade, cultural exchange, and provincial prosperity. Achieving these policy objectives depends on strong domestic education and training pathways that prepare British Columbians to lead and grow the sector.

Capilano University's tourism programming is a vital contributor to workforce readiness in Metro Vancouver, the Sunshine Coast and the Sea to Sky region. These programs offer students a strong foundation in theory, industry-aligned skills, and crucial work-integrated learning opportunities that directly support local businesses. Through practicum placements and co-op experiences, students gain hands-on experience that enhances their employability and enables employers to benefit from emerging talent. Faculty engagement with industry partners ensures curricula remain relevant and responsive, and students participate in real-world problem solving that contributes to organizational success while building meaningful career pathways. Graduates enter the workforce better prepared, more resilient, and more likely to pursue long-term careers in tourism, benefiting both employers and communities.

Labour market indicators from Go2HR consistently demonstrate the ongoing need for skilled tourism workers across British Columbia. Tourism and hospitality remain among the province's largest employment sectors, yet employers continue to face persistent recruitment and retention challenges. While overall employment has recovered since the pandemic, workforce participation remains constrained, particularly in high-cost regions such as Metro Vancouver, the Sunshine Coast and the Sea to Sky region. These challenges are being further compounded by changes to immigration policy and reduced access to temporary and permanent international labour pathways in 2026. As a result, the sector's traditional labour pipelines are increasingly uncertain, placing greater pressure on local talent development.

This evolving context makes tourism education more important than ever. The need to train and retain local residents, support career progression, and professionalize tourism roles is now a strategic imperative for the sector. Educational institutions like Capilano University are uniquely positioned to respond by preparing students not only for entry-level roles, but for leadership, entrepreneurship, and long-term career sustainability in tourism. This contributes directly to regional economic stability, supports small and medium-sized businesses, and aligns with provincial priorities for inclusive growth and workforce resilience.

In closing, continued support for tourism education at Capilano University represents an investment in Metro Vancouver, the Sunshine Coast and the Sea to Sky region, as gateways to a thriving provincial tourism economy, supporting British Columbia's broader trade and economic strategies. We strongly encourage the Senate to recognize the essential role these tourism programs play in Capilano University's leadership supporting industry, advancing government priorities such as the Look West strategy, and ensuring tourism remains a source of opportunity and prosperity for British Columbians.

Thank you for your consideration.

Sincerely,



Gwendal Castellan

Manager of Sustainable Destination Development, Destination Vancouver
Chair, School of Tourism Management External Advisory Committee



Annie Wise

Executive Director, Sunshine Coast Tourism



Farah Steen

Director of Marketing & Partner Relations, Vancouver's North Shore Tourism Association



Sandra Towers

Sandra Towers

General Manager, Entrée Destinations



Shawna Lang

Director of Sales & Revenue Optimization, BC Hotel Association



Yvonne Sharpe

Account Executive, Premium Sales, Vancouver Whitecaps FC

APPENDIX A – SCHOOL OF COMMUNICATION STUDIES CORRESPONDENCE

School of Communication Statement and Motion to Remove the Bachelor of Communication Studies Degree from the List of Programs Subject to Intake Suspension in 2026-2027.

To: Capilano University Senate

From: School of Communication Faculty (represented at Senate by Alaa Al-Musalli, Ph.D.) **Date:** January 21st, 2026

Purpose

This memo presents the following three items pertaining to the 2026-2027 intake suspension proposal of Bachelor of Communication Studies program:

- A) it highlights the School of Communication's concerns regarding the proposal, provides the rationale behind each concern, and presents accurate data (see Table 1) to correct the incomplete and misleading enrollment data on which the proposal was founded;
- B) it provides fuller and more accurate information which the Dean of BPS requested after a meeting on Jan. 14th. The information is presented in a table (see Table 2) that includes relevant criteria from Policy
- C) C) 104 which are integrated with our concerns, some notable actions and initiatives taken by the School of Communication Faculty to re-imagine and renew the bachelor's degree, and simple requests to help us fulfill our vision for our school as subject-matter experts in our fields;
- D) it ends by reiterating the motion to Senate to remove our degree from the list of programs proposed for intake suspension. This document will be submitted to senate in their February 3rd meeting through our faculty representative.

Motion

We move that the Bachelor of Communication Studies Degree be removed from the list of programs subject to intake suspension in 2026-2027.

A) Concerns

We believe that this intake suspension recommendation is based on:

1. **Inaccurate and Misleading Data and Lack of Consultation:** On Dec 17th, the board was provided incomplete and misleading enrollment data and informed that consultations had taken place before the intake suspension of the degree was proposed. Unfortunately, no consultation took place before the proposal reached the board. Rather the unit Chair was called into a meeting the previous week and informed of the decision and was only presented with a memo with the rationale for the proposal (supported by faulty data) 5 minutes prior to the commencement of the Board meeting. If we had been consulted (as per Section 14 of the Collective Agreement), we would have been able to share relevant and accurate data about our program. The data presented to the Board only included our 400-level courses and also included 2 courses from the already-discontinued NABU program which

is currently being taught out with less than 10 students. Our analyses of enrolments in CMNS courses show strong enrolment averages in the mid-80% range with our year 1 courses enrolled over 90% on average.

In other words, all indications suggest that data about our enrolment picture was misread. The following table outlines our seat-utilization averages in degree courses in each major semester from Fall 2022-Spring 2026, as well as seat utilization averages for year 1 courses, which would be the ones taken out of circulation for the program pause.

Table 1

Term/Year	Average Seat Utilization CMNS Courses	Average Seat Utilization First Year (CMNS 1XX) Courses
Spring 2026	91%	91%
Fall 2025	82%	92%
Spring 2025	83%	76%
Fall 2024	86%	93%
Spring 2024	92%	93%
Fall 2023	87%	93%
Spring 2023	79%	97%
Fall 2022	86%	82%

In terms of our current application numbers, we have 132 applications in process with opportunities to boost these numbers through targeted recruitment efforts already underway (see below). For these reasons, we believe that this proposed intake suspension is unfounded and premature, especially considering our current numbers and the recruitment efforts underway. Please also see Appendix 1- Applications Drill-down Table for recent application numbers.

2. **Lack of Savings Data:** From the email we received on Dec 11th and what was shared with the board on Dec 17th, it seems clear that the impetus behind the intake suspension is managing the university deficit rather than lack of viability of this program. We have not been provided with the rationale or the data used to substantiate this decision, including expected savings and market research. It is unclear if any budget mitigation will result from the proposed intake suspension. We have asked senior leadership to provide this information, but it has not been forthcoming.
3. **Lack of/Inaccurate Program Excellence Measurement:** The proposed intake pause is supported by claims that our program lacks a clear and unique identity and that there is too much redundancy in communication programming in our region. We have communicated our strong sense of identity to leadership – based on the role of communication and media literacy as leadership competencies and with a focus on strategic communication – and explained how this distinguishes us from communication programming at SFU and UBC (rooted primarily in critical media and cultural studies) and BCIT and Kwantlen (with niche programs in specific areas). When queried, leadership has not been able to explain how we lack identity or unique curriculum. As for teaching excellence, three faculty in our school have received teaching excellence awards since 2019.

4. **Lack of Consideration of Communication Skills Employability Success Rates:** In terms of labor market needs and expectations, which is one of the criteria in the Policy B. 104 , we believe that our program offers a unique set of skillsets for students who wish to work in the field of professional communication, while still grounded in theory and media studies. Six of the nine essential employability skills published by Industry Canada in 2025 are communication skills that we teach in our program. Canada’s federal Skills for Success framework explicitly lists communication as one of the nine essential skills that help workers succeed in the job market. A quick search revealed that the Government Job Bank currently lists more than 380 job postings for "Communications Specialist" in Canada. In terms of program quality, we believe this is evidenced by the fact that our alumni are holding positions at a variety of companies, such as Web Writer at CBC News, Relationship Specialist at Tsleil-Waututh Nation, Communication Officer at Doctors of BC, as well as Digital Marketing and Communication Coordination positions at many government and private companies. We are happy to provide a detailed list of where our alumni are currently employed in communication positions as well as where our students have completed successful placements. It is a small matter to align our programming more clearly with published CIP codes without having to pause and engage in a fundamental redesign.
5. **Lack of Consideration of the Effect on Breadth of Electives we Provide Students from other Schools:** As for demand for communication courses from other programs, the effect of the intake suspension of our degree on the wider university community have not been considered, especially for students looking for breadth of electives. We have courses that fill very quickly with waiting lists, for example, CMNS 185, 190, 220, 261, and 360. Waitlist numbers are available if needed. We also have been provided with data on CMNS course registrations by non-program students, which shows quite clearly the degree to which CMNS curriculum resonates with students across the university. We are also happy to provide this data for review by Senate.

B) Addressing Policy B.104 Criteria

We are aware that the final decision regarding course and program discontinuation rests with the Board, but we hope that by addressing the relevant points in Policy B. 104 in the table below (Table 2) (see item letters for reference - as listed in the policy), we will show that our program is indeed viable and a significant degree at Capilano University.

Table 2

1	Relevant criteria from policy B.104	a) Student Demand for courses or programs
	Rationale for pause	Falling program enrolment indicating lack of sustainability/demand

<p>CMNS Counter</p>	<ul style="list-style-type: none"> • Program enrolment has increased this year from the last two years. • The data used included only 400-level CMNS courses but this was used to argue about the entire program. 2 of the courses included are not even in our degree program, but the NABU program, which is currently being taught out with only a handful of students. 1 of our 400-level program courses (CMNS 499) is structured as a directed study rather than a full teaching section, but is still listed in CapU analytics as a single section of 35 students and counted towards our overall seat utilization averages. • Removing service courses from tabulations, seat utilization averages in CMNS courses are well above 80% on average across the last 4 years, and over 90% in our 100-level program courses – the very courses we would be cutting with the intake suspension. These numbers are greatly consistent despite fluctuation in <i>program</i> enrolments, which is the only metric being used to argue for the pause.
<p>Actions taken/ planned</p>	<ul style="list-style-type: none"> • We have taken steps to support our program since our program review, and we are working on a program renewal. • We have updated 11 course syllabi, including course outcomes and objectives to align the skills with market needs and changes in the discipline. • In the last three years, we have created new courses, e.g. 400-level electives, such as Disinformation and Media, Civil Discourse and Democracy, special topics courses, such as Media, Activism and Social Change, and popular music as social communication, as well as revised curriculum in digital communication and media. New courses are currently moving through approvals, including as a 200-level course on AI Literacy and Professional Communication; two other course have been approved for development on Fandom and Podcasting. • We have continuously consulted with CTE, CDC, AIP, the WIL office and alumni as we update course outcomes and objectives and create new courses. • We have signed up (as of Fall 2025) with the Recruitment Office’s initiative to directly promote specific programs through visits to secondary schools, both in our catchment (North Van, Sea-to-Sky) as well as in East Vancouver and North Burnaby. We feel that this will help boost applications and program numbers.

	Requests	Time to determine the effectiveness of initiatives underway since before the pause was announced – we feel that it is preemptive to pause our intake given both consistency in course enrolments and the potential for success in our recruitment efforts.
2	Relevant criteria from policy B.104	b) Breadth & depth of student opportunities
	Rationale for pause	Identity of the program is not as strong as at other institutions – program has not shifted with market trends
	CMNS Counter	<ul style="list-style-type: none"> • No evidence is presented to support these points, and we are clear on our identity as reflected in our program – we train strategic communicators. This involves a combination of applied professional communication skills, critical literacies developed through attention to the broader contexts of communication and media, and an orientation of our program towards professional practices in strategic communication (crisis communication, media relations, public relations, development & management of communication campaigns, policy and legal aspects of professional communication work). • The claim that we have not shifted with market trends is also demonstrably false. This has been accomplished not through structural changes at the program level, but at the level of the curriculum that constitutes our program. Here, we have introduced a range of new courses in digital communication and media, disinformation literacy, AI in professional communication, civil discourse and democracy and new courses incorporating consideration of AI in business and professional communications. • Again, these claims reflect a lack of consultation with the CMNS unit rather than an accurate picture of our program or our School. • Arguments were presented by administrators that our identity duplicates that of SFU’s School of Communication. This is incorrect. SFU’s program is theoretical, analytical, and research-based-study oriented, while ours is practice-focused and professionalworkplace oriented. Please see item #4 under item A above for students’ opportunities.
	Actions taken/ planned	New and ongoing curriculum developments to address current trends relevant to CMNS
	Requests	That closer study and accurate knowledge of CMNS curriculum attend the formulation of any claims to its nature or status, and that appropriate consultation be conducted with us in the formulation of any proposals with respect to our programming.

3	Relevant criteria from policy B.104	f) contribution to community, institutional, scholarly, and social environments
	Rationale for pause	Lack of employment opportunities/labour market integration
	CMNS Counter	<ul style="list-style-type: none"> • Since Fall 2021, 34 courses have been involved in Work Integrated Learning (City Studios) opportunities with the community. A list is available if needed. • Faculty have been awarded research grants through the CARS office to collaborate with community partners and support the university's three
		<p>envisioning goals of Imagination, Community Engagement, and Distinct University Experience. For example, Dr. Kym Stewart worked with Simon Fraser University and Finis Terrae University (Chile) on an Imagination in Education conference. Dr. Kym Stewart also worked with Dr. Annabella Cant for two years to develop PD opportunities for Cap U faculty related to the theory of Imaginative Education- this included hiring student research assistants. Also, Dr. Alaa Al-Musalli collaborated with the Vancouver School Board to bring Disinformation Literacy to K-12. Dr. Caio Cardoso is currently working on a research grant proposal via the CARS office with Brazilian and British colleagues.</p> <ul style="list-style-type: none"> • We keep an extensive and up-to-date list of our practicum host partners, engage with local industry through regular PAC meetings, and host industry panels and other events for current students and alumni. • Our faculty are committed to academic excellence and remain active in scholarly publications. A list of publications can be provided if needed.
	Actions taken/ planned	We are working on integrating our alumni and students into our program development. For example, in 2022, we created a Student Advisory Council to embed students' voices into our deliverables. The students who worked on the council provided research and recommendations that have been driving some of our renewal and program development work. Most of their recommendations confirmed the need for more practical skills training and continued work with the community to provide work-ready skills for students.
	Requests	That evidence be produced to counter our claims or that, in the absence of such evidence and in consideration of the more detailed documentation we can provide, we be removed from the list of programs to be paused.

4	Relevant criteria from policy B.104	h) Contribution to CapU’s reputation, aspirations & role as a Special Purpose Teaching University.
	Rationale for pause	Lack of uniqueness of the CMNS degree
	CMNS Counter	<ul style="list-style-type: none"> We have asked leadership to explain how our programming is redundant in relation to other CMNS programs in our region, but no such explanation or evidence for this claim has been produced. In reality, our program is unique in the region in its focus on strategic communication. SFU’s CMNS degree is focused primarily on critical media studies with some applied media in acoustic communication and video production. BCIT’s programming focuses exclusively on media training and more narrowly on public relations.
		<p>We are the only degree program in BC to focus on strategic communication as a leadership skill.</p> <ul style="list-style-type: none"> The proposed intake suspension of our degree, which is a practical and workplace-skills-building program will likely have a negative impact on the reputation of CapU. Prospective students will see this as a university-wide programming weakness, and they will not consider CapU as a place of study for fear of such program disruptions happening to them at some point.
	Actions taken/ planned	We will continue to work with our PAC, practicum partners & students to ensure we are working to support key professional communication functions in our society.
	Requests	We ask that leadership examine our WIL contributions, our practicum placement rates and locations, the employment rates and placements of our grads & other data relevant to this point.

Motion

We move that the Bachelor of Communication Studies Degree be removed from the list of programs subject to intake suspension in 2026-2027.

Appendices

Appendix 1-Applications Drill-down Table

Applicants Drill-down Table			
Counts organized by faculty, school and program. Click on the Faculty or School +/- boxes to drill down to a more detailed levels or roll up to a more general level. The +/- boxes will appear when the cursor hovers over the relevant field (Faculty or School).			
<i>Data updated at 1/14/2026 4:58:21 AM</i>			
2026/2027			
Business & Professional Studies	Communication	Bachelor of Communication Studies	76
		Applicants	76
		Offered Applicants	60
		Registered Applicants	0