



SENATE REGULAR MEETING

Tuesday, April 7, 2026 4:00 – 6:00 pm
Capilano University – Library Room 322

AGENDA

Land Acknowledgement

Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Skw̓xwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səlilwatał (Tseil-Waututh), shíshálh (Sechelt), Skw̓xwú7mesh (Squamish), and xʷməθkʷəṅəm (Musqueam) Nations.

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|---|-----------------------------|
| 1. Welcome | Jason Dewling |
| 2. Approval of the Agenda - Decision | Senate Members |
| 3. Approval of Minutes – Decision | Senate Members |
| 3.1 March 17, 2026 – Additional Meeting | Schedule 3.1 |
| 3.2 March 3, 2026 – Regular Meeting | Schedule 3.2 |
| 4. Correspondence Received | Alan Jenks |
| 4.1 Correspondence from Alumni Relations | Schedule 4.1 |
| 5. Business Arising | |
| 5.1 Senate Ad Hoc Committee on Advice to Senate on Faculty Restructuring – <i>Information</i> | Diana Twiss |
| 6. New Business | |
| 6.1 Ad hoc Working Group on the Evaluation of Teaching and Learning – <i>Decision</i> | Diana Twiss
Schedule 6.1 |
| 7. Committee Reports | |
| 7.1 Academic Planning and Review Committee – <i>Information</i> | Alaa Al-Musalli |
| 7.2 Policy and Governance Committee – <i>Decision</i> | Corey Muench |
| 7.2.1 Posthumous Credential Policy S2011-02 | Schedule 7.2.1 |
| 7.2.2 Senate Tributes Committee Terms of Reference | Schedule 7.2.2 |
| 7.2.3 Incomplete Grades Policy S2026-02 (rescinding S1990-02) | Schedule 7.2.3 |



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| 7.3 Curriculum Committee – <i>Decision</i> | Julia Black |
| 7.3.1 Resolution Memo | Schedule 7.3.1 |
| March 20 Agenda Package / March 20 Draft Minutes | |
| 7.4 Graduate Studies Committee – <i>Information</i> | Alan Jenks |
| 7.5 Teaching and Learning Committee – <i>Information</i> | Diana Twiss |
| 7.6 Budget Advisory Committee – <i>Information</i> | Michael Thoma |
| 7.7 Self Evaluation Committee – <i>Information</i> | Graham Cook |
| 8. Other Reports | |
| 8.1 Chair of Senate – <i>Information</i> | Jason Dewling |
| 8.2 Vice Chair of Senate – <i>Information</i> | Alan Jenks |
| 8.3 VP Academic and Provost – <i>Information</i> | Tracy Penny Light |
| 8.4 Board Report – <i>Information</i> | Amina El Mantari |
| 8.5 Elder’s Words – <i>Information</i> | Elder Doctor Latash |
| 9. Discussion Items | |
| 10. Other Business | |
| 11. Information Items | |

SPECIAL MEETING OF SENATE

Tuesday, March 17, 2026 4:00 pm
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Present: Jason Dewling, (Chair), Julia Black, John Brouwer, Jai Djwa, Caroline Depatie, Alicia Fahey, Denise Gingrich, Alan Jenks, Harb Johal, Parnit Kaur, Tracy Penny Light, Brad Martin, Priya McMurtrie, Vedant Mehra, Corey Muench, Alaa Al-Musalli, Christina Neigel, Katija Pallot, Milo Prentice, Majid Raja, Farnoosh Sam, Michael Thoma, Diana Twiss, Emily Walmsley, Recorder: Mary Jukich

Regrets: Graham Cook, Thomas Flower, Michael Laurence, Amina El Mantari, Jennifer Nesselroad, Robert Omura, Maria Valioux

Guests: Rahul Reandi

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1. Welcome

The Chair called the meeting to order at 4:00 pm.

In the absence of Michael Laurence, Alicia Fahey assumed voting rights for the Faculty of Arts and Sciences.

2. Approval of the Agenda

Alan Jenks moved and Christina Neigel seconded:
To approve the agenda.

CARRIED

3. Business Item

3.1 Advice from Senate to the Board on Program Discontinuance and Suspensions

Senate continues to work through the process.

(a) Advice from the Senate Academic Planning and Review Committee (SAPRC) on Program Discontinuance and Suspensions

The committee met on March 4th to continue discussions of the pending programs proposed for suspension and discontinuation. The committee was able to provide the schools the chance to share concerns regarding some of the decisions, and administration provided advice and feedback pertaining to some of the arguments presented. SAPRC committee members were thanked for their dedication to these

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reviews, considering the short timeframe within which they were completed. The school chairs/convenors who presented information on behalf of their schools and the deans were also thanked. The motions presented captures advice to Senate provided by SAPRC. The committee ensured that everyone was heard and contributed to the sharing and shaping of the motions, especially those pertaining to the contested suspensions.

4. First Report – Attached to the March 17, 2026 Agenda Package

The first report covers the uncontested discontinuations of eleven programs within the Faculties of Arts and Sciences, Business and Professional Studies, and Fine and Applied Arts. The chairs of the School confirmed that their schools understand the rationale behind the discontinuations of the respective programs and, therefore, the schools are not contesting these discontinuations.

Senators did not provide any comments.

Alaa Al-Musalli moved and Alan Jenks seconded:

26/20 THAT the Senate advise the Board to discontinue the following programs:

CARRIED

1. Accounting Assistant Certificate
2. Accounting Assistant Diploma
3. Advanced Business Administration Certificate
4. Business Fundamentals Certificate
5. Retail Business Fundamentals Certificate
6. Computer Information Systems Certificate
7. Visual Communication Advanced Diploma
8. Conducting in Music Certificate
9. Music Diploma – Music Therapy Course Stream
10. Music Therapy Preparatory Stream
11. Digital Visual Effects Diploma

Second Report – Attached to the March 17, 2026 Agenda Package

The second report covers the uncontested suspensions of two programs within the Faculty of Fine and Applied Arts. The chair confirmed that their school understands the rationale behind the suspensions.

Senators did not provide any comments.

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Alaa Al-Musalli moved and Denise Gingrich seconded:

- 26/21** THAT the Senate advise the Board to continue the intake suspension of:
1. Visual Effects for Film, Streaming & Immersive Media Diploma for 2026– 27 for redesign.
 2. Advanced Arts & Entertainment Management Certificate for 2026–27 and focus on the diploma/degree pipeline.

CARRIED

Third Report – Attached to March 17, 2026 Agenda Package

The third report covers the contested suspension of the Music Diploma Program. Heather Pawsey, Interim Music Coordinator, presented the following arguments and concerns to SAPRC to contest the proposed suspension of the Music Diploma program:

- (1) The Music Diploma is a low-cost program that shares resource with Jazz Studies. The program has identified \$66,000 in cost savings through strategic enrolment management initiatives and has discontinued the use of dedicated service sections for a cost-saving of \$31,000 annually.
- (2) The program is working on a new Bachelor’s Degree in Music with potential pathways into music, wellbeing, therapeutic arts, early childhood, and community music education, which are not currently offered at any other post-secondary institution in BC. This new degree capitalises on the University’s strengths in Music, Early Childhood Education, Psychology, and interdisciplinary arts.
- (3) The program recognises the need for change and has worked actively to achieve it. Multiple concept papers have been written since 2022 but were met with roadblocks and/or contradictory advice from AIP before AIP put a moratorium on all concept papers in 2024. The revisions will be implemented in Fall 2026, so maintaining intake enables evaluation and realisation of the work done.
- (4) The program serves as an important feeder into Music Therapy by providing foundational musical training that prepares students for advanced therapeutic application.
- (5) The decision to suspend does not take into account application patterns. Historically, applications peak in July; therefore, approximately 25-44% of the program applications are expected to come.

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- (6) Music Diploma is requesting the opportunity to implement the newly revised curriculum (which was approved by SCC in October 2025) in Fall 2026, while developing a new Bachelor's degree in Music, with the revised diploma serving as a stable transitional platform to preserve necessary faculty expertise, sustain curriculum coherence, and support integrated planning.

Administration provided advice and feedback pertaining to some of the points above. The motion presented captures advice provided by SAPRC committee members to support the removal of this program from the suspension list, taking into account the work that is already underway to revise the curriculum and strengthen the program and to avoid the likely reputational damage a suspension could cause.

On discussion, the following comments were provided by Senators:

- Whether the Board can make a decision without enrolment data and patterns and if this information will be provided to the Board. Administration indicated the data was provided to the Board with the original recommendation. Historical applications and enrolments over the last five years were primarily the basis for the recommendation.
- The program has been running successfully for the past 55 years and the idea of the reputational damage the suspension might cause is enormous. The data submitted in the original report might have changed since the date of finalizing that report and whether it was likely that the report captures the most current data considering that it may be over a month old and this should be considered when this is brought to the Board. The numbers are changing by the day and historically the intake peaks in mid July.
- A question was raised on whether the data will be updated for the Board by March 27th. Administration indicated the data will be “crystalized” for the Board and focus will be on the motions where there were differences of opinion and addressed at the special meeting of the Board.
- Administration indicated that the memorandum and work that the program areas provided will be sent to the Board as appendices.
- Michael Begg, CFA President, has requested to present at the Board meeting, and the Board Chair has agreed to allow that presentation.

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- Administration indicated that both the Senate and the Board have seen the same data.
- No data was provided in the agenda package, memos, or at the last Senate meeting. Administration indicated that what the Board and Senate originally received was the historical application and enrolment numbers over the last five years. Additionally, after further consultation with the department areas, more information was provided. Different programs areas provided additional data that went beyond the application and enrolment data and all that data was provided to Senate and will also be provided to the Board.
- There was no intent or desire to conceal data around enrolment trends and where there is still work is to align on for everyone to be comfortable with the data set. This process has exposed some different ways of gathering data.

Alaa Al-Musalli moved and Denise Gingrich seconded:

26/22 That Senate advise the Board to remove the Music Diploma from the suspension list conditional to implementation of the revised curriculum and program efficiency and timeline for assessment of program health and viability that satisfies policy B104 by June 30th 2026, and that includes a plan to reassess enrolment targets in 2027–28.

CARRIED
14 Yes
3 Abstentions

Fourth Report – Attached to March 17, 2026 Agenda Package

The fourth report covers four program clusters divided into two types of contested decisions.

Contested Discontinuations of:

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

Contesting the Suspension Conditions of:

4. North American Business Management (NABU) PB Applied Diploma & PB Diploma

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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 with zero-net-cost. 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 Postbaccalaureate Certificates in Financial Planning & Financial Planning (Professional) are two growing credentials with two distinct revenue streams. Recent graduates are entering financial services and mid-career professionals upskilling. Both programs are growing without any marketing. The Postbaccalaureate yields premium per-student revenue. Discontinuance would eliminate growing revenue with no offsetting savings.
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 school 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 to some of the points above.

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Recommendation #1 - Contested Discontinuation

On discussion, the following comments were provided by Senators:

- The summary identifies that the programs are growing; however, the application numbers indicate that the programs are not growing and the information may need to be verified.
- Clarification was provided by administration that by discontinuing or suspending a credential does not mean the courses necessarily go away.
- The profession is growing and this is a new program that underwent the entire review process including research by AIP and all the approval processes and it was established that these are good programs to provide skill sets to students. The programs are not at the maturity stage where there would be information on how the market is responding. If the profession is growing there is a demand for the skills in the market and if energy is put into marketing these are the type of programs that can provide the university an advantage.
- Information was provided that work was recently completed on demographic trends in British Columbia. Currently, projections indicated that the British Columbia population will grow in the next 20 years. It is expected that there will be a significant growth in the 25 – 45 age group and a credential like this lends itself to a second career, re-training and re-trenching and this is important when thinking about programs that serve the community.

Alaa Al-Musalli moved and Alan Jenks seconded:

26/23 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).

CARRIED
16 Yes
1 Abstention

Recommendation #2 - Contested Discontinuation

Senators did not provide any comments.

Alaa Al-Musalli moved and Vedant Mehra seconded:

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26/24 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).

CARRIED
17 Yes
1 Abstention

Recommendation #3 - Contested Discontinuation

On discussion, the following comments were provided by Senators:

- In terms of the wording in the motion around “pending program review”, confirmation was provided that a program review is being undertaken by AIP. The self-study has been submitted which identified gaps and pathways towards the review. Work is also underway on a master’s proposal and is at the stage where a working group will be formed to proceed further. The department is not requesting resources, but time to determine what to do with the program review and grant studies.

Alaa Al-Musalli moved and Alan Jenks seconded:

26/25 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).

CARRIED
13 Yes
2 Abstentions

Recommendation #4 - Contesting the Suspension Conditions

On discussion, the following comments were provided by Senators:

- The memorandum provided a reference to 30% modification threshold; however, the 30% is specific to requirement by DQAB for degrees and curriculum changes at that level.
- Information was provided that during the committee discussion, representatives from AIP were present and assisted in developing a timeline and the 30% was discussed. At this point, the goal is to reach an agreement that a decision is made about the programs and then address the discussion of the 30%.

Alaa Al-Musalli moved and Denise Gingrich seconded:

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| <p>26/26 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.</p> | <p>CARRIED
16 Yes
1 Abstention</p> |
|--|---|

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 includes additional data presented by the two programs, and
- 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

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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.

The meeting was adjourned at 5:20 pm

Next Meeting: Regular Meeting Tuesday, April 7, 2026

DRAFT



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Present: Jason Dewling, (Chair), Julia Black, John Brouwer, Jai Djwa, Graham Cook, Caroline Depatie, Alicia Fahey, Thomas Flower, Denise Gingrich, Sofia Hughes, Alan Jenks, Harb Johal, Parnit Kaur, Michael Laurence, Tracy Penny Light, Brad Martin, Priya McMurtrie, Vedant Mehra, Corey Muench, Alaa Al-Musalli, Christina Neigel, Jennifer Nesselroad, Robert Omura, Katija Pallot, Milo Prentice, Michael Thoma, Farnoosh Sam, Diana Twiss, Emily Walmsley, Recorder: Mary Jukich

Regrets: Amina El Mantari, Majid Raja

Guests: Maria Valioux

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1. Call to Order and Remarks

The Chair called the meeting to order at 4:00 pm and provided introductory remarks.

In the absence of Majid Raja, Robert Omura assumed voting rights for the Faculty of Business and Professional Studies.

Parnit Kaur, new voting student was introduced and welcomed to Senate.

2. Approval of the Agenda

The order of item #7.2 was reversed so that item 7.2.2 was addressed first.

*Thomas Flower moved and Vedant Mehra seconded:
 To approve the amended agenda.*

CARRIED

3. Approval of the Minutes

Two typographical errors were noted.

*Diana Twiss moved and Vedant Mehra seconded:
 To adopt the February 3, 2026.*

CARRIED

4. Correspondence Received



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None

5. Business Arising

5.1 Advice from Senate to the Board on Program Discontinuances and Suspensions (a) Memo from Tracy

At the February 3, 2026 meeting, Senate voted to send the list of programs for discontinuance and suspension to the Senate Academic Program and Review Committee (SAPRC) for advice to be brought back to Senate for consideration. SAPRC held a meeting on February 10, 2026 and began the work on reviewing the memos and presentations/discussion with chairs, coordinators and deans related to each program. At that time, the committee suggested two more meetings would be required to complete the list of programs. During that meeting and in a request to the Chair of SAPRC following the February 10, 2026 meeting, the Vice-President, Academic & Provost requested that the SAPRC meetings occur before the next Senate meeting on March 3, 2026 to enable Senate to provide their advice to the Board in time for the Board to convene a special meeting to make a final decision on the list of programs for discontinuance and suspension at the end of March, 2026.

At the February 24, 2026 meeting, the Board of Governors approved a motion that the Board of Governors request Senate's advice on the list of programs for discontinuance and suspension (intake pause) by March 20, 2026 to ensure the Board can make a decision that serves the needs of students and university constituents by the end of March 2026.

It was noted that two SAPRC meetings are scheduled for March 4th and March 5th to complete the review of the programs. Also, an out-of-cycle Senate meeting will be scheduled so that the advice can reach the Board by March 20th.

Tracy Penny Light moved and Alan Jenks seconded:

26/10 THAT the Senate provide advice on the outstanding programs on the list of programs identified for discontinuance and suspension by March 20, 2026.

CARRIED
13 Yes
7 Opposed
1 Abstention



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5.1 Advice from Senate to the Board on Program Discontinuances and Suspensions (b) Advice from SAPRC on Program Discontinuances and Suspensions

Presented by: Alaa Al-Musalli

The committee met on February 10th and February 19th to discuss the list of programs proposed for suspensions and discontinuations as directed by the Senate motion of February 3rd. Chairs/convenors from the respective programs were invited to present information, data, or share concerns. Deans were present and participated in the deliberations before motions were passed.

Information was provided that after submitting the reports for inclusion in the Senate agenda package, the chair of SAPRC was advised by administration to avoid using 'contested' in discussions. However, the chair of SAPRC indicated the word was appropriate because it was guiding the discussion framework during planning of and deliberations in the meetings.

It was noted that the words "contested" and "non-contested" were not part of the original motion from Senate and from a procedural standpoint, the words be removed moving forward. The chair of SAPRC indicated that a formal word was required to represent the issues that faculty and schools had with the programs and to also represent the actual feelings of schools.

Comments provided by Senators indicated that generally, "uncontested" reflected items that could move quickly forward, but items that were "contested" required more discussion and identified immediately whether there were issues with the proposed suspensions/discontinuances.

SAPRC's role was to advise Senate and the committee determined that some of the items required greater review and others less review. The intent of using "contested" versus "uncontested" was to reflect that some items had little opposition, and others required more dialogue and alignment with the schools. Based on the discussion, no opposition was noted with continuing to proceed in this regard.

First Report – Attached to the March 3, 2026 Senate Agenda Package

Uncontested discontinuations of eleven programs within the faculties of Education, Health & Human Development, Business and Professional Studies, and Global & Community Studies.



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The chairs of the School of Access and Academic Preparation, School of Communication, and Schools of Tourism Management and Outdoor Recreation Management, confirmed that their schools understand the rationale behind the discontinuations of the respective programs and, therefore, the schools are not contesting these discontinuations.

Senators did not provide any comments.

Alaa Al-Musalli moved and John Brouwer seconded:

- 26/11** THAT the Senate advise the Board 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 PBD
 8. Tourism Marketing & Development PBD
 9. Post-Baccalaureate in Global Hospitality & Tourism Management
 10. Tourism Management for International Students Diploma
 11. Tourism Marketing Citation

CARRIED
2 Abstentions

Second Report - Attached to the March 3, 2026 Senate Agenda Package

Uncontested suspensions of five programs within the same faculties in the first report. The chairs confirmed that their schools understand the rationale behind the suspensions.

Senators did not provide any comments.

Alaa Al-Musalli moved and Priya McMurtrie seconded:

- 26/12** THAT the Senate advise the Board to continue the intake suspension of:

CARRIED
2 Abstentions



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1. EAP – Business Administration Pathway in 2026–27.
2. EAP – Early Childhood Care & Education Pathway in 2026–27.
3. University One for Indigenous Learners Certificate in 2026–27 while the evaluation proceeds.
4. Communication Studies Diploma through 2027–28, with redesign conditions.
5. Diploma in Tourism Management International (TMI) in 2026–27.

Third Report - Attached to the March 3, 2026 Senate Agenda Package

Contested Suspension of the Bachelor of Communication Studies.

In relation to policy B.104, in terms of Labor Market Needs and Expectations, the program offers a unique set of skillsets within 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. The program has a strong identity based on the role of communication and media literacy as leadership competencies, with a focus on strategic communication, which distinguishes it from SFU's communication program, which is theoretical, analytical, and research-based. When it comes to Student Demand, the data on which the proposal to suspend was founded included service courses which are not part of the program profile. 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. As of Fall 2025, the school has been working with the Recruitment Office's initiative to promote the program, and the school has initiated a program renewal. Finally, the amount of savings from the intake suspension has not been provided to the school; projected savings could be reached through section planning.

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

The following comments were provided by Senators:



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- A suggestion was presented that because September is a busy month, to consider changing the deadline to June 30th. The chair of SAPRC indicated that the School of Communication has developed a working group to work throughout the summer to meet the deadline.
- In terms of data, administration indicated that the original motion was based on historical applications and enrolment numbers over the last five years and the data was previously provided to Senate in the original motions.
- The School of Communication believes that the Board was provided with incomplete enrolment data on December 17th. The data presented 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.
- There may have been a misalignment of the enrolment numbers and further information may be required. Also, there is a broad university cost in terms of suspending a program and this has not been addressed. The SAPRC chair responded that the committee was provided with the February 3rd Senate agenda package and were provided with the statement from the School of Communication. The chair of the School attended the SAPRC meeting and highlighted the most significant points from that statement to the committee and most importantly, lack of data to support the need to put the program on the suspension list, the data or the amount of savings that would be generated from putting the program on the suspension list.
- Senators were reminded that this is a new process as historically suspensions of an intake would be an operational decision and the reason for using historical enrollment and number of applications. In terms of the applications and enrollments for the Communications degree, it is expected that for 2026/2027 there would be approximately 22 registrants.



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- In terms of the past five-year decline in program applications, information was requested on what work has been completed to initiate changes and also completed in the next few months. The chair of SAPRG noted that the program review was completed in 2022 and one of the initiatives was to develop a master's degree and other streams. However, the School was requested by Academic Initiatives Planning (AIP) to stop all work and focus on populating courses for Squamish.

Alaa Al-Musalli moved and Denise Gingrich seconded:

26/13 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 B.104 by September 30, 2026.

CARRIED
15 Yes
6 Abstentions

Fourth Report – Attached to the March 3, 2026 Senate Agenda

Contested Suspensions of Bachelor of Tourism Management (BTM) and Tourism Management Co-operative Education Diploma (TM).

Tourism HR Canada estimates that only 20% of tourism programs nationwide will remain in 2026-27, creating an education gap and a strategic opportunity for CapU to lead. Both programs are academically strong, industry-aligned, and nationally recognized. They support provincial priorities and labour market needs. Relating to B.104, Student Demand for Courses or Programs, the school anticipates a growing domestic market with opportunities for tourism education and alignment with the BC Government's Look West Job Prosperity Plan, identifying tourism as a priority-growth sector. Relating to Academic Integrity and the Quality of Course and Program Offerings, the program is the only English language tourism program in Canada that has received the United Nations Tourism Academy (UNTA) TedQual Certification. As leaders in WIL, the BTM and the TM programs are the only Nationally Accredited co-op programs (CEWIL) accredited at CapU. The programs have been in operation at CapU for 52 years and have excellent relationships with provincial and national tourism industries. The programs have already reduced section budgets by more than 30% since 2024-25, and a suspension would only account for an additional reduction of four instructional sections for 2026-27. New marketing, recruitment, and admissions strategies are now in place. Combined



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with planned cost-efficient scheduling for 2026–27, the programs are poised for sustainable operations and increased admission conversion rates. The programs request the opportunity to complete the underway academic review process as part of an official cyclical review to modernize the curriculum, strengthen the program, and align offerings with evolving labour market needs.

At the SAPRC meeting, administration provided advice and feedback pertaining to some of the points above. The motion presented captures advice provided by SAPRC committee members to support the removal of these programs from the suspension list, offer time and resources to renew and strengthen them, and avoid the likely reputational damage a suspension could cause.

On discussion, the following comments were provided:

- A question was raised regarding the December 31st deadline and information was provided that the date was based on a recommendation from AIP around the timeline that the program's cyclical review and action plan would be completed.
- Administration indicated that there may be risks associated with the dates on the motions as this may not allow timely decisions to be made in advance of opening the 2027/2028 intakes. In terms of the data discrepancy administration's recommendation was that SAPRC determine the criteria using Policy B.104 as to metrics.
- A comment was made about the impact of the program given the location of the Squamish campus and proximity to Whistler and that the program has been a niche in North Vancouver.
- Administration noted that although the program has strong conversion rates; the application numbers are low and approximately 11 or 12 students for the degree and approximately 4 to 5 students for the diploma.
- In terms of the articulation agreements around the world and locally, once the suspension is announced the articulation agreements may end. In addition, a suspension may be misinterpreted by students that the program is completely gone.



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- Campuses are situated in a unique destination and in the heart of tourism in British Columbia and this could be an opportunity to rebrand the program particularly as relationships with industry already exist.

Alaa Al-Musalli moved and Denise Ginghrich seconded:

26/14 THAT Senate advise the Board to remove BTM and TM Co-op Diploma from the suspension list conditional to the completion of the official cyclical review process and the approval of an action plan and timeline for assessment of program health and viability that satisfies policy B.104 by December 31, 2026.

CARRIED
16 Yes
4 Abstentions

5.2 Election of Senate Vice Chair

Presented by: John Brouwer

Senate was informed that a call for nominations for the position of Senate Vice Chair was distributed and a nomination was received for Alan Jenks.

A further three calls were made at Senate and no further nominations were received. Accordingly, Alan Jenks was acclaimed for Senate Vice Chair for a one-year term, August 2026 to June 2027.

Alan Jenks moved and Emily Walmsley seconded:
 To extend the meeting until 6:30 pm.

CARRIED

6. New Business

6.1 2026/2027 Meeting Schedule

Presented by: Jason Dewling

Senate was presented with the 2026/2027 meeting schedule. The proposed meeting dates follow the schedule from prior years, the first Tuesday of the month, except for January and May (to accommodate the Registrar's Office timelines for graduates) and August (to accommodate faculty returning from summer break). In addition, the proposed meeting dates were vetted to ensure no conflicts with significant religious or celebration dates.

Diana Twiss moved and Corey Muench seconded:



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26/15 THAT the 2026/2027 meeting schedule be approved as presented.

CARRIED

6.2 TOEFL Update

Presented by: Harb Johal

Senate was informed that effective January 21, 2026, the Educational Testing Service (ETS) introduced a revised TOEFL score scale. The new scale reports scores from 1 to 6, in 0.5-point increments, replacing the current 0–120 scale. ETS has indicated that both scales will be reported during a two-year transition period.

The TOEFL score scale update was shared with the English and English for Academic Purposes departments and other relevant stakeholders in December 2025 and January 2026. Based on discussions with ETS representatives, other post-secondary institutions and a review of current institutional practices, an equivalent score alignment has been identified.

Proposed Equivalent Under the New Scale

- Based on ETS guidance and benchmarking against comparable institutions, the proposed equivalent under the new TOEFL scale is an **overall score of 4.5 with no section score below 4.0**.
- This equivalency aligns with ETS recommendations and emerging sector practice.

6.3 Senate Ad Hoc Committee on Advice To Senate on Faculty Restructuring

Presented by: Diana Twiss

A proposal was previously presented regarding a possible faculty merger and part of the exploration was to seek Senate's advice. A working group was struck; however, there was no student voice on the working group nor was there a defined process on how the findings of the working group would be brought to Senate. A motion was previously passed at Senate to strike the Ad Hoc Committee on Advice to Senate on Faculty Restructuring (ad hoc committee) to gather information from the working group and across the campus.



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The ad hoc committee met on February 17th and discussion was around the ad hoc committee's mandate and how they would provide service to the Senate, as well as discussion of the working group's mandate and work to date.

7. Committee Reports

7.1 Academic Planning and Review Committee

The report was provided under item #5.1(b).

7.2 Policy and Governance Committee

Presented by: Corey Muench

The committee met on February 10th and February 24th and reviewed various policies including the Final Exam Policy, Grade Change Time Limit and the Posthumous Credentials Policy. In addition, the committee reviewed the newly proposed Tributes Committee terms of reference (combining the mandates and membership of the current Senate Naming Opportunities and Tributes Committee terms of reference).

7.2.1 S2026-01 Academic Qualifications Policy S2026-01-01 Academic Qualifications Procedure

Senators were informed that approval to recommend this policy/procedure to the Board means that the policy will change over to being a Board policy, more in alignment with the *University Act*.

The committee voted to move this policy to Senate for a decision based on discussion of and revisions to the text of the policy and procedure. The committee analyzed the policy for its impact and had concerns mainly about the described implementation of the policy and its relation to the CFA collective agreement. This led to a recommendation by the committee that the Provost discuss impacts on current Non-regular faculty and Reduction Generated Appointment language before this policy goes into effect. Specific to Non-regular faculty, the concern was that Non-regular faculty who are currently employed at the University and were hired under the current qualification standard would not be eligible to be considered for regularization if they did not meet the qualification standards of the new policy.



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It was agreed with the Provost that this issue should be carefully considered and discussed with CFA before moving forward.

To date, a meeting has not been scheduled between the Provost and the CFA to discuss this issue with a particular focus on ways of mitigating the impact on current Non-regular instructors and Reduction Generated Appointments.

Administration noted that attempts have been made to schedule a meeting with the CFA.

Corey Muench moved and Thomas Flower seconded:

26/16 THAT Senate postpone the discussion of the Academic Qualifications Policy/Procedure to the April Senate meeting depending upon a meeting between the Provost and the CFA.

CARRIED

7.2.2 S2026-02 Work Integrated Learning Policy S2026-02-01 Work Integrated Learning Procedure

Capilano University currently lacks a curricular Work-Integrated Learning (WIL) policy and procedure. To build a comprehensive framework that supports student learning, institutional accountability, and community engagement, the University seeks to align with national and international standards for high-quality WIL. The WIL Policy and Procedure (S2026-01 and S2026-01-01) will support aligning CapU to national standards while safeguarding University goals of developing WIL experiences in every academic program.

Corey Muench moved and Alan Jenks seconded:

26/17 THAT the Senate approve the Work-Integrated Learning (WIL) Policy, S2026-01, and the WIL Procedure, S2026-01-01.

CARRIED

7.2.3 S2017-02 Final Examinations Policy

The Final Examinations policy sets out the principles and administration that apply to final exams for credit courses. The policy was written in 2017 and was due for review.



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Corey Muench moved and Tracy Penny Light seconded:

26/18 THAT the Senate approve the revisions to the Final Examinations Policy (S2017-02).

CARRIED

7.3 Curriculum Committee

Presented by: John Brouwer

7.3.1 Resolution Memorandum

The resolutions brought forward from the February 20, 2026 Senate Curriculum Committee meeting were presented to Senate for approval.

John Brouwer moved and Alan Jenks seconded:

26/19 THAT Senate approve Resolutions 26/07 to 26/17.

CARRIED

7.4 Graduate Studies

Presented by: Alan Jenks

The committee will be meeting on March 10th.

7.5 Teaching and Learning Committee

Presented by: Diana Twiss

The following report was provided:

- The second annual Faculty Research Symposium is scheduled for May 8th, 2026 which is co-sponsored by Creative Activity, Research, Scholarship and Graduate Studies (CARS) and the library.
- The 10th annual Student Research Symposium is scheduled for April 23rd. Under the leadership of faculty member Kym Stewart, this annual event provides students an opportunity to present their CARS and Capstone projects.
- The Teaching and Learning Symposium is scheduled for April 29th and April 30th and the focus is Imagining Community, Learning, Belonging and Becoming.



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The committee continues to work on their mandate and terms of reference, focussing on how the committee can provide service to Senate.

7.6 Budget Advisory Committee

Presented by Michael Thoma

The Senate Budget Advisory Committee met on February 5, 2026 and was provided with a presentation for the Fiscal 2025/26 January forecast. The presentation indicated an operating deficit of \$3.1 million which is a \$2.3 million favourable variance compared to the Q3 Forecast deficit of \$5.4 million. The Spring term enrolment data at January 19th (after the add/drop deadline) was used to update the forecast revenue.

The committee was also provided with a presentation for the Fiscal 2026/27 Integrated Planning Highlights. The presentation indicated that the planning process normally begins in March; however, this year there was a pause in the work for 2025/2026 due to the enrolment forecast numbers and for senior leadership to relook at their budgets to identify variable and fixed expenses, as well as the restructuring of portfolios due to staff reductions. The integrated planning priorities link the planning process with budget development and ensures alignment with the Ministry's mandate letter.

In addition, the committee was provided with a presentation on the proposed Fiscal 2026/27 Operating and Capital Budget. The proposed budget was presented to the Board on February 24, 2026 as per Section 27(2)(l) of the *University Act*. The Fiscal 2026/27 operating budget is a deficit of \$12.1 million, where expenses of \$164.2 million exceed revenues of \$152.1 million. The change from Q3 projected deficit of \$14.6 million reflects an adjustment of \$1.2 million to return the student success restricted funds budget to a balanced position, reduction in international agent commissions of \$1.1 million and a reduction in teaching section budget of \$0.3 million. It was noted that work is ongoing with the Deficit Mitigation Plan, putting initiatives into place. In terms of assumptions used in budgeting, once the collective agreements expire, Finance uses the rates in the previous agreement until the collective agreements are ratified. A further assumption is the tuition fee increase recommended of 2% for domestic and 5% international.

The next committee meeting is scheduled for June 4th.



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Alan Jenks moved and Diana Twiss seconded:
 To extend the meeting to 7:00 pm.

CARRIED

7.7 Self-Evaluation Committee

Presented by: Graham Cook

The committee is developing this year's survey which will be distributed shortly as well as working on the their terms of reference.

8. Other Reports

8.1 Senate Chair

The Chair's report was not provided.

8.2 Vice Chair

The Vice Chair reported that the remaining Senate subcommittees' terms of reference will be completed by the end of the academic year.

8.3 VP Academic and Provost

The VP Academic and Provost report was not provided.

8.4 Board Report

The Board report was not provided.

8.5 Elder's Words

Elder Doctor Latash shared that the Squamish Nation recently signed a real estate agreement.

9. Discussion Items

No discussion items were presented.

10. Other Business

No other business was presented.

11. Information Items

Senators were invited to attend the [IDEA Grad Show 2026 Professionals](#) on April 20, 2026.

The meeting was adjourned at 6:35 pm



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MINUTES

Next Meeting: Tuesday, April 7, 2026

DRAFT

From: [Alan Jenks](#)
To: [Jennifer Bryan](#); [Nooshin Shafieian](#)
Cc: [Jason Dewling](#); [Kari Wharton](#); [Mary Jukich](#)
Subject: Re: (Update): Senate Motions - Honorary Degree and Academic Emeritus Approvals
Date: Friday, March 6, 2026 9:15:39 AM
Attachments: [image001.png](#)
[image002.png](#)
[image.png](#)
[Outlook-capu-logo-.png](#)
[Outlook-npuqgsby.png](#)

Hi Jason and Mary,

I think this would be a wonderful thing to read at the next senate meeting. Happy to do this as current chair of tributes in my Vice Chair time, but think this would be more important to place in the correspondence received section

Dr. Alan Jenks

Instructor & Vice-Chair Senate

alanjenks@capilanou.ca

2055 Purcell Way, North Vancouver

British Columbia, Canada V7J 3H5 | capilanou.ca



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



[Book time to meet with me](#)

From: Jennifer Bryan <jenniferbryan@capilanou.ca>

Sent: Tuesday, March 3, 2026 4:57 PM

To: Nooshin Shafieian <nooshinshafieian@capilanou.ca>; Alan Jenks <alanjenks@capilanou.ca>

Cc: Jason Dewling <jasondewling@capilanou.ca>; Kari Wharton <kariwharton@capilanou.ca>; Mary Jukich <mjukich@capilanou.ca>; Pamela Findling <pamelafindling@capilanou.ca>; Robin Thorneycroft <robinthorneycroft@capilanou.ca>; Linda Ong <lindaong@capilanou.ca>; Katie Harries <katieharries@capilanou.ca>

Subject: Re: (Update): Senate Motions - Honorary Degree and Academic Emeritus Approvals

Alan, I would also like to share with the Senate Tributes Committee a letter received from the nominator of Chief Bill Williams regarding the posthumous HDR recognition. Lisa has kindly provided permission for us to circulate this with the committee. I believe

members will appreciate receiving this thoughtful reflection in response to the conferral of the honorary degree.

Jennifer

Dear Interim President Laureen Styles and Dean Depatie,

I am writing to express my sincere gratitude for Capilano University's decision to honour Hereditary Chief Bill Williams with a posthumous Honorary Doctorate. This recognition carries deep meaning for me, friends of Chief Bill Williams, and for the many people whose lives were shaped by his leadership and approach to knowledge sharing and Indigenous spirituality.

The care and attention given to this nomination after his passing is deeply felt. Chief Williams' work was never about visibility or recognition. It was about responsibility to land, to governance, to community, and to future generations. His leadership in protecting sacred places, advancing Indigenous rights and title, and strengthening relationships helped lay the groundwork for many of the policies, partnerships, and approaches that are now becoming standard guiding principles.

The lands on which Capilano University stands hold stories of continuity, negotiation, and resurgence. The work done here, in this place, shaped conversations that continue to influence land use planning, education, environmental stewardship, and reconciliation efforts across the globe. Recognizing Chief Williams in this way not only honours his legacy, but also affirms the living presence of Indigenous governance and law that continues to guide the journey we each have with place and knowledge.

For me, this honour is both humbling and affirming. It acknowledges a lifetime of steady, principled leadership that often unfolded quietly but had lasting impact. I am deeply grateful for your work in this space and the University's willingness to recognize the depth of his contribution. I hope this recognition raises broader awareness of the instrumental work that occurred here and of the foundational role Indigenous leadership has played in shaping the frameworks and understandings we rely on today. Thank you for approaching this with such thoughtfulness and humility.

Chen wanáxwstúmi (respectfully),
Lisa Wilcox | kwakwemtenaat
Reconciliation Advisor

Senate Report

AGENDA ITEM 6.1: Ad hoc Working Group on the Evaluation of Teaching and Learning at Capilano University	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: 07-Apr-26	
PRESENTER: Diana Twiss, chair Senate Teaching and Learning; Aurelea Mahood, Vice-Provost and Associate VP Academic; Brad Wuetherick, Director Teaching and Learning	

PURPOSE

The processes for how we evaluate teaching and learning at CapU has been identified as an area of focus, with a particular goal of ensuring that we establish a multifaceted approach to gathering feedback from peers and students. As set out in its terms of reference, the Senate Teaching and Learning committee (STLC) has responsibility for the evaluation of the quality of teaching and learning and the assessment and evaluation of student learning. As such, the Senate Teaching and Learning Committee is being asked to create an ad hoc Working Group on the Evaluation of Teaching and Learning at CapU.

MOTION

That the Senate approve the creation of an ad hoc Working Group on the Evaluation of Teaching and Learning at Capilano University, with an expectation of proposing a framework for the evaluation of teaching and learning at CapU to be submitted to STLC by December 31, 2026.

BACKGROUND

Evaluation of Teaching in Canadian Higher Education:

The evaluation of teaching and learning has been identified as an area of strategic importance as we continue to explore how we create a high-quality, innovative learning environment at CapU in alignment with the *Envisioning 2030* and *Illuminating 2030* commitment to “instill a culture of reflective practice and continuous improvement for learners and employees” and providing learners “life-enhancing learning experiences”

At most universities across Canada, and around the world, there is a framework for the evaluation of teaching and learning in place that aims to support multiple strategic goals, beyond just the summative, periodic review of faculty as laid out in collective agreements. These frameworks establish the purposes of teaching evaluation – including providing formative feedback to faculty for purposes of ongoing improvement; supporting the evaluation of

academic programs, quality assurance, and accreditation; supporting the recognition of teaching excellence, through awards or other recognitions; and to support the summative evaluation of faculty for tenure or promotion. Most frameworks for the evaluation of teaching ensure a multifaceted approach that incorporates peer feedback, student feedback, self-reflection and evaluation, and demonstrated engagement in ongoing professional development.

In addition to our own campus priorities, evaluating teaching (including providing opportunities for students to provide feedback on their learning experience) is an expectation of the BC Government as laid out in the *Quality Assessment and Process Criteria* established by the Degree Quality Accreditation Board (DQAB). Further, evaluating teaching (including providing opportunities for students to provide feedback on their learning experience) is a Universities Canada expectation of all member institutions. In turn, student feedback on their learning experience is also a quality assurance expectation for maintaining accreditation in several areas of study (including, for example, the AACSB accreditation recently received by our CapU School of Business).

Role of Senate in the Evaluation of Teaching:

The University Act in BC sets out that the Senate at Special Purpose Teaching Universities must advise the board on the development of educational policy for the evaluation of programs and educational services. This would include how we evaluate the overall educational quality of our programs, including teaching. Under the terms of reference for STLC, the committee has oversight over the evaluation of the quality of teaching and learning. Any policy developed by Senate would not pre-empt the ability of the University and the CFA to amend the processes for the evaluation of teaching as governed by the collective agreement.

Examples from other Institutions:

Holistic Evaluation of Teaching Frameworks:

Sample Senate Policy on Holistic Evaluation of Teaching, providing a framework for how teaching is evaluated on campus from Dalhousie University:

<https://www.dal.ca/content/dam/www/about/leadership-and-governance/university-policies/holistic-evaluation-teaching-policy.pdf>

UBC's Policy on the Integrated Evaluation of Teaching, providing a similar campus framework for the evaluation of teaching: <https://scs-senate-2021.sites.olt.ubc.ca/files/J-138-Integrated-Evaluation-of-Teaching-v3.1.pdf>

University of Alberta's Teaching, Learning and Evaluation Policy, setting out another similar campus framework: <https://www.ualberta.ca/en/alfresco/uappol/academic/teaching-learning-and-evaluation/policy/teaching-learning-and-evaluation-policy.pdf>

End-of-Term Student Feedback:

Dalhousie's Student Feedback on Learning Experiences Policy, setting out expectations for gathering end-of-term student feedback: <https://www.dal.ca/content/dam/www/about/leadership-and-governance/university-policies/Student%20Feedback%20on%20Learning%20Experiences%20Policy%20rev%202023.pdf>

University of Saskatchewan's Policy on student learning experiences feedback: <https://policies.usask.ca/policies/academic-affairs/student-learning-experience-feedback-within-courses1.php>



Peer Review of Teaching:

University of Saskatchewan's policy on peer review of teaching practices:

<https://policies.usask.ca/policies/academic-affairs/peer-review-of-teaching-practices.php>

RECOMMENDATION

That the Senate approve the creation of an ad hoc Working Group on the Evaluation of Teaching and Learning at Capilano University, with an expectation of proposing a framework for the evaluation of teaching and learning at CapU to be submitted to STLC by December 31, 2026.





STLC adhoc Subcommittee on the Evaluation of Teaching and Learning Terms of Reference

Created: March 2026	Next review: January 2027
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1. Reporting

The STLC Subcommittee on the Evaluation of Teaching and Learning (aSETL) is an adhoc subcommittee of the Senate Teaching and Learning Committee (STLC) and makes recommendations to the STLC.

2. Mandate

The mandate of the subcommittee is to:

- Develop a high level framework for the evaluation of teaching and learning at Capilano University;
- Prepare a draft policy for the holistic or integrative evaluation of teaching and learning, that incorporates (at a minimum) peer feedback, student feedback, self-reflection and evaluation, and demonstration of professional development;
- Prepare a draft policy/procedures for systematically gathering end-of-term feedback from students on their learning experiences at Capilano University.

3. Membership

The composition of the membership of the Subcommittee includes:

Members

Eleven (11) members, including the Chair of STLC.

The **voting members** consist of:

- The Chair of the Senate Teaching and Learning Committee,
- The AVP Academic,
- The Director, Teaching and Learning



- Four (4) faculty members (at least one of which must be a Senator, and one of which must be a Coordinator),
- Two (2) students, and
- Two (2) administrators (one Chair and one Dean).

The **non-voting resource members** consist of:

- One (1) administrator from Strategy and Analytics
- One (1) administrator from the Academic Planning and Quality Assurance
- One (1) administrator from the AVP Students

Terms of Office

Faculty, staff, and **student** members serve for the period between March 15, 2026 and January 15, 2027. Members may be reappointed for subsequent terms if the work of the adhoc committee is extended by STLC. **Administrators** serve until the President replaces them with a new appointment.

When a vacancy occurs, the Chair will follow the procedure outlined in the Senate Bylaws, section 8.7, to fill the vacancy.

The Chair

The Chair of the aSETL will be a member of the Senate who is elected by the aSETL from among its members until the work of the adhoc committee is completed in January 2027, unless the work is extended (through a vote by the STLC).

The Chair is normally non-voting but may vote to create or break a tie.

In addition to the duties set out in Section 8 of the Senate Bylaws, the duties of the Chair are to:

- chair the meetings of aSETL;
- prepare agendas;
- ensure that the recommendations of the aSETL are taken to Senate Teaching and Learning Committee;
- work with the Policy Office to assist the development of policies and procedures, and any related documentation, for presentation to the STLC.

The Vice-Chair

The Director, Teaching and Learning will be the *de facto* Vice-Chair of the Committee. The Vice-Chair will fulfill the duties of the Chair in their absence.



4. Conduct of Meetings

Schedule

Meetings of the committee are held twice per month between August 15 and June 15.

Quorum

Five (5) voting members (including the Chair).

Decision Making

When consensus cannot be reached, decisions will be made by a 2/3 vote of members present.

Attendance

In accordance with Section 8.8 of the Senate Bylaws, to be fair to the subcommittee's other members, members who are absent for three (3) subcommittee meetings per appointment period, with or without notice, will be deemed to have resigned from the subcommittee by the Chair.

Visitors to Meetings

At the discretion of the Chair, members of the Capilano University community may observe and address meetings of the aSETL.

5. Resources

[Board of Governors Policy B.102 Policy Development and Management](#)
[Senate Policies and Procedures](#)
[Senate Bylaws](#)
[University Act](#)

6. Review of Terms of Reference

STLC will review and update these Terms of Reference as necessary (Senate Bylaws, Section 8.4). Upon presentation of the subcommittee's Terms of Reference to the STLC, a 2/3 vote of members present is required for approval. (*University Act*, section 37(1)(a)).



Senate Report: Policy and Governance Committee

AGENDA ITEM 7.2.1: Revisions to S2011-02 Posthumous Credentials Policy	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: 07-Apr-26	
PRESENTERS: Corey Muench, Chair SPGC; Harb Johal, Registrar (Proponent)	

PURPOSE

To request Senate’s approval of the revised Posthumous Credentials Policy, S2011-02 on its regular review schedule.

MOTION / RECOMMENDATION

THAT the Senate approve the revisions to the Posthumous Credentials Policy (S2011-02).

The following (with some revisions) was submitted by the proponents and the policy office:

BACKGROUND & CONTEXT

S2011-02 Posthumous Credentials sets out the principles and administration that apply to granting credentials after a student has died. The policy was written in 2011 and was overdue for review.

ISSUES IDENTIFIED

No significant issues have been identified associated with the directions provided or operationalization of this established policy.

CHANGES

The changes proposed to this policy are:

- Update the definition of a student
- Minor wording changes for clarification
- Removal of Section 6 in consultation with the Registrar’s Office due to apparent redundancy
- Adding the designated officer and related policies and guidance sections in line with current policy office practice.
- Adding a reference to the new OP.425 Death or Serious Incident Support Policy.

RISKS, BENEFITS & STRATEGY ALIGNMENT

This policy is a part of the suite of Registrar’s Office policies and provides clarity on academic processes.

CONSULTATIONS

This policy was reviewed and updated by the Registrar’s Office and the policy office. As changes are minimal and there have been no issues with the operation of the current policy no further consultation has been completed.

Review and approval process timelines

Date	Committee	Purpose
Feb. 10 and 24, 2026	Senate Policy and Governance Committee	Review, propose improvements and determine if ready for Senate consideration.
April 7, 2026	Senate	To review and approve, ask for further amendments if required or make recommendations (<i>35.2(6) policies only</i>)*

PLAN FOR ASSOCIATED TRAINING OR AWARENESS

There are no plans for training or awareness raising, given the nature of the changes are minor, with no significant impact on the university community.


PLAN FOR POLICY MONITORING

The Registrar’s Office will continue to monitor this policy and should issues arise that lead to the need for changes, will put forward a request to revise the policy.

DOCUMENTS FOR SENATE REVIEW

- Current Posthumous Credentials Policy S2011-02
- Proposed Posthumous Credentials Policy S2011-02; marked with comments
- Proposed Posthumous Credentials Policy S2011-02; clean, finalized version



 CAPILANO UNIVERSITY		POLICY	
Policy No.		Officer Responsible	
S2011-02		Vice-President Academic and Provost	
Policy Name			
Posthumous Credential			
Approved by	Replaces	Category	Next Review
Senate		Academic	
Date Issued	Date Revised	Date in effect	Related Policies
November 1, 2011			

1. PURPOSE

- 1.1 Capilano University (the "University") is committed to recognizing and acknowledging the academic achievement of its students. The death of a student always carries a burden of sadness, and in times of mourning, clear guidelines of how to approach practical matters eases the stress on both the student's next-of-kin and those tasked with handling the student's internal academic file. This policy has been developed to outline the specifications of awarding a degree posthumously.

2. DEFINITIONS

"Student" means an individual enrolled in any course (credit or non-credit) at the University.

3. SCOPE

- 3.1 The policy applies to all Students.

4. POLICY STATEMENT

- 4.1 The University may grant credentials posthumously to Students who have completed all of the requirements needed for their academic program at the time of their death, or alternatively, in cases where their academic unit can demonstrate that the Student was likely to complete the course work satisfactorily.

5. POSTHUMOUS CREDENTIAL REQUIREMENTS

- 5.1 The University may award a posthumous credential to a Student who:
- a) died while registered as a Student, or who died up to 12 months after the submission date of the final grade of their last-completed course;
 - b) met the residency requirements for their program at the University; or
 - c) completed a minimum of 75% of the credential with the expectation that eventual graduation was anticipated.

6. DESIGNATED OFFICER

- 6.1 The Vice President, Strategic Planning, Assessment & Institutional Effectiveness is the Policy Owner, responsible for the oversight of this Policy. The Administration of this Policy and the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of the AVP, Enrollment Management and University Registrar.


7. RELATED POLICIES AND GUIDANCE

S.2017-04 Graduation

S.2015-05 Credential and Course Criteria

OP.425 Death or Serious Incident Support Policy

Proposed

 POLICY			
Policy No.	Officer Responsible		
S2011-02	Vice-President Academic and Provost		
Policy Name			
Posthumous Credential			
Approved by	Replaces	Category	Next Review
Senate		Academic	March 2023
Date Issued	Date Revised	Date in effect	Related Policies
November 1, 2011	March 2020		S.2017-04 Graduation S.2015-05 Credential and Course Criteria S.2020-XX Credential (in development) OP.2020-XX Death of a Student (in development)

1. PURPOSE

- 1.1 Capilano University (the “University”) is committed to recognizing and acknowledging the academic achievement of its students. The death of a student always carries a burden of sadness, and in times of mourning, clear guidelines of how to approach practical matters eases the stress on both the student’s next-of-kin and those tasked with handling the student’s internal academic file. This policy has been developed to outline the specifications of awarding a degree posthumously.

2. DEFINITIONS

“Student” means an individual enrolled in any [Senate-approved](#) course ([credit or non-credit](#)) at the University.

3. SCOPE

- 3.1 The policy applies to all Students [registered in a Senate-approved program at Capilano University](#).

4. POLICY STATEMENT

- 4.1 The University may grant credentials posthumously to [Students](#) who have either completed all of the requirements needed for their academic program at the time of their death, or alternatively, in cases where their academic unit can demonstrate that the Student was likely to complete the course work satisfactorily.

5. POSTHUMOUS CREDENTIAL REQUIREMENTS

- 5.1 A posthumous credential may be awarded by the University to a Student who:
- died while registered as a Student, or [who died](#) up to 12 months after the submission date of the final grade of their last-completed course;

Commented [HJ1]: question: should "Students" be lower cased?

Commented [JG2R1]: no, it's a defined term.

Commented [CM3]: , or who died up to 12

Commented [CM4R3]: ACCEPT

- b) met the residency requirements for their program at the University; or
- c) completed a minimum of 75% of the credential with the expectation that eventual graduation was anticipated.

6. EXCEPTION

6.1 In the event that the deceased Student had completed more than 75% of the credential requirements and had completed enough assessed course work from the most recent term that grades could be assigned in all courses, then the degree will be awarded as earned.

7. DESIGNATED OFFICER

7.1 [The Vice President, Strategic Planning, Assessment & Institutional Effectiveness is the Policy Owner, responsible for the oversight of this Policy. The Administration of this Policy and the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of the AVP, Enrollment Management and University Registrar.](#)

8. RELATED POLICIES AND GUIDANCE

[S.2017-04 Graduation](#)

[S.2015-05 Credential and Course Criteria](#)

[OP.425 Death or Serious Incident Support Policy](#)

Commented [SG5]: I wonder if this could be lower, e.g., 50%. A student dying it such a tragedy, honouring them with a credential would be a powerful gesture.


Commented [JJ6R5]: Hi Susan, I reviewed other post-secondaries and UFV, UBC, TRU to name a few all have the same policy of 75%

Commented [CM7]: Not sure I'm understanding why this is an exception; how is it related to 5.1c?

Commented [CM8R7]: ASK RO if there is a difference between "posthumous" credential and just giving the regular credential (not designated as "posthumous")

Commented [CM9R7]: To clarify, add the following? "...then the degree will be awarded as earned and not as a posthumous credential."

Commented [CM10R7]: DELETE section 6; same as rest of policy in essence

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
S2011-02	Vice-President Academic and Provost		
Policy Name			
Posthumous Credential			
Approved by	Replaces	Category	Next Review
Senate		B	March 2023
Date Issued	Date Revised	Related Policies, Reference	
November 1, 2011	March 2020	S.2017-04 Graduation S.2015-05 Credential and Course Criteria S.2020-XX Credential (in development) OP.2020-XX Death of a Student (in development)	

1 PURPOSE

Capilano University (the University) is committed to recognizing and acknowledging the academic achievement of its students. The death of a student always carries a burden of sadness, and in times of mourning, clear guidelines of how to approach practical matters eases the stress on both the student's next-of-kin and those tasked with handling the student's internal academic file. This policy has been developed to outline the specifications of awarding a degree posthumously.

2 SCOPE

The policy applies to all students registered in a Senate approved program at Capilano University.

3 DEFINITIONS

"Student" means an individual enrolled in any Senate approved course at the University.

4 POLICY STATEMENT

The University may grant credentials posthumously to students who have either completed all of the requirements needed for their academic program at the time of their death, or alternatively, in cases where their academic unit can demonstrate that the student was likely to complete the course work satisfactorily.

5 POSTHUMOUS CREDENTIAL REQUIREMENTS

A posthumous credential may be awarded by the University to a student who:

- a) died while registered as a student, or up to 12 months after the submission date of the final grade of their last-completed course;

- b) met the residency requirements for their program at the University; or
- c) completed a minimum of 75% of the credential with the expectation that eventual graduation was anticipated.

6 EXCEPTION

In the event that the deceased student had completed more than 75% of the credential requirements and had completed enough assessed course work from the most recent term that grades could be assigned in all courses, then the degree will be awarded as earned.

Current in use

Senate Report

AGENDA ITEM 7.2.2: Senate Tributes Committee Terms of Reference	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: 07-Apr-26	
PRESENTER: Corey Muench (Chair, SPGC) and Alan Jenks (Vice-Chair, Senate; Chair of Senate Tributes Committee)	

PURPOSE

To propose new Terms of Reference (ToR) for the Senate Tributes Committee (a standing committee of Senate) and rescind the existing committee “Mandate and Structure” documents for the Senate Tributes Committee and the Senate Naming Opportunities Committee. The mandate of both the existing Senate Tributes Committee and the Senate Naming Opportunities Committee are combined in the new ToR.

MOTION

- A. **THAT** the Senate approve the new Terms of Reference for the Senate Tributes Committee (a standing committee of Senate), thus combining the mandates and committee membership of the Senate Tributes Committee and the Senate Naming Opportunities Committee, to be henceforth known as the “Senate Tributes Committee”
- B. **THAT** the Senate rescind the current committee “Mandate and Structure” documents for the Senate Tributes Committee and for the Senate Naming Opportunities Committee

Note: A 2/3 vote of Senate members present is required to pass subcommittee Terms of Reference. (University Act, section 37(1b))

BACKGROUND

Five out of the ten Senate subcommittees are currently using policy-like “Mandate and Structure” documents which are found under the Governance section of the University’s Policy webpage. However, it is more appropriate that these documents be transitioned to official “Terms of Reference.” Five Senate committees (SAPRC, SBAC, SCC, SGSC, and SPGC) completed the transition to ToR documents last year.

Given that currently there are ten Senate subcommittees, having added the Senate Graduate Studies Committee last year, and given that the Senate Naming Opportunities Committee rarely

meets, it was felt that a more streamlined approach would be to combine the Senate Naming Opportunities Committee mandate document into the Senate Tributes Committee ToR going forward. It is proposed that this new committee be named the “Senate Tributes Committee” (STC) as the term “tributes” can encompass Honorary Degrees, Faculty Emeritus Awards, and the naming of buildings.

CHANGES

- A new mandate item regarding providing input for the updating of policies and procedures related to Honorary Degrees, Academic Emeritus, and naming opportunities.
- Reduction of faculty members from four members to three members
- Updating of the titles of the committee resource members
- Addition of standard ToR template language and references

APPROVALS & CONSULTATIONS

<i>Item/Body</i>	<i>Dates</i>
Senate Tributes Committee	February 17, 2026
Senate Policy and Governance Committee	February 24, 2026
Senate	April 7, 2026

DOCUMENTS FOR SENATE REVIEW

- Current, in-use Mandate and Structure documents for the Senate Tributes Committee
- Current, in-use Mandate and Structure document for the Senate Naming Opportunities Committee
- Proposed ToR for the new Senate Tributes Committee (combining the mandates of both the old Senate Tributes Committee and the old Senate Naming Opportunities Committee)





Senate Tributes Committee Terms of Reference

Last review: February 2026	Next review: February 2029
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1. Reporting

The Senate Tributes Committee (STC) is a standing committee of Senate and makes recommendations to the Senate.

2. Mandate

The mandate of the committee is to:

- develop and periodically review criteria and practices for the recommendation of candidates for Honorary Degrees and Academic Emeritus based on policy and procedure;
- provide input for the review of policy and procedure on Honorary Degrees, Academic Emeritus designations for faculty, and on the naming of buildings, spaces, and programs;
- recommend to Senate candidates for Honorary Degrees;
- recommend to Senate candidates for Academic Emeritus; and
- recommend to Senate names for buildings, spaces, and programs.

3. Membership

The composition of the membership of the Committee includes:

Members

Ten (10) members including the Chair and Vice-Chair of Senate.

The **voting members** consist of:

- The Chair of Senate,
- The Vice-Chair of Senate,
- Three (3) faculty Senators
- One (1) staff Senator,

- One (1) student Senator, and
- One (1) administrator Senator.

The **non-voting resource members** consist of:

- The Administrator responsible for Development and Alumni Relations and
- The Vice President, University Relations

Additional **non-voting resource members** may be added to the Committee as required.

Terms of Office

Faculty, staff, and student members serve for one-year terms between August 15 and June 15. Members may be reappointed for subsequent terms. **Administrators** serve until the President replaces them with a new appointment.

When a vacancy occurs, the Chair will follow the procedure outlined in the Senate Bylaws, section 8.7, to fill the vacancy.

The Chair

The Chair of the STC will be a member of Senate who is elected by the STC from among its members for a one-year term.

The Chair is normally non-voting but may vote where their vote could change the result.

In addition to the duties set out in Section 8 of the Senate Bylaws, the duties of the Chair are to:

- chair the meetings of STC,
- prepare agendas, and
- ensure that the recommendations of the committee are taken to Senate.

4. Conduct of Meetings

Schedule

As often as necessary, but at least once each year, at the call of the Chair. Meetings are normally held between August 15 and June 15.

Quorum

Five voting members (including the Chair).

Confidentiality

All meetings of STC are held in camera.

Decision Making

When consensus cannot be reached, decisions will be made by a 2/3 vote of members present.

Attendance

In accordance with Section 8.8 of the Senate Bylaws, to be fair to committee's other members, members who are absent for three (3) committee meetings per appointment year, with or without notice, will be deemed to have resigned from the committee by the Chair.

Visitors to Meetings

All meetings of STC are held in camera; as such, visitors are not permitted.

5. Resources

[S2010-01 Honorary Degrees](#)

[S2025-01 Academic Emeritus Policy](#)

[B.301 Naming of Buildings, Spaces and Programs](#)

[Senate Policies & Procedures](#)

[Senate Bylaws](#)

[University Act](#)

6. Review of Terms of Reference

STC will review and update these Terms of Reference as necessary at least every three (3) years (Senate Bylaws, Section 8.4). Upon presentation of the committee's Terms of Reference to the Senate, a 2/3 vote of members present is required for approval. (*University Act*, section 37(1)(a)).

Policy No.	Officer Responsible		
S2009-02	Senate		
Policy Name			
Senate Tributes Committee Mandate and Structure			
Approved by	Replaces	Category	Next Review
Senate			2019
Date Issued	Date Revised	Related Policies, Reference	
January 2009	March 2014		

1. REPORTING

The Senate Tributes Committee is a standing committee of Senate and makes recommendations to Senate.

2. MANDATE

- To develop and periodically review criteria and procedures for the recommendation of candidates for Honorary Degrees.
- To recommend to Senate candidates for Honorary Degrees.
- To recommend to Senate candidates for Faculty Emeritus following existing criteria and procedures (see S1999-06).
- To periodically review criteria and procedures for the recommendation of candidates for Faculty Emeritus.

3. MEMBERSHIP

The Chair

The Chair will be a member of Senate who is elected by the members of the committee. The duties of the Chair are as follows:

- To chair the meetings and to prepare agendas.
- To ensure that the recommendations of the committee are taken to Senate.

Members

The voting members consist of:

- eight members appointed by Senate from the Senate voting (or alternate voting) members as follows:
 - Chair of Senate
 - Vice-chair of Senate
 - Six additional members such that the committee membership, excluding the Chair of Senate, includes four faculty members, one staff member, one student and one administrator

Resource Members

The non-voting members consist of:

- The Administrator responsible for Development and Alumni Relations is invited to attend all meetings ex-officio (non-voting).
- Additional non-voting resource members may be added by the Committee as required.

Term of Office

Each member is appointed annually. If vacancies occur, appointments are made to complete the term.

4. CONDUCT OF MEETINGS

Schedule

As often as necessary, but at least once each year.

Quorum

Four voting members

Tie Votes

In the event of a tie, the Chair may vote to break the tie.

Visitors to Meetings

All meetings are held *in camera*. The chair, however, is authorized to invite relevant individuals to speak to particular nominations.

Policy No.	Officer Responsible		
S2008-02	Senate		
Policy Name			
Senate Naming Opportunities Committee			
Approved by	Replaces	Category	Next Review
Senate	EC2008-02		2021
Date Issued	Date Revised	Related Policies, Reference	
March 2009	April 2016	B.301 B.305	

1. REPORTING

The Senate Naming Opportunities Committee (SNOC) is a standing committee of Senate that gives advice to the Board.

2. MANDATE

To act on behalf of Senate to fulfill its responsibilities regarding the advice for the naming of buildings, spaces and programs as outlined in B. 301 and B. 305, and in Section 27(2)(d) of the *University Act*.

3. MEMBERSHIP

The Chair

The Chair will be a member of Senate who is elected by the members of the Committee. The duties of the Chair are as follows:

- To chair the meetings of SNOC and to prepare agendas.
- To ensure that the advice of the SNOC is presented to the Chair of the Board.

Members

The voting members consist of:

- eight members appointed by Senate from the Senate voting (or alternate voting) members as follows:
 - Chair of Senate
 - Vice-chair of Senate
 - Six additional members such that the committee membership, includes four faculty members, one staff member, one student and one administrator.

Resource Members

The non-voting members consist of:

- The Executive Director, Advancement will be invited to attend all meetings *ex officio* (non-voting).

Term of Office

Each member is appointed annually. If vacancies occur, appointments are made to complete the term

4. CONDUCT OF MEETINGS**Schedule**

As required, at the call of the Chair.

Quorum

Four voting members

Tie Votes

In the event of a tie, the Chair may vote to break the tie.

Visitors to Meetings

All meetings are held *in camera*.

Current in use

Senate Report: Policy and Governance Committee

AGENDA ITEM 7.2.3: S2026-02 Incomplete Grades	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: 07-Apr-26	
PRESENTERS: Corey Muench, Chair SPGC; Harb Johal, Registrar (Proponent)	

PURPOSE

To request Senate’s approval of the newly proposed policy, S2026-02 Incomplete Grades and to thereupon rescind S1990-02 Grade Change Time Limit.

MOTION / RECOMMENDATION

THAT the Senate approve the Incomplete Grades Policy (S2026-02).

THAT the Senate rescind the Grade Change Time Limit Policy (S1990-02) upon approval of S2026-02 Incomplete Grades Policy

The following (with some revisions) was submitted by the proponents and the policy office:

BACKGROUND & CONTEXT

S1990-02 Grade Change Time Limit provides direction about the granting of extensions for the completion of course requirements to students impacted by hardship.

ISSUES IDENTIFIED

Upon review by SPGC and with confirmation by the Registrar, it was determined that the policy is really addressing the protocols around Incomplete grades and thus should be renamed to reflect this, with content added that parallels Registrar Office practices concerning Incomplete grade processes.

CHANGES

The changes reflected in the new policy are:

- Purpose statement updated to better reflect content
- Addition of language which outlines protocols around the granting of an Incomplete grade and the associated grade change process (sections 4.4-4.6).
- Clarification in section 4.3 of the instructor’s agency in granting an additional extension period.

- Adding the designated officer and related policies and guidance sections in line with current policy office practice.

RISKS, BENEFITS & STRATEGY ALIGNMENT

This policy is a part of the suite of Registrar’s Office policies and provides clarity on academic processes.

CONSULTATIONS

This policy was reviewed and updated by the Registrar’s Office and the policy office. As changes are minimal and there have been no issues with the operation of the current policy no further consultation has been completed.

Review and approval process timelines

Date	Committee	Purpose
Feb 10 & 24, 2026 March 10, 2026	Senate Policy and Governance Committee	Review, propose improvements and determine if ready for Senate consideration.
April 7, 2026	Senate	To review and approve, ask for further amendments if required or make recommendations <i>(35.2(6) policies only)*</i>

PLAN FOR ASSOCIATED TRAINING OR AWARENESS

There are no plans for training or awareness raising, given the nature of the changes are minor, with no significant impact on the university community.


PLAN FOR POLICY MONITORING

The Registrar’s Office will continue to monitor this policy and should issues arise that lead to the need for changes, will put forward a request to revise the policy.

DOCUMENTS FOR SENATE REVIEW

- Current Grade Change Time Limit Policy S1990-02
- Proposed Incomplete Grades Policy S2026-02, clean finalized version
- Proposed Incomplete Grades Policy S2026-02, marked with comments



 CAPILANO UNIVERSITY		POLICY	
Policy No.		Officer Responsible	
S2026-02		Vice President, Academic and Provost	
Policy Name			
Incomplete Grades			
Approved by	Replaces	Category	Next Review
Senate	EC-1990-02, S1990-02	Academic	
Date Issued	Date Revised	Date in effect	Related Policies

1. PURPOSE

1.1 The purpose of the Incomplete Grades Policy is to provide the Capilano University (the “University”) community with direction for the granting of extensions for the completion of course requirements to students impacted by hardship.

2. SCOPE

2.1 This policy relates to all academic courses at the University.

3. POLICY STATEMENT

3.1 Students who have experienced documented hardship that impacts their ability to complete their course within the normal timeframe, with the agreement of their course instructor, will receive additional time, normally not more than four months, to complete their course requirements.

4. PROCESS AND TIMELINE

4.1 Where a student is approved for an extension, an Incomplete (“I”) grade will be submitted as the final grade for the course.

4.2 A time limit of four (4) months from the end of the semester will be provided, with the agreement of the instructor, to complete course requirements.

4.3 Instructors may grant a further extension in exceptional circumstances. This request must be made in writing, to the relevant chair or dean, with any supporting documentation attached.

4.4 The instructor must complete a Change of Grade Form and submit it to the Registrar’s Office within the initial four-month period. Any additional extension requires a further Change of Grade Form that must be countersigned by the Coordinator and the Dean.

- 4.5 When the student completes the work within the extension period, the instructor will enter the revised final grade by the final grade deadline of the term. If the instructor does not do so by the final grade deadline, the grade will be changed to the evaluation attained at the time the Incomplete grade was originally assigned, as reported on the Change of Grade form. The final grade replaces the "I" status and will be included in Grade Point Average (GPA) calculations.
- 4.6 If the student does not complete the work within the extension period, the Registrar will automatically assign the predetermined grade that has been entered on the Change of Grade form reflecting the work not completed.
- 4.7 Errors in grade calculation will have no time limit.


5. DESIGNATED OFFICER

- 5.1 The Vice President, Academic and Provost is the Policy Owner, responsible for the oversight of this Policy. The Administration of this Policy and the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of the Registrar.

6. RELATED POLICIES AND GUIDANCE

S2017-01 Grading Profile Policy

Change of Grade Form

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
S2026-02	<u>Vice President, Academic and Provost</u>		
Policy Name			
<u>Grade Change Time Limit/Incomplete Grades</u>			
Approved by	Replaces	Category	Next Review
Senate	EC-1990-02	<u>Academic</u>	
Date Issued	Date Revised	Date in effect	Related Policies
December 2010	March 2020		<u>S1999-03 Academic Appeal</u>

1. PURPOSE

1.1 The purpose of the Grade Change Time Limit/Incomplete Grades Policy is to provide the Capilano University (the “University”) community with direction for the granting of extensions for the completion of course requirements to students impacted by hardship reporting changes to grades after the final grading submission deadline.

2. SCOPE

2.1 This policy relates to all academic courses at the Capilano University.

3. POLICY STATEMENT

3.1 The Capilano University ensures ~~S~~students who have experienced documented hardship that impacts their ability to complete their course within the normal timeframe, with the~~under~~ agreement ~~of~~with their course instructor, ~~will~~may receive additional time, normally not more than four months to complete their course requirements.

4. PROCESS AND TIMELINE

4.1 ~~Where a student requests an extension, an Incomplete (“I”) grade will be submitted as the final grade for the course.~~

~~4.1.2~~ 4.2 A time limit of four (4) months from the end of the ~~scheduled course semester~~ will be provided, with the agreement of the instructor, to complete course requirements.

~~4.2~~ 4.2 ~~Further extensions of this time limit will only be considered when there are documented extenuating circumstances and only on approval of the Registrar.~~

Commented [JG1]: This clause and 4.5 added in response to Susan’s request for more clarity about assigning of the ‘I’ grade.

4.3 Instructors may grant a further extension in exceptional circumstances , this request must be made in writing, to the relevant chair or dean with any supporting documentation attached.

Commented [JG2]: Clause now written so that it is the instructor that leads the process, changing the language initially proposed where the student requested the extension (as agreed by the committee on 10/24 Feb)

4.4 A Change of Grade Form must be completed by the instructor and submitted to the Registrar's Office within the initial four month period. Any additional extensions requires a further Change of Grade Form that must be countersigned by the Coordinator and the Dean.

Commented [JG3]: The language in this clause reviewed again by Corey and Harb for greater clarity and cross checked with the Change of Grade Form.

4.5 If an Incomplete grade is not cleared by the grade deadline of the following term, the grade will be changed to the evaluation attained at the time the grade was originally assigned. The final grade replaces the "I" status and will be included in Grade Point Average (GPA) calculations.

Commented [JG4]: Added on Corey's suggestion to parallel the language in the Academic Calendar

4.6 If the student does not complete the work by the specified date, the Registrar will automatically assign a predetermined grade reflecting the work not completed

Commented [JG5]: Added at Carley's suggestion

~~4.34.7~~ Errors in grade calculation shall have no time limit.

5. DESIGNATED OFFICER

5.1 The Vice President, Academic and Provost is the Policy Owner, responsible for the oversight of this Policy. The Administration of this Policy and the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of the Registrar.


6. RELATED POLICIES AND GUIDANCE

S1999-03 Academic Appeal

S2017-01 Grading Profile Policy

Change of Grade Form

Commented [SG6]: Thank you, Jacquetta! This looks great!

	Policy No.	Replaces	Policy
	S1990-02	EC-1990-02	Senate
	Policy Name		
Grade Change Time Limit			
Approved by	Responsibility		Category
Senate	Senate		
Date Issued	Date Revised	Revision	Related Policies, Reference
December 2010	March 2015	March 2020	S1999-03 Academic Appeal

Purpose

The purpose of the Grade Change Time Limit Policy is to provide the university community with direction for reporting changes to grades after the final grading submission deadline.

Scope

This policy relates to all academic courses at Capilano University.

Policy Statement

Capilano University ensures students who have experienced documented hardship that impacts their ability to complete their course within the normal timeframe, under agreement with their course instructor, may receive additional time to complete their course requirements.

Timeline

A time limit of four (4) months from the end of the scheduled course shall be provided, with the agreement of the instructor, to complete course requirements.

Further extensions of this time limit will only be considered when there are documented extenuating circumstances and only on approval of the Registrar.

Errors in grade calculation shall have no time limit.



SENATE CURRICULUM COMMITTEE RESOLUTION MEMO

DATE: March 23, 2026
TO: Jason Dewling, Chair, Senate
FROM: Julia Black, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on March 20, 2026:

- 26/18** The prerequisite revisions to DIGI 249 - Specialized Studies in Computer Graphics and the revisions to the 3D Animation for Film and Games Diploma program profile be recommended to Senate for approval.
- 26/19** The revisions to the 2D Animation & Visual Development Diploma program profile be recommended to Senate for approval.
- 26/20** The two new courses, CMNS 200 - AI Literacy and Professional Communication and CMNS 463 - Advanced Communication Research Practice 2 be recommended to Senate for approval.
- 26/21** The prerequisite revisions to the following courses:
- CMNS 235 - Understanding News
 - CMNS 236 - Understanding Television
 - CMNS 255 - Interpersonal Communication
 - CMNS 462 - Advanced Communication Research Practice
 - CMNS 498 - Communication Practicum
 - CMNS 499 Communication Research Project Course
- be recommended to Senate for approval.
- 26/22** The revisions to the Bachelor of Communication Studies Degree program profile and Minor in Communication Studies program profile be recommended to Senate for approval.
- 26/23** The revisions to the Bachelor of Arts with a Major in Writing and Literature program profile be recommended to Senate for approval.
- 26/24** The revisions to the Minor in Critical and Creative Writing program profile be recommended to Senate for approval.
- 26/25** The new course, IXD 109 - AI Ethics and Critical Thinking, and the revisions to the Interaction Design Diploma program profile be recommended to Senate for approval.

**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

26/26 The new courses:

- SAHU 300 - Study Abroad - Humanities
- SAHU 301 - Study Abroad - Humanities
- SAHU 302 - Study Abroad - Humanities
- SAHU 303 - Study Abroad - Humanities
- SAHU 304 - Study Abroad – Humanities

be recommended to Senate for approval.

26/27 The new courses:

- SAIS 300 - Study Abroad – Interdisciplinary Studies
- SAIS 301 - Study Abroad – Interdisciplinary Studies
- SAIS 302 - Study Abroad – Interdisciplinary Studies
- SAIS 303 - Study Abroad – Interdisciplinary Studies
- SAIS 304 - Study Abroad – Interdisciplinary Studies

be recommended to Senate for approval.

26/28 The new courses:

- SASC 200 - Study Abroad- Science, Technology, Engineering & Math
- SASC 201 - Study Abroad- Science, Technology, Engineering & Math
- SASC 202 - Study Abroad- Science, Technology, Engineering & Math
- SASC 203 - Study Abroad- Science, Technology, Engineering & Math
- SASC 204 - Study Abroad- Science, Technology, Engineering & Math
- SASC 300 - Study Abroad- Science, Technology, Engineering & Math
- SASC 301 - Study Abroad- Science, Technology, Engineering & Math
- SASC 302 - Study Abroad- Science, Technology, Engineering & Math
- SASC 303 - Study Abroad- Science, Technology, Engineering & Math
- SASC 304 - Study Abroad- Science, Technology, Engineering & Math

be recommended to Senate for approval.

26/29 The new courses:

- SASS 300 - Study Abroad - Social Sciences
- SASS 301 - Study Abroad - Social Sciences
- SASS 302 - Study Abroad - Social Sciences
- SASS 303 - Study Abroad - Social Sciences
- SASS 304 - Study Abroad - Social Sciences
- SASS 305 - Study Abroad - Social Sciences

be recommended to Senate for approval.

26/30 The new course, ANTH 211 - Introduction to the Social Determinants of Health be recommended to Senate for approval.

**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

- 26/31** The revisions to
- BIOL 112 - Human Anatomy and Physiology I for Health Sciences
 - BIOL 203 - Introduction to Microbiology
 - BIOL 208 - Ecology
 - BIOL 209 - Fundamentals of Physiology
 - BIOL 212 - Invertebrate Zoology
 - BIOL 213 - Vertebrate Zoology
 - BIOL 214 - Cell Biology
 - BIOL 230 - Botany - Algae to Angiosperms
- be recommended to Senate for approval.
- 26/32** The new course, LAW 361 - Employment Agencies and Tribunals, as well as Cap Core designation under the heading of Self and Society be recommended to Senate for approval.
- 26/33** The two new courses, LAW 390 - Bankruptcy and Insolvency Law and LAW 391 - Canadian Income Tax Law be recommended to Senate for approval.
- 26/34** The revisions to the admission requirements of the Paralegal Certificate and the Paralegal Diploma be recommended to Senate for approval.
- 26/35** The revision to the 2027 committee meeting schedule be revised so that for March 2027, the deadline for items to be received by the Registrar's office be changed from March 3 to February 24.

Julia Black, Chair
Senate Curriculum
Committee



Jason Dewling, Chair
Senate

Date: March 23, 2026

Date: