SENATE REGULAR MEETING

Tuesday, February 3, 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 Sḵwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səlilwətaɬ (Tsleil-Waututh), shíshálh (Sechelt), Sḵwxwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations.

1. Welcome

2. Approval of the Agenda - *Decision* — Senate Members

3. Approval of Minutes - *Decision* — Senate Members, Schedule 3

4. Correspondence Received

4.1 Program Cuts in Business & Professional Studies - *Information* — Schedule 4.1

5. Business Arising

5.1 None

6. New Business

6.1 Advice from Senate to the Board on Program Discontinuances and Suspensions – *Decision* — Tracy Penny Light, Schedule 6.1

6.2 Structural Enhancements for Undergraduate Admissions at Capilano University: English Language Proficiency Standard and Tiers of Conditional Admission & Support - *Decision* — Tracy Penny Light, Schedule 6.2

6.3 Vice Chair Nominating Committee – Request to Convene – *Information* — Laureen Styles

6.4 Strategic Enrolment Management (SEM) Update – *Information* — Harb Johal, Schedule 6.4

6.5 Election Timelines – *Information* — Harb Johal, Schedule 6.5

CAPILANO UNIVERSITY

SENATE REGULAR MEETING

Tuesday, February 3, 2026 4:00 – 6:00 pm
Capilano University – Library Room 322

AGENDA

7.	**Committee Reports**	
7.1	Academic Planning and Review Committee – *Decision*	Alaa Al-Musalli
7.1.1	Academic Unit Review Approval for the School of Humanities	Schedule 7.1.1
7.1.2	Academic Unit Review Approval for Institute of Interdisciplinary Studies	Schedule 7.1.2
7.2	Policy and Governance Committee – *Decision*	Corey Muench
7.2.1	S2026-01 Academic Qualifications Policy S2026-01-01 Academic Qualifications Procedure	Schedule 7.2.1
7.2.2	S2026-02 Work Integrated Learning Policy S2026-02-01 Work Integrated Learning Procedure	Schedule 7.2.2
7.3	Curriculum Committee – *Decision*	Julia Black
7.3.1	Resolution Memo January 16 Agenda Package / January 16 Draft Minutes	Schedule 7.3.1
7.4	Graduate Studies Committee – *Information*	Alan Jenks
7.5	Teaching and Learning Committee – *Information*	Diana Twiss
7.6	Budget Advisory Committee – *Information*	Michael Thoma
8.	**Other Reports**	
8.1	Chair of Senate – *Information*	Laureen Styles
8.2	Vice Chair of Senate – *Information*	Alan Jenks
8.3	VP Academic and Provost – *Information*	Tracy Penny Light
8.4	Board Report – *Information*	Amina El Mantari
8.5	Elder's Words - *Information*	Elder Doctor Latash
9.	**Discussion Items**	
10.	**Other Business**	

CAPILANO UNIVERSITY

SENATE REGULAR MEETING

Tuesday, February 3, 2026 4:00 – 6:00 pm
Capilano University – Library Room 322

AGENDA

11. Information Items

12. In Camera – Honorary Degree and Academic Emeritus – *Decision*

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

Present: Laureen Styles (Chair), Julia Black, John Brouwer, Jai Djwa, Graham Cook, Caroline Depatie, Alicia Fahey, Denise Gingrich, Sofia Hughes, Alan Jenks, Harb Johal, 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, Majid Raja, Michael Thoma, Diana Twiss, Emily Walmsley, Recorder: Mary Jukich

Regrets: Thomas Flower, Farnoosh Sam

Guests: Rahul Reandi, Maria Valiouk, Dawn Whitworth

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1. Welcome

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

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

2. Approval of the Agenda

Vedant Mehra moved and Jennifer Nesselroad seconded: **CARRIED**
To adopt the agenda. **1 Abstention**

3. Approval of the Minutes

Jennifer Nesselroad moved and Alan Jenks seconded:
To adopt the December 2, 2025 minutes. **CARRIED**

4. Correspondence Received

No correspondence was received.

5. Business Arising

None.

6. New Business

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

6.1 Graduates

Presented by: Harb Johal

The Registrar submitted a list of 629 graduates, verified by the Registrar's Office, who have met the graduation requirements of their programs.

Harb Johal moved and Tracy Penny Light seconded:

26/01 That Senate approve the students from the five Faculties for their respective credentials for graduation. **CARRIED**

7. Committee Reports

7.1 Academic Planning and Review Committee

Presented by: Alaa Al-Musalli

A report was not provided because the committee did not meet in December.

7.2 Policy and Governance Committee

Presented by: Corey Muench

The committee met on January 13 and reviewed the Academic Qualifications Policy and the Work Integrated Learning Policy and Procedure. The committee also undertook a final review of the proposed terms of reference for the ad hoc committee. The next committee meeting is scheduled for January 27.

7.2.1 S2003-02 Repeated Courses Policy

The S2003-02 Repeated Courses Policy sets out restrictions on the number of times a student may register in a particular course. It also provides information about how grades are calculated when the same course is taken more than once. The policy was last updated in 2018 and was overdue for review. In addition, revisions to the policy included adding language relating to restricting graduate students from repeating courses.

Corey Muench moved and Diana Twiss seconded:

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm

Capilano University, Library Building, Room LB 322

MINUTES

26/02 The Senate approve the revisions to the S2003-02 Repeated Courses Policy.

7.2.2 Senate Ad Hoc Committee on Faculty Restructuring

At the December 2, 2025 meeting, Senate passed a motion to form an ad hoc committee whose purpose would be to review a proposal to restructure the CapU Faculties and make a final recommendation to the Senate, which in turn, would make a recommendation to the Board of Governors.

A working group of Senators made up of Corey Muench, Alan Jenks, Majid Raja and Michael Laurence completed a first draft of the Terms of Reference (ToR) in early December, and the draft was submitted to the Senate Policy and Governance Committee for online feedback and discussion. The ToR was further discussed at the January 13 Policy and Governance committee meeting.

The ToR document was written in a general way so that in future when Board policy B.105 is implemented the ToR are not specific to any one situation and can be brought back as a template. In addition, the ad hoc committee, upon dissolution, will provide feedback to the Policy and Governance committee with suggestions on how to make the ToR more effective.

On review and discussion of the proposed ToR document, the following comments were provided:

- Whether changing a school from one faculty to another would be captured in the ToR document. Administration indicated that Board policy B.105 is silent regarding schools and school structures have been organic over time and past practice was that moving schools was an administrative decision.

- At the last Senate meeting, the issue that surfaced was the advice to Senate piece, and in terms of clarity whether the ad hoc committee should be on advice to Senate on faculty restructuring.

- The VP Academic and Provost indicated that a working group has also been created on a proposed faculty merger. That working group has met and there may be some redundancy figuring out how to get the information from the constituent groups to this committee and reproducing the work of a committee

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm

Capilano University, Library Building, Room LB 322

MINUTES

that has representatives from across the university. The second bullet of the mandate is "to approve the terms or mandate for any working group ….." and this may be overstepping what this committee ought to do. Information was provided that the terminology of "any working group" was to make a general ToR and not focus on specific instance.

- In terms of framing of the ToRs, there may be a variety of working groups struck that are outside of the purvey of Senate and not connected with Senate, and the feedback may go directly to the Board. In this case, in the policy, dissolution or mergers of Faculties can come from various sources, new Faculties can come from Senate or the Board.

Corey Muench moved and Priya McMurtrie seconded:

26/03 The Senate approve the proposed Terms of Reference for the Senate Ad Hoc Committee on Faculty Restructuring with the following revisions, and that the ad hoc committee form and begin its work shortly thereafter. **CARRIED**

- In Section 1, replace the title "Reporting" with "Purpose".
- In Section 2, under Mandate, bullet #2, replace the word "approve" with "review/receive".
- In Section 4, under Schedule, the wording be changed to "meetings will be held as needed and at least twice per month or at the call of the chair".
- The name of the committee be changed to "Senate Ad Hoc committee on Advice to Senate on Faculty Restructuring" to align with the purpose.

The discussion around the ToR raised a broader issue regarding a process for when the Board asks Senate for advice and how that was accomplished. Board policy B.105 does not have a procedure that speaks to how advice is gathered and put forward. Senators considered whether there was a need for a more specific process than what is currently in place in terms of providing advice to the Board. It was noted there are two avenues for Senate; one is consultation with Senate and

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING
Tuesday, January 13, 2026 4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

secondly providing advice and those have broad meanings and take various forms. In this regard, it was suggested to request the Policy and Governance committee to develop recommendations on how to provide advice and consultation to the Board. In addition, it was suggested not to restrict the review to the Senate bylaws so that recommendations could be revising the Bylaws, creating a procedure or a policy.

Denise Gingrich moved and Alan Jenks seconded:

26/04 Senate request the Policy and Governance committee to review and make recommendations to Senate on providing advice and consultation to the Board. **CARRIED** **1 Abstention**

7.3 Curriculum Committee
Presented by: Julia Black

A Resolution Memorandum was not presented because the December 12, 2025 meeting was cancelled.

7.4 Graduate Studies
Presented by: Alan Jenks

A report was not provided because the committee did not meet in December.

7.5 Teaching and Learning Committee
Presented by: Diana Twiss

A report was not presented because the committee did not meet in December.

7.6 Budget Committee
Presented by: Michael Thoma

The committee met on December 11, 2025, at which time there were two presentations: an update on Fiscal 2025/26 Q3 forecast and a Draft Fiscal 2026/27 Budget. Prior to the discussion, administration noted that the information provided represents the university's budget position at a "single point in time"; due to the changing environment, the forecast process will be used to update based on new information.

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm

Capilano University, Library Building, Room LB 322

MINUTES

Toran Savjord, Vice President, Strategic Planning, Assessment & Institutional Effectiveness reported that the Strategic Enrolment Management (SEM) model has been updated and the approach aligns with the submission of the deficit mitigation plan submitted to government in May 2025 and an updated plan to government on December 19, 2025. A special Board meeting will be scheduled to review the deficit mitigation plan and a final Board meeting is scheduled for February 24, 2026 for approval of the final university budget.

Narisha Jessani, Director, Financial Planning and Analysis provided a presentation on the university's fiscal 2025/2026 and 2026/2027 financial update, which included a summary on the operating budget, capital unrestricted accumulated surplus, and cash flow analysis. In terms of operating for 2025/2026 the university is forecasting a $5.6 million deficit and for fiscal 2026/2027 a $14.6 million deficit which includes $1 million deficit for internally restricted student success fee.

The capital forecast considers that the student housing is forecasted to be completed by the end of Fiscal 2025/26 and all facilities projects for 2026/27 will be using Ministry funding. Digital Technology 2026/27 projects to end of 2030 will focus on student retention and academic processes, this includes replacing FAMIS (workloading) and a customer relations management system. The Workday ERP (Enterprise Resource Planning) project phase 1 is near completion with a go live date of April 2026 and costs of approximately $8.8 million. Executive deemed it necessary to move forward with phase 1. Phase 2 of the project has been reduced in scope with the budgeting/forecasting module remaining in scope and deemed necessary to move forward.

Discussion occurred related to CapU Lonsdale, the Sunshine Coast Campus and the Squamish Campus with concerns raised on regionality and process. Executive indicated that both the benefits and disadvantages as well as costs were considered before decisions are made and a range of factors with options depending on whether the facility/land is leased or owned. In addition, the university will continue to have a regional mandate until the Ministry indicates otherwise, though how we deliver on that mandate is within the agency of the university and not defined by the Ministry.

In discussion regarding the Squamish campus and operational costs, Executive noted it was originally a five-to-seven-year plan. However, due to the shift of revenue and international student enrollment, planning assumptions have

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm

Capilano University, Library Building, Room LB 322

MINUTES

changed. There is a pause on new investments, with a focus on continuing to generate revenue/monetize the campus and to continue to work toward decreasing the costs associated with the campus pending the incoming new president.

The next meeting is scheduled for February 5, 2026.

8. Other Reports

8.1 Senate Chair

Laureen Styles, interim President, provided the Chair's report, including the following highlights:

- As we begin a new year and semester, there are many feelings of hope, renewal, optimism but also worry and concern around the continued global strife. Thoughts are with the students and employees impacted directly or indirectly by the unfolding situation with Iran and these events and uncertainties and inability to connect is distressing. A message has been posted on Frontlines.

- The new President, Dr. Jason Dewling, will be starting on March 2 and Senators will have an opportunity to meet and connect with the new President at a small gathering before the start of the March 3 Senate meeting.

- In terms of the Vice President, Academic and Provost search, information has been sent out to the university community and Senate will be engaged with the consultation process and the next step will be organizing consultation with the search firm.

- As shared at the recent President's Update, domestic enrollment is up 4% from this time last year, and 6% in terms of course registration. International enrollment is down about 40% from this time last year and consistent with the fall.

- The Federal government sets the number of student visas allocated to the provinces. Those allocations include new incoming students and students who transfer. As anticipated, the program attestation letters (PAL's) were reduced this year from last year and were reduced substantially; however, given where

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm

Capilano University, Library Building, Room LB 322

MINUTES

the university is for approvals for student visas, it is anticipated that with additional strategies will move forward with positive recruiting numbers.

8.2 Vice Chair

Alan Jenks was congratulated for recently defending his Thesis.

8.3 VP Academic and Provost

Tracy Penny Light provided the VP Academic and Provost report including the following highlights:

- The newsletter from the Provost's Office was recently distributed and posted on Frontlines.

- The Cap Universe Series is posted and everyone was encouraged to attend the sessions.

- In terms of program discontinuance and intake pauses or suspension, at the December 10 Board of Governors meeting a motion was passed to refer the recommendations of discontinuance of several programs to Senate for advice, and the second motion was that the Board refer the information on program suspension or intake pause of the programs listed to Senate for advice. As the motions note, Policy B.104 is being followed as has been the process previously to discontinue programs.

- Consultation is ongoing regarding the proposed program discontinuance and suspensions and the following meetings have occurred;

  - December 18, 2025 to update the community;

  - January 7, 2026 meeting with the faculty from Tourism and Communications, and from the Registrars Office, Academic Initiatives and Planning and Teaching and Learning to gather additional questions that are being developed for a question and answer document;

  - January 14, 2026 meeting with faculty in Communications and faculty in Tourism and joined by Joyce Ipp and Brad Wuetherich.

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm

Capilano University, Library Building, Room LB 322

MINUTES

- January 20, 2026 follow up meeting the School of Tourism to discuss the response about the proposed pause of their program.

- The proposed discontinuance and suspension will be brought to the February 3 Senate meeting for advice.

- The University recently announced that it would be closing the Sunshine Coast campus building at the end of the spring academic term. Work is underway with the constituents to re-imagine what learning looks like on the Sunshine Coast campus to revitalize the programs and determine what's needed for learners on the Sunshine Coast.

- Academic programming at Lonsdale is being transitioned to the North Vancouver campus at the end of this academic term as the university continues to explore ways to mitigate costs.

- In terms of the proposed merger of the Faculties, this is being proposed with the aim of improving efficiency, recruiting and retention and ongoing university sustainability. The proposed faculty merger working group met last week and at the first meeting proposed that the working group be renamed to "Faculty Restructuring Working Group".

At the completion of the report, the following issues were raised:

- Whether the decision to recommend the pause to Senate was made before the Board meeting on December 17.

- The recommendation the Board made to suspend the degree program was made on incomplete data and included courses that should not have been considered in terms of the numbers; however, there are 132 applications in process (a) has the corrected data been shared with the Board since this issue was brought to your attention on December 18; (b) why are we proposing an early vote in February on a pause when we should wait to see the recruitment efforts; (c) one of the core priorities mentioned in the email was about high quality learning experiences and has this been measured for the School of Communication if so, how especially because three of the faculty have received teaching excellence awards since 2019 and what data was used to support this and support the pause of the program. Regarding consultation, the School has

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm

Capilano University, Library Building, Room LB 322

MINUTES

not had any consultation prior to the decision to pause the degree and is there a plan to bring that information to the Board.

- The VP Academic and Provost responded that the Board meeting took place on December 17 and an error had been made. The Board has not made a decision to pause or suspend program intakes, and the motion was to refer to Senate for advice and this is in progress. The purpose of the meeting on January 14 is to discuss the data and the core priorities around measuring high quality learning experience. All the information will come back to Senate to formulate advice to the Board. With respect to consultation, Board policy B.104 addresses program discontinuances. Program suspensions or pause in intake has historically been an operational practice and based on legal advice, administration is following the process and the ongoing consultation.

- A question was raised regarding the data collection and use practice particularly as data has been requested but not provided. Administration responded that depending on the research question that is being answered, further information can be provided on data use.

- Information was requested on what formulized process will be used at the February Senate meeting. Administration indicated that historically, there have not been presentations by others, without approval of the Chair, at the Senate meetings. There are perspectives that need to be brought forward and, as Senators, can do that as part of the discussion during the meeting.

8.4 Board Report

A report was not presented because the Board representative was absent from the meeting. The next Board meeting is scheduled for February 2026.

8.5 Elder's Words

A reflection was not provided because Elder Doctor Latash did not attend the meeting.

9. Discussion Items

No discussion items were presented.

10. Other Business

No other business was presented.

DRAFT

CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, January 13, 2026 4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

11. Information Items

No information items were presented.

12. In Camera Session – Chancellor Search

Laureen Styles moved and Diana Twiss seconded:
To move in camera. **CARRIED**

Laureen Styles moved and Priya McMurtrie seconded:
To move out of in camera. **CARRIED**

The meeting was adjourned at 6:00 pm

Next Meeting: Tuesday, February 3, 2026

DRAFT

January 26, 2026

Senate
Attn: Dr. Laureen Styles, Chair
Capilano University
2055 Purcell Way
North Vancouver, BC V7J 3H5

Re: Program Cuts in Business & Professional Studies

Dear Senate,

I am writing to you to express the collective concern of students in the Faculty of Business & Professional Studies to the planned suspension and discontinuance of a number of academic programs. We are particularly concerned about the suspension of the Bachelor of Communication Studies program.

The proposal to suspend the Bachelor of Communication Studies program is of high importance to the CBPS. The program has been revered by current and former Capilano University students as an exceptional learning experience and pathway to a successful career. Given the high levels of engagement and excitement for the University's unique program, students expect transparency regarding its ongoing existence.

This engagement can be witnessed by the Capilano Communication Association's (CCA) first event of the semester, their 'Welcome Back Student Party'. Even though this introductory event was designed to be casual and low-stakes, it still garnered nearly 30 engaged students and faculty. The suspension of the Bachelor of Communication Studies program will significantly hurt student engagement through a lack of continuity and increased uncertainty from students and association leadership.

Aurea Tabale, a fourth-year Bachelor of Communication Studies student and Acting President of the Capilano Communication Association gives first-hand account of the issues felt by herself and her peers:

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"On behalf of students, I want to share that there is currently a significant level of academic uncertainty surrounding the Bachelor of Communication Studies program, largely due to the absence of clear communication about what is happening and what students should expect moving forward.

At this time, students are yet to receive guidance on how the current situation may affect their degree completion, course sequencing and long-term academic security. As a result, many are finding it difficult to plan upcoming terms, make informed academic decisions, or feel assured about their academic paths.

This uncertainty is occurring alongside rising tuition costs and the reality that many students are balancing demanding academic workloads with part-time work, adding further strain as they try to manage their academic, financial and personal responsibilities.

Given our level of student engagement, we are seeking greater clarity around why suspension is being considered at this stage. To support student trust and confidence in the University, we respectfully encourage reconsideration of any further changes or decisions related to the program.

These concerns reflect the shared experiences and perspectives of many students I have spoken with, as well as my own experience as a student in the program. We remain hopeful for a positive outcome."

Included in our concerns is the discontinuation and suspension of other programs within the Faculty of Business and Professional Studies, and the effect on both Capilano University and its students:

- Post-Baccalaureate Certificate in Financial Planning
- Post-Baccalaureate Certificate in Financial Planning - Professional
- Retail Operations Certificate
- North American Business Management Post-Baccalaureate Diploma
- North American Business Management Post-Baccalaureate Diploma - Applied

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We ask that the senate advise the board of governors to reconsider these suspensions and discontinuances, as they are not in the university's interests.

Yours sincerely,

Sam Slichter

Samuel Slichter
President, Capilano Business & Professional Society

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Senate Briefing Note - Advice from Senate to the Board on Program Discontinuances and Suspensions

AGENDA ITEM 6.1: Situating Program Discontinuance and Suspension for Re-imagining within the University's Current Financial Context	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Office of the Vice-President, Academic & Provost	

PURPOSE

This briefing note is intended to situate the current recommended program discontinuances and suspensions and related proposals within the broader context of the University's financial position, academic portfolio dynamics, and statutory governance responsibilities. It is designed to support Senators in providing academic advice to the Board of Governors as requested. This framing is intended to inform, not predetermine, Senate's advice, recognizing that reasonable academic perspectives may differ on how best to respond to the current context.

While it is not within the purview of Senate to make budgetary decisions, the aim is to ensure that Senate's advice to the Board of Governors is consistent with the University Act and Policy B.104. The Senate is also guided by its by-laws that state that all members have a duty to consult and communicate with their constituency about matters and, irrespective of their voting status, act, "…in what the member considers to be the best interests of the University, even if doing so conflicts with the wishes of the constituency that the member has been elected to represent on the Senate" (s. 2.4).

Advice from Senate should be informed by: the scale and nature of the institution's current financial challenge; the structural relationship between academic programming and institutional sustainability; and the academic choices now required to enable a viable future for the University.

CURRENT INSTITUTIONAL CONTEXT

As outlined in materials provided to the university community by the VP Finance and Administration, the University is operating within a significant deficit, driven by a combination of external policy shifts (notably changes in IRCC policy affecting international enrolment), enrolment volatility, and cost structures that no longer align with current enrolment and demand patterns.

Key contextual facts relevant to Senate's deliberations include:

- The academic portfolio represents approximately 60-65% of the University's total operating budget.

- The institution is required to identify approximately $14M in AY 26-27 to return to a balanced budget, which is an expectation of the Board of Governors for 2027-2028. The ideal scenario is to return the university to surplus budgets as quickly as possible given the rapidly diminishing unrestricted capital fund that can be used to offset the deficit. This will require recurring savings to restore financial sustainability.

- Deficit budgets require approval by the Ministry of Post Secondary Education and Future Skills.

- Non-academic areas alone cannot absorb reductions of this magnitude without materially impairing the University's core mission.

As a result, academic programming necessarily forms part of the broader conversation about institutional sustainability, even as academic quality, integrity, and distinctiveness remain paramount.

There is an explicit need to reduce program offerings that are not in demand (as evidenced by application, enrolment, and retention data) and to grow programs that are.

WHY ACADEMIC PORTFOLIO DYNAMICS, SUSTAINABILITY, AND STEWARDSHIP MATTER TO SENATE'S ADVICE

As Capilano University has matured and shifted from a college to a university, it has necessarily grown its program offerings. However, the institution has not historically engaged in regular, portfolio level conversations about overall target enrolments across various programs, the ideal mix of programs needed to sustain enrolment targets, academic quality, and distinctiveness. Academic programs are not only intellectual enterprises but are also the primary means through which the University generates revenue, enabling it to deliver its mission and allocate resources accordingly.

In any university, some programs generate more tuition and enrolment than they require to deliver, while others require additional support to operate. This is normal and often appropriate. Over time, however, some programs rely on this support every year because of persistently low enrolment or high delivery costs. While this is common in universities, it becomes a concern when it is persistent, unexamined, and limits the institution's ability to sustain quality and distinctiveness across the academic portfolio.

None of these factors, on their own, determine the academic value of any individual program although it is important to ground decision-making now and into the future in these important conversations, especially given the need to reimagine and strengthen higher education

both locally and nationally in response to changes to labour market needs and increasing emphasis by both federal and provincial governments on education for employability.

With the above in mind, the University must adapt to attract and retain students. With a provincial review underway focused on public post-secondary system sustainability, the University must also focus on meeting its FTE targets as outlined in the Institutional Accountability and Plan Report (IAPR), including continued growth in domestic enrolments.

The information before Senate illustrates several recurring patterns across programs under review:

- Persistently low or declining applications and enrolments, often over multiple years;
- Low student retention rates, particularly in upper level course sections;
- Programs originally designed for different policy, labour market, or enrolment conditions than those that now exist.

These dynamics do not reflect isolated issues within individual programs. Rather, they point to a portfolio level challenge that requires intentional academic stewardship to enable long-term sustainability.

FROM INDIVIDUAL PROGRAMS TO PORTFOLIO STEWARDSHIP

A central framing shift for Senate's consideration is the move from evaluating programs in isolation to considering the health and coherence of the academic portfolio overall.

In a financially constrained environment, the University has limited teaching, staffing, and scheduling capacity. When programs continue to operate with low enrolment and without robust costing frameworks, they draw on resources that could otherwise support students and programs elsewhere. This does not mean that such programs lack academic value, but it does mean that their continuation has implications for the sustainability of the entire academic portfolio. In a moment when all higher education institutions have been forced to examine their distinctive advantage, making deliberate choices about how academic capacity is allocated to protect distinctive, high-performing, strategically aligned programs and grow areas that will foster recruitment, retention, and increased domestic enrolment is necessary.

This means that even programs with academic merit may no longer be sustainable in their current form, and may require pause, redesign, consolidation, or re-positioning to remain viable contributors to the University's mission and long-term sustainability.

PROGRAM DISCONTINUANCES AND SUSPENSIONS AS ACADEMIC TOOLS

The proposals before Senate include both program discontinuances and program suspensions (intake pauses). It is important to distinguish their academic intent:

- **Discontinuances** reflect programs with little or no current activity, long-standing pauses, administrative replacements, or sustained absence of demand. Few are currently admissible.
- **Suspensions (intake pauses)** are being used deliberately as an academic planning mechanism—creating space to:
    - Re-examine program purpose and distinctiveness;
    - Redesign curriculum and delivery models;
    - Align programs with current and future student and labour market needs;
    - Reduce ongoing structural pressures while redesign work is undertaken.

Suspensions should therefore be understood not as retreat, but as conditions for thoughtful academic re-imagining and future decision-making.

This is the first time program suspensions are being brought forward through Senate for advice and to the Board for decision, following a recent court ruling involving Thompson Rivers University. This approach is being taken without prejudice or precedent.

THE SCALE OF CHANGE REQUIRED

While incremental adjustments alone are unlikely to be sufficient, Senate's advice will help identify where more substantial academic change is warranted, and where it is not.

Achieving significant, sustainable savings requires:

- Fewer programs operating persistently below capacity;
- Stronger alignment between enrolment, staffing (faculty, staff, and administrators), and course scheduling;
- Clear differentiation between:
    - Programs that anchor the institution;
    - Programs that perform well and should be scaled or optimized;

- Programs that require redesign to reach sustainable capacity;
- Programs whose continuation no longer advances institutional or student interests.

This is the context intended to support Senate's advice to the Board of Governors.

It is important to note that this framing does not presume that program reduction is the default or preferred outcome. Rather, it reflects the need for more intentional academic choices, some of which may involve redesign, consolidation, or growth, and others which may involve discontinuance based on long-term sustainability, student impact, and academic merit.

CONCLUDING FRAMING FOR SENATE DELIBERATION

The decisions before the University are not about reducing academic ambition. They are about preserving it by ensuring that academic offerings are sustainable, coherent, and aligned with the institution's purpose and capacity.

Senate's advice at this juncture is a critical contribution to shaping an academic portfolio that can: a) Withstand ongoing financial pressures; b) Serve students with integrity and quality; and c) Support the University's long-term academic mission.

This briefing note is offered in support of that work.

Senate Report

AGENDA ITEM 6.1: Proposed Discontinuances and Suspensions (intake pause) of Programs for 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate to provide advice to the Board of Governors on the proposed discontinuance or suspension (intake pause) of academic programs for the 2026-2027 academic year.

MOTIONS

THAT Senate review the proposed list of programs recommended for discontinuance and provide advice to the Board of Governors per B. 104 Discontinuance of Programs or Courses policy and per Section 35.2 (6) b) of the University Act.

THAT Senate review the proposed list of programs for suspension (intake pause) and provide advice to the Board of Governors (without prejudice or precedent).

BACKGROUND

At the meeting of the Board of Governors on December 17, 2025, Dr. Tracy Penny Light proposed a list of programs for discontinuance or suspension (intake pause) to begin to address the current deficit at Capilano University and recent federal policy changes (IRCC) that lead to a significant decrease in international student enrolments.

The proposed list (see list below) is aligned with the Deficit Mitigation Plan (May, 2025) and was considered. The following motions were approved:

Motion: *THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.*

Motion: *THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).*

PROPOSED PROGRAM DISCONTINUANCES AND SUSPENSIONS

Discontinuances

6.1.1 Computing Systems Certificate (intake paused previously)

6.1.2 Accounting Assistant Certificate (intake paused previously)
Accounting Assistant Diploma (intake paused previously)
Advanced Business Administration Certificate (intake paused previously)
Business Fundamentals Certificate (intake paused previously)
Retail Business Fundamentals Certificate (intake paused previously)

6.1.3 International Management Graduate Certificate (intake paused previously)
International Management Graduate Diploma (intake paused previously)
North American and International Management Graduate Diploma (intake paused previously)

6.1.4 Communication for Professionals Certificate (intake paused previously)

6.1.5 College and University Preparation Certificate (intake paused previously)

6.1.6 Community Leadership and Social Change Diploma (intake paused previously)

6.1.7 Visual Communication Advanced Diploma (intake paused previously)

6.1.8 Conducting in Music Certificate (intake paused previously)

6.1.9 Music Diploma – Music Therapy Course Stream (intake paused previously)

6.1.10 Music Diploma – Music Therapy Preparatory Stream (intake paused previously)

6.1.11 Digital Visual Effects Diploma (relaunched under new name)

6.1.12 Diploma in Human Kinetics (launched under new name)
Human Kinetics Diploma – Exercise Science (launched under new name)
Human Kinetics Diploma – Physical Education (launched under new name)

6.1.13 Hotel and Resort Management Post-Baccalaureate Diploma (launched under new name)
Post-Baccalaureate Diploma in Global Hospitality and Tourism Management (launched under new name)
Tourism Management for International Students Diploma (intake paused previously)
Tourism Marketing and Development Post-Baccalaureate Diploma (intake paused previously)
Tourism Marketing Citation (currently admissible for 26-27)

6.1.14 Post-Baccalaureate Certificate in Financial Planning (currently admissible for 26-27)
Post-Baccalaureate Certificate in Financial Planning Professional (currently admissible for 26-27)

6.1.15 Retail Operations Certificate (currently admissible for 26-27)
Retail Operations Certificate (currently admissible for 26-27)

6.1.16 Diploma in Tourism Management International (intake paused previously)

6.1.26 Communication Studies Diploma (intake paused previously)

Suspensions (Intake Pause)

6.1.17 English for Academic Purposes - Business Administration Pathway

6.1.18 English for Academic Purposes - Early Childhood Care and Education Pathway

6.1.19 University One for Indigenous Learners Certificate

6.1.20 Visual Effects for Film, Streaming and Immersive Media Diploma

6.1.21 Advanced Arts and Entertainment Management Certificate

6.1.22 Music Diploma

6.1.23 Bachelor of Tourism Management
Tourism Management Co-operative Education Diploma

6.1.24 North American Business Management Post-Baccalaureate Applied Diploma

North American Business Management Post-Baccalaureate Diploma

6.1.25 Bachelor of Communication Studies

Senate Report

AGENDA ITEM 6.1.1: Proposed Discontinuance of the Computer Information Systems Certificate 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Computer Information Systems Certificate in the Faculty of Arts and Sciences.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

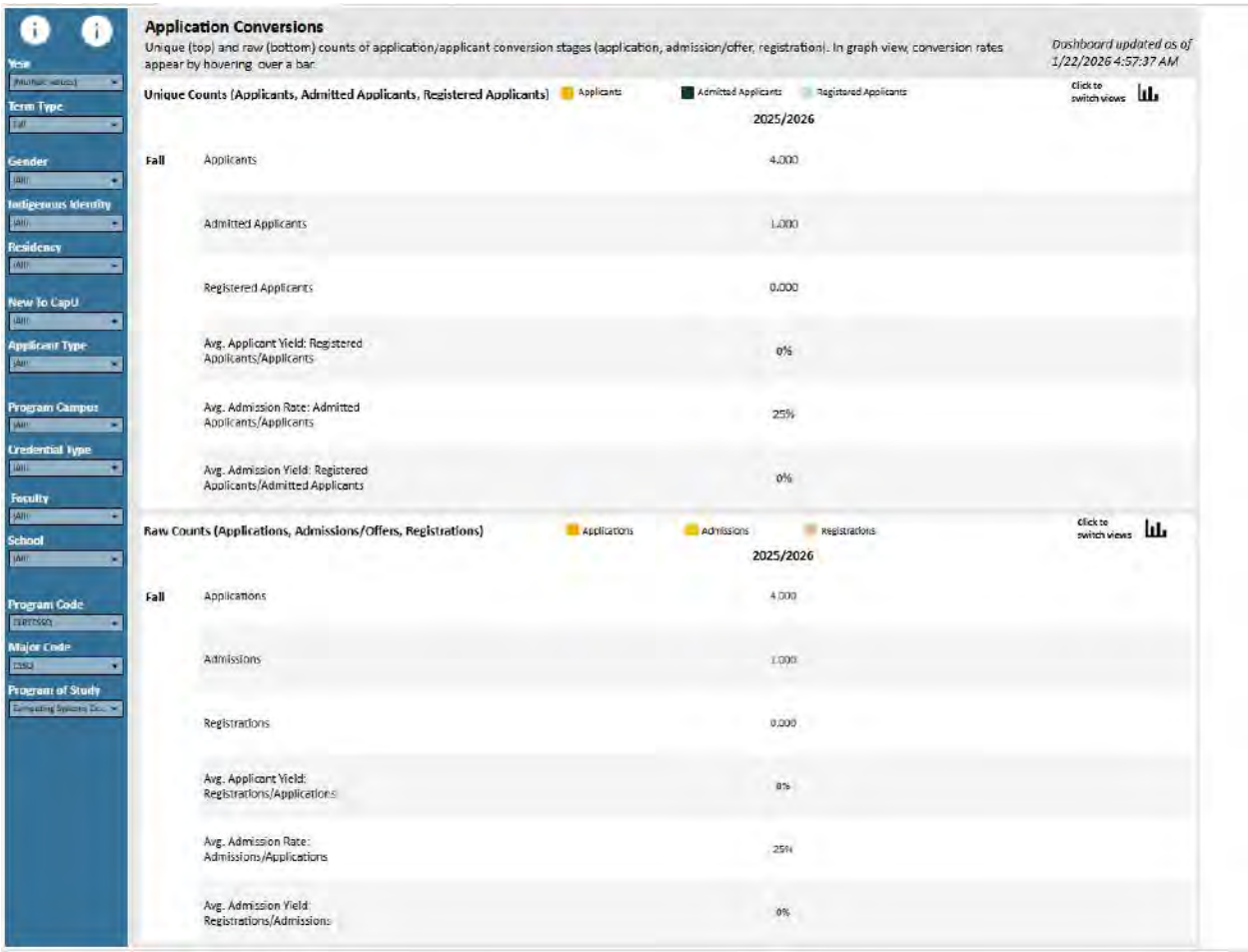
MOTION

THAT Senate review the proposed discontinuance of the Computer Information Systems Certificate and provide advice to the Board of Governors.

BACKGROUND

The Certificate was first proposed in January 2024. The Certificate was one of two FAS Certificates put forward as potential credentials of interest for students at the Squamish campus. It was first offered in Fall 2024.

Application conversion information



Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/22/2026 4:57:37 AM

Year
Term Type
Gender
Indigenous Identity
Residency
New To CapU
Applicant Type
Program Campus
Credential Type
Faculty
School
Program Code
Major Code
Program of Study

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants · Admitted Applicants · Registered Applicants

Click to switch views

		2025/2026
Fall	Applicants	4.000
	Admitted Applicants	1.000
	Registered Applicants	0.000
	Avg. Applicant Yield: Registered Applicants/Applicants	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	25%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	0%

Raw Counts (Applications, Admissions/Offers, Registrations) Applications · Admissions · Registrations

Click to switch views

		2025/2026
Fall	Applications	4.000
	Admissions	1.000
	Registrations	0.000
	Avg. Applicant Yield: Registrations/Applications	0%
	Avg. Admission Rate: Admissions/Applications	25%
	Avg. Admission Yield: Registrations/Admissions	0%

RATIONALE FOR INCLUSION IN THE PROPOSED PROGRAM LIST

While there is some limited interest in Computing Science courses in Squamish – e.g. 13 students enrolled in COMP 115 in Spring 2025 – there were no registrants in the Certificate. Intake in the Certificate was paused in Fall 2025.

CONSULTATION

The Dean's Office has communicated with the Computing Sciences Department and the Registrar's Office.

COMMUNICATION PLAN TO STUDENTS

As the Certificate has already been paused and there are no registered students, there is no further active communication needed. Questions about the Certificate will be handled by the Dean's Office.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Computer Information Systems Certificate and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.2: Proposed Discontinuance of the Accounting Assistant Certificate, the Accounting Assistant Diploma, the Advanced Business Administration Certificate, the Business Fundamentals Certificate, and the Retail Business Fundamentals Certificate 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors regarding the proposed discontinuances in the Faculty of Business and Professional Studies:

1. Accounting Assistant Certificate
2. Accounting Assistant Diploma
3. Advanced Business Administration Certificate
4. Business Fundamentals Certificate
5. Retail Business Fundamentals Certificate

Note: This memo includes 5 programs

At the meeting of the Board of Governors on December 17, 2025, the above credentials were considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate review the proposed discontinuance of the Accounting Assistant Certificate, the Accounting Assistant Diploma, the Advanced Business Administration Certificate, the Business Fundamentals Certificate, and the Retail Business Fundamentals Certificate and provide advice to the Board of Governors.

BACKGROUND

These programs are recommended for discontinuation. This includes the Accounting Assistant Certificate, the Accounting Assistant Diploma, the Business Administration Certificate, the Business Fundamentals Certificate and the Retail Fundamentals Certificate.
As shown in Table below, the programs were last offered from 2018/2019 to 2021/2022.
The Accounting Assistant Certificate program last offered in 2021/2022 with 55 students, it was replaced by the Bookkeeping Certificate on 2022/2023, a program currently active. An alternative to the Business Fundamentals has been the Business Certificate and the Retail Fundamentals has been replaced by the Retail Operations Certificate which is currently active.

Table – School of Business recommended program discontinuance (n=5)

Applicants Drill-down Table

Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/21/2026 4:59:12 AM

				2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Business & Professional Studies	Business	Accounting Assistant Certificate	Applicants	80	45	62	55	180
			Offered Applicants	49	19	28	39	88
			Registered Applicants	40	15	17	25	55
		Accounting Assistant Diploma	Applicants	60	69	90	41	44
			Offered Applicants	16	16	15	12	15
			Registered Applicants	9	6	8	6	0
		Advanced Business Administration Certificate	Applicants	43	64	66	24	
			Offered Applicants	14	21	26	14	
			Registered Applicants	5	4	9	2	
		Business Fundamentals Certificate	Applicants	25	4			
			Offered Applicants	22	4			
			Registered Applicants	21	3			
		Retail Business Fundamentals Certificate	Applicants	23	21	15		
			Offered Applicants	21	6	9		
			Registered Applicants	10	4	3		

CONSULTATION

- December 18: School of Business
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE and AIP
- January 12: CSB responded to proposed discontinuances and intake suspensions.
- January 15: GCS Faculty Council

COMMUNICATION PLAN TO STUDENTS

A teach out plan according to Policy S.2013.2 (Teaching Out of Discontinued Programs) will have to be developed.

Early March: students currently in program will be notified of program discontinuation.

March: Identity students who still need courses to graduate and determine which course to offer or identify appropriate substitutes. This will require communication with the Registrar's Office.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Accounting Assistant Certificate, the Accounting Assistant Diploma, the Advanced Business Administration Certificate, the Business Fundamentals Certificate, and the Retail Business Fundamentals Certificate and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.3: Proposed Discontinuance of the International Management Graduate Certificate, the International Management Graduate Diploma, and the North American and International Management (NAIM) Graduate Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors regarding the proposed discontinuances in the Faculty of Business and Professional Studies:

1. International Management Graduate Certificate
2. International Management Graduate Diploma
3. North American and International Management (NAIM) Graduate Diploma

Note: This memo includes 3 programs

At the meeting of the Board of Governors on December 17, 2025, the above credentials were considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate review the proposed discontinuance of the International Management Graduate Certificate, the International Management Graduate Diploma, and the North American and International Management (NAIM) Graduate Diploma.and provide advice to the Board of Governors.

BACKGROUND

These three programs are recommended for discontinuation. These graduates targeted at International students were approved at Senate in early 2internationallast offered in 2020/2021. There are no records of the graduate programs posted on the Ministry's Online Application System (PSIS) for peer review after being approved by Senate in 2012.

Although the programs may be discontinued, the 500 level associated courses are not and may still be used in future graduate programs. After consultation with the School of Business Coordinator and Chair in June 2020 the decision to suspend these programs was made mainly due to low enrolment.

As the University embarks on graduate program development (i.e.: Master) with the newly formed Senate Graduate Committee, we can hopefully learn from the three programs, being the only graduate programs that have been offered at Capilano University. Instructors Dr. Lou Villalba, Majid Raja and Robin Furby who were amongst the teaching faculty for these graduate programs may be excellent resources to support future graduate programs development. It is also worth noting that the School of Business is currently in the process of writing a concept paper for a Master program. The intent is for the Master program to be aligned with the Graduate Committee work and new policies which did not exist when the three programs where offered.

Table – School of Business recommended graduate program discontinuance (n=3)

Applicants Drill-down Table

Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/21/2026 4:59:12 AM

				2017/2018	2018/2019	2019/2020	2020/2021
Business & Professional Studies	Business	International Management Graduate Certificate	Applicants	17	29	29	7
			Offered Applicants	2	1	2	0
			Registered Applicants	0	1	1	0
		International Management Graduate Diploma	Applicants	62	87	87	28
			Offered Applicants	19	21	18	9
			Registered Applicants	11	10	12	7
		North American and International Management Graduate Diploma	Applicants	112	240	188	37
			Offered Applicants	63	76	60	24
			Registered Applicants	22	17	17	6

After consultation, The School of Business is not supportive of discontinuing the three graduate programs as per the following rationale:

- The program intakes are paused and do not incur any cost to the university.
- Built as a graduate pathways option for domestic and international students with entry and exit points.
- These credentials serve as a pathway to international master's programs, strengthening CapU's global academic and engagement positioning. High intrinsic value.

- Previous pause of INMA (2021) occurred without formal process; faculty report the program was profitable and strategically valuable, and the cost of the program for students is higher than our regular programming which would bring in profits.
- Maintaining a paused program is far easier and less time consuming for establishing new international partnerships than creating a new credential from scratch.
- CSB is doing a program review and exploring a consortium model with EU Erasmus+ partners, offering multi-country study options to enhance CapU's competitiveness and global reach. The option of a 30% program change offers an incredible intercultural and global skills opportunity for domestic students without the lengthy approval process. Students would complete their undergrad with us and then move on to a partner institution abroad for their grad program.
- Having this INMA government approved graduate program on our roster supports our future master's program approval, which the department is working on (2-4 years to delivery).

With CARS and the Graduate committee, the University is entering into a different phase of research and graduate programming which I am hopeful that the School of Business will embrace and be part of. The discussion has mainly been on the delivery of master programs and not so much around graduate certificate and diploma programs (which may still be developed in the future). We are hoping that the School of Business can build on the experience of the graduate certificate and diplomas delivery and develop a Master Program that will become an important part of the School of Business program offerings in the near future.

CONSULTATION

- December 18: School of Business
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE and AIP
- January 12: CSB responded to proposed discontinuances and intake suspensions.
- January 15: GCS Faculty Council

COMMUNICATION PLAN TO STUDENTS

A teach out plan according to Policy S.2013.2 (Teaching Out of Discontinued Programs) will have to be developed.

Early March: students currently in program will be notified of program discontinuation.

March: Identify students who still need courses to graduate and determine which course to offer or identify appropriate substitutes. This will require communication with the Registrar's Office.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the International Management Graduate Certificate, the International Management Graduate Diploma, and the North American and International Management (NAIM) Graduate Diploma and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.4: Proposed Discontinuance of the Communication for Professionals Certificate 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Communication for Professionals Certificate in the Faculty of Business and Professional Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

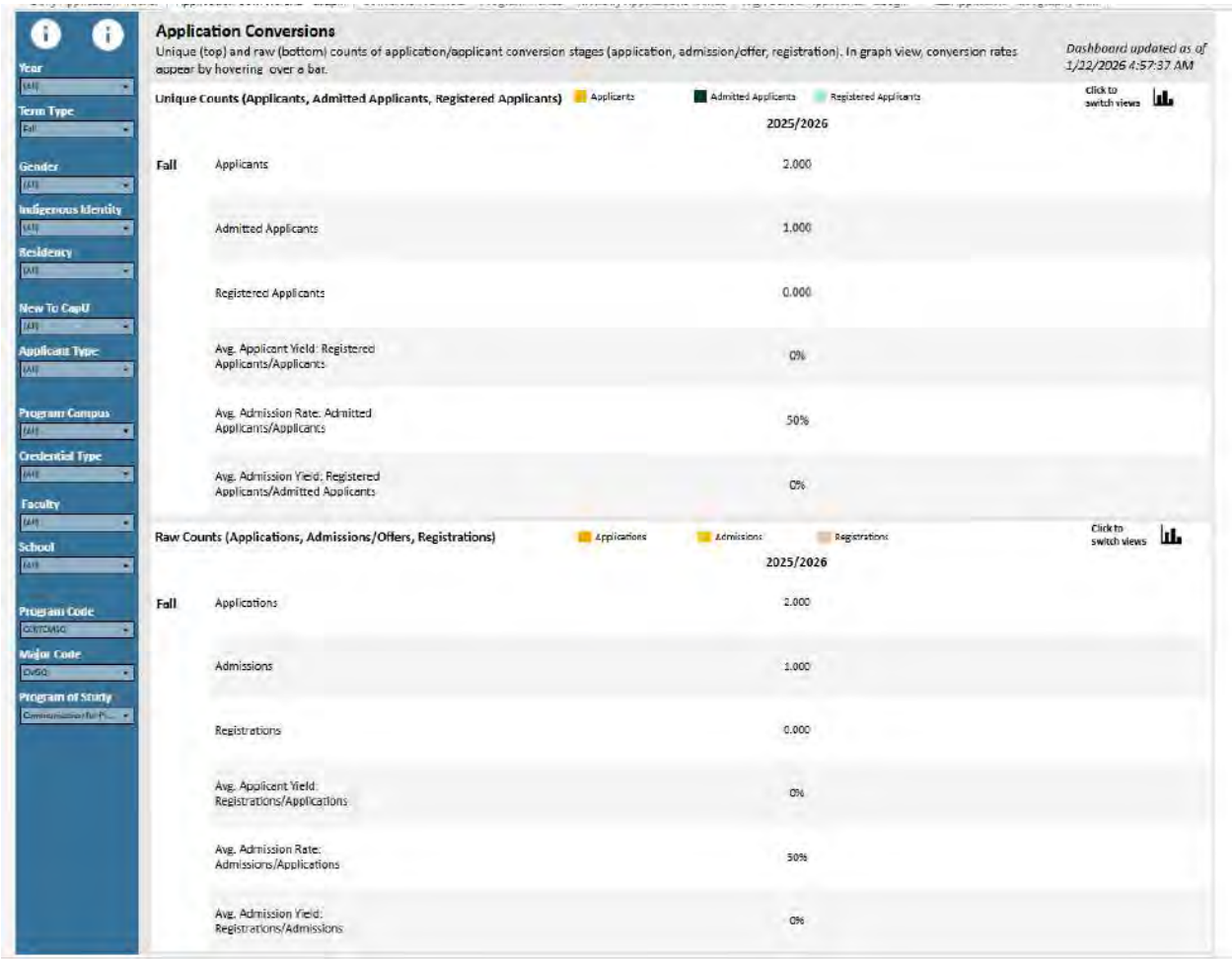
MOTION

THAT Senate review the proposed discontinuance of the Communication for Professionals Certificate and provide advice to the Board of Governors.

BACKGROUND

The Communication for Professionals Certificate was developed for Squamish under the expedited curriculum development and approval process. The program was open for applications for Fall 2025 at the Squamish Campus and subsequently cancelled due to no interest. There is no plan to re-offer the program or to get the program through the internal level of approvals which is required after one offering following an expedited process.

Application conversion information



Year: (All)
Term Type: Fall
Gender: (All)
Indigenous Identity: (All)
Residency: (All)
New To CapU: (All)
Applicant Type: (All)
Program Campus: (All)
Credential Type: (All)
Faculty: (All)
School: (All)
Program Code: CERTCMSC
Major Code: CMSC
Program of Study: Communication for P...

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/22/2026 4:57:37 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants | Admitted Applicants | Registered Applicants — Click to switch views

		2025/2026
Fall	Applicants	2.000
	Admitted Applicants	1.000
	Registered Applicants	0.000
	Avg. Applicant Yield: Registered Applicants/Applicants	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	50%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	0%

Raw Counts (Applications, Admissions/Offers, Registrations) Applications | Admissions | Registrations — Click to switch views

		2025/2026
Fall	Applications	2.000
	Admissions	1.000
	Registrations	0.000
	Avg. Applicant Yield: Registrations/Applications	0%
	Avg. Admission Rate: Admissions/Applications	50%
	Avg. Admission Yield: Registrations/Admissions	0%

CONSULTATION

- December 11: School of Communication with Associate Dean
- December 16: School of Communication with Dean
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE, and AIP
- January 14: School of Communication with IR, VPA, and CTE

COMMUNICATION PLAN TO STUDENTS

There are no students in the program therefore no teach-out plan is required.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Communication for Professionals Certificate and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.5: Proposed discontinuance of the College and University Preparation Citation 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the College and University Preparation Citation in the Faculty of Education, Health, and Human Development.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

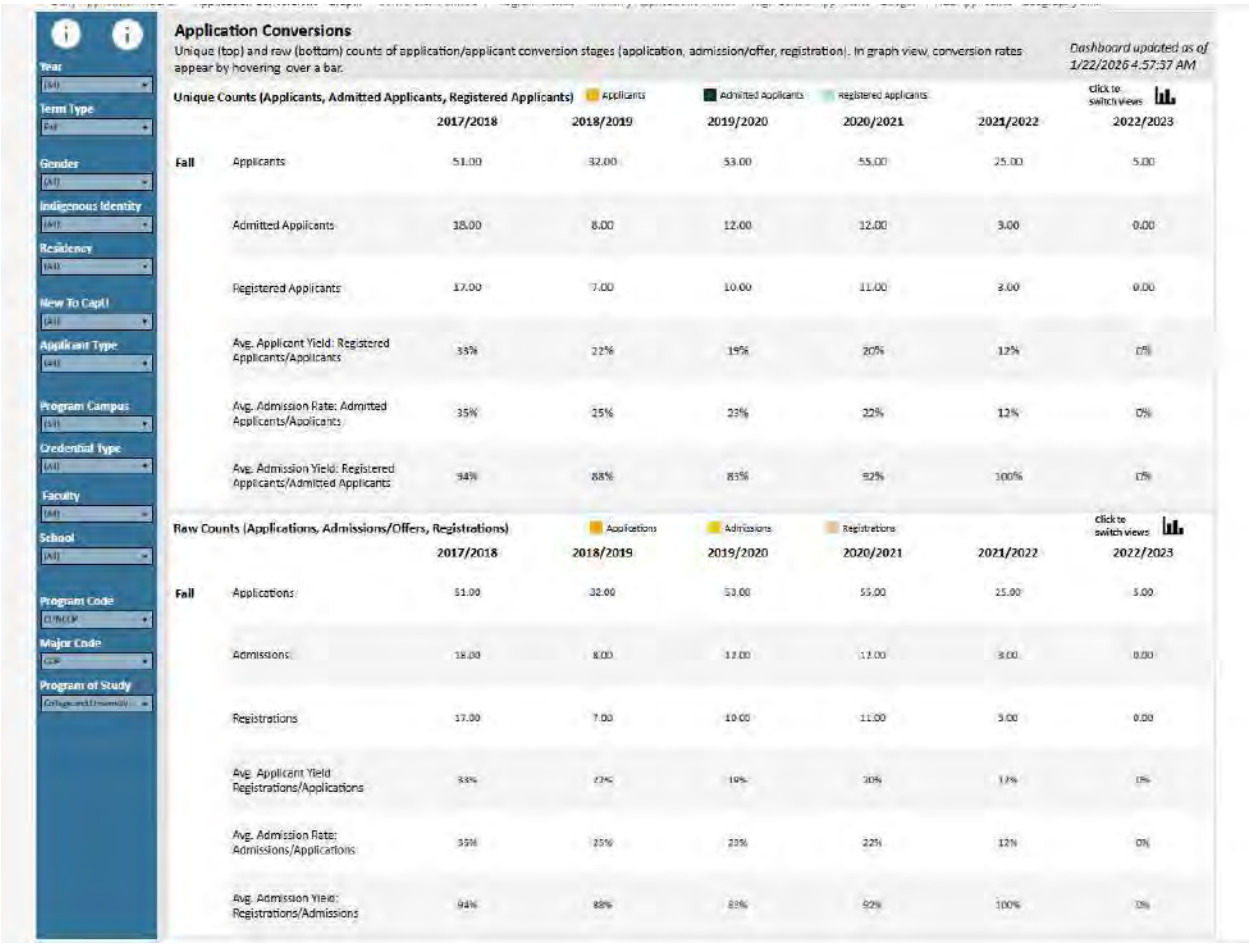
MOTION

THAT Senate review the proposed discontinuance of the College and University Preparation Citation and provide advice to the Board of Governors.

BACKGROUND

The College and University Preparation (CUP) citation was designed in the early 2000s as a pathway program to provide students with the academic skills they need to transition into full-time university programs. The citation enables students to choose from an assortment of introductory Adult Basic Education courses that best suit their learning needs and future plans. However, in part due to changes in funding available through their Nations to support the enrolment of Indigenous students in CUP, demand for the program declined steadily between 2010 and 2019. The program stopped accepting new students in the Fall term of 2022 and has not run since then.

Application conversion information



Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/22/2026 4:57:37 AM

Year: (All) | Term Type: Fall | Gender: (All) | Indigenous Identity: (All) | Residency: (All) | New To Capt: (All) | Applicant Type: (All) | Program Campus: (All) | Credential Type: (All) | Faculty: (All) | School: (All) | Program Code: CUNCOP | Major Code: COP | Program of Study: College and University ...

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) — Applicants / Admitted Applicants / Registered Applicants — Click to switch views

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Fall	Applicants	51.00	32.00	53.00	55.00	25.00	5.00
	Admitted Applicants	18.00	8.00	12.00	12.00	3.00	0.00
	Registered Applicants	17.00	7.00	10.00	11.00	3.00	0.00
	Avg. Applicant Yield: Registered Applicants/Applicants	33%	22%	19%	20%	12%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	35%	25%	23%	22%	12%	0%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	94%	88%	83%	92%	100%	0%

Raw Counts (Applications, Admissions/Offers, Registrations) — Applications / Admissions / Registrations — Click to switch views

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Fall	Applications	51.00	32.00	53.00	55.00	25.00	5.00
	Admissions	18.00	8.00	12.00	12.00	3.00	0.00
	Registrations	17.00	7.00	10.00	11.00	3.00	0.00
	Avg. Applicant Yield Registrations/Applications	33%	22%	19%	20%	12%	0%
	Avg. Admission Rate: Admissions/Applications	35%	25%	23%	22%	12%	0%
	Avg. Admission Yield: Registrations/Admissions	94%	88%	83%	92%	100%	0%

RATIONALE FOR INCLUSION IN THE PROPOSED PROGRAM LIST

Due to declining student demand and low enrolment, the program has not accepted new students since the 2021/22 academic year. The coordinator of the program does not anticipate significant future demand and supports the discontinuance of the program.

CONSULTATION

Consultation to date has involved the coordinator of the program, who supports this discontinuance. It has been anticipated for several years now by the coordinator and the Adult Basic Education department that this program would be discontinued.

COMMUNICATION PLAN TO STUDENTS

The program page on the University website indicates that all program intakes since the 2021/22 academic year have been cancelled. Therefore, prospective students have no expectation that the program is currently being offered. However, information on the program should be removed from the website once the program is discontinued.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the College and University Preparation Citation and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.6: Proposed Discontinuance of the Community Leadership and Social Change Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Community Leadership and Social Change Diploma in the Faculty of Education, Health, and Human Development.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate reviews the proposed discontinuance of the Community Leadership and Social Change Diploma and provides advice to the Board of Governors.

BACKGROUND

The Community Leadership and Social Change (CLSC) diploma was initially designed by the Community Development and Outreach department to build on content delivered in the Community Capacity Building (CCB) citation. The diploma launched in 2014 but only ran one cohort due to low enrolment. Small numbers of students continued in the program until 2018. However, since 2017 all new intakes of the program have been cancelled due to low enrolment.

Application conversion information

Year: (All)
Term Type: Fall
Gender: (All)
Indigenous Identity: (All)
Residency: (All)
New To CapU: (All)
Applicant Type: (All)
Program Campus: (All)
Credential Type: (All)
Faculty: (All)
School: (All)
Program Code: CHFLCLSC
Major Code: CLSC
Program of Study: Community Leadersh...

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/22/2026 4:57:37 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants | Admitted Applicants | Registered Applicants — Click to switch views

		2017/2018	2018/2019	2019/2020	2021/2022	2022/2023
Fall	Applicants	31.00	18.00	4.00	8.00	2.00
	Admitted Applicants	23.00	0.00	0.00	0.00	0.00
	Registered Applicants	0.00	0.00	0.00	0.00	0.00
	Avg. Applicant Yield: Registered Applicants/Applicants	0%	0%	0%	0%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	74%	0%	0%	0%	0%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	0%	0%	0%	0%	0%

Raw Counts (Applications, Admissions/Offers, Registrations) Applications | Admissions | Registrations — Click to switch views

		2017/2018	2018/2019	2019/2020	2021/2022	2022/2023
Fall	Applications	31.00	18.00	4.00	8.00	2.00
	Admissions	23.00	0.00	0.00	0.00	0.00
	Registrations	0.00	0.00	0.00	0.00	0.00
	Avg. Applicant Yield: Registrations/Applications	0%	0%	0%	0%	0%
	Avg. Admission Rate: Admissions/Applications	74%	0%	0%	0%	0%
	Avg. Admission Yield: Registrations/Admissions	0%	0%	0%	0%	0%

RATIONALE FOR INCLUSION IN THE PROPOSED PROGRAM LIST

Since its launch in 2014, the CLSC diploma has struggled to enrol enough students to be sustainable. There has been no enrolment in the program since the 2018-19 academic year. A program review in 2019 involving the CLSC diploma identified the need for program renewal focusing efforts on the CCB citation, and building out from there, once the citation is established. There are currently no plans to relaunch the diploma program, and it is recognized that some of the courses are outdated.

CONSULTATION

Consultation to date has involved the current and past CDO Program Coordinators and Chair of the School of Access and Academic Preparation. Both the Coordinators and Chair support the discontinuance of this program.

COMMUNICATION PLAN TO STUDENTS

No communication plan with students or the external community is required. There are no current applicants to the program and students have not been enrolled in the program since 2018.

RECOMMENDATION

THAT Senate reviews the proposed discontinuance of the Community Leadership and Social Change Diploma and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.7: Proposed Discontinuance of Visual Communication Advanced Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Visual Communication Advanced Diploma in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate review the proposed discontinuance of the Visual Communication Advanced Diploma and provide advice to the Board of Governors.

BACKGROUND

The Visual Communication Advanced Diploma was the predecessor to the current Bachelor of Visual Design program in the IDEA School of Design. While it has continued to be offered as an exit credential, the program no longer aligns with current departmental priorities or the broader curriculum design of the Bachelor of Visual Design.

Discontinuing the program ensures institutional records are accurate, reduces administrative complexity, and supports development of a new exit credential that better meets the needs of students in the current design programs. This is considered primarily a housekeeping action, as there are no active students enrolled.

Application conversion information

Application conversion information is not available in Analytics as this program has not enrolled students within the past 10 years.

Graduation count

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
(All)

Grad Awarded Term
(All)

Grad Age Group
(All)

Residency
(All)

Indigenous Identity
(All)

Credential Type
(All)

Faculty
(All)

School
(All)

Program Code
ADIPVCOM

Major Code
VCOM

Credential
Visual Communication ...

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/23/2026 5:00:38 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Spring	Summer	Total
Everyone	Graduate Count	2024/2025	1.00		2.00	3.00
		2023/2024	1.00		1.00	2.00
		2022/2023		1.00		1.00
		2021/2022	2.00		1.00	3.00
		2018/2019	1.00			1.00
		2017/2018			1.00	1.00
		2016/2017			2.00	2.00
	Credentials Awarded	2024/2025	1.00		2.00	3.00
		2023/2024	1.00		1.00	2.00
		2022/2023		1.00		1.00
		2021/2022	2.00		1.00	3.00
		2018/2019	1.00			1.00
		2017/2018			1.00	1.00
		2016/2017			2.00	2.00
Grand Total	Graduate Count	Total	5.00	1.00	7.00	13.00
	Credentials Awarded	Total	5.00	1.00	7.00	13.00

CONSULTATION

Consultation confirmed that discontinuance of the Visual Communication Advanced Diploma will not negatively impact students, as the program has been largely replaced by the Bachelor of Visual Design and is no longer a primary credential.

- December 11, 2025: IDEA School chair notified
- December 12, 2025: Discussions with faculty
- December 15, 2025: Fine and Applied Arts Faculty Council discussion
- Additional consultation with relevant groups, including Indigenous Education and Affairs, Accessibility Services, and the Capilano Students' Union

COMMUNICATION PLAN TO STUDENTS

No students are currently enrolled in the Visual Communication Advanced Diploma.

- A formal notice will confirm the discontinuance.

- Advising staff will provide guidance regarding alternative pathways and the updated Bachelor of Visual Design program.

- Messaging will emphasize that there is no impact on current or prospective students, and the discontinuance aligns program offerings with institutional priorities.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Visual Communication Advanced Diploma and provide advice to the Board of Governors. Students seeking design credentials will continue to be served by the Bachelor of Visual Design program, which maintains and enhances the educational pathways previously offered by the Visual Communication Advanced Diploma.

Senate Report

AGENDA ITEM 6.1.8: Proposed Discontinuance of Conducting in Music Certificate 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Conducting in Music Certificate in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate review the proposed discontinuance of the Conducting in Music Certificate and provide advice to the Board of Governors.

BACKGROUND

The Conducting in Music Certificate is an eight-month program first offered in 2007–2008 to provide formal training in conducting for teachers and community ensemble leaders. The program included pedagogy, observation and analysis of expert conductors, hands-on practice, and ensemble experience, and it received Teacher Qualification Service (TQS) credit for professional development.

Enrollment fluctuated over the years, with low and inconsistent application numbers. The program shifted to a bi-annual schedule in 2016 and was last offered in the 2020/21 academic year. The program relied on a single instructor for both recruitment and delivery. Following the retirement of the instructor, and given the persistent low demand, the program has not been offered since 2020/21.

Application conversion information

Year
(All)
Term Type
Fall
Gender
(All)
Indigenous Identity
(All)
Residency
(All)
New To CapU
(All)
Applicant Type
(All)
Program Campus
(All)
Credential Type
(All)
Faculty
(All)
School
(All)
Program Code
CERTCAN
Major Code
(All)
Program of Study
Certificate in Mass C...

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/22/2026 4:57:37 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants Admitted Applicants Registered Applicants

Click to switch views

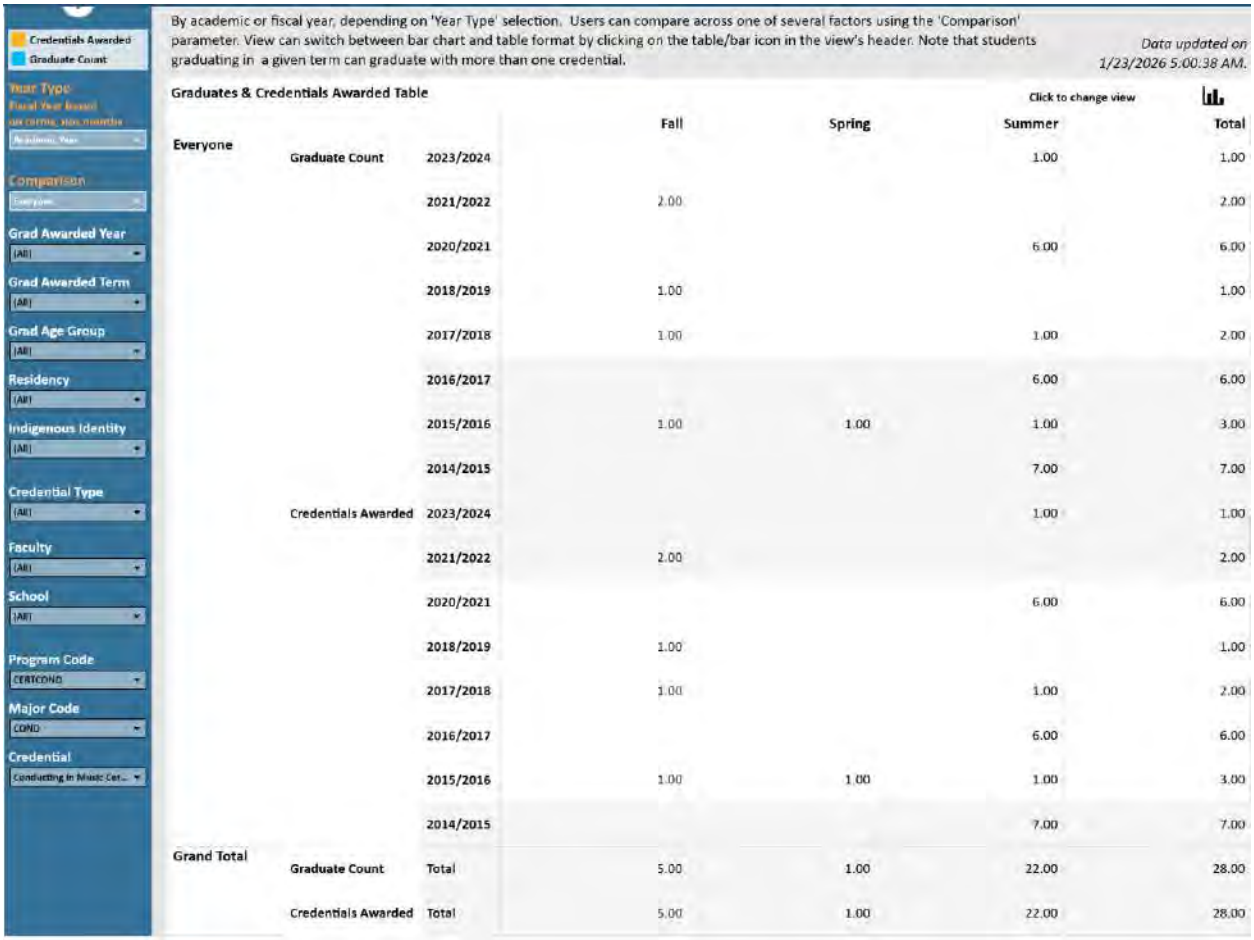
		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Fall	Applicants	7.00	4.00	3.00	17.00	4.00	11.00	3.00	2.00
	Admitted Applicants	3.00	0.00	0.00	16.00	0.00	6.00	0.00	0.00
	Registered Applicants	0.00	0.00	0.00	12.00	0.00	0.00	0.00	0.00
	Avg. Applicant Yield: Registered Applicants/Applicants	0%	0%	0%	71%	0%	0%	0%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	43%	0%	0%	94%	0%	55%	0%	0%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	0%	0%	0%	75%	0%	0%	0%	0%

Raw Counts (Applications, Admissions/Offers, Registrations) Applications Admissions Registrations

Click to switch views

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Fall	Applications	7.00	4.00	3.00	17.00	4.00	11.00	3.00	2.00
	Admissions	3.00	0.00	0.00	16.00	0.00	6.00	0.00	0.00
	Registrations	0.00	0.00	0.00	12.00	0.00	0.00	0.00	0.00
	Avg. Applicant Yield: Registrations/Applications	0%	0%	0%	71%	0%	0%	0%	0%
	Avg. Admission Rate: Admissions/Applications	43%	0%	0%	94%	0%	55%	0%	0%
	Avg. Admission Yield: Registrations/Admissions	0%	0%	0%	75%	0%	0%	0%	0%

Graduation count



			Fall	Spring	Summer	Total
Everyone	Graduate Count	2023/2024			1.00	1.00
		2021/2022	2.00			2.00
		2020/2021			6.00	6.00
		2018/2019	1.00			1.00
		2017/2018	1.00		1.00	2.00
		2016/2017			6.00	6.00
		2015/2016	1.00	1.00	1.00	3.00
		2014/2015			7.00	7.00
	Credentials Awarded	2023/2024			1.00	1.00
		2021/2022	2.00			2.00
		2020/2021			6.00	6.00
		2018/2019	1.00			1.00
		2017/2018	1.00		1.00	2.00
		2016/2017			6.00	6.00
		2015/2016	1.00	1.00	1.00	3.00
		2014/2015			7.00	7.00
Grand Total	Graduate Count	Total	5.00	1.00	22.00	28.00
	Credentials Awarded	Total	5.00	1.00	22.00	28.00

CONSULTATION

Consultation confirmed that discontinuance of the Conducting in Music certificate will not negatively impact students, as the program has not been offered since 2020.

- December 11, 2025: Discussions with program coordinator
- December 12, 2025: Meeting with Music diploma faculty
- December 11, 2025: Fine and Applied Arts chairs notified
- December 15, 2025: Fine and Applied Arts Faculty Council discussion
- Additional consultation with relevant groups, including Indigenous Education and Affairs, Accessibility Services, and the Capilano Students' Union

COMMUNICATION PLAN TO STUDENTS

No students are currently enrolled in this advising stream.

- A formal notice will be sent to confirm the discontinuance of the Music Therapy Course Stream.
- Students will continue to receive academic advising to support their progression into the Bachelor of Music Therapy program.
- The Registrar's Office and program coordinators will provide guidance to ensure continuity for any students affected by the closure.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Conducting in Music Certificate and provide advice to the Board of Governors. Students interested in conducting or ensemble leadership may pursue alternative training and professional development opportunities offered by the Faculty of Fine and Applied Arts.

Senate Report

AGENDA ITEM 6.1.9: Proposed Discontinuance of Music Diploma – Music Therapy Course Stream 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Music Diploma – Music Therapy Course Stream in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate review the proposed discontinuance of the Music Diploma – Music Therapy Course Stream and provide advice to the Board of Governors.

BACKGROUND

The Music Diploma – Music Therapy Course Stream was originally established as an advising profile within the Music Diploma program to guide students intending to enter the Bachelor of Music Therapy. In May 2021, it was renamed the Music Therapy Preparatory Pathway, but the profile system was later abandoned due to frequent updates required to reflect changing Music Therapy prerequisites and because students did not graduate with a diploma distinct from the standard Music Diploma.

The program has not been offered as a distinct stream since 2021/22, and students continue to receive advising support through the department. The curriculum objectives of this pathway are now effectively covered through general Music Diploma courses combined with departmental guidance, ensuring continuity in academic preparation for Music Therapy studies.

Application conversion information

Conversion data is unavailable, as there was no option for students to apply directly to this diploma stream.

Graduation count

Graduation count is unavailable, as students graduated with the general Music diploma.

CONSULTATION

Consultation confirmed that the objectives of the Music Therapy Course Stream are now addressed through departmental advising and the standard Music Diploma, and that discontinuance will not negatively impact current or prospective students.

- December 11, 2025: Discussions with program coordinator
- December 12, 2025: Meeting with Music diploma faculty
- December 11, 2025: Fine and Applied Arts chairs notified
- December 15, 2025: Fine and Applied Arts Faculty Council discussion
- Additional consultation with relevant groups, including Indigenous Education and Affairs, Accessibility Services, and the Capilano Students' Union

COMMUNICATION PLAN TO STUDENTS

No students are currently enrolled in this advising stream.

- A formal notice will be sent to confirm the discontinuance of the Music Therapy Course Stream.

- Students will continue to receive academic advising to support their progression into the Bachelor of Music Therapy program.

- The Registrar's Office and program coordinators will provide guidance to ensure continuity for any students affected by the closure.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Music Diploma – Music Therapy Course Stream and provide advice to the Board of Governors. Students seeking preparation for Music Therapy studies can continue their academic pathway through the standard Music Diploma combined with departmental advising.

Senate Report

AGENDA ITEM 6.1.10: Proposed Discontinuance of Music Diploma – Music Therapy Preparatory Stream 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Music Diploma – Music Therapy Preparatory Stream in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate review the proposed discontinuance of the Music Diploma – Music Therapy Preparatory Stream and provide advice to the Board of Governors.

BACKGROUND

In 2021, the Music Therapy Course Stream, an advising profile within the Music Diploma program to guide students intending to enter the Bachelor of Music Therapy, was renamed the Music Diploma - Preparatory Pathway to reflect updated departmental advising practices.

The stream did not constitute a distinct diploma program, and students did not graduate with a separate credential. It was intended solely as a guide to ensure students completed prerequisite courses for Music Therapy admission. Over time, the profile system was abandoned in favor of individualized advising, as it required frequent updates to reflect changes in Music Therapy prerequisites. The objectives of the preparatory stream are now fully addressed through departmental advising and standard Music Diploma courses.

Application conversion information

Conversion data is unavailable, as there was no option for students to apply directly to this diploma stream.

Graduation count

Graduation count is unavailable, as students graduated with the general Music diploma.

CONSULTATION

Consultation confirmed that the objectives of the Music Therapy Preparatory Stream are now addressed through departmental advising and the standard Music Diploma, and that discontinuance will not negatively impact current or prospective students.

- December 11, 2025: Discussions with program coordinator
- December 12, 2025: Meeting with Music diploma faculty
- December 11, 2025: Fine and Applied Arts chairs notified
- December 15, 2025: Fine and Applied Arts Faculty Council discussion
- Additional consultation with relevant groups, including Indigenous Education and Affairs, Accessibility Services, and the Capilano Students' Union

COMMUNICATION PLAN TO STUDENTS

No students are currently enrolled in this advising stream.

- A formal notice will be sent to confirm the discontinuance of the Music Therapy Course Stream.

- Students will continue to receive academic advising to support their progression into the Bachelor of Music Therapy program.

- The Registrar's Office and program coordinators will provide guidance to ensure continuity for any students affected by the closure.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Music Diploma – Music Therapy Preparatory Stream and provide advice to the Board of Governors. Students seeking preparation for Music Therapy studies will continue to be supported through the standard Music Diploma with departmental advising.

Senate Report

AGENDA ITEM 6.1.11: Proposed Discontinuance of Digital Visual Effects Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Digital Visual Effects (VFX) Diploma in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credentials was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

MOTION

THAT Senate review the proposed discontinuance of the Digital Visual Effects Diploma and provide advice to the Board of Governors.

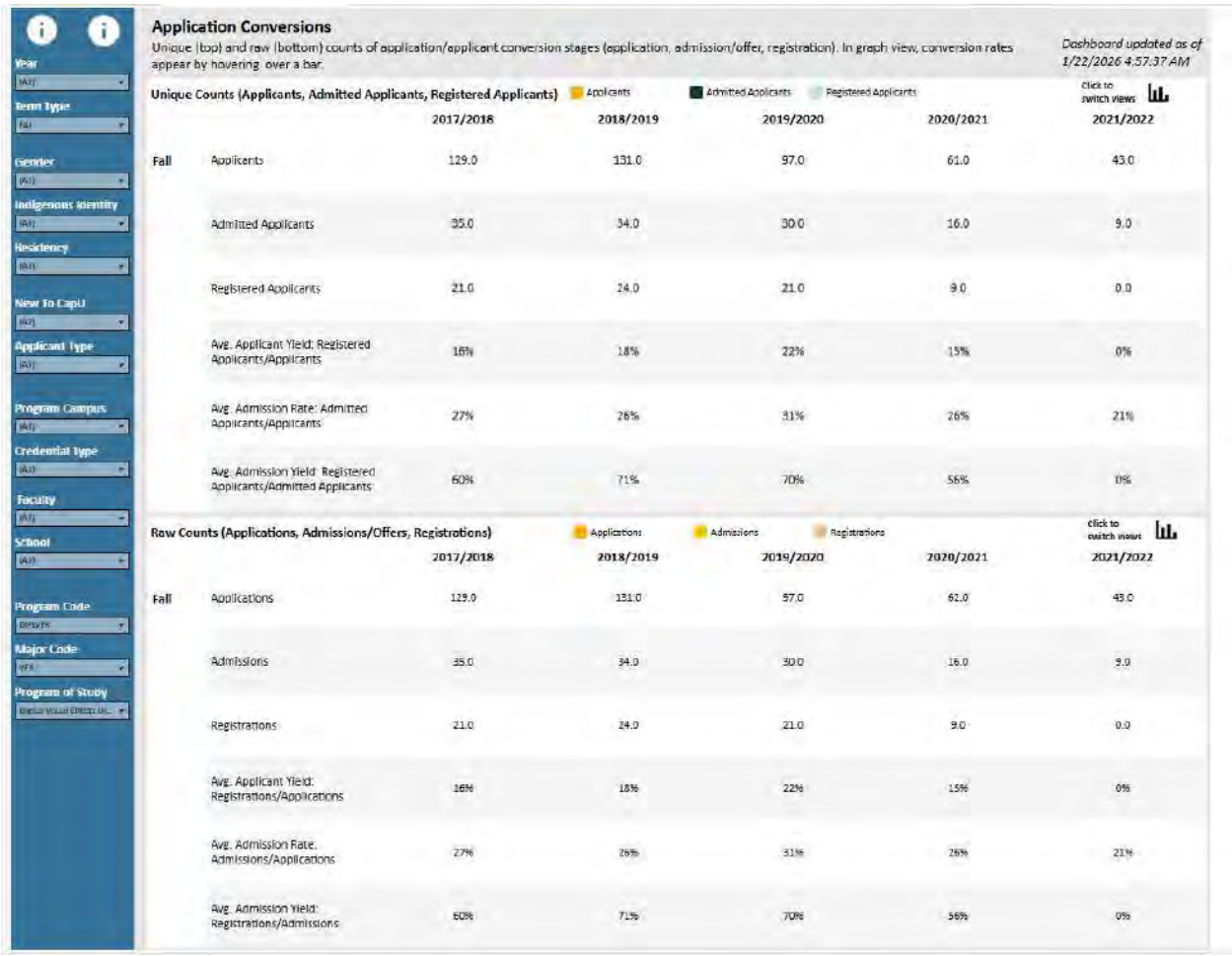
BACKGROUND

The Digital Visual Effects Diploma was originally launched in 2011 to meet growing demand for skilled technicians and artists in film, animation, and visual effects. The program emphasized hands-on, interdisciplinary learning using technologies such as VR, AR, and motion capture.

In 2021, the program was redeveloped and relaunched as Visual Effects for Film, Streaming & Immersive Media, reflecting updated industry standards, the integration of Unreal Engine, and the relocation of motion capture facilities. Since 2021, the original Digital Visual Effects Diploma has not been offered, making this discontinuance primarily a housekeeping item.

This action ensures institutional records are accurate and eliminates programs no longer active, while allowing focus on the current VFX program which continues to meet industry and student needs.

Application conversion information



Year
(All)
Term Type
Fall
Gender
(All)
Indigenous Identity
(All)
Residency
(All)
New To CapU
(All)
Applicant Type
(All)
Program Campus
(All)
Credential Type
(All)
Faculty
(All)
School
(All)
Program Code
(All)
Major Code
(All)
Program of Study
(All)

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/22/2026 4:57:37 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants Admitted Applicants Registered Applicants

Click to switch views

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Fall	Applicants	129.0	131.0	97.0	61.0	43.0
	Admitted Applicants	35.0	34.0	30.0	16.0	9.0
	Registered Applicants	21.0	24.0	21.0	9.0	0.0
	Avg. Applicant Yield: Registered Applicants/Applicants	16%	18%	22%	15%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	27%	26%	31%	26%	21%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	60%	71%	70%	56%	0%

Raw Counts (Applications, Admissions/Offers, Registrations) Applications Admissions Registrations

Click to switch views

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Fall	Applications	129.0	131.0	97.0	61.0	43.0
	Admissions	35.0	34.0	30.0	16.0	9.0
	Registrations	21.0	24.0	21.0	9.0	0.0
	Avg. Applicant Yield: Registrations/Applications	16%	18%	22%	15%	0%
	Avg. Admission Rate: Admissions/Applications	27%	26%	31%	26%	21%
	Avg. Admission Yield: Registrations/Admissions	60%	71%	70%	56%	0%

Graduation count

Credentials Awarded
Graduate Count

Year Type:
Fiscal Year (based on terms, not months)
Academic Year

Comparison
Everyone

Grad Awarded Year
(All)

Grad Awarded Term
(All)

Grad Age Group
(All)

Residency
(All)

Indigenous Identity
(All)

Credential Type
(All)

Faculty
(All)

School
(All)

Program Code
DIPLVFX

Major Code
VFX

Credential
Digital Visual Effects Dip...

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/23/2026 5:00:38 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Spring	Summer	Total
Everyone	Graduate Count	2022/2023		1.00		1.00
		2021/2022	2.00		4.00	6.00
		2020/2021	2.00		16.00	18.00
		2019/2020	1.00		18.00	19.00
		2018/2019	1.00		16.00	17.00
		2017/2018	2.00		8.00	10.00
		2016/2017	2.00		7.00	9.00
		2015/2016		1.00	10.00	11.00
		2014/2015			8.00	8.00
	Credentials Awarded	2022/2023		1.00		1.00
		2021/2022	2.00		4.00	6.00
		2020/2021	2.00		16.00	18.00
		2019/2020	1.00		18.00	19.00
		2018/2019	1.00		16.00	17.00
		2017/2018	2.00		8.00	10.00
		2016/2017	2.00		7.00	9.00
		2015/2016		1.00	10.00	11.00
		2014/2015			8.00	8.00
Grand Total	Graduate Count	Total	10.00	2.00	87.00	99.00
	Credentials Awarded	Total	10.00	2.00	87.00	99.00

CONSULTATION

Consultation confirmed that discontinuance of the Digital Visual Effects Diploma will not negatively impact students, as the program has been replaced and has not been offered since 2021.

- November–December 2025: Discussions with AVFX chair
- December 11, 2025: Fine and Applied Arts chairs notified
- December 15, 2025: Fine and Applied Arts Faculty Council discussion

COMMUNICATION PLAN TO STUDENTS

No students are currently enrolled in the Digital Visual Effects Diploma.

- A formal notice will confirm the discontinuance.
- The Registrar's Office and program coordinators will provide guidance if any students are associated with the program.
- Messaging will emphasize that there is no impact on current or prospective students, as the program has been inactive and replaced by the updated VFX program.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Digital Visual Effects Diploma and provide advice to the Board of Governors. Students interested in visual effects and immersive media will continue to be served by the redeveloped Visual Effects for Film, Streaming & Immersive Media program, which maintains and enhances the pathways previously offered by the Digital VFX Diploma.

Senate Report

AGENDA ITEM 6.1.12: Proposed Discontinuance of the Human Kinetics Diploma, Human Kinetics Diploma – Exercise Science, Human Kinetics Diploma – Physical Education 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Human Kinetics Diploma, Human Kinetics Diploma – Exercise Science, Human Kinetics Diploma – Physical Education in the Faculty of Global and Community Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credentials were considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

Note: This memo references three diplomas that are essentially identical. These programs no longer exist under their original names, as they have all been renamed the Kinesiology Diploma. No program numbers are provided, as the previous numbers under the old names are now irrelevant.

MOTION

THAT Senate review the proposed discontinuance of the Diploma in Human Kinetics Diploma, Human Kinetics Diploma – Exercise Science, Human Kinetics Diploma – Physical Education, and provide advice to the Board of Governors.

BACKGROUND

These three programs were last offered in 2019/20. These programs have been replaced by the Diploma of Kinesiology.

RATIONALE FOR INCLUSION IN THE PROPOSED PROGRAM LIST

There are currently no students planning to graduate from these credentials so no teach out plan is required.

CONSULTATION

- December 16: GSC Faculty Council
- January 8: Chair/Coordinator/Convenor with RO, CTE and AIP
- January 15: GCS Faculty Council
- Jan 20: Draft memo sent to Coordinator
- January 22: GCS Full Faculty

COMMUNICATION PLAN TO STUDENTS

A teach out plan according to Policy S.2013.2 (Teaching Out of Discontinued Programs) and B.104 Discontinuance of Programs or Courses will have to be developed.

Early March: students currently in program will be notified of program discontinuation

March: Identity students who still need courses to graduate and determine which course to offer or identify appropriate substitutes. This will require communication with the Registrar's Office.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Human Kinetics Diploma, Human Kinetics Diploma – Exercise Science, Human Kinetics Diploma – Physical Education and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.13: Proposed Discontinuance of the Tourism Marketing Citation, the Hotel and Resort Management Post-Baccalaureate Diploma, the Post-Baccalaureate Diploma in Global and Hospitality and Tourism Management, the Tourism Marketing and Development Post-Baccalaureate Diploma and the Tourism Management for International Students Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the following programs in the Faculty of Global and Community Studies:

1. Tourism Marketing Citation
2. Hotel and Resort Management Post Baccalaureate Diploma
3. Post Baccalaureate Diploma in Global and Hospitality and Tourism Management
4. Tourism Marketing and Development Post-Baccalaureate Diploma
5. Tourism Management for International Students Diploma

At the meeting of the Board of Governors on December 17, 2025, the above credentials were considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

Note: This memo contains five programs

MOTION

THAT Senate review the proposed discontinuance of the Tourism Marketing Citation, the Hotel and Resort Management Post-Baccalaureate Diploma, the Post-Baccalaureate Diploma in Global and Hospitality and Tourism Management, the Tourism Marketing and Development Post-Baccalaureate Diploma, and the Tourism Management for International Students Diploma and provide advice to the Board of Governors.

BACKGROUND

1. Tourism Marketing Citation

The Tourism Marketing Citation has been a low-enrollment program, with 0–1 students per year over the last four years. As of January 19, 2026, there are 2 applicants/accepts. The program has primarily served students interested in taking a one-off tourism course.

2. Hotel and Resort Management Post-Baccalaureate Diploma
The Hotel and Resort Management Post-Baccalaureate Diploma was last offered in 2019/20. It was originally part of the suite of Tourism Post-Baccalaureate Diplomas and has been replaced by the Post-Baccalaureate Diploma in Global Hospitality and Tourism Management.

3. Post-Baccalaureate Diploma in Global and Hospitality and Tourism Management
The Post-Baccalaureate Diploma in Global and Hospitality and Tourism Management was last offered in Summer 2025, with 3 students enrolled. It has been replaced by the Post-Baccalaureate Diploma in Global Leadership and Sustainable Tourism.

4. Tourism Marketing and Development Post-Baccalaureate Diploma
The Tourism Marketing and Development Post-Baccalaureate Diploma was last offered in 2019/20. It was originally part of the suite of Tourism Post-Baccalaureate Diplomas and has been replaced by the Post-Baccalaureate Diploma in Global Hospitality and Tourism Management.

5. Tourism Management for International Students Diploma

The Tourism Management for International Students Diploma was last offered in 2019/20. It was replaced by the Diploma in Tourism Management International

RATIONALE

1. Tourism Marketing Citation
Students interested in one-off tourism courses can now apply through a general TOUR-OREC program code. A teach-out plan may be required. Since the program is currently admissible, existing applicants/accepts will need to be redirected to another program. The program must be closed for new admissions.

2. Hotel and Resort Management Post-Baccalaureate Diploma
Not applicable.

3. Post-Baccalaureate Diploma in Global and Hospitality and Tourism Management
This program title no longer exists. The change was part of a program update to make the program eligible for the Post-Graduation Work Permit (PGWP). A teach-out plan will be required.

4. Tourism Marketing and Development Post-Baccalaureate Diploma
Not applicable.

5. Tourism Management for International Students Diploma

Not applicable.

CONSULTATION

Consultation confirmed that the Tourism Marketing Citation no longer serves a distinct academic purpose and that appropriate alternatives are available for students seeking individual tourism courses.

- **December 16:** GCS Faculty Council
- **December 18:** School of Tourism Management
- **December 29:** CIE
- **January 8:** Chair/Coordinator/Convenor with RO, CTE, and AIP
- **January 14:** School of Tourism Management with IR and VPA
- **January 15:** GCS Faculty Council
- **January 22:** School of Tourism Management

COMMUNICATION PLAN TO STUDENTS

As the program currently has applicants/accepts, a teach-out plan in accordance with Policy S.2013.2 (Teaching Out of Discontinued Programs) may be required. Current applicants and accepts will be contacted and redirected to an appropriate alternative program, such as the general TOUR-OREC program code. Coordination with the Registrar's Office will be required to close admissions and manage student transitions.

RECOMMENDATION

THAT Senate review the proposed discontinuance of the Tourism Marketing Citation, the Hotel and Resort Management Post-Baccalaureate Diploma, the Post-Baccalaureate Diploma in Global and Hospitality and Tourism Management, the Tourism Marketing and Development Post-Baccalaureate Diploma, and the Tourism Management for International Students Diploma and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.14: Proposed Discontinuance of the Post-Baccalaureate Certificate in Financial Planning and the Post-Baccalaureate Certificate in Financial Planning Professional 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the discontinuance of the Post-Baccalaureate Certificate in Financial Planning and the Post-Baccalaureate Certificate in Financial Planning Professional in the Faculty of Business and Professional Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credentials were considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

Note: This memo contains two programs: the Post-Baccalaureate Certificate in Financial Planning and the Post-Baccalaureate Certificate in Financial Planning Professional. They share almost the same courses. The first program consists of 21 credits, including ENGL 100, while the second program consists of 15 credits.

Note: The recommendation from the Dean for the Post-Baccalaureate Certificate in Financial Planning and the Post-Baccalaureate Certificate in Financial Planning Professional has changed from discontinuance, as recommended to the Board in December 2025, to removal from the proposed discontinuation list.

MOTION

THAT Senate review the proposed discontinuance of the Post-Baccalaureate Certificate in Financial Planning and the Post-Baccalaureate Certificate in Financial Planning Professional from the proposed discontinuation list and provide advice to the Board of Governors.

BACKGROUND

The Post-Baccalaureate Certificate in Financial Planning and Post-Baccalaureate Certificate in Financial Planning Professional are two recent programs at the University demonstrating poor enrolment. There is typically an expectation of low enrolment in the first few years of a new program, however the applications, offers and registered applicant data is well below reasonable expectation. Table 1 provides the data which led to the two Post-Baccalaureate in Financial Planning to be included on the proposed discontinuation list.

Table 1: Data for Post-Baccalaureates in Financial Planning

Applicants Drill-down Table

Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/21/2026 4:59:12 AM

				2024/2025	2025/2026	2026/2027
Business & Professional Studies	Business	Post-Baccalaureate Certificate in Financial Planning	Applicants		13	
			Offered Applicants		7	
			Registered Applicants		1	
		Post-Baccalaureate Certificate in Financial Planning Professional	Applicants	12	3	1
			Offered Applicants	2	2	1
			Registered Applicants	2	1	0

Although the current Post-Baccalaureates in Financial Planning are low-performing, the individual courses have high enrollment making the cost of keeping the programs minimal. The data in Table 2 presents the 202530 term enrolment data for some of the courses included in the Post-Baccalaureates.

Table 2: Enrolment Financial Management Courses 202530

Run On: 21-Jan-2026 23:58
Run By: cdepatie
Criteria:

Capilano University
Tally

Term: 202530 Course Number Starting with:
Status: <ALL> Schd: <ALL> Campus: <ALL>

CRN	P/T	Section		Status	Campus	Schd	Credits	Max	Enrol	Wait	State
30353	1	BFIN 193-01	Compressed Intro Accounting	A		NV	L	3.0	35	29	0 82.9%
		Instructors: McMichael, David									
		Timetable(s) Dates 09/02-12/12	**Time** 08:30-11:20	**Days** F				**Locn** LB319			
30354	1	BFIN 241-01	Finance for Managers	A		NV	L	3.0	35	34	0 97.1%
		Instructors: Lockert, Matthew ; Cherwak, Craig									
		Timetable(s) Dates 09/02-12/12	**Time** 08:30-11:20	**Days** R				**Locn** LB302			
30355	1	BFIN 241-02	Finance for Managers	A		NV	L	3.0	35	35	0 *FULL*
		Instructors: Lockert, Matthew ; Cherwak, Craig									
		Timetable(s) Dates 09/02-12/12	**Time** 11:30-14:20	**Days** W				**Locn** FR212			
30356	1	BFIN 241-41	Finance for Managers	A		ON	L	3.0	35	35	0 *FULL*
		Instructors: Appleton, Melissa									
		Timetable(s) Dates 09/02-12/12	**Time** 08:30-11:20	**Days** M				**Locn** ONONLI			
30357	1	BFIN 241-81	Finance for Managers	A		NV	L	3.0	35	35	0 *FULL*
		Instructors: Appleton, Melissa									
		Timetable(s) Dates 09/02-12/12	**Time** 18:00-20:50	**Days** M				**Locn** LB316			
32720	1	BFIN 241-82	Finance for Managers	A		NV	L	3.0	35	37	0 *FULL*
		Instructors: Durodola, Oludamola									
		Timetable(s) Dates 09/02-12/12	**Time** 18:00-20:50	**Days** T				**Locn** CE136			
30362	1	BFIN 306-7F	Personal Financial Planning	A		ON	L	3.0	2	2	0 *FULL*
		Instructors: Fraser, Morna									
		Timetable(s) Dates 09/02-12/12	**Time** 18:00-20:50	**Days** M				**Locn** ONONLI			
30363	1	BFIN 321-7A	Fundamentals of Investments	A		NV	L	3.0	33	32	0 97.0%
		Instructors: Lu, Anderson									
		Timetable(s) Dates 09/02-12/12	**Time** 14:30-17:20	**Days** F				**Locn** BR263			

30363	1	BFIN 321-7A	Fundamentals of Investments		A	NV	L	3.0	33	32	0	97.0%
		Instructors: Lu, Anderson										
		Timetable(s) Dates 09/02-12/12	**Time** 14:30-17:20	**Days**	F	**Locn** BR263						
30364	1	BFIN 321-7B	Fundamentals of Investments		A	NV	L	3.0	2	2	0	*FULL*
		Instructors: Lu, Anderson										
		Timetable(s) Dates 09/02-12/12	**Time** 14:30-17:20	**Days**	F	**Locn** BR263						
30368	1	BFIN 351-01	Taxation I		A	NV	L	3.0	35	32	0	91.4%
		Instructors: Lockert, Matthew ; Nevay, Leigha										

The School of Business provided the following rationale for the Post-Baccalaureate Certificate in Financial Planning and the Post-Baccalaureate Certificate in Financial Planning Professional to be removed from the proposed discontinued program list:

- No additional costs to CapU; discontinuing the credential does not reduce section delivery.
- New programs aligned with federal strategic priorities for finance and financial literacy. We have not marketed these programs.
- The Post-Baccalaureate Certificates in Financial Planning are designed to attract students who
- are seeking entry to the financial advising industry (or advancement within it). Students are
- increasingly seeking practical, career-ready pathways that lead directly to in-demand financial
- advising roles and credentials. These programs all offer the Financial Planning Canada core
- curriculum enabling students to gain the knowledge to successfully challenge the required
- industry entry exams, as well as the required curriculum to continue the path to either the
- Qualified Associate Financial Planner (QAFP) and Certified Financial Planner (CFP) credentials,
- and offer a structured bridge from academic study to professional opportunity, strengthening
- retention, and supporting students' transition into high-growth careers.
- These two programs, along with the Financial Planning Post- Baccalaureate Diploma for
- International students target different learner groups: junior learners, career changers interested
- in fast tracking into financial advising, and international students interested in fast tracking into
- financial advising. They offer a structured bridge from academic study to professional opportunity,
- strengthening retention, and supporting students' transition into high-growth careers in a
- regulated industry.
- These programs build industry relevance and recognition for CapU.

Taking into consideration that the Post-Baccalaureate Certificate in Financial Planning and the Post-Baccalaureate Certificate in Financial Planning Professional are relatively new programs, it is recommended that both programs be removed from the proposed discontinuation list for Fall 2026–2027. It is further recommended that enrolment be reassessed for Fall 2027–2028 to determine whether sufficient growth has occurred. Should enrolment remain below expectations, the programs may be considered at risk of intake suspension or discontinuation. As communicated to the School of Business on December 18, 2025, no additional resources will be allocated to these programs unless a case is made to reallocate existing School resources.

CONSULTATION

- December 18: School of Business
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE, and AIP
- January 12: CSB responded to proposed discontinuances and intake suspensions
- January 15: GCS Faculty Council

RECOMMENDATION

THAT Senate review the proposed discontinuance of these programs and consider in their advice the option of recommending they be removed from the proposed discontinuation list. Further, that the recommendation to review this decision for Fall 2027-2028 if enrolment in the two programs does not demonstrate growth is planned for.

Senate Report

AGENDA ITEM 6.1.15: Proposed Discontinuance of the Retail Operations Certificate 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the removal of the Retail Operations Certificate from the proposed discontinuation list in the Faculty of Business and Professional Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

Note: The recommendation from the Dean for the Retail Operations Certificate has changed from discontinuance, as recommended to the Board in December 2025, to removal from the proposed discontinuation list, as now recommended to Senate.

MOTION

THAT Senate review the proposal to remove the Retail Operations Certificate from the proposed discontinuation list and provide advice to the Board of Governors.

BACKGROUND

The Retail Operations Certificate has been offered since 2022-2023 replacing the Retail Business Fundamentals Certificate that was underperforming for three years from 2017-2020. Table 1 shows the enrolment data for both programs.

Although the current Retail Operations Certificate is performing low, the individual courses have full enrollment making the cost of keeping the program minimal. The data in Table 2 shows the enrolment for some of the retail courses in 202530 and 202610.

Table 1: Enrolment data Retail Certificates

Applicants Drill-down Table

Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/21/2026 4:59:12 AM

				2017/2018	2018/2019	2019/2020	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
Business & Professional Studies	Business	Retail Business Fundamentals Certificate	Applicants	23	21	15					
			Offered Applicants	21	6	9					
			Registered Applicants	10	4	3					
		Retail Operations Certificate	Applicants				4	18	16	14	1
			Offered Applicants				0	4	4	10	1
			Registered Applicants				0	0	0	3	0

Table 2: Enrolment Retail Courses 202530 and 202610

Run On: 21-Jan-2026 23:38
Run By: cdepatie
Criteria:

Capilano University
Tally

Page 1 of 1
PROD

Term: 202530 Course Number Starting with: 172
Status: <ALL> Schd: <ALL> Campus: <ALL>

CRN	P/T	Section		Status	Campus	Schd	Credits	Max	Enrol	Wait	State
32276	1	RMCP 172-41	Introduction to Retail	A	ON	L	3.0	35	36	0	*FULL*
		Instructors: Cook, Joanna									
		Timetable(s) Dates 09/02-12/12	**Time** 11:30-14:20	**Days** M				**Locn** ONONLI			
32723	1	RMCP 172-42	Introduction to Retail	A	ON	L	3.0	35	35	0	*FULL*
		Instructors: Hill, Richard									
		Timetable(s) Dates 09/02-12/12	**Time** 11:30-14:20	**Days** T				**Locn** ONONLI			

Term: 202610 Course Number Starting with: 172
Status: <ALL> Schd: <ALL> Campus: <ALL>

CRN	P/T	Section		Status	Campus	Schd	Credits	Max	Enrol	Wait	State
12187	1	RMCP 172-01	Introduction to Retail	A	NV	L	3.0	35	36	0	*FULL*
		Instructors: Cook, Joanna									
		Timetable(s) Dates 01/05-04/23	**Time** 11:30-14:20	**Days** M				**Locn** CE231			
12189	1	RMCP 375-01	Topics in Retail Innovation	A	NV	L	3.0	35	36	0	*FULL*
		Instructors: Kuch, David									
		Timetable(s) Dates 01/05-04/23	**Time** 14:30-17:20	**Days** M				**Locn** FR210			

The School of Business provided the following rationale for the Retail Operations Certificate to be removed from the proposed discontinued program list:

- No additional operating costs: discontinuing the credential does not reduce section delivery.
- Courses are consistently full with substantial waitlists demonstrating student demand.
- National media visibility through retail expert David Gray.
- Program is a unique differentiator in the Lower Mainland, no comparable offerings at competitor

institutions.

- New offering with early interest without any advertising: 9 applicants for Fall 2025, 5 admitted, 3 registered.
- Significant momentum: industry outreach that provides student networking opportunities and on
  campus guest retail speaker panels.
- Proposed experiential model, students running “The Retail Shoppe” (bookstore + online store) or
  other space, creates high value WIL opportunities with no new infrastructure required. Potential industry interest in sponsorship of different elements or “trunk shows” in this model. Arc'teryx and others have expressed an interest in working with us through our faculty connections.

Taking into consideration the rationale provided by the School of Business, and noting that while overall program enrolment remains low, the individual Retail Operations courses continue to demonstrate strong enrolment with minimal associated costs, it is recommended that the Retail Operations Certificate be removed from the proposed discontinuation list for Fall 2026–2027. It is further recommended that enrolment be reassessed for Fall 2027–2028 to determine whether sufficient growth has occurred. Should enrolment remain low, the program may be considered at risk of intake suspension or discontinuation. As communicated to the School of Business on December 18, 2025, no additional resources will be allocated to this program unless a case is made to reallocate existing School resources.

CONSULTATION

- December 18: School of Business
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE, and AIP
- January 12: CSB responded to proposed discontinuances and intake suspensions
- January 15: GCS Faculty Council

RECOMMENDATION

THAT Senate review the proposal to remove the Retail Operations Certificate from the proposed discontinuation list and provide advice to the Board of Governors. Further recommendation to review this decision for Fall 2027-2028 if enrolment in this program does not demonstrate growth.

Senate Report

AGENDA ITEM 6.1.16: Proposed Discontinuance of the Diploma in Tourism Management International 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate's consideration and advice to the Board of Governors on the proposed discontinuance of the Diploma in Tourism Management International in the Faculty of Global and Community Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

Note: The Diploma in Tourism Management International has changed from a recommendation for discontinuance, as submitted to the Board in December 2025, to a recommendation for continued suspension, as now submitted to Senate.

Note: The memo includes a Rationale from the Dean for removing this from the discontinuance list and continuing the intake suspension (with input from Chris Bottrill, Associate Vice President, International Centre for International Experience)

MOTION

THAT Senate review the proposed discontinuance of the Diploma in Tourism Management International and provide advice to the Board of Governors.

BACKGROUND

The Diploma in Tourism Management International is a 60-credit program primarily targeted at international students. The program has been impacted by recent changes from IRCC, and the initial intake was paused in 2025–26. Additionally, the program's CIP code does not make

graduates eligible for a Post-Graduation Work Permit (PGWP), which may affect international student recruitment and career outcomes.

RATIONALE FOR INCLUSION IN THE PROPOSED PROGRAM LIST

The Diploma in Tourism Management International is a well-known product in our international market with lower admission requirements. Recent changes to the Student Direct Stream (SDS) entry process have impacted the program. The Centre for International Education (CIE) sees this program as having potential as an “exportable” program. Section savings are projected as follows: 10 in 2025–26, 9 in 2026–27, and 18 in 2027–28 with continued suspension. For an expanded rationale, **see Appendix A (last page)**.

COMMUNICTAION AND CONSULTATION

- December 16: GSC Faculty Council 1
- December 18: School of Tourism Management, CTE present
- December 29: CIE
- January 8: GCS Chair/Coordinator/Convenors with RO, CTE and AIP
- January 14: School of Tourism Management with IR, CTE and VPA
- January 15: GCS Faculty Council 2
- January 20: TOUR Chair, TOUR Curriculum Convenor, Dean, VPA
- January 22: School of Tourism Management as part of a Full Faculty meeting

RECOMMENDATION

THAT Senate review the proposed discontinuance of this program and consider in their advice the option of recommending it be suspended for intake in 26-27.

Appendix A – Diploma in Tourism Management International (TMI)

Rationale for continuing the intake suspension

(with input from Chris Bottrill, Associate Vice President, International Centre for International Experience)

Tourism Management International is the only 60 credit undergraduate program in the university that has a 5.5 IETLS admission requirement. This was established to accommodate students from countries where English is not used predominantly as a second language such as Vietnam, Japan, Korea, and mainland China and it proved to be highly successful in attracting students since its inception over 25 years ago. In 2012, when the university came under financial stress, we doubled the intake of this program, and it has generated over $1million tuition revenues on average since that time.

With the development of the Student Direct Stream (SDS) advanced visa approval process, the competitiveness of this program diminished. SDS required that all applicants had an IELTS score of 6.5 with no band lower than 6.0 and was a more probable avenue for visa approval from countries where SDS was implemented such as India, Vietnam, and the Philippines. As a result, the demand for TMI diminished as students were attracted to the Tourism Coop Diploma with assured practicum income. With the study permit condition changes of 2025, SDS has been removed for all countries.

TMI has several advantages that should be considered to maintain a suspended status, not discontinued as originally proposed. These are:

1. It remains a positive progression option for students from countries where English is not a second language with its additional English language support, communications courses (it has two), non ENG100 requirement until students progress to a degree. With the suspension of SDS, the market may realign for delivery of this program. An ideal destination could be the Squamish campus where strong EAP and personalized support could be provided.
2. TMI is one of the few “exportable” programs that the university has that could be used for Trans National Education (TNE) offshore and licensed delivery. There is considerable demand for tourism specific programming in many countries especially in South East Asia, South Asia, and Latin America. EduCanada is actively promoting TNE to export Canada International Education expertise and TMI is the program that has the core ingredients of lower English Language requirements, packaged programming that is easily exportable, and has the potential to align with 2+2 articulation to CapU degrees upon completion. CapU International developed proposals for TMI offshore delivery in Vietnam in 2018 however the university was not ready to implement these. Under current circumstances there are market options available. Discussions are underway with host institutions in India, Nepal, and Vietnam and could be advanced as long as the program is not discontinued.

Senate Report

AGENDA ITEM 6.1.26: Proposed Discontinuance of the Communication Studies Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed discontinuance of the Communication Studies Diploma in the Faculty of Business and Professional Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

Note: The recommendation from the Dean for the Communication Studies Diploma has changed to extend the current program suspension until 2027-28 rather than discontinuing the program for 26-27, as recommended to the Board in December 2025.

MOTION

THAT Senate review the proposed suspension of the Communication Studies Diploma and provide advice to the Board of Governors.

BACKGROUND

The Communication Studies Diploma started in 2005-2006 as a 2-year 60 credits transfer program into the SFU Bachelor's and experienced very little change since. In 2025-2026, the program was suspended based on low enrolment that made the program unsustainable. Table I shows the applicants, offers and registered students for new students over two terms (Fall and Spring) from 2021-2025. The majority of students were International students and the program is not eligible for a post work graduate permit, making the program event more unsustainable.

Table: Applicants/Offers/Registered Communication Studies Diploma

Applicants Drill-down Table
Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/25/2026 4:58:22 AM

				2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Business & Professional Studies	Communication	Communication Studies Diploma	Applicants	65	72	97	52	1
			Offered Applicants	44	44	66	30	0
			Registered Applicants	7	17	17	10	0

Recent research from Dr. Adam Vincent and Taanggunaay Grinder (student) sponsored by a CARS Social Sciences and Humanities Explore grant identified that smaller and more specific credentials (certificate, diploma, minors, micro-credentials), with the addition of work experience, could attract more student and be a solution to the low enrolment in the Diploma. For example, a focused and applied Communication Diploma (or smaller credential) with the inclusion of online communication, podcasting and/or an AI writing skills may be more attractive than the current general diploma.

Dean Caroline Depatie has heard from the School Communication that as a result of limited resources, a focus on the development of a certificate (Squamish) and limited support from AIP due to staffing changes, the School of Communication has not had a chance to take a deep dive into new ideas for a redesign of the Diploma or smaller certificates. Supporting the program in a second year of suspension would give the School time and an opportunity to revisit the Diploma to see if changes can be made to grow enrolment. If no changes to the Diploma's academic profile, description and learning outcomes are presented by September 2026, the program will be recommended for discontinuation in 2027-2028. Please note that no additional resources can be allocated for this work.

Application conversion information

Year
Multiple Values

Term Type
All

Gender
All

Indigenous Identity
All

Residency
All

New To CapU
All

Applicant Type
All

Program Campus
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Program of Study
Communication Studies

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/26/2026 4:58:34 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants · Admitted Applicants · Registered Applicants

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	44.00	46.00	66.00	35.00	1.00
	Admitted Applicants	34.00	32.00	44.00	25.00	0.00
	Registered Applicants	5.00	11.00	12.00	10.00	0.00
	Avg. Applicant Yield: Registere..	11%	24%	18%	29%	0%
	Avg. Admission Rate: Admitted..	77%	70%	67%	71%	0%
	Avg. Admission Yield: Registere..	15%	34%	27%	40%	0%
Spring	Applicants	25.00	31.00	35.00	24.00	
	Admitted Applicants	19.00	23.00	28.00	13.00	
	Registered Applicants	5.00	13.00	9.00	5.00	
	Avg. Applicant Yield: Registere..	20%	42%	26%	21%	
	Avg. Admission Rate: Admitted..	76%	74%	80%	54%	
	Avg. Admission Yield: Registere..	26%	57%	32%	38%	
Summer	Applicants		1.00	1.00		
	Admitted Applicants		1.00	0.00		
	Registered Applicants		0.00	0.00		
	Avg. Applicant Yield: Registere..		0%	0%		
	Avg. Admission Rate: Admitted..		100%	0%		
	Avg. Admission Yield: Registere..		0%	0%		

Raw Counts (Applications, Admissions/Offers, Registrations) Applications · Admissions · Registrations

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	44.00	46.00	66.00	35.00	1.00
	Admissions	34.00	32.00	44.00	25.00	0.00
	Registrations	5.00	11.00	12.00	10.00	0.00
	Avg. Applicant Yield: Registrati..	11%	24%	18%	29%	0%
	Avg. Admission Rate: Admissio..	77%	70%	67%	71%	0%
	Avg. Admission Yield: Registrati..	15%	34%	27%	40%	0%
Spring	Applications	25.00	31.00	35.00	24.00	
	Admissions	19.00	23.00	28.00	13.00	
	Registrations	5.00	13.00	9.00	5.00	
	Avg. Applicant Yield: Registrati..	20%	42%	26%	21%	
	Avg. Admission Rate: Admissio..	76%	74%	80%	54%	
	Avg. Admission Yield: Registrati..	26%	57%	32%	38%	
Summer	Applications		1.00	1.00		
	Admissions		1.00	0.00		
	Registrations		0.00	0.00		
	Avg. Applicant Yield: Registrati..		0%	0%		
	Avg. Admission Rate: Admissio..		100%	0%		
	Avg. Admission Yield: Registrati..		0%	0%		

Count of graduates

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
Multiple values

Grad Awarded Term
All

Grad Age Group
All

Residency
All

Indigenous Identity
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Credential
Communication Studies

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/26/2026 5:00:34 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Spring	Summer	Total
Everyone						
	Graduate Count	2025/2026	8.00	2.00		10.00
		2024/2025	1.00	4.00	6.00	11.00
		2023/2024	2.00	3.00	2.00	7.00
		2022/2023	1.00	4.00	4.00	9.00
		2021/2022	3.00	4.00		7.00
		2020/2021	2.00	2.00	4.00	8.00
	Credentials Awarded	2025/2026	8.00	2.00		10.00
		2024/2025	1.00	4.00	6.00	11.00
		2023/2024	2.00	3.00	2.00	7.00
		2022/2023	1.00	4.00	4.00	9.00
		2021/2022	3.00	4.00		7.00
		2020/2021	2.00	2.00	4.00	8.00
Grand Total						
	Graduate Count	Total	17.00	19.00	16.00	52.00
	Credentials Awarded	Total	17.00	19.00	16.00	52.00

CONSULTATION

- December 11: Schol of Communication with Associate Dean (Information only)
- December 16: School of Communication with Dean, Associate Dean and CTE
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE, AIP, Dean and Associate Dean
- January 14: School of Communication with IR, VPA, CTE, Dean and Associate Dean

RECOMMENDATION

THAT Senate review the proposed suspension of the Communication Studies Diploma and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.17: Proposed Suspension of the English for Academic Purposes - Business Administration Pathway 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the English for Academic Purposes - Business Administration Pathway in the Faculty of Education, Health, and Human Development.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

MOTION

THAT Senate review the proposed suspension of the English for Academic Purposes - Business Administration Pathway and provide advice to the Board of Governors.

BACKGROUND

The EAP-Business Administration Pathway program was developed to provide students with an opportunity to earn course credits towards a credential in the School of Business as they are improving their English language skills. Historically, the program has primarily served international students and has been significantly impacted by declines in international student enrolment at the University in recent years. As a result of these enrolment challenges, the decision was made to cancel the intake of the program for the 2025/26 academic year.

RATIONALE

The continuing suspension of admission for this program in the 2026/27 academic year is proposed because of anticipated low student enrolment. Recent history demonstrates the heavy impact on the program of declining international student enrolment at the University as a whole.

This situation is not expected to improve significantly in the coming year.

Application conversion information

Year
Multiple values
Term Type
All
Gender
All
Indigenous Identity
All
Residency
All
New To CapU
All
Applicant Type
All
Program Campus
All
Credential Type
All
Faculty
All
School
All
Program Code
All
Major Code
All
Program of Study
Business Administration

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/26/2026 4:58:34 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants · Admitted Applicants · Registered Applicants

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	30.00	22.00	36.00	16.00	9.00
	Admitted Applicants	19.00	13.00	13.00	4.00	1.00
	Registered Applicants	9.00	2.00	4.00	1.00	0.00
	Avg. Applicant Yield: Registered Applicants/Applicants	30%	9%	11%	6%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	63%	59%	36%	25%	11%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	47%	15%	31%	25%	0%
Spring	Applicants	2.00	1.00	1.00		
	Admitted Applicants	0.00	0.00	0.00		
	Registered Applicants	0.00	0.00	0.00		
	Avg. Applicant Yield: Registered Applicants/Applicants	0%	0%	0%		
	Avg. Admission Rate: Admitted Applicants/Applicants	0%	0%	0%		
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	0%	0%	0%		

Raw Counts (Applications, Admissions/Offers, Registrations) Applications · Admissions · Registrations

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	30.00	22.00	36.00	16.00	9.00
	Admissions	19.00	13.00	13.00	4.00	1.00
	Registrations	9.00	2.00	4.00	1.00	0.00
	Avg. Applicant Yield: Registrations/Applications	30%	9%	11%	6%	0%
	Avg. Admission Rate: Admissions/Applications	63%	59%	36%	25%	11%
	Avg. Admission Yield: Registrations/Admissions	47%	15%	31%	25%	0%
Spring	Applications	2.00	1.00	1.00		
	Admissions	0.00	0.00	0.00		
	Registrations	0.00	0.00	0.00		
	Avg. Applicant Yield: Registrations/Applications	0%	0%	0%		
	Avg. Admission Rate: Admissions/Applications	0%	0%	0%		
	Avg. Admission Yield: Registrations/Admissions	0%	0%	0%		

CONSULTATION

Consultation to date has involved the English for Academic Purposes Program Coordinator, who has raised plans for program suspension with the EAP department. The department has discussed and approved a motion to suspend admission for the program for the 2026-27 academic year.

COMMUNICATION PLAN TO STUDENTS

Admission to the program is currently suspended so no communication needs to take place with current students. Prospective students will need to be informed of the planned suspension for the 2026/27 academic year via the University website, departmental communications, and communications from the Registrar's Office and the Centre for International Experience.

RECOMMENDATION

THAT Senate review the proposed suspension of the English for Academic Purposes - Business Administration Pathway and provide advice to the Board of Governors

Senate Report

AGENDA ITEM 6.1.18: Proposed Suspension of the English for Academic Purposes - Early Childhood Care and Education Pathway 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the English for Academic Purposes - Early Childhood Care and Education Pathway in the Faculty of Education, Health, and Human Development.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

MOTION

THAT Senate review the proposed suspension of the English for Academic Purposes - Early Childhood Care and Education Pathway and provide advice to the Board of Governors.

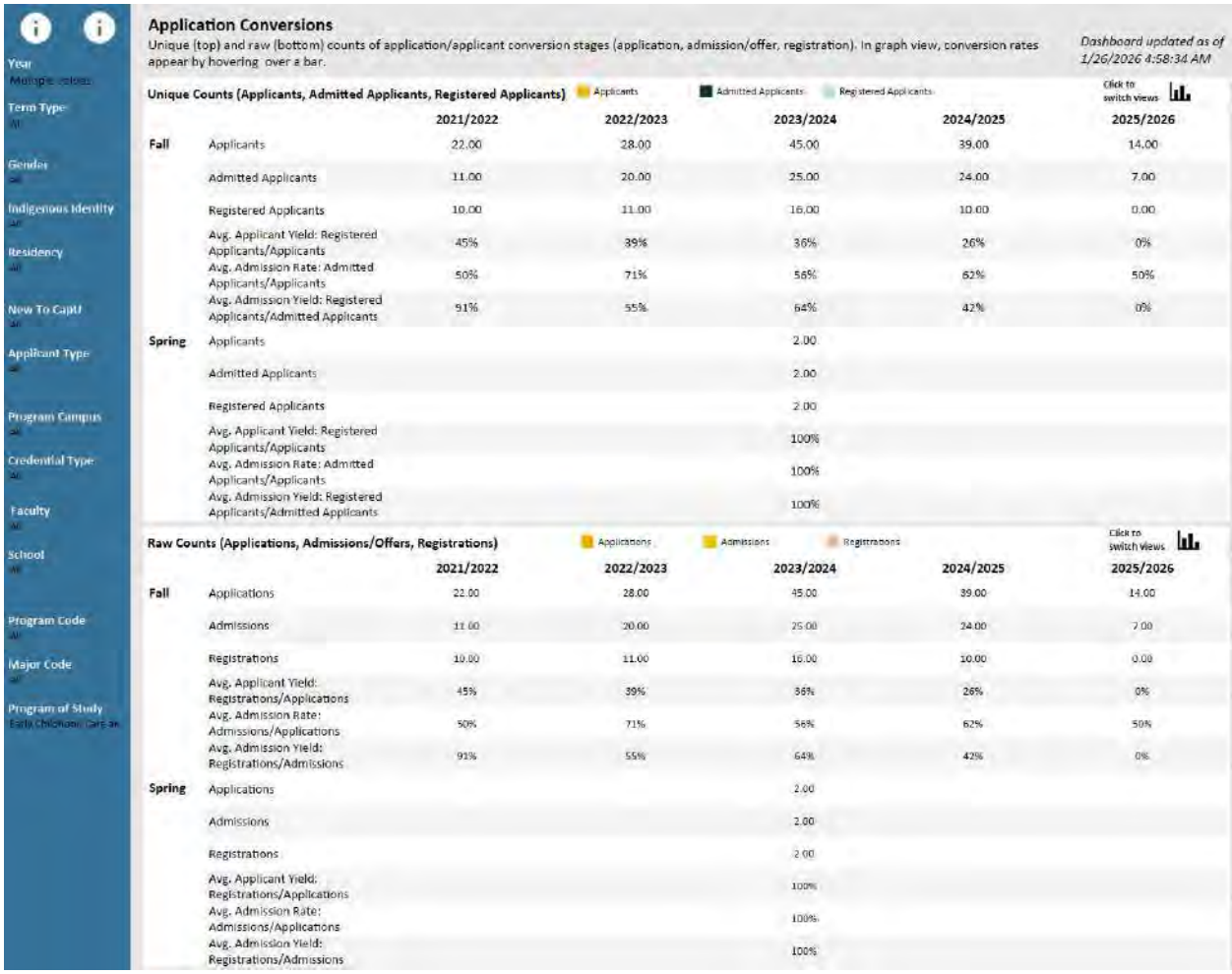
BACKGROUND

The EAP-Early Childhood Care and Education Pathway program was developed to provide students with an opportunity to earn course credits towards a credential in Early Childhood Care and Education (ECCE) as they are improving their English language skills. Historically, the program has primarily served international students and has been significantly impacted by declines in international student enrolment at the University in recent years. As a result of these enrolment challenges, the decision was made to cancel the intake of the program for the 2025/26 academic year.

RATIONALE

The continuing suspension of admission for this program in the 2026-27 academic year is proposed because of anticipated low student enrolment. Recent history demonstrates the significant impact on the program of declining international student enrolment at the University as a whole. The situation is not expected to improve significantly for the 2026-27 academic year.

Application conversion information



Year
Multiple values
Term Type
All
Gender
All
Indigenous Identity
All
Residency
All
New To Capu
All
Applicant Type
All
Program Campus
All
Credential Type
All
Faculty
All
School
All
Program Code
All
Major Code
All
Program of Study
Early Childhood Care an

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/26/2026 4:58:34 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants Admitted Applicants Registered Applicants Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	22.00	28.00	45.00	39.00	14.00
	Admitted Applicants	11.00	20.00	25.00	24.00	7.00
	Registered Applicants	10.00	11.00	16.00	10.00	0.00
	Avg. Applicant Yield: Registered Applicants/Applicants	45%	39%	36%	26%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	50%	71%	56%	62%	50%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	91%	55%	64%	42%	0%
Spring	Applicants			2.00		
	Admitted Applicants			2.00		
	Registered Applicants			2.00		
	Avg. Applicant Yield: Registered Applicants/Applicants			100%		
	Avg. Admission Rate: Admitted Applicants/Applicants			100%		
	Avg. Admission Yield: Registered Applicants/Admitted Applicants			100%		

Raw Counts (Applications, Admissions/Offers, Registrations) Applications Admissions Registrations Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	22.00	28.00	45.00	39.00	14.00
	Admissions	11.00	20.00	25.00	24.00	7.00
	Registrations	10.00	11.00	16.00	10.00	0.00
	Avg. Applicant Yield: Registrations/Applications	45%	39%	36%	26%	0%
	Avg. Admission Rate: Admissions/Applications	50%	71%	56%	62%	50%
	Avg. Admission Yield: Registrations/Admissions	91%	55%	64%	42%	0%
Spring	Applications			2.00		
	Admissions			2.00		
	Registrations			2.00		
	Avg. Applicant Yield: Registrations/Applications			100%		
	Avg. Admission Rate: Admissions/Applications			100%		
	Avg. Admission Yield: Registrations/Admissions			100%		

CONSULTATION

Consultation to date has involved the English for Academic Purposes Program Coordinator, who has raised plans for program suspension with the EAP department. The department has discussed and approved a motion to suspend admission for the program for the 2026-27 academic year.

COMMUNICATION PLAN TO STUDENTS

Admission to the program is currently suspended so no communication needs to take place with current students. Prospective students will need to be informed of the planned suspension for the 2026/27 academic year via the University website, departmental communications, and communications from the Registrar's Office and the Centre for International Experience.

RECOMMENDATION

THAT Senate review the proposed suspension of the English for Academic Purposes - Early Childhood Care and Education Pathway and provide advice to the Board of Governors

Senate Report

AGENDA ITEM 6.1.19: Proposed Suspension of the University One for Indigenous Learners Certificate Program 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the University One for Indigenous Learners Certificate Program in the Faculty of Education, Health, and Human Development.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

MOTION

THAT Senate review the proposed suspension of the University One for Indigenous Learners Certificate Program and provide advice to the Board of Governors.

BACKGROUND

This program was developed as a specialized pathway program for Indigenous students based at the North Vancouver campus to help them develop the skills and knowledge necessary to succeed in postsecondary education. The original name of the program was changed from “University One for Aboriginal Learners” to “University One for Indigenous Learners” in 2021. The program is a cohort program with a maximum capacity of 16 students. Typically, 10-14 students have enrolled the program. In the 2022/23 academic, an additional cohort of the program was run at the Ts’zil Learning Centre for Lil’wat Nation students and was fully funded

by the Lil'wat Nation. In the 2019/20 academic year, the North Vancouver cohort did not run due to low enrolment.

RATIONALE

Graduation rates for this program have often been low. The graduation rate for the North Vancouver cohorts of the program since 2018/19 has ranged between 15% and 29%. In order to address challenges with student graduation and enrolment difficulties, the program was paused for the 2025/26 academic year. A program evaluation is currently underway with the intention of determining how the program may be improved to better serve the needs of students and to run more effectively. This evaluation will continue in the 2026/27 year.

<u>Application conversion information</u>

Year
Multiple values
Term Type
All
Gender
All
Indigenous Identity
All
Residency
All
New To CapU
All
Applicant Type
All
Program Campus
All
Credential Type
All
Faculty
All
School
All
Program Code
All
Major Code
All
Program of Study
University (inc for Indig...

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/26/2026 4:58:34 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants Admitted Applicants Registered Applicants

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	9.00	24.00	15.00	22.00	9.00
	Admitted Applicants	2.00	19.00	11.00	14.00	6.00
	Registered Applicants	1.00	19.00	9.00	11.00	0.00
	Avg. Applicant Yield: Registered Applicants/Applicants	11%	79%	60%	50%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	22%	79%	73%	64%	67%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	50%	100%	82%	79%	0%

Raw Counts (Applications, Admissions/Offers, Registrations) Applications Admissions Registrations

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	9.00	24.00	15.00	22.00	9.00
	Admissions	2.00	19.00	11.00	14.00	6.00
	Registrations	1.00	19.00	9.00	11.00	0.00
	Avg. Applicant Yield: Registrations/Applications	11%	79%	60%	50%	0%
	Avg. Admission Rate: Admissions/Applications	22%	79%	73%	64%	67%
	Avg. Admission Yield: Registrations/Admissions	50%	100%	82%	79%	0%

Count of graduates

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
Multiple values

Grad Awarded Term
All

Grad Age Group
All

Residency
All

Indigenous Identity
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Credential
University Chic for Indigi

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/26/2026 5:00:34 AM.

Graduates & Credentials Awarded Table

Click to change view

			Summer	Total
Everyone				
	Graduate Count	**2024/2025**	3.00	3.00
		2023/2024	2.00	2.00
		2022/2023	10.00	10.00
		2021/2022	4.00	4.00
	Credentials Awarded	**2024/2025**	3.00	3.00
		2023/2024	2.00	2.00
		2022/2023	10.00	10.00
		2021/2022	4.00	4.00
Grand Total				
	Graduate Count	**Total**	19.00	19.00
	Credentials Awarded	**Total**	19.00	19.00

CONSULTATION

Consultation to date has involved the Program Coordinator, the Director of Indigenous Education and Affairs, and the previous Director of the Office of Academic Planning and Quality Assurance, all of whom support the current program suspension and the program suspension planned for the 2026-27 academic year.

COMMUNICATION PLAN TO STUDENTS

Prospective students, Nation partners, and members of the Capilano University Indigenous Education Steering Committee were informed of the suspension of program admission for the 2025/26 academic year. They will be similarly notified of any program suspension in 2026/27. The University website will need to be updated to include information on any future program suspensions.

RECOMMENDATION

THAT Senate review the proposed suspension of the University One for Indigenous Learners Certificate Program and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.20: Proposed Suspension of the Visual Effects for Film, Streaming, & Immersive Media Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the Visual Effects for Film, Streaming, & Immersive Media in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

MOTION

THAT Senate review the proposed suspension of the Visual Effects for Film, Streaming, & Immersive Media Diploma and provide advice to the Board of Governors.

BACKGROUND

The Digital Visual Effects (VFX) Diploma was launched in 2011 to meet growing demand for skilled technicians and artists in film, animation, and visual effects. The program emphasizes hands-on, interdisciplinary learning with technologies such as VR, AR, and motion capture. It was redeveloped in 2021 as Visual Effects for Film, Streaming & Immersive Media following program review feedback. In 2025, the motion capture studio was relocated and upgraded to include a mini volume stage with a large projection screen for immersive environments. As an Authenticated Unreal Education Training Partner, the program has integrated Unreal Engine into

both VFX and 3D pipelines, enabling real-time interaction between actors and CG environments.

Enrollment began declining in 2021/22, prior to these updates. Contributing factors include industry instability and shifting skill requirements: the prolonged Hollywood strikes in 2023 disrupted production pipelines, causing layoffs and studio closures, while rapid adoption of AI and automation raised concerns about traditional VFX roles. Broader demographic declines in higher education; recent policy changes affecting international students, a key demographic for this program, and tuition rates higher than competitors have further impacted interest.

RATIONALE

Historically, high tuition offset direct instructional costs even at 65 percent capacity, due to strong international enrollment, but this reliance is no longer viable given recent policy changes and market volatility. Domestic enrollment remains low, partly because many students are unaware of VFX as a career path. As noted by the department, redevelopment is necessary to simplify course offerings, strengthen interdisciplinary connections, improve enrollment, streamline admissions, and optimize resource management. These changes aim to broaden the program's appeal, increase visibility, and ensure alignment with institutional priorities. Additionally, this program has one of the highest tuition costs of comparable publicly funded programs.

Application conversion information

Year
Multiple Values

Term Type
All

Gender
All

Indigenous Identity
All

Residency
All

New To CapU
All

Applicant Type
All

Program Campus
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Program of Study
Visual Effects for Film, 3...

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/26/2026 4:58:34 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants Admitted Applicants Registered Applicants

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	77.0	81.0	120.0	71.0	45.0
	Admitted Applicants	37.0	32.0	41.0	18.0	11.0
	Registered Applicants	22.0	16.0	15.0	6.0	0.0
	Avg. Applicant Yield: Registered Applicants/Applicants	29%	20%	13%	8%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	48%	40%	34%	25%	24%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	59%	50%	37%	33%	0%
Spring	Applicants	2.0				
	Admitted Applicants	2.0				
	Registered Applicants	2.0				
	Avg. Applicant Yield: Registered Applicants/Applicants	100%				
	Avg. Admission Rate: Admitted Applicants/Applicants	100%				
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	100%				

Raw Counts (Applications, Admissions/Offers, Registrations) Applications Admissions Registrations

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	77.0	81.0	120.0	71.0	45.0
	Admissions	37.0	32.0	41.0	18.0	11.0
	Registrations	22.0	16.0	15.0	6.0	0.0
	Avg. Applicant Yield: Registrations/Applications	29%	20%	13%	8%	0%
	Avg. Admission Rate: Admissions/Applications	48%	40%	34%	25%	24%
	Avg. Admission Yield: Registrations/Admissions	59%	50%	37%	33%	0%
Spring	Applications	2.0				
	Admissions	2.0				
	Registrations	2.0				
	Avg. Applicant Yield: Registrations/Applications	100%				
	Avg. Admission Rate: Admissions/Applications	100%				
	Avg. Admission Yield: Registrations/Admissions	100%				

Count of graduates

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based
on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
Multiple values

Grad Awarded Term
All

Grad Age Group
All

Residency
All

Indigenous Identity
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Credential
Visual Effects for Film, Sc

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/26/2026 5:00:34 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Summer	Total
Everyone					
	Graduate Count	2024/2025		14.00	14.00
		2023/2024	1.00	12.00	13.00
		2022/2023		15.00	15.00
	Credentials Awarded	2024/2025		14.00	14.00
		2023/2024	1.00	12.00	13.00
		2022/2023		15.00	15.00
Grand Total					
	Graduate Count	Total	1.00	41.00	42.00
	Credentials Awarded	Total	1.00	41.00	42.00

CONSULTATION

- Ongoing discussions have been held with the AVFX chair from November 2025 through January 2026.
- Fine and Applied Arts chairs were notified of this recommendation on December 11, 2025.
- The Fine and Applied Arts Faculty Council discussion was held on December 15, 2025.
- A departmental meeting was held December 17, 2025.
- Additional consultation will take place with relevant groups as appropriate, such as Indigenous Education and Affairs, Accessibility Services, and the Capilano Students' Union.

COMMUNICATION PLAN TO STUDENTS

The University will formally announce the pause of program intake for the upcoming academic year, ensuring clarity and consistency across all communications. Messaging will emphasize transparency, institutional priorities, and available student support.

1. Internal Briefing: Notify faculty, staff, and advisors in advance with a prepared FAQ to ensure consistent responses.
2. Official Announcement: Publish a statement on the university website and distribute via email to prospective applicants and current students.
3. Targeted Outreach: In collaboration with the department and Registrar's Office, contact applicants who have expressed interest, providing guidance on alternative programs or future intake timelines.
4. Student Support: Ensure advising services are prepared to assist affected students with academic planning and transitions.
5. Ongoing Updates: Monitor inquiries and provide timely updates through official channels, reinforcing institutional transparency.

RECOMMENDATION

THAT Senate review the proposed suspension of the Visual Effects for Film, Streaming, & Immersive Media Diploma and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.21: Proposed Suspension of the Advanced Arts and Entertainment Management Certificate 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the Advanced Arts and Entertainment Management Certificate in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

MOTION

THAT Senate review the proposed suspension of the Advanced Arts and Entertainment Management Certificate and provide advice to the Board of Governors.

BACKGROUND

Formal post-secondary training in arts management in British Columbia began in 1998 with Capilano College's Performing Arts Management program, which evolved into the Certificate in Advanced Arts and Entertainment Management (AEM). This program and the diploma in AEM that was developed in 2005 are both unique in the province. Known for strong industry connections, experienced faculty, and a curriculum spanning non-profit and commercial sectors,

these programs emphasize work-integrated learning through two full-time practicum placements, contributing to strong employment outcomes.

Despite these efforts, enrollment has remained low. This trend was noted in the 2018 program self-study. Student feedback also identified the summer start as an unexpected barrier when planning a return to school.

RATIONALE

On December 9, 2025, AEM faculty recommended cancellation of the upcoming intake for the Certificate in Advanced Arts and Entertainment Management. Enrollment has remained consistently low, averaging 27% capacity over the past decade. While the program reached its highest level in 2020–21 at 54% capacity, numbers declined sharply the following year. Although the program requires minimal resources and could be financially sustainable with two international students, international enrollment has been 0 or 1 in seven of the past nine offerings. Anecdotal feedback suggests this is linked to the diploma's previous eligibility for the Post-Graduation Work Permit (PGWP), which the certificate does not offer. Given the current context for international students, this trend is unlikely to change in the near future. Application levels remain low overall.

The department intends to focus on strengthening enrollment in the diploma program and exploring degree-level opportunities, rather than continuing to allocate resources to a program with persistent recruitment challenges.

Application conversion information

Year
Multiple values

Term Type
All

Gender
All

Indigenous Identity
All

Residency
All

New To CapU
All

Applicant Type
All

Program Campus
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Program of Study
Advanced Arts & Entert

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/26/2026 4:58:34 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants · Admitted Applicants · Registered Applicants

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	1.00	2.00			
	Admitted Applicants	1.00	2.00			
	Registered Applicants	1.00	2.00			
	Avg. Applicant Yield: Registered Applicants/Applicants	100%	100%			
	Avg. Admission Rate: Admitted Applicants/Applicants	100%	100%			
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	100%	100%			
Summer	Applicants	14.00	13.00	13.00	11.00	1.00
	Admitted Applicants	8.00	10.00	5.00	5.00	1.00
	Registered Applicants	6.00	7.00	4.00	4.00	0.00
	Avg. Applicant Yield: Registered Applicants/Applicants	43%	54%	31%	36%	0%
	Avg. Admission Rate: Admitted Applicants/Applicants	57%	77%	38%	45%	100%
	Avg. Admission Yield: Registered Applicants/Admitted Applicants	75%	70%	80%	80%	0%

Raw Counts (Applications, Admissions/Offers, Registrations) Applications · Admissions · Registrations

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	1.00	2.00			
	Admissions	1.00	2.00			
	Registrations	1.00	2.00			
	Avg. Applicant Yield: Registrations/Applications	100%	100%			
	Avg. Admission Rate: Admissions/Applications	100%	100%			
	Avg. Admission Yield: Registrations/Admissions	100%	100%			
Summer	Applications	14.00	13.00	13.00	11.00	1.00
	Admissions	8.00	10.00	5.00	5.00	1.00
	Registrations	6.00	7.00	4.00	4.00	0.00
	Avg. Applicant Yield: Registrations/Applications	43%	54%	31%	36%	0%
	Avg. Admission Rate: Admissions/Applications	57%	77%	38%	45%	100%
	Avg. Admission Yield: Registrations/Admissions	75%	70%	80%	80%	0%

Count of graduates

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
Multiple values

Grad Awarded Term
All

Grad Age Group
All

Residency
All

Indigenous Identity
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Credential
Advanced Arts & Entertai

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/26/2026 5:00:34 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Spring	Summer	Total
Everyone						
	Graduate Count	2024/2025			2.00	2.00
		2023/2024			5.00	5.00
		2022/2023	2.00		6.00	8.00
		2021/2022			7.00	7.00
		2020/2021	3.00	2.00	5.00	10.00
	Credentials Awarded	2024/2025			2.00	2.00
		2023/2024			5.00	5.00
		2022/2023	2.00		6.00	8.00
		2021/2022			7.00	7.00
		2020/2021	3.00	2.00	5.00	10.00
Grand Total						
	Graduate Count	Total	5.00	2.00	25.00	32.00
	Credentials Awarded	Total	5.00	2.00	25.00	32.00

CONSULTATION

- The faculty unanimously voted to cancel the Summer 2026 intake in a faculty meeting on December 9, 2026. The coordinator reported this to the dean's office on the same day.
- Curriculum and Fine and Applied Arts chairs were notified of this recommendation on December 11, 2025.
- The Fine and Applied Arts Faculty Council discussion was held December 15, 2025.
- Additional consultation will take place with relevant groups as appropriate, such as Indigenous Education and Affairs, Accessibility Services, and the Capilano Students' Union.

COMMUNICATION PLAN TO STUDENTS

Only one student has been accepted into this program to date. The department is working with the Centre for International Experience to offer this international student a seat in the Arts and Entertainment Management diploma program.

RECOMMENDATION

THAT Senate review the proposed suspension of the Advanced Arts and Entertainment Management Certificate and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.22: Proposed Suspension of the Music Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the Music Diploma in the Faculty of Fine and Applied Arts.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

MOTION

THAT Senate review the proposed suspension of the Music Diploma and provide advice to the Board of Governors.

BACKGROUND

Capilano College introduced its first Music program in 1970 as a one-year Private Music Teacher Education Program, later expanding to a two-year option and then offering four career-focused streams by 1974. While the Commercial Music option eventually evolved into today's Jazz Studies degree, the two-year Academic Music Transfer program has remained largely unchanged for over five decades. Aside from minor adjustments, such as removing instrumental survey courses and making ear-training a core requirement, the program's structure and curriculum have stayed stable since the 1980s, reflecting minimal evolution in response to industry or educational trends. The current two-year program prepares students to transfer into a third-year music program at another university or into other studies, such as Music Therapy

studies. A program revision was approved September 2025 that removed electives and added a music technology component and career preparation course.

RATIONALE

The Music Diploma program at Capilano University has seen little change in over 50 years, maintaining its original focus as a two-year classical transfer program designed to prepare students for practical employment in music-related fields. While the program functioned well for decades as a transfer and preparatory pathway, recent shifts in music employment opportunities driven by technology, decreased funding for music education in K-12, and changing industry demands have contributed to declining interest.

Enrollment has dropped by 51.7% between 2017 and 2025, with domestic numbers falling steadily and applications decreasing from 148 in 2017/8 to 56 in 2025. Capacity has steadily declined in year one from 85% in 2020/21 to the mid-60s in 2021/22–2022/23, then to 50% in 2024/25 and 54% in 2025/26, with retention in year 2 further affected by students leaving early to enter the Music Therapy degree. Under-enrollment persists across most courses, and competition from other institutions, reduced K–12 music education support, and easier access to programs like UBC's School of Music have intensified challenges.

Although program costs remain relatively low due to shared resources with Jazz Studies, the data suggests that the traditional model may no longer meet student needs or market realities, pointing to the need for larger renewal or a shift in focus. The department has begun working on a proposal for a new degree in music that shifts away from the performance focus offered by competing institutions to a more interdisciplinary approach that integrates academic study of music with applied pathways in wellbeing and early learning, positioning music as a cultural, creative, and community-based practice.

Application conversion information

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
Multiple Values

Grad Awarded Term
All

Grad Age Group
All

Residency
All

Indigenous Identity
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Credential
Music Diploma

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/26/2026 5:00:34 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Spring	Summer	Total
Everyone						
	Graduate Count	2025/2026	4.00	2.00		6.00
		2024/2025	3.00	1.00	7.00	11.00
		2023/2024	1.00	1.00	1.00	3.00
		2022/2023			3.00	3.00
		2021/2022		2.00	6.00	8.00
		2020/2021		2.00	12.00	14.00
	Credentials Awarded	2025/2026	4.00	2.00		6.00
		2024/2025	3.00	1.00	7.00	11.00
		2023/2024	1.00	1.00	1.00	3.00
		2022/2023			3.00	3.00
		2021/2022		2.00	6.00	8.00
		2020/2021		2.00	12.00	14.00
Grand Total						
	Graduate Count	Total	8.00	8.00	29.00	45.00
	Credentials Awarded	Total	8.00	8.00	29.00	45.00

Registrations/Admissions

CONSULTATION

- Discussions were held with the coordinator on December 11, 2025, and meetings with Music diploma faculty were held on December 12, 2025 and January 21, 2026.
- Ongoing discussions with the coordinator and department faculty members have taken place in December and January. Additionally, the faculty members met with the Vice-President, Academic & Provost on January 21 and subsequently submitted a memo to them, which is included as an appendix.

- Fine and Applied Arts chairs were notified on December 11, 2025.
- The Fine and Applied Arts Faculty Council discussion was held on December 15, 2025.
- A program intake pause in this area will impact the Music Therapy degree as this is a major pathway for that program. Additional discussion with this department was held by the Music interim coordinator in January 2026.
- Additional consultation will take place with relevant groups as appropriate, such as Indigenous Education and Affairs, Accessibility Services, and the Capilano Students' Union.

COMMUNICATION PLAN TO STUDENTS

The University will formally announce the pause of program intake for the upcoming academic year, ensuring clarity and consistency across all communications. Messaging will emphasize transparency, institutional priorities, and available student support.

1. Internal Briefing: Notify faculty, staff, and advisors in advance with a prepared FAQ to ensure consistent responses.
2. Official Announcement: Publish a statement on the university website and distribute via email to prospective applicants and current students.
3. Targeted Outreach: In collaboration with the department and Registrar's Office, contact applicants who have expressed interest, providing guidance on alternative programs or future intake timelines.
4. Student Support: Ensure advising services are prepared to assist affected students with academic planning and transitions.
5. Ongoing Updates: Monitor inquiries and provide timely updates through official channels, reinforcing institutional transparency

RECOMMENDATION

THAT Senate review the proposed suspension of the Music Diploma and provide advice to the Board of Governors.

Appendix – Memo from Music Department

January 26, 2026

To: Dr. Laureen Styles, Interim President & Chancellor, and Chair, Capilano University Senate

From: Capilano University Music Department

Re: Recommendation for Suspension - Music Diploma

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

EXECUTIVE SUMMARY

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

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

Key elements of this rationale include the following:

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

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

FINANCIAL RATIONALE FOR MAINTAINING MUSIC DIPLOMA INTAKE

Suspension Costs to the University

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

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

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

Operational Efficiency and Cost Management

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

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

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

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

Service Course Restructuring

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

Resource Sharing and Collaboration

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

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

Impact on Prospective Students Who Have Already Auditioned

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

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

Pathway Contribution to Music Therapy

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

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

STRATEGIC RESPONSE WHILE MAINTAINING MUSIC DIPLOMA INTAKE

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

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

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

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

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

The department proposes a clear, staged transition plan:

2026 to 2027 (Year 1)

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

2027 to 2028 (Year 2)

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

2028 to 2029 (Year 3)

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

Brief Outline of the New Degree Proposal

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

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

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

Faculty and Capacity Retention as a Strategic Requirement

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

CONCLUSION

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

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

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

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

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

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

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

Senate Report

AGENDA ITEM 6.1.23: Proposed Suspension of the Bachelor of Tourism Management and Tourism Management Co-operative Education Diploma 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the Bachelor of Tourism Management and Tourism Management Co-operative Education Diploma in the Faculty of Global and Community Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credentials were considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

Note: The recommendation from the Dean for the Bachelor of Tourism Management and Tourism Management Co-operative Education Diploma has changed from a 2026/27 suspension, as recommended to the Board in December 2025, to a 2027/28 suspension with conditions, as now recommended to Senate.

Note: This memo refers to two diplomas, which constitute the first two years of the diploma ladder into the Bachelor's program. Both programs share similar courses, and faculty teach interchangeably across the two programs.

MOTION

THAT Senate review the proposed suspension of the Bachelor of Tourism Management and Tourism Management Co-operative Education Diploma and provide advice to the Board of Governors.

BACKGROUND

Tourism Education at Capilano University has been delivered for over 50 years and is a well-recognized brand. The School of Tourism Management has significantly contributed to the Tourism sector in British Columbia, Canada and Internationally through many initiatives such as work integrated learning experiences, applied projects that have enriched the learning and teaching environment for learners and faculty members and, the work of our many graduates who work in the Industry.

The last 5 years have been challenging for the Tourism Sector and for Canadian Tourism Education with the pandemic recovery and recent IRCC changes that have limited the ability for Canadian Post-Secondary Institutions to attract International students. The reliance on International students for the majority of Canadian Tourism Programs including at Capilano University was significant, unsustainable and perhaps a risk that was taken for granted. As the Tourism sector strengthens and gains momentum post-pandemic, the Province of British Columbia is making Tourism a priority in its new Look West report and the Tourism Industry Association of Canada is reporting a 52 billion dollar economic benefit to Canadians of which 22.1 billion in British Columbia alone. There is a high level of optimism within the Capilano University School of Tourism that things will change with some targeted efforts around program curriculum change and marketing/recruitment with the support of reports such as Look West, the newly formed Canadian University Tourism Coalition, the go2HR professional accreditation work, and our TEDQUAL UNWTO certification (i.e.: one of 102 Universities worldwide have the TEDQUAL designation), etc. As many Tourism Programs across Canada struggle to stay open for admission, Capilano University sees an opportunity to become the Canadian top choice for Tourism Education. It is worth noting that Capilano University is *"the only public university in the lower mainland authorized to deliver the Bachelor of Tourism Management and we have long been recognized for advancing professionalism in the industry (Chris Bottrill)"*.

Nevertheless, student demand for the programs and enrolment in the Bachelor of Tourism Management and Tourism Management Co-operative Education Diploma from 6 years are on the downtrend impacting workload, course fill rates and economic stability. Table 1 is an Applicant Drill-down Table from analytics. It shows new students over both terms for both Bachelor and Diploma. When adding both programs, there were 56 new students in 2023/24, 49 in 2024/25 and 26 in 2025/26. The Diploma is a 2-year (60-credits) program and mirrors Years 1 and 2 of the Bachelor. The applicant to registered applicant ratio is on average 30% (lower in Fall Term than in Spring Term)

Table 1 – Applicants Drill-down Table

Applicants Drill-down Table

Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/20/2026 4:58:47 AM

				2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
Global & Community Studies	Tourism Management	Bachelor of Tourism Management	Applicants	134	109	118	170	99	44
			Offered Applicants	107	82	92	108	78	26
			Registered Applicants	29	28	35	19	21	0
		Tourism Management Co-operative Education Diploma	Applicants	55	60	75	126	35	15
			Offered Applicants	28	37	45	65	23	7
			Registered Applicants	11	12	21	30	5	0

End of January 2025 applications for Fall entry into the Bachelor were at 53 and on January 20 2026 are at 44. This is 17% decline although there are still 11 days left in January. Applications into the Diploma as of January are sitting at 15 in both years. In January 2026, the numbers of applicants for Fall 2026 in both programs are trending to be close to the numbers of applicants for Fall 2025. The month-to-month application data is taken from the "Counts of Applications or Applicants by Month, Quarter and Year" analytics report.

Policy B.104 includes criteria to inform Senate and the Board when making decisions about program discontinuation. This policy also applies to intake suspensions. In addition to student demand for programs and economic stability (i.e.: lower enrolment) presented above, examples of criteria are breadth and depth of student opportunities; contribution to community, institutional, scholarly and social environments; and labor market needs and expectations. The School of Tourism has provided a document included in Appendix A addressing the criteria (and more) identified in Policy B.104. An impressive part of what was submitted is the "Recognition of Program Excellence" which clearly indicates the quality of Tourism Education and Educators at Capilano University.

There is no question that the School of Tourism Management is a vibrant, active and motivated School willing to do the hard work to right size the enrolment situation in their Bachelor of Tourism Management and Tourism Management Co-operative Education Diploma programs.

Taking into consideration the feedback from the School of Tourism Management, the enrolment challenges, the fact that both programs are in current program review and currently admissible, The Dean is recommending a pause to the existing profiles in the Academic Year 2027-2028. This will give an opportunity to submit changes and get the approvals needed for renewed program profiles to be in place for Fall 2027 applications.

CONSULTATION

- December 16: GSC Faculty Council (information only)
- December 18: School of Tourism Management (information only)
- December 29: CIE
- January 8: Chair/Coordinator/Convenor with RO, CTE and AIP
- January 14: School of Tourism Management with IR and VPA
- January 15: GCS Faculty Council
- January 22: School of Tourism Management

RECOMMANDATION

THAT Senate review the proposed suspension of the Tourism Management and Tourism Management Co-operative Education Diplomas and provide advice to the Board of Governors.

Details:

- This is for both programs' current program profiles.
- Minor changes (<30%) or major changes to program profiles would need to be approved internally and/or externally (if applicable) for programs to be admissible in AY 2027-28 and/or beyond.
- If minor changes (<30%) or major changes to program profiles are not approved for Fall 2027 admissions, the programs may risk continued suspensions or discontinuances.
- In addition to the 3 academic review sections already allocated, 1 section of program development will be considered to be assigned from the school's reduced sections starting September 1, 2026.

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

Executive Summary

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

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

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

Criteria for Senate Consideration as it Relates to B.104

Student Demand for Courses or Programs

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

Interest in Tourism Programming outside CapU

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

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

Breadth and Depth of Student Opportunities

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

Appropriate Physical Space and Equipment

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

Availability and Appropriate Credentialing of Faculty

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

Academic Integrity and the Quality of Course and Program Offerings

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

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

Contribution to Community, Institutional, Scholarly, and Social Environments

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

Building on Institutional Strengths and Cross-institutional Partnerships

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

International Education

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

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

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

Meeting the University's Targets, Mandates, and Obligations

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

Economic Sustainability and Fiscal Contribution to the Institution

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

Labour Market Needs and Expectations

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

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

Additional Areas of Focus for the School of Tourism Management

Section and Operational Budgets

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

Marketing

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

Recruitment

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

Admissions

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

Conclusion

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

RECOGNITION OF PROGRAM EXCELLENCE

School of Tourism Management

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

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

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

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

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

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

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

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

Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Winners of the Baxter Ambassador Media Awards:

2026: Currently receiving applications (Ongoing)

2025: Kyla Kooy (BTM): Kyla Kooy - BSAP

2024: Sebastien Laroye (BTM): Sebastien Laroye – BSAP

2023: Bryana Spur (BTM): Bryana Spur – BSAP (baxterambassadors.com)

2022: Arjet Shazi (BTM): Arjet Shazi – BSAP (baxterambassadors.com)

2021: Claire Duyvewaardt (BTM): Claire Duyvewaardt – BSAP (baxterambassadors.com)

2020: Andy Chu (BTM): Andy Chu – BSAP (baxterambassadors.com)

2019: Michelle McIntosh (Coop): Michele McIntosh – BSAP (baxterambassadors.com)

2018: Robyn Bossons (TM): Robyn Bossons – BSAP (baxterambassadors.com)

2017: Brie Kelly (TM): Brie Kelly – BSAP (baxterambassadors.com)

BCHF (British Columbia Hospitality Foundation) Our Future Leaders Scholarships

2023: Pierre-Louis Anglade: $1,000

2022: Simona Celano: $1,000

2021: Vivian Trieschmann: $1,500

2020: Ayush James: $1,500

2019: Het Desai: $1,500

MPI (Meeting Professionals International) Future Leader Awards

2024: Pihla Peltoniemi (BTM)

2024: Linh Do (BTM)

2024: William Chen (BTM)

2023: Raymond Ang (GHTM)

2022: Ashwariya Pillai (GHTM)

Alumni

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

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

Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Fresnoza, P. (2023) Social justice in tourism recovery: Examining equity, diversity, and inclusion in Canadian tourism restart policies.

Fresnoza, P. (2021). Transcending from Structural Functionalism to Theoretical Pluralism in Disaster Research

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Wahl, J., & Parker, P. (2022). Private land, public interest: Securing community access to private lands for mountain biking and amenity migration in Canada. Tourism Cases. CABI.

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

January 13, 2026

Subject: Support for Tourism Education at Capilano University

Dear Members of Senate,

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

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

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

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

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

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

Thank you for your consideration.

Sincerely,

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

Annie Wise
Executive Director, Sunshine Coast Tourism

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

Sandra Towers

Sandra Towers
General Manager, Entrée Destinations

Shawna Lang
Director of Sales & Revenue Optimization, BC Hotel Association

Yvonne Sharpe
Account Executive, Premium Sales, Vancouver Whitecaps FC

Senate Report

AGENDA ITEM 6.1.24: Proposed Suspension (Intake Pause) of the North American Business Management Post Baccalaureate Applied Diploma and the North American Business Management Post-Baccalaureate Diploma (NABU Programs) 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate's consideration and advice to the Board of Governors on the proposed continuation of the suspension of the North American Business Management Post Baccalaureate Applied Diploma and the North American Business Management Post-Baccalaureate Diploma (NABU Programs) in the Faculty of Business and Professional Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the information on program suspension (intake pause) of the programs listed to Senate for advice (without prejudice or precedent).

Note: This memo includes 2 NABU programs

MOTION

THAT Senate review the proposed suspension of the NABU Programs and provide advice to the Board of Governors.

BACKGROUND

The NABU Programs started in 2012 and were targeted at International Students. Combined, both programs saw their highest enrolment in 2019/20 with 226 new students. The programs were suspended in 2025/26 because of the IRCC changes resulting in the loss of international enrolment. The programs under their current academic profiles are non-eligible for the Post-Graduate Work Diploma (PGWP).

Table 1 shows the demand for the programs by new students over the last 5 years. The data shows a significant decline between 2023/24 and 2024/25.

Table 1: Applicants/Offers/Registered Applicants for NABU Post-Baccalaureate Programs

				2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Business & Professional Studies	Business	North American Business Management Applied Post-Baccalaureate Diploma	Applicants	358	469	430	101	3
			Offered Applicants	288	355	292	72	1
			Registered Applicants	111	156	110	16	0
		North American Business Management Post-Baccalaureate Diploma	Applicants	132	156	142	34	
			Offered Applicants	104	95	90	24	
			Registered Applicants	8	14	15	3	

Both NABU Post-Baccalaureate programs are recommended to be suspended for a second year with the possibility of implementing minor program changes (less than 30% change) to make them PWGP eligible.

Application conversion information of both programs combined

Year
Multiple values

Term Type
All

Gender
All

Indigenous Identity
All

Residency
All

New To CapU
All

Applicant Type
All

Program Campus
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Program of Study
North American Busine...

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/27/2026 4:58:01 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants · Admitted Applicants · Registered Applicants

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	180.0	281.0	262.0	88.0	4.0
	Admitted Applicants	154.0	204.0	180.0	67.0	2.0
	Registered Applicants	56.0	77.0	74.0	19.0	1.0
	Avg. Applicant Yield: Registere..	31%	27%	28%	22%	25%
	Avg. Admission Rate: Admitted..	86%	73%	69%	76%	50%
	Avg. Admission Yield: Registere..	36%	38%	41%	28%	50%
Spring	Applicants	223.0	256.0	198.0	31.0	
	Admitted Applicants	177.0	207.0	139.0	23.0	
	Registered Applicants	61.0	86.0	48.0	6.0	
	Avg. Applicant Yield: Registere..	27%	34%	24%	19%	
	Avg. Admission Rate: Admitted..	79%	81%	70%	74%	
	Avg. Admission Yield: Registere..	34%	42%	35%	26%	
Summer	Applicants		1.0			
	Admitted Applicants		0.0			
	Registered Applicants		0.0			
	Avg. Applicant Yield: Registere..		0%			
	Avg. Admission Rate: Admitted..		0%			
	Avg. Admission Yield: Registere..		0%			

Raw Counts (Applications, Admissions/Offers, Registrations) Applications · Admissions · Registrations

Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	180.0	282.0	262.0	89.0	4.0
	Admissions	154.0	204.0	180.0	68.0	2.0
	Registrations	56.0	77.0	74.0	19.0	1.0
	Avg. Applicant Yield: Registrati..	31%	27%	28%	22%	25%
	Avg. Admission Rate: Admissio..	86%	72%	69%	76%	50%
	Avg. Admission Yield: Registrati..	36%	38%	41%	28%	50%
Spring	Applications	224.0	256.0	198.0	31.0	
	Admissions	178.0	207.0	139.0	23.0	
	Registrations	62.0	86.0	48.0	6.0	
	Avg. Applicant Yield: Registrati..	28%	34%	24%	19%	
	Avg. Admission Rate: Admissio..	79%	81%	70%	74%	
	Avg. Admission Yield: Registrati..	35%	42%	35%	26%	
Summer	Applications		1.0			
	Admissions		0.0			
	Registrations		0.0			
	Avg. Applicant Yield: Registrati..		0%			
	Avg. Admission Rate: Admissio..		0%			
	Avg. Admission Yield: Registrati..		0%			

Count of graduates of both programs combined

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
All

Grad Awarded Term
All

Grad Age Group
All

Residency
All

Indigenous Identity
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Credential
Multiple values

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/27/2026 5:00:59 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Spring	Summer	Total
Everyone	Graduate Count	2025/2026	5	12		17
		2024/2025	9	62	47	118
		2023/2024	8	73	83	164
		2022/2023	5	35	58	98
		2021/2022	33	8	14	55
		2020/2021	64	77	9	150
		2019/2020	91	36	8	135
		2018/2019	21	54	15	90
		2017/2018	1	72	4	77
		2016/2017	6	30	24	60
		2015/2016		20	16	36
		2014/2015		13		13
	Credentials Awarded	2025/2026	5	12		17
		2024/2025	9	62	47	118
		2023/2024	8	73	83	164
		2022/2023	5	35	58	98
		2021/2022	33	8	14	55
		2020/2021	64	77	9	150
		2019/2020	91	36	8	135
		2018/2019	21	54	15	90
		2017/2018	1	72	4	77
		2016/2017	6	30	24	60
		2015/2016		20	16	36
		2014/2015		13		13
Grand Total	Graduate Count	Total	243	492	278	1,013
	Credentials Awarded	Total	243	492	278	1,013

CONSULTATION

- December 18: School of Business
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE and AIP
- January 12: CSB responded to proposed discontinuances and intake suspensions.
- January 15: GCS Faculty Council

RECOMMENDATION

THAT Senate review the proposed continuation of suspension of the two NABU Programs and provide advice to the Board of Governors.

Senate Report

AGENDA ITEM 6.1.25: Proposed for the Suspension of the Bachelor of Communication Studies 2026-27	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

For Senate consideration and advice to the Board of Governors on the proposed Suspension (intake pause) of the Bachelor of Communication Studies in the Faculty of Business and Professional Studies.

At the meeting of the Board of Governors on December 17, 2025, the above credential was considered and the following motion approved:

THAT the Board of Governors refer the recommendation to discontinue the programs listed for Senate for advice per B. 104 Discontinuance of Programs or Courses and per Section 35.2 (6) b) of the University Act.

Note 1: The recommendation for the Bachelor of Communication Studies has changed from a 2026/27 suspension, as recommended to the Board in December 2025, to a 2027/28 suspension with conditions, as now recommended to Senate.

Note 2: The Report is followed by APPENDIX A – SCHOOL OF COMUNICATION STUDIES CORRESPONDENCE.

MOTION

THAT Senate review the proposed suspension of the Bachelor of Communication Studies and provide advice to the Board of Governors.

BACKGROUND

The Bachelor of Communication Studies was approved by the Ministry of Advanced Education in March 2011 and consists of 120 credits. The most recent program review was done in 2021-2022. The main two B.104 criteria highlighted in background information section are student demand for the Bachelor of Communication Studies and the Bachelor's focus and identity.

Student demand for the Bachelor of Communication Studies

The demand for the Bachelor of Communication Studies was in decline from 2019/2020 with a slight increase in 2025/2026. Table 1 represents the applicants/offers/offers/registered applicants for Fall term new students from data analytics since 2021/2022. Over the last 5 years, the conversation applicants to registered applicants is anywhere between 10-20% which in my experience is considered is low. In Spring term 2026 an

additional 8 students joined the program. Table 1 reports that applications as of January 23rd 2026 for Fall 2026 are sitting at 90 in comparison to 123 at the end of January 2026.

Table 1: Applicants/Offers/Registered Applicants 2021-2026

Applicants Drill-down Table
Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/23/2026 4:58:38 AM

				2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
Business & Professional Studies	Communication	Bachelor of Communication Studies	Applicants	193	187	202	159	173	90
			Offered Applicants	163	160	150	131	144	70
			Registered Applicants	39	23	23	16	33	0

The School of Communications Studies courses (not including services courses to other programs) has a good fill average rate. The fill rate for Fall 2026 was 82% and for Spring 2026 was 91%. The courses are appealing to non-communication students as part of their elective selection. More research needs to be done when looking at fill rate with some courses showing a less than 35 maximum seat number, which is the maximum seat number as per the Collective Agreement. For example, CMNS 190 has a 26-seat maximum and some CMNS 220 has a 31-seat maximum. I understand that a course with more comprehensive writing and extensive marking would have been allocated a lower seat capacity in the past however, with the University's budget crisis it may be time to reassess all courses at the University which have a lower than 35 seat maximum. Graduates from the Bachelor of Communication Studies are: 2022-2023 n=35, 2023-2024 n=28 and 2024-2025 n=26.

Bachelor's focus and identity

In my opinion, the Bachelor needs a clearer focus and identity to make it more attractive. The first recommendation of the July 2022 External Review Report identified a need to refine SoC's identity has not happened yet. The School had done very well in reviewed individual course outlines and developing new courses, it appears that 24 of the 64 courses listed on the website have 2023 and above course outlines. This indicated that good work has been done at the course level.

The School of Communication argues a strong identity in leadership and strategic communication (Appendix A), a search through the 64 communications course outlines indicates few outlines that include the words "leadership" or "strategy" in course descriptions or learning outcomes. Three courses (CMNS 360, 462 and 498) include the word "leadership", all part of the Cap Core Experiential learning outcomes requirements. Five courses include the word "strategy" with only one required course (CMNS 360) and the four others being electives courses (CMNS 295, 333,390 and 430). No lower levels 100 and 200 course outlines included the words "leadership" nor "strategy" in their descriptions or learning outcomes. Strategic communication is listed as an area of focus on the main webpage, only one required course at the 300 level includes strategy (CMNS 360) . Although the School sees leadership and strategy as the core of the Bachelor's identity, it is not explicit in the program description, academic profile and course content. Ultimately, are the Leadership and Strategy

areas of focus what potential students are looking for and if yes, how can the course descriptions/learning outcomes be more explicit and how can the program profile and description show this more clearly and if no, what areas of focus would be more appealing. Would focuses in AI and Digital literacy or Advocacy and Public Discourse or other focus work better?

Having worked with the School of Communication since July 2025 and more over the last month, I see that this team is very passionate and committed to their work. I hope that the School can come together, along with the help of CTE, AIP and other groups, to reimagine and redesign the Bachelor of Communication Studies academic profile and description to attract a higher number of students. Attached to this memo is some correspondence (Appendix A) sent by the School to the Chair of Senate. The correspondence includes "Actions Taken" which supports the passion, commitment and willingness to explore change. Once recent and future changes are weaved into a clearly identified and marketable focus, I believe the Bachelor of Communication Studies will see growth.

Taking into consideration the feedback from the School of Communication, the lower enrollment of new students in Year 1 of the Bachelor of Communication Studies, the unclear focus and identity and the fact that the program is currently admissible, I am recommending a pause to the existing profile in the Academic Year 2027-2028. This will give an opportunity to submit changes and get the approvals needed for renewed program profiles to be in place for Fall 2027 applications. Please note that the original proposal to the Board proposed intake suspensions for 2026-27.

Application conversion information

Year
Multiple values

Term Type
All

Gender
All

Indigenous Identity
All

Residency
All

New To CapU
All

Applicant Type
All

Program Campus
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Program of Study
Bachelor of Communica..

Application Conversions

Unique (top) and raw (bottom) counts of application/applicant conversion stages (application, admission/offer, registration). In graph view, conversion rates appear by hovering over a bar.

Dashboard updated as of 1/26/2026 4:58:34 AM

Unique Counts (Applicants, Admitted Applicants, Registered Applicants) Applicants Admitted Applicants Registered Applicants Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applicants	209.0	203.0	214.0	173.0	196.0
	Admitted Applicants	177.0	173.0	159.0	141.0	162.0
	Registered Applicants	50.0	33.0	30.0	23.0	44.0
	Avg. Applicant Yield: Registere..	24%	16%	14%	13%	22%
	Avg. Admission Rate: Admitted..	85%	85%	74%	82%	83%
	Avg. Admission Yield: Registere..	28%	19%	19%	16%	27%
Spring	Applicants	48.0	45.0	47.0	56.0	56.0
	Admitted Applicants	36.0	30.0	24.0	36.0	42.0
	Registered Applicants	18.0	15.0	7.0	12.0	16.0
	Avg. Applicant Yield: Registere..	38%	33%	15%	21%	29%
	Avg. Admission Rate: Admitted..	75%	67%	51%	64%	75%
	Avg. Admission Yield: Registere..	50%	50%	29%	33%	38%
Summer	Applicants		1.0			
	Admitted Applicants		1.0			
	Registered Applicants		0.0			
	Avg. Applicant Yield: Registere..		0%			
	Avg. Admission Rate: Admitted..		100%			
	Avg. Admission Yield: Registere..		0%			

Raw Counts (Applications, Admissions/Offers, Registrations) Applications Admissions Registrations Click to switch views

		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Fall	Applications	209.0	203.0	214.0	173.0	196.0
	Admissions	177.0	173.0	159.0	141.0	162.0
	Registrations	50.0	33.0	30.0	23.0	44.0
	Avg. Applicant Yield: Registrati..	24%	16%	14%	13%	22%
	Avg. Admission Rate: Admissio..	85%	85%	74%	82%	83%
	Avg. Admission Yield: Registrati..	28%	19%	19%	16%	27%
Spring	Applications	48.0	45.0	47.0	56.0	56.0
	Admissions	36.0	30.0	24.0	36.0	42.0
	Registrations	18.0	15.0	7.0	12.0	16.0
	Avg. Applicant Yield: Registrati..	38%	33%	15%	21%	29%
	Avg. Admission Rate: Admissio..	75%	67%	51%	64%	75%
	Avg. Admission Yield: Registrati..	50%	50%	29%	33%	38%
Summer	Applications		1.0			
	Admissions		1.0			
	Registrations		0.0			
	Avg. Applicant Yield: Registrati..		0%			
	Avg. Admission Rate: Admissio..		100%			
	Avg. Admission Yield: Registrati..		0%			

Count of graduates

Credentials Awarded
Graduate Count

Year Type
Fiscal Year based on terms, not months
Academic Year

Comparison
Everyone

Grad Awarded Year
Multiple values

Grad Awarded Term
All

Grad Age Group
All

Residency
All

Indigenous Identity
All

Credential Type
All

Faculty
All

School
All

Program Code
All

Major Code
All

Credential
Bachelor of Communicati

Count of Graduates and Credentials Awarded

By academic or fiscal year, depending on 'Year Type' selection. Users can compare across one of several factors using the 'Comparison' parameter. View can switch between bar chart and table format by clicking on the table/bar icon in the view's header. Note that students graduating in a given term can graduate with more than one credential.

Data updated on 1/26/2026 5:00:34 AM.

Graduates & Credentials Awarded Table

Click to change view

			Fall	Spring	Summer	Total
Everyone	Graduate Count	2025/2026	8.0	6.0		14.0
		2024/2025	10.0	8.0	8.0	26.0
		2023/2024	4.0	10.0	14.0	28.0
		2022/2023	9.0	10.0	16.0	35.0
		2021/2022	3.0	19.0	13.0	35.0
		2020/2021	3.0	13.0	10.0	26.0
	Credentials Awarded	2025/2026	8.0	6.0		14.0
		2024/2025	10.0	8.0	8.0	26.0
		2023/2024	4.0	10.0	14.0	28.0
		2022/2023	9.0	10.0	16.0	35.0
		2021/2022	3.0	19.0	13.0	35.0
		2020/2021	3.0	13.0	10.0	26.0
Grand Total	Graduate Count	Total	37.0	66.0	61.0	164.0
	Credentials Awarded	Total	37.0	66.0	61.0	164.0

CONSULTATION

- December 11: Schol of Communication with Associate Dean (Information only)
- December 16: School of Communication with Dean, Associate Dean and CTE
- January 6: BPS Faculty Council
- January 9: Chair/Coordinator/Convenor with RO, CTE, AIP, Dean and Associate Dean
- January 14: School of Communication with IR, VPA, CTE, Dean and Associate Dean

RECOMMENDATION

THAT Senate review the proposed suspension of the Bachelor of Communication Studies and provide advice to the Board of Governors.

Details:

- Minor changes (<30%) or major changes to program profiles would need to be approved internally and/or externally (if applicable) for programs to be admissible in AY 2027-28 and/or beyond.
- If minor changes (<30%) or major changes to program profiles are not approved for Fall 2027 admissions, the programs may risk continued suspensions or discontinuances.
- One section of program development could be moved from the school's non-Instructional 2026-2027 budget starting April 1, 2026. No additional sections outside of the planned budget will be allocated.

APPENDIX A – SCHOOL OF COMUNICATION STUDIES CORRESPONDENCE

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

To: Capilano University Senate

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

Purpose

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

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

Motion

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

A) Concerns

We believe that this intake suspension recommendation is based on:

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

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

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

Table 1

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

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

2. **Lack of Savings Data:** From the email we received on Dec 11th and what was shared with the board on Dec 17th, it seems clear that the impetus behind the intake suspension is managing the university deficit rather than lack of viability of this program. We have not been provided with the rationale or the data used to substantiate this decision, including expected savings and market research. It is unclear if any budget mitigation will result from the proposed intake suspension. We have asked senior leadership to provide this information, but it has not been forthcoming.

3. **Lack of/Inaccurate Program Excellence Measurement:** The proposed intake pause is supported by claims that our program lacks a clear and unique identity and that there is too much redundancy in communication programming in our region. We have communicated our strong sense of identity to leadership – based on the role of communication and media literacy as leadership competencies and with a focus on strategic communication – and explained how this distinguishes us from communication programming at SFU and UBC (rooted primarily in critical media and cultural studies) and BCIT and Kwantlen (with niche programs in specific areas). When queried, leadership has not been able to explain how we lack identity or unique curriculum. As for teaching excellence, three faculty in our school have received teaching excellence awards since 2019.

4. **Lack of Consideration of Communication Skills Employability Success Rates:** In terms of labor market needs and expectations, which is one of the criteria in the Policy B. 104 , we believe that our program offers a unique set of skillsets for students who wish to work in the field of professional communication, while still grounded in theory and media studies. Six of the nine essential employability skills published by Industry Canada in 2025 are communication skills that we teach in our program. Canada's federal Skills for Success framework explicitly lists communication as one of the nine essential skills that help workers succeed in the job market. A quick search revealed that the Government Job Bank currently lists more than 380 job postings for "Communications Specialist" in Canada. In terms of program quality, we believe this is evidenced by the fact that our alumni are holding positions at a variety of companies, such as Web Writer at CBC News, Relationship Specialist at Tsleil-Waututh Nation, Communication Officer at Doctors of BC, as well as Digital Marketing and Communication Coordination positions at many government and private companies. We are happy to provide a detailed list of where our alumni are currently employed in communication positions as well as where our students have completed successful placements. It is a small matter to align our programming more clearly with published CIP codes without having to pause and engage in a fundamental redesign.

5. **Lack of Consideration of the Effect on Breadth of Electives we Provide Students from other Schools**: As for demand for communication courses from other programs, the effect of the intake suspension of our degree on the wider university community have not been considered, especially for students looking for breadth of electives. We have courses that fill very quickly with waiting lists, for example, CMNS 185, 190, 220, 261, and 360. Waitlist numbers are available if needed. We also have been provided with data on CMNS course registrations by non-program students, which shows quite clearly the degree to which CMNS curriculum resonates with students across the university. We are also happy to provide this data for review by Senate.

B) Addressing Policy B.104 Criteria

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

Table 2

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

	CMNS Counter	• Program enrolment has increased this year from the last two years. • The data used included only 400-level CMNS courses but this was used to argue about the entire program. 2 of the courses included are not even in our degree program, but the NABU program, which is currently being taught out with only a handful of students. 1 of our 400-level program courses (CMNS 499) is structured as a directed study rather than a full teaching section, but is still listed in CapU analytics as a single section of 35 students and counted towards our overall seat utilization averages. • Removing service courses from tabulations, seat utilization averages in CMNS courses are well above 80% on average across the last 4 years, and over 90% in our 100-level program courses – the very courses we would be cutting with the intake suspension. These numbers are greatly consistent despite fluctuation in *program* enrolments, which is the only metric being used to argue for the pause.
	Actions taken/ planned	• We have taken steps to support our program since our program review, and we are working on a program renewal. • We have updated 11 course syllabi, including course outcomes and objectives to align the skills with market needs and changes in the discipline. • In the last three years, we have created new courses, e.g. 400-level electives, such as Disinformation and Media, Civil Discourse and Democracy, special topics courses, such as Media, Activism and Social Change, and popular music as social communication, as well as revised curriculum in digital communication and media. New courses are currently moving through approvals, including as a 200-level course on AI Literacy and Professional Communication; two other course have been approved for development on Fandom and Podcasting. • We have continuously consulted with CTE, CDC, AIP, the WIL office and alumni as we update course outcomes and objectives and create new courses. • We have signed up (as of Fall 2025) with the Recruitment Office's initiative to directly promote specific programs through visits to secondary schools, both in our catchment (North Van, Sea-to-Sky) as well as in East Vancouver and North Burnaby. We feel that this will help boost applications and program numbers.

	Requests	Time to determine the effectiveness of initiatives underway since before the pause was announced – we feel that it is preemptive to pause our intake given both consistency in course enrolments and the potential for success in our recruitment efforts.
2	**Relevant criteria from policy B.104**	b) Breadth & depth of student opportunities
	Rationale for pause	Identity of the program is not as strong as at other institutions – program has not shifted with market trends
	CMNS Counter	• No evidence is presented to support these points, and we are clear on our identity as reflected in our program – we train strategic communicators. This involves a combination of applied professional communication skills, critical literacies developed through attention to the broader contexts of communication and media, and an orientation of our program towards professional practices in strategic communication (crisis communication, media relations, public relations, development & management of communication campaigns, policy and legal aspects of professional communication work). • The claim that we have not shifted with market trends is also demonstrably false. This has been accomplished not through structural changes at the program level, but at the level of the curriculum that constitutes our program. Here, we have introduced a range of new courses in digital communication and media, disinformation literacy, AI in professional communication, civil discourse and democracy and new courses incorporating consideration of AI in business and professional communications. • Again, these claims reflect a lack of consultation with the CMNS unit rather than an accurate picture of our program or our School. • Arguments were presented by administrators that our identity duplicates that of SFU's School of Communication. This is incorrect. SFU's program is theoretical, analytical, and research-based-study oriented, while ours is practice-focused and professionalworkplace oriented. Please see item #4 under item A above for students' opportunities.
	Actions taken/ planned	New and ongoing curriculum developments to address current trends relevant to CMNS
	Requests	That closer study and accurate knowledge of CMNS curriculum attend the formulation of any claims to its nature or status, and that appropriate consultation be conducted with us in the formulation of any proposals with respect to our programming.

	Relevant criteria from policy B.104	f) contribution to community, institutional, scholarly, and social environments
	Rationale for pause	Lack of employment opportunities/labour market integration
3	**CMNS Counter**	• Since Fall 2021, 34 courses have been involved in Work Integrated Learning (City Studios) opportunities with the community. A list is available if needed. • Faculty have been awarded research grants through the CARS office to collaborate with community partners and support the university's three
		envisioning goals of Imagination, Community Engagement, and Distinct University Experience. For example, Dr. Kym Stewart worked with Simon Fraser University and Finis Terrae University (Chile) on an Imagination in Education conference. Dr. Kym Stewart also worked with Dr. Annabella Cant for two years to develop PD opportunities for Cap U faculty related to the theory of Imaginative Education- this included hiring student research assistants. Also, Dr. Alaa Al-Musalli collaborated with the Vancouver School Board to bring Disinformation Literacy to K-12. Dr. Caio Cardoso is currently working on a research grant proposal via the CARS office with Brazilian and British colleagues. • We keep an extensive and up-to-date list of our practicum host partners, engage with local industry through regular PAC meetings, and host industry panels and other events for current students and alumni. • Our faculty are committed to academic excellence and remain active in scholarly publications. A list of publications can be provided if needed.
	Actions taken/ planned	We are working on integrating our alumni and students into our program development. For example, in 2022, we created a Student Advisory Council to embed students' voices into our deliverables. The students who worked on the council provided research and recommendations that have been driving some of our renewal and program development work. Most of their recommendations confirmed the need for more practical skills training and continued work with the community to provide work-ready skills for students.
	Requests	That evidence be produced to counter our claims or that, in the absence of such evidence and in consideration of the more detailed documentation we can provide, we be removed from the list of programs to be paused.

4	**Relevant criteria from policy B.104**	h) Contribution to CapU's reputation, aspirations & role as a Special Purpose Teaching University.
	Rationale for pause	Lack of uniqueness of the CMNS degree
	CMNS Counter	• We have asked leadership to explain how our programming is redundant in relation to other CMNS programs in our region, but no such explanation or evidence for this claim has been produced. • In reality, our program is unique in the region in its focus on strategic communication. SFU's CMNS degree is focused primarily on critical media studies with some applied media in acoustic communication and video production. BCIT's programming focuses exclusively on media training and more narrowly on public relations.
		We are the only degree program in BC to focus on strategic communication as a leadership skill. • The proposed intake suspension of our degree, which is a practical and workplace-skills-building program will likely have a negative impact on the reputation of CapU. Prospective students will see this as a university-wide programming weakness, and they will not consider CapU as a place of study for fear of such program disruptions happening to them at some point.
	Actions taken/ planned	We will continue to work with our PAC, practicum partners & students to ensure we are working to support key professional communication functions in our society.
	Requests	We ask that leadership examine our WIL contributions, our practicum placement rates and locations, the employment rates and placements of our grads & other data relevant to this point.

Motion

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

Appendices

Appendix 1-Applications Drill-down Table

Applicants Drill-down Table

Counts organized by faculty, school and program. Click on the Faculty or School **+/-** boxes to drill down to a more detailed levels or roll up to a more general level. The **+/-** boxes will appear when the cursor hovers over the relevant field (Faculty or School).

Data updated at 1/14/2026 4:58:21 AM

			2026/2027	
Business & Professional Studies	Communication	Bachelor of Communication Studies	Applicants	76
			Offered Applicants	60
			Registered Applicants	0

Senate Briefing Note

AGENDA ITEM 6.2: Structural Enhancements for Undergraduate Admissions at Capilano University: English Language Proficiency Standard and Tiers of Conditional Admission & Support	
PURPOSE:	☐ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTER: Office of the Vice-President, Academic & Provost	

ISSUE

Currently, Capilano University lacks a clear and consistent minimum English language proficiency standard for undergraduate academic programs of study (POSTs). Various stated minimum-requirement options for undergraduate admission and enrolment in ENGL 100 are inconsistent, scattered across multiple webpages (making them difficult to follow and find), and are misaligned with standards present at peer and inspirational universities. Many students are fully admitted but remain ineligible to enrol in ENGL 100 or other 100-level English courses. The lack of a clear standard creates confusion for applicants, advisors, and faculty, and diverges from practices at other Canadian universities. A coordinated approach is required to align CapU's Undergraduate-level English Language Proficiency Standard (ugrad-ELPS) with peers and to introduce structured pathways that support student readiness and retention.

BACKGROUND

CapU's current collection of minimum-requirement options for undergraduate admission and enrolment in ENGL 100 have evolved in a decentralized manner, resulting in incongruous and occasionally contradictory criteria. An analysis of comparator universities in BC (such as UBC, SFU, TRU, UVic, and KPU) and beyond (such as U of T, TMU, MacEwan, StFX, and Trent) was conducted in 2024-25 AY to explore best and/or most-applicable practices to CapU's context, and the findings inform a proposal that will implement coherent, tiered frameworks that clearly differentiate between full and conditional admission, with established benchmarks and support pathways, thereby fostering recruitment and retention of students and high quality learning experiences.

The proposed changes introduce: - One coordinated **Undergraduate-level English Language Proficiency Standard (ugrad-ELPS) applicable** to fully admitted students enrolled in undergraduate POSTs; and - A **tiered Undergraduate-level English Language Conditional Admission and Support (ugrad-ELCAS)** framework for conditionally admitted students requiring further English-language skill development.

CONTINUOUS IMPROVEMENT

The one coordinated English language proficiency standard (ugrad-ELPS) and the new framework for conditional admission tiers of English-language preparation and support (ugrad-ELCAS) will serve as a platform for a more standardized approach that provides opportunities for continuous assessment and improvement of admissions practices. Higher education is an ever-evolving space, and the University must be able to respond in a coordinated and timely manner. Moreover, competing and coordinated interests from across the University have been shared and addressed. While the proposal cannot perfectly satisfy everyone's desires, it does represent a significant improvement compared to the current state at CapU, and it establishes a structure upon which future enhancements will be made in a cohesive and timely manner.

KEY CONSIDERATIONS

- **Alignment with Sector Standards**
  - Minimum university-level standard (e.g. TOEFL iBT, 88; BC English Studies 12, C+/67%)
  - Consistent thresholds for all undergraduate applicants regardless of citizenship or educational background
  - A baseline standard for undergraduate education at CapU: minimum-requirement options for all (or nearly all) undergraduate POSTs must match or exceed the minimum-requirement options stated in the ugrad-ELPS
- **Student Success and Retention**
  - A standard for full undergraduate admission that ensures all fully admitted applicants can enroll in ENGL 100 (3.0) or other 100-level ENGL coursework without the need to satisfy additional prerequisites
  - Tier A, Tier B, and Tier C of ugrad-ELCAS are admission tools that academic units may choose to implement. Program areas will determine whether to use a conditional admissions process or not
  - Tiers of conditional admission integrate coursework assignments to ensure readiness for undergraduate education at CapU and enrolment in ENGL 100 and most other 100-level ENGL courses
- **Recruitment and Equity**
  - Transparent conditional admission pathways enhance CapU's competitiveness and inclusivity
  - Maintains and increase access for diverse learners while ensuring academic integrity
- **Operational Clarity**
  - Simplifies central-admissions decisions and course-eligibility tracking
  - Improves enrolment management, section planning, and faculty workload predictability

- **Timely Adjustments**
    - The proposal comes with commitment to annual reviews of admission practices and outcomes – it represents a new chapter in full and conditional admission at CapU, not the final word.
    - Adjustments to full and continuous admission stipulations will be made as necessary

OPTIONS AND IMPLICATIONS

- **Option 1 – Implement ugrad-ELPS and tiers of ugrad-ELCAS (Recommended)**
    - Introduce university-wide minimum standard and three-tiered conditional admission model
    - Establishes a transparent, student-centred process that aligns with peer practices
- **Option 2 – Maintain Current Practices**
    - Retains confusion and inconsistency across webpages and programs
    - Missed opportunity to align with sector norms and improve student preparedness

RECOMMENDATION

Capilano University should adopt the **Undergraduate-level English Language Proficiency Standard (ugrad-ELPS)** and three tiers of **Undergraduate-level English Language Conditional Admission and Support (ugrad-ELCAS)** effective for the Fall 2027 admissions cycle.

Implementation will include the following:

- Academic calendar and website alignment led by the Registrar's Office
- Faculty and advisor training through the Centre for Teaching & Learning
- Communication rollout for domestic and international recruitment (Spring 2026)
- Annual monitoring of retention and student success outcomes.

IMPLEMENTATION TIMELINE

Action	Responsible Unit	Timeline
Finalize and approve undergraduate standard and tiers of conditional admission	Senate / Academic Planning	Spring 2026
Update calendar and web materials	Registrar / Communications	Spring 2026
Faculty & advisor training	Centre for Teaching & Learning / Deans	Spring 2026
Launch revised undergraduate standard and tiers of conditional admission	Registrar / CIE	Fall 2026
Monitor and review yearly for continuous improvement and updates as needed	Registrar / CIE / Academic Planning	Fall 2027–Fall 2030

ANTICIPATED OUTCOMES AND SUMMARY STATEMENT

One English Language Proficiency Standard (ugrad-ELPS)

1. presents needed clarity
2. facilitates more consistency in the classroom for instructors and students
3. enhances operational clarity – e.g. improves enrolment management, section planning, and faculty workload predictability
4. improves student retention

Three Tiers of English Language Conditional Admission and Support (ugrad-ELCAS)

1. allows CapU to recruit a broader array of applicants via new, optional admissions tools
2. facilitates tracking of and support for students with developing English language skills
3. enhances CapU's competitiveness

One ugrad-ELPS + Three Tiers of ugrad-ELCAS

1. facilitates maturation as a university and alignment with norms in higher education
2. improves health and well-being for students and the University community at large

The adoption of the Undergraduate-level English Language Proficiency Standard (ugrad-ELPS) and three tiers of Undergraduate-level English Language Conditional Admission and Support (ugrad-ELCAS) should provide clarity, enhance recruitment, strengthen student retention, improve classroom experience, and facilitate better planning and management practices. The initiative aligns with CapU's commitment to equity, excellence, and operational sustainability under Illuminating 2030.

CAPILANO UNIVERSITY

TRUNCATED TABLE

Minimum standard for nearly all undergraduate-level POSTs, likely phased implementation	Admission tools that academic units may choose or not choose to utilize for undergrad-level POSTs. AUs will work with RO to determine tiers of ugrad-ELCAS, if any, that will be associated with each POST.		
ugrad-ELPS "The standard"	**Tier A ugrad-ELCAS**	**Tier B ugrad-ELCAS**	**Tier C ugrad-ELCAS**
eligible to enrol in ENGL 100 (3.0) and most other 100-level coursework without restrictions	Assignment A1 | 3.0 credits: ENGL 112 (3.0), with a minimum grade of C− (60%) or Assignment A2 | 3.0 credits: EAS 100 (3.0), with a minimum grade of C− (60%) • must complete assignment A1 or A2 within first 9.0 credits of study as an undergraduate-level CapU student • may enrol in other courses *alongside* assignment A1 or A2 requirements	Assignment B | 9.0 credits: EAP 100 (6.0) + EAP 101 (3.0), with a minimum grade of B+ (77%) in each course • must complete Assignment B within first 15.0 credits of study as an undergraduate-level CapU student • may enrol in other courses *alongside* Assignment B requirements	Assignment C | 21.0 credits: EAP 090 (12.0), with a minimum grade of B (73%), and EAP 100 (6.0) + EAP 101 (3.0), with a minimum grade of B+ (77%) in each course • must complete Assignment C within first 27.0 credits of study as an undergraduate-level CapU student • may enrol in other courses *alongside* Assignment C requirements
	A ugrad-ELCAS student will *not* be fully admitted and *not* be eligible to enrol in ENGL 100 (3.0) and most other 100-level ENGL courses until their assignment – A1, A2, B, or C – has been successfully completed.		
eligible for full admission if one of the minimum-requirement options listed below has been satisfied	eligible for Tier A conditional admission if one of the minimum-requirement options listed below has been satisfied	eligible for Tier B conditional admission if one of the minimum-requirement options listed below has been satisfied	eligible for Tier C conditional admission if one of the minimum-requirement options listed below has been satisfied
minimum-requirement options	*minimum level-12 course marks/grades and minimum EAL scores*		
English Studies 12, English First Peoples 12, or Literary Studies 12 in BC and similar courses/exams outside of BC and Canada[1]	C+ or 67%	C or 60%	—	—
TOEFL iBT	Overall score of 88 with no section score below 20	Overall score of 84 with no section score below 20	Overall score of 80 with no section score below 20	Overall score of 71

[1] *For each applicant who resided and studied in Canada or one of the listed countries, English must have been the primary language of instruction at the secondary school(s), and the applicant must have studied at the secondary school(s) for at least two consecutive years.*

IELTS Academic	Overall band score of 6.5 with no band score below 6.0	Overall band score of 6.5 with no band score below 5.5	Overall band score of 6.0 with no band score below 5.5	Overall band score of 5.5 with no band score below 5.0
CAEL	Overall band score of 70 with no band score below 60	Overall band score of 70 with no band score below 50	Overall band score of 60 with no band score below 50	Overall band score of 50
PTE Academic	Overall score of 61	Overall score of 58	Overall score of 54	Overall score of 50
Duolingo English Test (DET)	Overall score of 120 with no subscore below 110	Overall score of 115 with no subscore below 110	Overall score of 110	Overall score of 100

SENATE REPORT

AGENDA ITEM: Strategic Enrollment Management Updates	
PURPOSE:	☐ **Approval** ☒ **Information** ☐ **Discussion**
MEETING DATE: February 3, 2026	
PRESENTER: Harb Johal, AVP Enrollment Management & University Registrar	

PURPOSE

The purpose of this report is to provide Senate with an update on the statuses of various Strategic Enrollment Management (SEM) workstreams. As part of the SEM framework, a report is to be presented updating Senate twice per calendar year. Background information on SEM can be found in both Appendix A and B.

SUMMARY

SEM Workstreams

- **Financial Aid & Awards Data:** Institutional Research, with feedback from the Registrar's Office, are finalizing the creation of dashboards within CapU Analytics which will provide a clear picture of how students are funding their education. This will allow for improved analysis of where the funding gaps are and will allow the Registrar's Office to work closely with Philanthropy on fundraising campaigns for specific student groups to better support meeting students' unmet financial need.

- **Program Deposits:** The Registrar's Office is working closely with DTS and program areas to build a technology solution that will allow us to charge an acceptance deposit across most programs, which will better allow for the ability to forecast the number of newly admitted students who committed to enroll at CapU. This workstream involved consultation/feedback with several program areas.

- **Update Program Pages:** The Registrar's Office has drafted up content to add tabs that provide additional information on transfer credit and study abroad opportunities. The goal is to provide future students more information on what opportunities exist at CapU. The RO is currently working with DTS on determining the best solution to achieve the desired goal, and timelines will be determined in collaboration with MDX.

- **Multi-Term Scheduling:** Multi-term scheduling is moving forward for fall 2026. Extensive consultations took place with faculties in 2025, and currently monthly meetings are taking place with the RO's Scheduling team and the Divisional Supervisors and Departmental Divisional Assistants (DDAs).

- **Conversion Activities:** Digital welcome packages in partnership with MDX are being created which will include a dean's letter and a next steps checklist card. Planning for strategic partnerships with faculties that have the lowest conversion rates and supporting

those faculties in conversion activities such as targeted campus tours, inviting students to a guest lecture, or hosting a Q & A session are underway as a part of the fall 2026 cycle.

Next SEM Workstreams

The next phase of SEM workstreams will include (add detail and timelines):

- Registration – multi-term registration. The desired outcome of this workstream would be to allow students to register for both the fall and spring semester during the same period (i.e. July). The Registrar's Office will begin the process of assessing our student information system's capabilities of managing multi-term registration. The timeline for this implementation is completion by June 2027 in advance of the 2027-28 academic year.

- Conditional Admissions. The Registrar's Office will begin the process of determining system requirements to implement process changes from an admissions and registration standpoint. We will also be engaging with program areas on determining their interest in these three tiers of English language4 conditional admission and support model.

- Retention – academic alert and probation support. Work will commence in collaboration with the Registrar's Office, Student Affairs, CIE, and CTE on strategies to provide support to students on academic alert and academic probation.

- Recruitment – Program dossiers. Building upon previous work the Recruitment team performs with faculty, garnering more information on labour market trends, job outcomes, program demographics etc. that can be used as an advising tool for both future and current students.

Closing

The next update provided to Senate will take place this fall. Please reach out with any questions or concerns.

Appendix A – SEM Update from May 2024

CapU Working SEM Definitions

Strategic enrollment management (SEM) is a coordinated and collaborative planning practice that establishes student enrollment goals for recruitment, retention, graduation, and distinct university learning experiences in alignment with University's priorities and values as expressed in the current strategic and academic plans. The resulting SEM initiatives is a shared university framework that guides university student recruitment, retention, and student success priorities for the plan's duration. The university has shared responsibilities in support of achieving SEM goals.

SEM planning establishes a multi-year enrollment model, goals and identifies the strategies and tactics that will inform recruitment and retention initiatives for the duration of a plan.

The SEM model is a multi-year projection of the university's enrolment based on assumed retention rates and recruitment activities. It is used for both planning and reporting purposes to inform resource allocation and accountabilities.

SEM goals are measurable enrollment targets and distinct university learning experience targets with defined key enrollment indicators (KEI).

SEM initiatives are prioritized focus areas with sub work streams that go through multiple iterative stages to support the achievement of SEM goals within an established time frame.

For the purposes of the 2025-2030 SEM, foundational SEM initiatives are approaches or processes for adoption or refinement that encompass sectoral baseline practices and previously identified opportunity gaps. Transformative SEM initiatives refer to approaches or processes that imaginatively leverage distinctively CapU tactics to reach the university's SEM goals.

Illustrative stages for each SEM initiative and sub work streams

1. Scoping: This stage defines the problem each SEM work stream aims to solve, outlines the objectives, and sets the boundaries. It involves identifying the parameters and constraints, clearly delineating what is and is not included in the project scope. Effective scoping prevents scope creep and ensures that all efforts are directed towards addressing the core problem.

2. Designing: This stage involves baselining, research, and fact-finding to understand previous efforts and outcomes. It defines the steps needed to achieve the project goals, focusing on solution development. Key areas for de-risking the project and essential performance indicators are established to guide progress and measure success.

3. Resourcing: Following the designing stage, resourcing involves determining the necessary skills, competencies, perspectives, and experiences required to implement the identified solutions. This stage ensures that the project team is equipped with the right mix of abilities and viewpoints to effectively action the plan.

4. Piloting: Inspired by Lean Startup's principle of the Minimum Viable Product (MVP), this stage tests key components of the design with real users to gather feedback. This iterative process allows for adjustments based on user input, enhancing the solution's effectiveness before full-scale implementation.

5. Implementing: This stage addresses any issues identified during the pilot and scales the project into full production mode. It involves fine-tuning the project deliverables and ensuring all operational aspects function smoothly for a seamless transition to regular operations.

6. Sustaining, Monitoring, and Reporting: In the final stage, the project transitions from a project phase to day-to-day operations. Continuous monitoring and reporting mechanisms are established to ensure the project's outcomes are sustained and integrated into the organization's ongoing operations, maintaining the improvements and benefits delivered by the project.

SEM Key Success Capabilities

#	Key Success Capabilities	Examples of Typical Focus
1	Strategy (5 reinforcing components)	Integrated choices with trade-offs: where we will and will not focus, aligned with core capabilities and systems.
2	Market research & demand analysis	Analyze future-looking trends; identify areas with growth potential and those at risk of decline.
3	Marketing & recruitment	Branding, funnel management, digital outreach.
4	Admissions operations & CRM	Processing speed, application experience, personalized follow-ups.
5	Financial-aid strategy	Needs and opportunities based on philanthropy, student retention, and student success.
6	Retention & student success	Early alerts, advising, co-curricular supports.
7	Program portfolio management	Well-defined and evidence-based strategies, explicit trade-offs, and alignment of resources.
8	Analysis & forecasting	Real-time KPIs, scenario modelling, qualitative, diagnostic, predictive, and prescriptive analyses.
9	Governance & culture	Cross-functional collaboration and coordination with clear accountability and shared goals.
10	Program management	Structured orchestration of progress, knowledge management, tracking, etc.

Appendix B – June 24, 2025 Board of Governors Report

Purpose

The purpose of this report is to provide the Board of Governors with an update on Strategic Enrollment Management (SEM) program.

Background

In November 2024, SEM program co-leads Aurelea Mahood, Vice-Provost and AVP, Academic and Joyce Ip, AVP Strategy, Analytics and Transformation, were invited to provide an introduction to SEM for Capilano University faculty and staff. In that update, they committed to providing an update in 6 months that included a progress report. The following provides the concrete updates about the in progress workstreams and highlights a few of the positive outcomes and learnings thus far.

What is SEM?

A toolkit that helps universities strategically manage the student experience throughout their life cycle from recruitment to graduation and beyond. It is a cohesive approach that aligns our efforts in recruitment, retention, academic programs, and student services with our long-term goals. Done right, SEM enables universities to foresee and adapt to large-scale changes – like shifting demographics or policy updates – by integrating these priorities across all functions.

SEM and CapU

The university's journey has evolved over the past few years, from initials "SEM readiness" milestones such as creating the Centre for Teaching Excellence in 2017 and the Indigenous Education and Affairs Office in 2020 to capturing feedback from the university community as detailed in 5 internal and external SEM related reports spanning 2015 to 2023.

Current Focus and Approach

The priority has been on synthesizing the foundational initiatives captured in these reports to make progress on the pre-identified gaps instead of repeating the data collection process. The first syntheses prioritized university level workstreams with nested action items. This first phase was tasked with designing a program that can leverage as many of our existing governance structures, expertise and roles and responsibilities as possible to maximize impact while minimizing resource strain. The approach is to leverage lean start-up principles to thoughtfully scope, design, resource, pilot, implement and sustain each workstream.

Notable Enrollment Management Operations (EMO) Workstream Progress

1. Admissions: Data-informed application processing times

2. Admissions: Financial aid and scholarship key performance indicators and analyses

3. Admissions: English Language Requirements (ELR) for student success

4. Registration: Time ticketing/registration priority

5. Scheduling: Mult-term scheduling

6. Transfer credit: Block transfer credits

7. Domestic recruitment and conversion: Summer and Fall high touch outreach

Summary

Bright spots summary (positive impact and learnings thus far):

· Increased domestic enrollment across registration and retention metrics when comparing 2023/2024 to 2024/2025 academic year.

· More effective and efficient cross team collaboration to capture feedback to inform next steps by being clear on expectations, roles and responsibilities.

· Demonstrated commitment to progress and execution despite limited resources and a challenging landscape by leveraging focused expertise and strategic prioritization.

· Strengthened (and continuously improved) use of data, and rigorous research and analyses for prioritization and solutions design.

· Meaningful reporting out on progress to increase transparency and accountability.

Memo

To: Mary Jukich, Angela Ruggles
From: Harb Johal, AVP Enrollment Management & University Registrar
Subject: Spring 2026 Election BOG and Senate Timeline
Date: January 5, 2026
cc: N/A

SPRING 2026 ELECTION TIMELINE

Date	Action	Duration
Thursday, Jan 29	Call for nominations	Two weeks
Wednesday, February 11, 4pm	Call for nominations CLOSED	Four weeks
Thursday, Feb 12	Orientation (by request)	
Thursday, March 12, 12:01 am	Voting OPEN	One week
Wednesday, March 18, 11:59pm	Voting CLOSED	
Friday, March 20	Election Results Announced	

SENATE SEATS UP FOR ELECTION

Representatives	Seats	Non-voting term starts	Voting term starts	Term ends
Students	3 seats	n/a	August 1, 2026	July 31, 2027
	1 seat	n/a	immediately	July 31, 2027
Faculty of Arts and Sciences	1 seat	August 1, 2026	August 1, 2027	July 31, 2029
Faculty of Business & Professional Studies	1 seat	August 1, 2026	August 1, 2027	July 31, 2029
Faculty of Education, Health and Human	1 seat	August 1, 2026	August 1, 2027	July 31, 2029
Faculty of Fine and Applied Arts	1 seat	August 1, 2026	August 1, 2027	July 31, 2029
Faculty of Global and Community Studies	1 seat	August 1, 2026	August 1, 2027	July 31, 2029

BOARD OF GOVERNORES SEATS UP FOR ELECTION

Representative	Seats	Term start	Term Ends
Student representative	2 Members	August 1, 2026	July 31, 2027

Senate Report

AGENDA ITEM: Academic Unit Review Approval for the School of Humanities Response and Action Plan	
PURPOSE:	☒ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 26-Jan-26	
PRESENTER: Alaa Al-Musalli	

PURPOSE

This memo presents SAPRC's support of the Response and Action Plan of the 2024/2025 Unit Review of two programs within the School of Humanities, namely a) Associate Arts Degree – Creative Writing and b) Associate Arts Degree – English.

MOTION

THAT Senate approve the Response and Action Plan for the School of Humanities Review. This signifies that the 2024-2025 academic review cycle is complete for the School of Humanities.

BACKGROUND

The School of Humanities was confirmed for this review in January 2024. The review team completed all the required elements of the cyclical review process through a study of internal data reports, institutional documents, and external research on educational and industry trends. They also conducted consultations with faculty members. The Self-Study Report was submitted on February 4, 2025 and reviewed by the acting Dean of Faculty of Arts and Sciences. A high-level summary of the self-study findings was shared with SAPRC on March 11, 2025. An external review panel was selected from the nominations proposed by the review team. The review team received the external review report on May 21, 2025, which was later than the anticipated timeframe. A response and multi-year action plan addressing the final recommendations was developed in consultation with relevant campus partners and submitted to the acting Dean. This plan was endorsed on November 17, 2025.

SUMMARY

Graham Cook, Miriam Elfert, Michael Fleming, and Alicia Fahey presented this review at SAPRC's meeting on January 20, 2026. They highlighted important findings from their Self-Study Report and takeaways from the recommendations provided by the external reviewers. They shared some of the actions/activities that they identified in their review, for example, moving away from a service-courses model to establish a more consistent section budget, the development of new credentials, such as minors, upgrading the Writing Centre and language resources, enhancing marketing, and expanding community engagement.

The presenters also discussed a number of recommendations within the action plan which implicate Campus Planning, Indigenous Education and Affairs (IEA), Finance, Digital Technology Services (DTS), People, Culture, and Diversity (PCD), Payroll, Registrar's Office, Library, Institutional Research (IR), Marketing and Digital Experience (MDx), and Student Affairs. They requested that Senate seeks to ensure that all relevant recommendations are communicated to these administrative areas.

The presenters answered all the questions posed by SAPRC committee members and received supportive feedback.

RECOMMENDATION

SAPRC recommends that Senate approve the Response and Action Plan for the School of Humanities review. This signifies that the 2024-2025 academic review cycle is complete for the School of Humanities. Also, SAPRC recommends that Senate seek to ensure that all relevant recommendations are communicated to the administrative areas listed in the summary above.

Senate Report

AGENDA ITEM: Academic Unit Review Approval for Institute of Interdisciplinary Studies	
PURPOSE:	☒ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 26-Jan-26	
PRESENTER: Alaa Al-Musalli	

PURPOSE

This memo presents SAPRC's support of the Response and Action Plan of the 2024/2025 Unit Review of two programs within the Institute of Interdisciplinary Studies, namely a) Bachelor of Arts with a Major in Interdisciplinary Studies, and b) Minor in Interdisciplinary Studies.

MOTION

THAT the Senate approve the Response and Action Plan for the for Institute of Interdisciplinary Studies Review. This signifies that the 2024-2025 academic review cycle is complete for Institute of Interdisciplinary Studies.

BACKGROUND

The Institute of Interdisciplinary Studies was confirmed for this review in January 2024. The review team completed all the required elements of the cyclical review through a study of internal data reports, institutional documents, and external research on educational and industry trends. They also conducted consultations with faculty members. The Self-Study Report was submitted on February 18, 2025 and reviewed by the acting Dean of Faculty of Arts and Sciences. A high-level summary of the self-study findings was shared with SAPRC on the March 11, 2025. An external review panel was selected from the nominations proposed by the review team. The review team received the external review report on received on June 17, 2025, which was later than the anticipated timeframe. A response and multi-year action plan addressing the final recommendations was developed in consultation with relevant campus partners and submitted to the acting Dean. This plan was endorsed on November 17, 2025.

SUMMARY

Graham Cook, Miriam Elfert, Cassidy Pickens, and Cheryl Schreader presented this review at SAPRC's meeting on January 20, 2026. They highlighted important findings from their Self-Study Report and takeaways from the recommendations provided by the external reviewers. They shared several key areas in need of development, for example, creating a Department of Environment and Society, increasing student and alumni engagement, tracking students and alumni achievements and satisfaction, revising and building new curricula to support student demand and post-graduation pathways, clarifying the Institution of Interdisciplinary Study's structure within the Faculty of Arts and Sciences, and designing course evaluations for courses run within the program.

The presenters also discussed the importance of receiving support from non-academic units at Capilano University, including Finance, Registrar's Office, Campus Planning, Marketing and Digital Experience (MDx), Creative Activity, Research, and Scholarship (CARS), Alumni Relations, Centre of Teaching Excellence (CTE), CapU Student Union, and the CFA. They requested that Senate ensure all relevant recommendations are communicated to these administrative areas.

The presenters answered all the questions posed by SAPRC committee members and received supportive feedback.

RECOMMENDATION

SAPRC recommends that Senate approve the Response and Action Plan for the Institute of Interdisciplinary Studies Review. This signifies that the 2024-2025 academic review cycle is complete for the Institute of Interdisciplinary Studies. Also, SAPRC recommends that Senate seek to ensure that all relevant recommendations are communicated to the administrative areas mentioned in the summary section above.

Senate Report: Policy and Governance Committee

AGENDA ITEM 7.2.1 B.XXX & B.XXX.1, Academic Qualifications for Instructional Faculty	
PURPOSE:	☒ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTERS: Corey Muench, Chair SPGC; Tracy Penny Light, Interim VPA (Policy Proponent)	

PURPOSE

To request Senate's approval of the Academic Qualifications for Instructional Faculty Policy (B.XXX) and Procedure (B.XXX.1). This policy/procedure would replace S2006-02 Educational Qualifications for Instructors (2011), making the current Senate policy into a Board of Governor's policy.

MOTION / RECOMMENDATION

THAT the Senate approve the Academic Qualifications for Instructional Faculty Policy, B.XXX, and the associated Procedure, B.XXX.1 with an effective date once final consultations have been concluded with the Capilano Faculty Association.

(Note that once approved, this policy will only apply to faculty hired after the policy effective date.)

The following (with some revisions) was submitted by the proponent and the Policy Office:

BACKGROUND & CONTEXT

S2006-02 Educational Qualifications for Instructors was last updated in 2011 and is well overdue to review. This policy was one of many policies considered by external assessors as part of the university's application for expedited review (exempt) through the Degree Quality Assurance Board (DQAB). The DQAB review identified that the university needs to increase the number of doctorally-prepared instructional faculty in degree programs and resulted in a non-binding recommendation that the university "…should implement requirements for a minimum 90% of doctoral/terminal degree holders in all baccalaureate programs and should monitor trends in faculty hiring as part of its integrated planning process." In September 2024 DQAB updated its assessment standards and criteria for new degrees (baccalaureate and above) which now include more descriptive faculty qualification language, affording clearer insights into the expected standards.

During policy review it was identified that this policy should be under Board jurisdiction, it is therefore proposed that the 2011 Senate policy is rescinded with a new Board policy created in its stead.

S2006-02 Educational Qualifications for Instructors sets minimum academic qualifications for instructional faculty at a master's degree in the appropriate specific discipline or equivalent, with a doctorate preferred. It also provides a mechanism for functional areas to propose alternative educational qualifications that are the educational equivalent of the academic qualification for approval by the Vice-President Academic & Provost. The new policy updates the minimum qualifications, with a supporting procedure that describes a more fulsome process for the approval and recording of exceptions.

ISSUES IDENTIFIED

- The 2011 revision of the policy removed program/school level details in favour of a more inclusive and generic approach. Since that time the University's programs have significantly expanded, with the majority of graduates from degree programs in recent years.
- The current minimum academic qualification required does not meet the provincial standard for teaching in graduate programs
- Faculty course and program postings have not consistently been compliant with policy requirements.
- The University does not have sufficient doctorally-prepared instructional faculty for degree programs
- The jurisdiction of the policy also needs to be changed as it is not compliant with the University Act Section 35.2(6) which requires that *'The senate of a special purpose, teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the following matters: (i) the qualifications for faculty members'*
- During review by the Senate Policy and Governance Committee the following concerns were raised:
  a) the level of awareness of program-level effects of the policy if implemented;
  b) the impact of the policy on currently hired Non-regular faculty; and
  c) the impact of the policy on required qualifications when a Reduction Generated Appointment (RGA) is necessitated as per the CFA Collective Agreement.

  In response to these concerns, the Interim Vice President Academic, Tracy Penny Light, agreed to consult the Capilano Faculty Association regarding items b) and c) above. It is thus recommended that this policy and procedure have a delayed effective date to allow time for this further consultation with the CFA.

CHANGES

- renaming from "educational" to "academic" qualifications

- reference to the Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions added to the purpose section
- addition of definitions, scope, designated officer, related policies and guidance and references sections in line with current policy office practices
- definitions of academic qualifications, experientially qualified and core courses created and definitions of degree programs, faculty, graduate courses, graduate programs added
- experiential qualifications for non degree courses and programs of study added
- DQAB descriptions of academic qualifications relevant for the teaching of core courses and degree programs of study incorporated
- DQAB descriptions of experiential qualifications relevant for the teaching of degree courses and programs of study incorporated
- addition of minimum academic standards for Graduate Studies added
- language added to reflect the consideration of hiring Indigenous faculty for their “wisdom, spiritual and cultural knowledge and skills” including consultation
- creation of a new procedure to provide clarity about processes to be used to request the use of experiential qualifications where minimum academic qualifications may not be met

RISKS, BENEFITS & STRATEGY ALIGNMENT

This policy is a part of academic governance and ensures that the University is compliant with provincial standards set out in the Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions. Issued by the Ministry of Post-secondary Education and Future Skills in September 2024. Additionally, the new policy moves from a single academic qualification standard to standards that reflect the programming offered from citations to future Master’s degrees, allowing for greater flexibility. **It should be noted that the policy applies only to faculty hired after the policy effective date.**

CONSULTATIONS

This policy has been in development since early 2025 and has been reviewed by the following individuals and groups:

- Faculty Councils
- Deans
- Vice President Academic & Provost
- Vice Provost & Associate Vice President Academic
- Director, Academic Planning & Quality Assurance
- Director, Risk Management
- Strategic Director, People, Culture & Diversity
- Manager, Employee Experience
- Director, Indigenous Education & Affairs
- Associate Vice President CARS & Graduate Studies
- Capilano Faculty Association (executive, 3Cs and general membership)
- Senate Teaching and Learning Committee

- Academic Leadership Committee

Changes made to the policy as a result of consultation include:

- including additional definitions (experientially qualified, level of courses, programs of study, etc.)
- scope clarification identifying the categories of faculty the policy does not apply to.
- clarifying expectations relating to courses that are not a required in any program of study); (e.g., hiring faculty for USS 100)
- clarifying that consideration of non-Master's academic qualifications can be inclusive of an experientially qualified element
- including expectations of and process for engagement with Indigenous communities in particular situations

Changes made as a result of review by the Senate Policy and Governance Committee

- consistency regarding the application of the policy to the hiring process
- development of a separate procedure to include all process elements
- policy reordered for a more logical flow with all process related language moved to the new procedure
- other changes to improve clarity and readability

REVIEW & APPROVAL PROCESS TIMELINE

Date	Committee	Purpose
Various dates in 2025 and early 2026	Senate Policy and Governance committee	Review, propose improvements and determine if ready for Senate consideration.
Feb. 3, 2026	Senate	To review and approve, ask for further amendments if required or make recommendations *(35.2(6) policies only)**
FUTURE	Senate Policy and Governance Committee and Board Planning Committee	Review, request amendments if required or recommend for Board approval *(35.2(6) policies only)**
FUTURE	Board	Final approval *(35.2(6) policies only)**

PLAN FOR ASSOCIATED TRAINING OR AWARENESS RAISING

The proposed policy once approved will apply to *faculty hired after the policy effective date*. If no sufficiently qualified applicants apply for a position, hiring committees will continue to be able to consider applicants with less than the posted minimum academic qualifications. If selected and hired, these faculty will receive appointment letters that include the expectation that the person will complete the posted academic qualifications These individuals may be excluded from future competition if they do not hold the academic qualifications. **Hiring letters issued in the past year and going forward clearly state that future regularization may require academic credentials to be completed.**

PLAN FOR POLICY MONITORING

The new procedure that supports the policy includes both exception request and recording requirements.

DOCUMENTS FOR SENATE REVIEW

- Academic Qualifications for Instructional Faculty Policy, B.XXX (clean copy)
- Academic Qualifications for Instructional Faculty Policy, B.XXX (marked copy)
- Academic Qualifications for Instructional Faculty Procedure, B.XXX.1 (clean copy)
- Academic Qualifications for Instructional Faculty Procedure, B.XXX.1 (marked copy)

CAPILANO UNIVERSITY	POLICY			
Policy No.	Officer Responsible			
B.XXX	**Vice President Academic & Provost**			
Policy Name				
Academic Qualifications for Instructional Faculty				
Approved by	Replaces		Category	Next Review
Board	**EC2006-02-9033** **S2006-02 Educational Qualifications for Instructors**		**Governance**	
Date Issued	Date Revised	Date in effect	Related Policies	
	New			

1. PURPOSE

1.1 The Academic Qualifications of Instructional Faculty are an important component of the quality of courses and Programs of Study offered at Capilano University (the "University") and are informed by standards, criteria, and guidelines set out by provincial regulators and other external approval or regulating bodies as relevant, including the Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions.

1.2 This policy serves to establish the minimum Academic Qualifications to be used for hiring into Instructional Faculty positions and is supported by B.XXX.1, Academic Qualifications Procedure, which sets out the processes to manage and record requests for exceptions.

2. DEFINITIONS

"Academic Qualifications": the educational credential(s) required of Instructional Faculty to be hired to teach a course or in a Program of Study at the University.

"Core Courses": courses that are required in Degree Programs inclusive of course numberings in 100, 200, 300, and 400, as well as 300 and 400 level courses that are not required in Degree Programs.

"Degree Program": a Program of Study that when completed successfully entitles the student to a degree.

"Experientially Qualified": substantiated experience that may be used to support the hiring of Instructional Faculty who do not meet minimum Academic Qualifications

"Graduate Courses": courses that are required as part of a Graduate Program of Study and non-required courses numbered at the 500 level.

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"Graduate Programs": graduate certificates, graduate diplomas, and master's credentials.

"Instructional Faculty": individuals employed by the University to provide instruction, conduct research and other scholarly/creative activities, and fulfill other academic duties related to instruction. This policy applies to hiring of all regular (full-time and part-time) and non-regular Instructional Faculty

"**Program of Study**" an integrated group of courses or learning activities leading to learning outcomes in a defined field of study (see S2024-01, Programs of Study Outcomes Policy)

3. SCOPE

3.1 This policy applies to hiring of all regular (full-time and part-time) and non-regular Faculty engaged in teaching credit-bearing courses or otherwise providing instruction in all Programs of Study at the University ("Instructional Faculty").

3.2 The policy does not apply to hiring of other Faculty categories (e.g., librarians, special appointees, laboratory supervisors, private music instructors, counsellors, or instructional associates). In this latter case, the Academic Qualifications for hiring are recommended at the departmental/ functional unit with approval from the respective senior academic administrator.

4. POLICY STATEMENT

4.1 To demonstrate its commitment to academic excellence and align with provincial standards, the University has identified the Academic Qualifications required when hiring Instructional Faculty. Departments/functional units may also wish to include required disciplinary-specific or other relevant experience when hiring new Faculty. It is recognized that the University offers a range of courses and Programs of Study, some of which are more technical or professional in nature. In such cases there may sometimes be a limited pool of Academically Qualified candidates. It is also recognized that the University is committed to diversity and inclusion. For these reasons, this policy also sets out how candidates who are Experientially Qualified can be considered during the hiring process.

4.2 For non-degree Programs of Study such as preparatory citations, undergraduate citations, preparatory certificates, undergraduate certificates and undergraduate diplomas their composite courses, and courses that are not required in Degree Programs, the minimum Academic Qualification is a master's degree with a doctorate preferred.

4.3 Applicants for Instructional Faculty positions to teach non-degree courses and Programs of Study who do not have master's degrees may be considered if they can demonstrate that they are Experientially Qualified and have:

a) an identified non-master's academic credential in the field in which they will be teaching along with:

   i) substantive recognized teaching experience directly related to the field/discipline; or

ii) professional experience and/or non-academic designations in the field;

iii) other competencies or experience related to the field, including involvement in research or recognition by peers; or

iv) a combination of i), ii) and iii).

4.4 For Core Courses and Degree Programs the minimum Academic Qualification is a doctorate degree either:

a) in the field with

i) a graduate level specialization in the field in which they are teaching, or

ii) professional certification in the field of teaching, or

iii) five or more years of current professional experience in the field of teaching; or

b) out of field with

i) demonstrated knowledge of the field such as a professional certificate in the field and

ii) demonstrated teaching effectiveness, and

iii) demonstrated scholarly evidence considered as expert work or significant professional practice experience.

4.5 Applicants for Instructional Faculty positions teaching degree courses and Programs of Study who do not have doctorates may be considered Experientially Qualified if the person:

a) Is "all but dissertation" (ABD) (completed all coursework toward a doctorate and passed all qualifying and comprehensive exams to attain candidacy status) with a specialization in the field in which they are teaching; or

b) holds a master's degree in a related field with a specialization in the field in which they are teaching or a professional certification in the field in which they are teaching; or

c) holds a master's degree in the field in which they are teaching, and:

i) has extensive and documented successful teaching experience in the area they are teaching in and demonstrated involvement in meaningful research; or

ii) has five or more years of current professional and management experience in the field in which they are teaching; or

iii) is recognized by professional peers as exemplary in the profession.

d) has documented experience of at least 10 years or more in the field teaching and is recognized by peers as exemplary in the field (e.g., an outstanding fine arts practitioner teaching in a fine arts program); or

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e) is recognized by their community for the wisdom, spiritual and cultural knowledge, and skills that they hold (e.g., Indigenous Elders and Knowledge-Keepers).

4.6 For Graduate Courses and Programs of Study, the minimum academic qualification is a doctorate in the discipline or field.

4.7 The Vice President Academic & Provost must provide advance approval for exemptions to the Academic Qualifications set out in clauses 4.2, 4.4 and 4.6. Exceptions will not be granted retroactively. The exemption approval process is set out in the Procedure.

5. DESIGNATED OFFICER

6.1 The Vice President Academic & 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 Director, Academic Planning and Quality Assurance.

6. RELATED POLICIES AND GUIDANCE

S2024-01 Program of Study Outcomes

S2020-02 Course Numbering and Credit Level

7. REFERENCES

Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions. Ministry of Post-secondary Education and Future Skills September 2024

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CAPILANO UNIVERSITY	POLICY			
Policy No.	Officer Responsible			
B.XXX	**Vice President Academic & Provost**			
Policy Name				
Academic Qualifications for Instructional Faculty				
Approved by	Replaces		Category	Next Review
Board	**EC2006-02-9033** **S2006-02 Educational Qualifications for Instructors**		**Governance**	
Date Issued	Date Revised	Date in effect	Related Policies	
	New		**S2024-01 Program of Study Outcomes** ~~**S2020-02 Course Numbering and Credit Level**~~	

1. PURPOSE

1.1 The Academic Qualifications of Instructional Faculty are an important component of the quality of courses and P~~p~~rograms of Study offered at Capilano University (the "University") and are informed by ~~provincial~~ standards, criteria, and guidelines ~~as~~ set out ~~from time to time~~ by provincial regulators and other external approval or regulating bodies as relevant, including the Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions~~for degrees and non-degrees~~.

1.1 This policy serves to establish the minimum Academic Qualifications ~~expectations~~ to be used for ~~reviewing, renewing and~~ hiring into Instructional Faculty positions~~to maintain high-quality educational standards~~ and is supported by B.XXX.X Academic Qualifications Procedure which sets out the processes to manage and record requests for exceptions ~~to maintain high-quality educational standards~~.

2. DEFINITIONS

"Academic Qualifications": the educational credential(s) ~~from a recognized post-secondary institution~~ required of Instructional Faculty to be hired to teach a course or ~~to be hired to teach~~ in a Program of Study at the University.

"Core courses": courses that are required in Degree Programs inclusive of course numberings in 100, 200, 300, and 400, as well as 300 and 400 level courses that are not required in ~~undergraduate~~ D~~d~~egree Programs.

"Degree Program": A Program of Study that when completed successfully entitles the student to a degree.

Commented [CM1]: Not sure I'm understanding the phrasing here. Seems easier to parse if "as relevant" is deleted.

Commented [CM2]: does this mean the same as "Degree Programs"?

Commented [JG3R2]: Yes, I think this definition was written before Degree Program was added. We should update - undergraduate degrees = Degree Program

Commented [CM4R2]: Change to "Degree Programs"

Commented [JG5R2]: Changed

"Experientially qualified": Substantiated experience that may be used to support the hiring of Instructional Faculty who do not meet minimum Academic Qualifications ~~(Ministry of Post-secondary Education and Future Skills, 2024, p. 36)~~

~~a) is "all but dissertation" (ABD) (completed all coursework toward a doctorate and passed all qualifying and comprehensive exams to attain candidacy status) with a specialization in the field in which they are teaching; or~~

~~b) holds a master's degree in a related field with a specialization in the field in which they are teaching or a professional certification in the field in which they are teaching; or~~

~~c) holds a master's degree in the field in which they are teaching, and:~~

~~i) has extensive and documented successful teaching experience in the area they are teaching in and demonstrated involvement in meaningful research; or~~

~~ii) has five or more years of current professional and management experience in the field in which they are teaching; or~~

~~iii) is recognized by professional peers as exemplary in the profession.~~

~~d) has documented experience of at least 10 years or more in the field teaching and is recognized by peers as exemplary in the field (e.g., an outstanding fine arts practitioner teaching in a fine arts program); or~~

~~e) is recognized by their community for the wisdom, spiritual and cultural knowledge, and skills that they hold (e.g., Indigenous Elders and Knowledge Keepers).~~

"Faculty": individuals employed by the University to provide instruction, conduct research and other scholarly/creative activities, and fulfill other academic duties related to instruction.

"Graduate courses": courses that are required as part of a graduate Program of Study and non-required courses numbered at the 500 level.

"Graduate Programs": graduate certificates, graduate diplomas, and master's credentials.

"**Program of Study**" an integrated group of courses or learning activities leading to learning outcomes in a defined field of study (reference S2024-01 Programs of Study Outcomes Policy)

3. SCOPE

3.1 This policy applies to hiring of all regular (full-time and part-time) and non-regular Faculty engaged in teaching credit-bearing courses or otherwise providing instruction in all P~~p~~rograms of Study at the University ("Instructional Faculty").

~~3.1~~3.2 The policy does not apply to hiring of other Faculty categories (e.g., librarians, special appointees, laboratory supervisors, private music instructors, counsellors, or instructional associates). In this

Commented [CM6]: Brad Martin: We currently have what I would call instructional faculty teaching non-credit courses. Would this policy apply to these faculty members? There may need to be clearer reference made to the relationship between instructional faculty and credit-bearing courses in the policy. (Some of this is handled in 3.1)

Commented [CM7R6]: Need alignment with Collective Agreement and Ministry Guidelines in these definitions. (question beyond the credit/non-credit question, but about the definition as a whole) Does the definition cover all instances of hiring given all that faculty do? Check document for instances of use of "instructional faculty" vs. just "faculty" (TPL: this is a distinction between teaching faculty and counsellors, etc.) TPL and JG to check on other possibilities for wording

Commented [CM8R6]: BM: Perhaps we don't need to refer to "credit-bearing"?

Commented [CM9R6]: JG: add definition of "instructional faculty" to definitions section. Agrees to not mention "credit-bearing". TPL: "Instructional faculty are instructional faculty, so use that term.

Commented [CM10R6]: New def "Instructional Faculty" remove "Faculty" def. And removing reference to credit-bearing from 3.1

Commented [JG11R6]: When Instructional Faculty is added to the definitions this clause should change to: This policy applies to hiring of all regular (full-time and part-time) and non-regular Instructional Faculty

Commented [CM12]: Susan Gardner: Maybe giving an example would help to differentiate "Program of Study" from a general degree that might have a name that seems like a "Program of Study," e.g., an Interdisciplinary degree.

Commented [CM13R12]: Add a link to "POST" policy

Commented [JG14R12]: the full definition in S2024-01 Programs of Study Outcomes is: *A **"Program of Study"** is an integrated group of courses or learning activities leading to learning outcomes in a defined field of study. A Program of Study can be linked to no more than one Academic Credential and/or one Baccalaureate Specialization from the University* .Academic Credential and Baccalaureate Specialisation are also defined terms in that policy, but not used here so I left out that sentence. The POST policy specifically refers to credit based courses and excludes 'n ...

Commented [JG15R12]: I suggest simply adding to the end of this sentence: (reference S2024-01 Programs of Study Outcomes Policy)

Commented [CM16]: Why not "Programs of Study" here?

Commented [JG17R16]: Probably an oversight on my account Corey.

Commented [JG18R16]: Updated

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latter case, the Academic Qualifications for hiring are recommended at the departmental/ functional unit with approval from the respective senior academic administrator.

4. POLICY STATEMENT

4.1 ~~Capilano~~ To demonstrate its commitment to ~~University is committed to~~ academic excellence and~~.~~ ~~In~~ align~~ment~~ with ~~applicable~~ provincial standards ~~and the University's strategic aspiration to evolve as a mature university,~~ the University has identified the ~~identifying requisite~~ Academic Qualifications required when ~~is foundational to~~ hiring Instructional Faculty. ~~Beyond Academic Qualifications~~ D~~d~~epartments/functional units may also wish to include required experience when hiring new Faculty or specific disciplinary expertise. Recognizing the range of courses and Programs of Study offered, including those that are more ~~affords scope for department/functional units and deans to request hiring qualifications that may be~~ technical or professional in nature, ~~and/or where~~ that there may on occasion be a limited pool of Academically Qualified candidates, and the University's commitment to diversity and inclusion this policy also sets out how candidates who are Experientially Qualified can be considered during the hiring process. ~~.~~

4.2 For non-degree ~~courses and~~ Programs of Study such as preparatory citations, undergraduate citations, preparatory certificates, undergraduate certificates and undergraduate diplomas credentials) their composite courses, and courses that are not required in Degree Programs, the minimum Academic Qualification is a master's degree with a doctorate preferred.

4.3 Applicants for Instructional Faculty positions to teach non-degree courses and Programs of Study who do not have master's degrees may be considered if they can demonstrate that they are Experientially Qualified and have:

a) an identified non-master's academic credential in the field in which they will be teaching along with:

i) substantive recognized teaching experience directly related to the field/discipline; or

ii) professional experience and/or non-academic designations in the field;

iii) other ~~such~~ competencies or experience related to the field, including involvement in research or recognition by peers; or

~~4.2~~iv) a combination of i), ii) and iii).

~~4.3~~4.4 For Core Courses and Degree Programs the minimum Academic Qualification is a doctorate degree either:

a) in the field with

i) a graduate level specialization in the field in which they are teaching, or

ii) professional certification in the field of teaching, or

~~a)~~iii) five or more years of current professional experience in the field of teaching~~field~~; or

b) out of field with

Commented [JG19]: For total clarity this could be changed to 'Non-instructional Faculty (as per clause 3.2)

Commented [CM20]: Susan Gardner: The wording of 4.1 is worrisome. For one, I think there is a grammar problem. But more importantly, it seems to potentially throw away the intent of the policy with the suggestion that the University's commitment to diversity and inclusion might abrogate the need for any academic qualification.

Commented [CM21R20]: Add to procedure: how is it tracked that a person hired in an exceptional way to teach a particular course is limited to teaching that course as they get regularized?

Commented [CM22R20]: See 6.2.1.1 of Collective Agreement

Commented [CM23]: This sentence is quite long and complex.

Commented [CM24R23]: Break into two sentences

Commented [CM25]: not sure if we need to keep "credentials" here

Commented [CM26R25]: ACCEPT comment

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i) demonstrated knowledge of the field such as a professional certificate in the field and~~,~~

ii) demonstrated teaching effectiveness, and

~~ii)~~ demonstrated scholarly evidence considered as expert work or

iii) significant~~substantive directly related~~ professional practice experience ~~(Ministry of Post-secondary Education and Future Skills, 2024)~~.

~~4.4 Given the range of courses and programs at the University along with diversity and inclusion values, there may be consideration of Academic Qualifications below a master's for non-degree courses and programs, and below a doctorate for undergraduate degree and master's programs:~~

4.5 ~~Consideration for non-doctorate Academic Qualifications are to be informed by the definition of~~ Applicants for Instructional Faculty positions teaching degree courses and Programs of Study who do not have doctorates may be considered Experientially Qualified if the person:~~.~~

a) Is "all but dissertation" (ABD) (completed all coursework toward a doctorate and passed all qualifying and comprehensive exams to attain candidacy status) with a specialization in the field in which they are teaching; or

b) holds a master's degree in a related field with a specialization in the field in which they are teaching or a professional certification in the field in which they are teaching; or

c) holds a master's degree in the field in which they are teaching, and:

i) has extensive and documented successful teaching experience in the area they are teaching in and demonstrated involvement in meaningful research; or

ii) has five or more years of current professional and management experience in the field in which they are teaching; or

iii) is recognized by professional peers as exemplary in the profession.

d) has documented experience of at least 10 years or more in the field teaching and is recognized by peers as exemplary in the field (e.g., an outstanding fine arts practitioner teaching in a fine arts program); or

e) is recognized by their community for the wisdom, spiritual and cultural knowledge, and skills that they hold (e.g., Indigenous Elders and Knowledge-Keepers).

~~4.5~~4.6 For graduate courses and Programs of Study, the minimum academic qualification is a doctorate in the discipline or field.

~~4.6~~4.7 ~~Vice President Academic & Provost~~ Advance approval for exemptions to the Academic Qualifications set out in clauses 4.2, 4.4 and 4.6 must be provided by the Vice President Academic & Provost and will not be granted retroactively. The review approval process is set out in the Procedure.

DRAFT

~~5. REPOSITORY~~

~~6.~~5. DESIGNATED OFFICER

6.1 The Vice President Academic & 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 Director, Academic Planning and Quality Assurance.

6. RELATED POLICIES AND GUIDANCE

S2024-01 Program of Study Outcomes

S2020-02 Course Numbering and Credit Level

7. REFERENCES

Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions. Ministry of Post-secondary Education and Future Skills September 2024

DRAFT

CAPILANO UNIVERSITY	PROCEDURE			
Procedure No.	Officer Responsible			
B.XXX.1	**Vice President Academic & Provost**			
Procedure Name				
Academic Qualifications for Instructional Faculty				
Policy This Procedure is Under			Category	Next Review
Academic Qualifications for Instructional Faculty			**Governance**	
Date Issued	Date Revised	Date in effect	Related Policies	

1. PURPOSE

1.1 The processes outlined in this document are designed to support B.XXX, Academic Qualifications for Instructional Faculty Policy (the "Policy") and inform all Instructional Faculty and those involved in the recruitment of Instructional Faculty at Capilano University ("the University") about the steps to be followed in the implementation of the Policy.

1.2 The definitions as found in the Policy are used in this procedure.

2. PROCEDURE

2.1 Academic department/functional units that seek to recruit Instructional Faculty to teach:

a) Non-degree Programs of Study,

b) courses that are not required in Degree Programs,

c) Core Courses or

d) Degree Programs

using hiring qualifications that do not meet the Academic Qualification standards set out in clauses 4.3 and 4.5 of the Policy and who are seeking advance approval to consider Experientially Qualified candidates must put forward proposals to the relevant Dean.

2.2 Requests for exceptions to Academic Qualifications for new courses or new Programs of Study must also be reviewed by the relevant Faculty Council.

2.3 Consideration for an exemption to the requirement for a doctorate to teach a course or in a Program of Study at the graduate level requires review by the Associate Vice President Creative Activity, Research, Scholarship & Graduate Studies and the Senate Graduate Studies Committee prior to putting forward the request to the Vice President Academic & Provost for approval.

Draft

2.4 If an Academic department/functional unit is contemplating including in hiring criteria the Experiential Qualification of being "recognized by [one's] community for the wisdom, spiritual and cultural knowledge, and skills [one] holds (e.g., Indigenous Elders and Knowledge Keepers)" consultation with and guidance from Indigenous Education and Affairs is also required prior to putting forward the request to the Vice President Academic & Provost.

2.5 Requests for approvals of exemptions will be submitted by the Dean to the Vice President Academic & Provost and must include:

a) the rationale as to why an exception to the Academic Qualification standard is requested. This could include:

i) the technical or professional nature of the program or course,

ii) evidence that there is a limited pool of candidates that meet the standard Academic Qualification criteria, and

iii) other exceptional circumstances.

b) the Experiential Qualifications that will be used, including the specified academic credential at the level below the standard relevant to the program or course; and

c) any advice provided by the Faculty Council; Indigenous Education and Affairs; the Associate Vice President Creative Activity, Research, Scholarship & Graduate Studies; or the Graduate Studies Committee

3. REPOSITORY

3.1 To ensure transparency, consistency, and academic integrity in Instructional Faculty hiring, the official record of the approval of qualification exceptions will be maintained centrally by People, Culture and Diversity (PCD). This repository will include:

a) approved minimum qualification tables by discipline and program;

b) records of approved qualification exceptions, including Vice President Academic and Provost approvals and rationale; and

c) templates and criteria used in the assessment of Faculty qualifications during hiring processes.

3.2 Deans' offices will retain a copy of the Academic Qualifications applicable to their Faculties for reference. The Director, Academic Planning and Quality Assurance, in collaboration with PCD, is responsible for reviewing and updating these records to ensure alignment with evolving academic expectations, especially as the University expands graduate offerings and research capacity.

4. ADMINISTRATIVE RESPONSIBILITY FOR THIS PROCEDURE

4.1 The Director, Academic Planning and Quality Assurance is responsible for managing and administering this procedure.

Draft

5. RELATED POLICIES AND GUIDANCE

S2024-01 Program of Study Outcomes

S2020-02 Course Numbering and Credit Level

6. REFERENCES

Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions. Ministry of Post-secondary Education and Future Skills September 2024

Draft

CAPILANO UNIVERSITY	PROCEDURE			
Procedure No.	Officer Responsible			
B.XXX.X	**Vice President Academic & Provost**			
Procedure Name				
Academic Qualifications for Instructional Faculty				
Policy This Procedure is Under			Category	Next Review
Academic Qualifications for Instructional Faculty			**Governance**	
Date Issued	Date Revised	Date in effect	Related Policies	

1. PURPOSE

1.1 The processes outlined in this document are designed to support B.XXX.X Academic Qualifications for Instructional Faculty Policy (the "Policy") and inform all instructional faculty and those involved in the recruitment of instructional faculty at Capilano University ("the University") about the steps to be followed in the implementation of the Policy.

1.2 The definitions as found in the Policy are used in this procedure.

1.3 PROCEDURE

1.4 Academic department/functional units that seek to recruit Instructional Faculty to teach:

a) Non-degree Programs of Study,

b) courses that are not required in Degree Programs,

c) Core Courses or

d) Degree Programs

using hiring qualifications that do not meet the Academic Qualification standards set out in clauses 4.3 and 4.5 of the Policy and who are seeking advance approval to consider Experientially Qualified candidates must put forward proposals to the relevant Dean.

1.5 Requests for exceptions to Academic Qualifications for new courses or Programs of Study must also be reviewed by the relevant Faculty Council.

1.6 Consideration for an exemption to the requirement for a doctorate to teach a course or in a Program of Study at the graduate level requires review by the Associate Vice President Creative Activity, Research, Scholarship & Graduate Studies and the Graduate Studies Committee prior to putting forward the request to the Vice President Academic & Provost for approval.

Commented [CM1]: add "new" before "Programs of Study" for clarity.

Commented [CM2R1]: ACCEPT

Commented [CM3]: add "Senate" to read "Senate Graduate Studies Committee"

1.7 If an Academic department/functional unit is contemplating including in hiring criteria the Experiential Qualification of being "recognized by [one's] community for the wisdom, spiritual and cultural knowledge, and skills [one] holds (e.g., Indigenous Elders and Knowledge Keepers)" consultation with the Director, Indigenous Education and Affairs is also required prior to putting forward the request to the Vice President Academic & Provost.

1.8 Requests for approvals of exemptions will be submitted by the Dean to the Vice President Academic & Provost and must include:

a) the rationale as to why an exception to the Academic Qualification standard is requested. This could include:

i) the technical or professional nature of the program or course;

ii) evidence that there is a limited pool of candidates that meet the standard Academic Qualification criteria and

iii) other exceptional circumstances.

b) the Experiential Qualifications that will be used, including the specified academic credential at the level below the standard relevant to the program or course; and

c) Any advice provided by the Faculty Council, Director, the Indigenous Education and Affairs, the Associate Vice President Creative Activity, Research, Scholarship & Graduate Studies or the Graduate Studies Committee

2. REPOSITORY

2.1 To ensure transparency, consistency, and academic integrity in Instructional Faculty hiring, the official record of approval qualification exceptions will be maintained centrally by People, Culture and Diversity (PCD). This repository will include:

a) approved minimum qualification tables by discipline and program;

b) records of approved qualification exceptions, including Vice President Academic and Provost approvals and rationale; and

c) templates and criteria used in the assessment of Faculty qualifications during hiring processes.

2.2 Deans' offices shall retain a copy of the Academic Qualifications applicable to their Faculties for reference. The Director, Academic Planning and Quality Assurance, in collaboration with PCD, is responsible for reviewing and updating these records to ensure alignment with evolving academic expectations, especially as the University expands graduate offerings and research capacity.

3. ADMINISTRATIVE RESPONSIBILITY FOR THIS PROCEDURE

3.1 The Director, Academic Planning and Quality Assurance is responsible for managing and administering this procedure.

Commented [BM4]: Is the IEA director required to weigh in or endorse the department request for exemption prior to it going to the VPAP? Not sure what is meant by "consultation" here.

Commented [CM5R4]: remove "Director" but keep "Indigenous Education and Affairs"

Commented [CM6R4]: a future Senate committee concerned with Indigenous issues could be part of this consultation

Commented [CM7R4]: consultation with and guidance from...

Commented [CM8R4]: ACCEPT "IEA" (minus "director") as Brad suggests

Commented [CM9]: "or"?

Commented [CM10]: "of the approval of"?

Commented [CM11R10]: ACCEPT

4. REFERENCES

Quality Assessment Process and Criteria, BC Public Post-Secondary Institutions. Ministry of Post-secondary Education and Future Skills September 2024

CAPILANO UNIVERSITY	Policy No.	Replaces	Policy
	S2006-02	**EC2006-02/9033**	**Senate**
	Policy Name		
	Educational Qualifications for Instructors		
Approved by	Responsibility		Category
Senate			
Date Issued	Date Revised	Revision	Related Policies, Reference
February 7, 2007	**August 2011**		

In general, the minimum credential required for Capilano University instructors is a Master's Degree in the appropriate specific discipline or equivalent; a Ph.D is preferred. Because Capilano is a teaching intensive university with a diverse range of programs, the minimum credential requirement is not suited to all programs or certain instructional activities within programs. Subject to the approval of the Vice-President Academic, a functional area may set different educational qualifications. This policy is not to be applied retroactively.

The University may accept an **educational equivalent** for the minimum academic credential. The Vice-President, Academic, upon recommendation of the functional area, determines the educational equivalent.

These are only the **educational (not experience) qualifications** for hiring. Experience qualifications will be determined by the functional areas and stated on the job postings.

Current In Use

Senate Report: Policy and Governance Committee

AGENDA ITEM 7.2.2 S2026-01 & S2026-01-01, Work-Integrated Learning Policy & Procedure	
PURPOSE:	☒ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE: 03-Feb-26	
PRESENTERS: Corey Muench, Chair SPGC; Magdalena Mot, Senior Manager, WIL (Policy Proponent)	

PURPOSE

To request Senate's approval of the new Work-Integrated Learning (WIL) Policy (S2026-01) and Procedure (S2026-01-01).

MOTION / RECOMMENDATION

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

.

The following (with some revisions) was submitted by the proponent and the Policy Office:

BACKGROUND & CONTEXT

Capilano University currently lacks a curricular Work-Integrated Learning (WIL) policy and procedure. In order 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.

KEY REVISIONS FROM CONSULTATION

- Clarification was required from EHHD and GCS faculty councils in regards to Policy Section 4.7, referring to "students already employed by a Host Organization cannot use their current employment to replace a mandatory WIL Experience"; this section was edited and the following addition was made: "unless their role has been amended for the duration of the WIL Experience and a WIL Instructor has documented its alignment to the program learning outcomes; such documentation must be kept for any future program auditing." A verbal clarification was provided to the council to add that program auditing falls under AIP and the Office of Vice-Provost, but for accredited WIL programs, such as co-op, the accreditation body can also audit the program, in this case, CEWIL Canada.

- Section 5.9b, initially reading “students are responsible for disclosing any limitations that may affect their participation in the WIL Experience” was flagged by a GCS faculty member; this section has been modified to reflect that students are responsible for “asking the Host Organization for reasonable accommodations, even when limitations that may affect their participation in the WIL Experience were not disclosed.”

- STLC: recommended an addition to the “Procedure Guidelines for Student Breach of Policy” to tie in the Student Appeals policy, therefore Section 4.17 was added to the WIL Procedure to make that reference. STLC and CARS also recommended the addition of Section 5.9a in the policy, referring to the fact that research involving human participants is approved by the Research Ethics Board (see Research Ethics Policy).

- SPGC: recommended a review of policy Section 4.4: “Accessibility is a foundational principle at the University, and reasonable adjustments will be made to ensure equitable and inclusive student participation in WIL Experiences; where relevant, the WIL Instructor will consult with Accessibility Services (see Policy S999-09).”

- Policy Section 4.5 and Procedure Section 4.13 on “written agreements” were clarified with each consultation group and it was specified that although CapU uses various WIL agreement templates, depending on the specific WIL experience, all these templates will be reviewed by the Risk Management Director on a regular basis and hosted on the WIL Frontlines page under “WIL Related Documents” for easy access.

- SPGC: Recommendation to refer to policy B.600, Privacy and Access to Information in Procedure section 4.10

- SPGC: Recommendation to remove former section 4.21 on Intellectual Property as it is only loosely related.

CONSULTATIONS

The Proponent completed a University-wide “road show” with presentations to the Academic Leadership Council, the CapU WIL Committee, all Faculty Councils and EHHD Dean’s Advisory Council, the Senate Teaching & Learning Committee, and the Senate Policy and Governance Committee.

REVIEW & APPROVAL PROCESS TIMELINE

Date	Committee/Group	Purpose
April – July 2025	Risk Management has completed an environmental scan and created a comparative report on Work-Integrated Learning (WIL) policies and procedures based on the review of policy and handbook documents from a range of comparator post-secondary institutions in British Columbia and beyond.	Determine how other institutions guide WIL processes, clarify institutional responsibilities, define types of WIL, and ensure legal and procedural consistency.

September 10, 2025	Initial draft presented to the Academic Leadership Council for feedback.	Initial consultation and review of proposed consultation path.
September 11, 2025	CapU WIL Committee (university wide)	Initial consultation and feedback collection.
November 3, 2025	Fine and Applied Arts Faculty Council	Consultation on the policy and procedure drafts shared in advance.
November 4, 2025	Business and Professional Studies Faculty Council	Consultation on the policy and procedure drafts shared in advance.
November 19, 2025	Faculty of Arts and Sciences	Consultation on the policy and procedure drafts shared in advance.
November 13, 2025	EHHD Dean's Advisory Counc	Consultation on the policy and procedure drafts shared in advance.
November 18, 2025	Senate Teaching and Learning Committee	Review of the policy and procedure drafts shared in advance.
November 25, 2025	Global and Community Studies Faulty Council	Consultation on the policy and procedure drafts shared in advance.
November 20, 2025	Brief to be sent to ALC.	
December 1, 2025 & January 13, 2026	Senate Policy & Governance Committee	For review and recommendation to Senate.
February 3, 2026	Senate	For review and approval.

PLAN FOR ASSOCIATED TRAINING OR AWARENESS RAISING

- Updates and related resources for the CapU community to be posted to the WIL page on Frontlines.
- February – March 2026. Workshops for Faculty delivered by an Ed. Developer (CTE).
- Generic email for questions and comments wil@capilanou.ca

PLAN FOR POLICY MONITORING

The WIL Office will continue to monitor this policy for needed out-of-cycle updates.

DOCUMENTS FOR SENATE REVIEW

- WIL Policy, S2026-01 (clean copy)
- WIL Policy, S2026-01 (marked copy)
- WIL Procedure, S2026-01-01(clean copy)
- WIL Procedure, S2026-01-01 (marked copy)

CAPILANO UNIVERSITY	POLICY			
Policy No.	Officer Responsible			
S2026-01	**Vice President Academic and Provost**			
Policy Name				
Work-Integrated Learning				
Approved by	Replaces		Category	Next Review
Senate	**NEW**		**Academic**	
Date Issued	Date Revised	Date in effect	Related Policies	

1. PURPOSE

1.1 Capilano University ("the University") recognizes the importance of enhancing student learning, skills development, and workplace preparation through curricular work-integrated learning experiences (WIL Experiences).

1.2 This policy establishes the principles and standards that govern the development and inclusion of curricular WIL Experiences into University-approved programs and courses and their alignment with national and global quality frameworks followed by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) and the World Association for Cooperative and Work-Integrated Education (WACE).

2. DEFINITIONS

"Work-Integrated Learning" (WIL) refers to the form of curricular, credit-bearing learning that formally integrates a student's academic knowledge with work and/or research experiences within a workplace or practice setting.

"University recognized WIL Types" (WIL Types) refers to CEWIL Canada defined curricular work-integrated learning types that are endorsed by the University. WIL Types include, but are not limited to, cooperative education, applied research projects, mandatory professional practicum/ clinical placement, field placement, internships, work experience, entrepreneurship, and community service learning.

"Work-Integrated Learning Experience" (WIL Experience) refers to a formal collaboration between the University, a Host Organization, and a WIL Student, as part of a University-approved course or program, with a pre-established duration, in the course of which the WIL Student engages in WIL.

"Host Organization" means a for-profit, not-for-profit, public, government, or community organization that agrees to host one or more WIL Students as part of their WIL Experience, through a formal arrangement with the University.

Proposed

"WIL Student" relates to an individual admitted to an educational program of the University, who enrolls to participate, during a specified time frame, in a WIL Experience facilitated by the University.

"WIL Instructor" relates to the faculty member or instructor designated by the University to teach an academic course or program that includes a curricular WIL Experience or any WIL Type endorsed by the University.

"CapU WIL" refers to the WIL unit established within the Office of the Vice-President, Academic and Provost.

3. SCOPE

3.1 This policy applies to all curricular WIL Experiences included as part of University-approved courses or programs.

3.2 The following are outside the scope of this policy:

a) Student employment not related to academic requirements (i.e. co-curricular), including teaching assistants or research assistants, with the exception of work performed for course credit, as part of a WIL Experience;

b) Student research, performed outside of program or graduation requirements (i.e. co-curricular);

c) International field schools and Collaborative Online International Learning (COIL) experiences as well as experiential learning (when no Host Organization is involved); and

d) Co-curricular voluntary field trips and job shadowing activities that are not required for course completion.

4. POLICY STATEMENT

4.1 The University values bridging academic learning with work experience acquired in professional and community settings and supports the development and implementation of WIL Experiences in all academic programs.

4.2 The University recognizes the WIL Types as defined by CEWIL Canada, including:

a) Work Experience,

b) Mandatory/ Professional Practicum or Clinical Placement,

c) Internship,

d) Co-operative Education (Co-op),

e) Entrepreneurship,

f) Field Placement,

g) Applied Research Project (community and industry research & project), and

h) Community Service Learning.

Proposed

4.3 The University fosters and facilitates relationships with Host Organizations to support sustainable and relevant WIL Experiences for its students.

4.4 Accessibility is a foundational principle at the University, and reasonable adjustments will be made to ensure equitable and inclusive student participation in WIL Experiences; where relevant, the WIL Instructor will consult with Accessibility Services (see Policy S1999-09, Academic Accommodation for Students with Disabilities).

4.5 All WIL Experiences require written agreements between the University and the Host Organization before commencement; these agreements will clearly outline the roles and responsibilities of the University and the Host Organization to provide a safe, appropriate, and discipline-related WIL Experience for the WIL Student (see WIL Procedure section 4.13).

4.6 The process of adding new WIL Types to academic courses or programs is administered by the Office of the Vice-President, Academic and Provost in consultation with relevant Faculties and is outlined in the Procedure.

4.7 WIL Experiences may be paid or unpaid; however, students already employed by a Host Organization cannot use their current employment to replace a mandatory WIL Experience unless their role has been amended for the duration of the WIL Experience and a WIL Instructor has documented its alignment to the program learning outcomes; such documentation must be kept for any future program auditing.

5. RESPONSIBILITIES

University

5.1 The University is responsible for establishing CapU WIL within the Office of the Vice-President, Academic and Provost.

5.2 CapU WIL works in collaboration with other departments to establish and maintain WIL-related procedures, data, and documentation, including standard WIL agreement templates for the WIL Experiences.

5.3 CapU WIL collaborates with faculty and Host Organizations to ensure consistency and to support equitable WIL Experiences for all parties involved.

5.4 CapU WIL works with faculty and Host Organizations to ensure that safety requirements, such as site visits, safety orientations for WIL Students, and the rights and responsibilities of WIL Students, are delivered at the beginning of the WIL Experience.

Faculties

5.5 University approved WIL agreement templates must be used for any WIL Experience, and they will include the responsibilities of each party as specified in the WIL Procedure (sections 4.13 and 4.14).

Proposed

5.6 Each Faculty is responsible for coordinating WIL Experiences for their students and, where applicable, consulting with the Office of the Vice-President, Academic and Provost and CapU WIL.

5.7 Faculty members and staff responsible for coordinating and supporting WIL Experiences must ensure that WIL students are knowledgeable of their rights and responsibilities and that WIL Experiences are relevant, align with course or program learning outcomes, and follow the global quality framework used by the World Association for Cooperative and Work-Integrated Education (WACE).

5.8 Deans, or designates, are responsible for ensuring mechanisms are in place to:

a) report incidents and potential breaches and

b) report WIL-related data and activities to the Office of the Vice-President, Academic and Provost and CapU WIL at the end of each academic term (see WIL Procedure sections 4.7 to 4.10).

WIL Students

5.9 WIL Students are responsible for:

a) ensuring that research involving human participants associated with Capilano University has been approved by the Capilano University Research Ethics Board (see S2021-02, Research Ethics Policy);

b) asking the Host Organization for reasonable accommodations, even when limitations that may affect their participation in the WIL Experience were not disclosed;

c) disclosing any potential conflicts of interest, for example if a family member or someone in a close personal relationship is closely involved with the Host Organization where the WIL Experience will take place, especially in a role that would directly supervise the WIL Student;

d) complying with all applicable University policies and procedures;

e) complying with preparatory requirements of the University and the Host Organization (including completing criminal record checks or safety-related certificates when working with children or vulnerable groups);

f) complying with all relevant policies and procedures of the Host Organization as directed;

g) following any safety instructions provided before or during the WIL Experience;

h) following professional ethics and the applicable codes of conduct during the WIL Experience;

i) reporting to WorkSafeBC, the WIL Faculty, and the Host Organization any incidents/ accidents, work-related injuries, and unsafe acts or conditions on the day of the incident/injury; and

j) complete deliverables stated in the curricular WIL Experience.

Host Organization

5.10 Host Organizations are responsible to adhere to the BC Employment Standards Act, when the WIL Experience takes place in BC, and comply with the terms of the WIL Agreement or other agreements made between the University and the Host Organization, including:

Proposed

a) providing WIL Students with a safe workplace to complete the WIL Experience, consistent with relevant legislative requirements;

b) providing any accessibility or other specific requirements for individual WIL Students as agreed to with the University;

c) knowing that WIL Students are protected by the University policy B.512 on Human Rights, Diversity, Inclusion, and Equity or providing the University with their similar policies where applicable;

d) understanding that WIL Students are protected by University policy B.511 and procedure B.511.1 on Discrimination, Bullying and Harassment and providing the University with their similar policies where applicable;

e) clearly expressing their expectations of and responsibilities to WIL Students at the start of each WIL Experience; and

f) reporting any issues or concerns related to the WIL Experience to the WIL Instructor or other University contact listed in the WIL Agreement or alternative approved agreement (outlined in Procedure sections 4.13 - 4.14).

6. DESIGNATED OFFICER

The Vice President, Academic and Provost is the Policy Owner, responsible for the oversight of this Policy. The Administration of this Policy, as well as the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of CapU WIL and the Senior Manager, Work-Integrated Learning.

7. RELATED POLICIES AND GUIDANCE

B.109 Student Appeals

B.506 Standard of Conduct Policy

B.511 Discrimination, Bullying, and Harassment

B.512 Human Rights, Diversity, Inclusion and Equity

B.600 Privacy and Access to Information

B.701 Student Code of Conduct

S1990-01 Attendance Policy

S1999-09 Academic Accommodation for Students with Disabilities

S2018-01 Final Grade Appeal

S2021-02 Research Ethics Policy

S2021-02-01 Research Ethics Policy Procedure

Institutional Student Learning Outcomes

Proposed

8. REFERENCES

Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) WIL Definitions

World Association for Cooperative & Work-Integrated Education (WACE) Global Quality WIL Framework

WIL-related references and links are available on the designated University webpage at www.capilanou.ca/wil

For CapU internal users, resources and references are available on the WIL Frontlines page.

Proposed

CAPILANO UNIVERSITY	POLICY			
Policy No.	Officer Responsible			
	Vice President Academic and Provost			
Policy Name				
Work-Integrated Learning				
Approved by	Replaces		Category	Next Review
Senate	**NEW**		**Academic**	
Date Issued	Date Revised	Date in effect	Related Policies	
			Student Code of Conduct (B.701) & Student Appeals (B.109) Human Rights, Diversity, Inclusion and Equity (B.512) Copyright Policy (B.601) Standard of Conduct Policy (B.506) Attendance Policy (S1990-01) Institutional Student Learning Outcomes Research Ethics Policy & Procedure (S2021-02, S2021-01)	

1. PURPOSE

1.1 Capilano University ("the University") recognizes the importance of enhancing student learning, skills development, and workplace preparation through curricular work-integrated learning experiences (WIL Experiences).

1.2 This policy establishes the principles and standards that govern the development and inclusion of curricular WIL Experiences into University-approved programs and courses and their alignment with national and global quality frameworks followed by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) and the World Association for Cooperative and Work-Integrated Education (WACE).

2. DEFINITIONS

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"Work-Integrated Learning Experience" (WIL Experience) refers to a formal collaboration between the University, a Host Organization, and a WIL Student, as part of a University-approved course or program, with a pre-established duration, in the course of which the WIL Student engages in WIL.

Commented [CM1]: Just curious--what is meant by "work" here?

Commented [MM2R1]: In a typical WIL experience there should be a combination of learning and work, for example in a co-op work term.

Commented [TF3]: What is a "practice setting"? Does it include on-campus labs, clinics, studios, or simulated environments?

Draft

"Host Organization" means a for-profit, not-for-profit, public, government, or community organization that agrees to host one or more WIL Students as part of their WIL experience, through a formal arrangement with the University.

"WIL Student" relates to an individual admitted to an educational program of the University, who enrolls to participate, during a specified time frame, in a WIL Experience facilitated by the University.

"WIL Instructor" relates to the faculty member or instructor designated by the University to teach an academic course or program that includes a curricular WIL Experience or any WIL Type endorsed by the University.

"CapU WIL" refers to the WIL unit established within the Office of the Vice-President, Academic and Provost.

3. SCOPE

3.1 This policy applies to all curricular WIL Experiences included as part of the University-approved courses or programs.

3.2 The following are outside the scope of this policy:

a) Student employment not related to academic requirements (i.e. co-curricular), including teaching assistants or research assistants, with the exception of work performed for course credit, as part of a WIL Experience;

b) Student research, performed outside of program or graduation requirements (i.e. co-curricular);

c) International field schools and Collaborative Online International Learning (COIL) experiences as well as experiential learning (when no host organization is involved); and

d) Co-curricular voluntary field trips and job shadowing activities that are not required for course completion.

4. POLICY STATEMENT

4.1 The University values bridging academic learning with work experience acquired in professional and community settings and supports the development and implementation of WIL Experiences in all academic programs.

4.2 The University recognizes the WIL Types as defined by CEWIL Canada, including:

a) Work Experience;

b) Mandatory/ Professional Practicum or Clinical Placement;

c) Internship;

d) Co-operative Education (Co-op);

e) Entrepreneurship;

f) Field Placement;

g) Applied Research Project (community and industry research & project); and

h) Community Service Learning.

4.3 WIL involves an engaged partnership and mutual agreements between the University, the WIL Student, and the Host Organization.

4.4 The University fosters and facilitates relationships with Host Organizations to support sustainable and relevant WIL Experiences for its students.

4.5 Equity and accessibility are foundational principles at the University, and reasonable adjustments will be made to ensure inclusive student participation in WIL Experiences; where relevant, the WIL Instructor will consult with Accessibility Services (see Policy S999-09).

4.6 All WIL Experiences require written agreements between the University and the Host Organization before commencement; these agreements will clearly outline the roles and responsibilities of the University and the Host Organization to provide a safe, appropriate, and discipline-related WIL Experience for the WIL Student (see WIL Procedure 4.12.).

4.7 The process of adding new WIL Types to academic courses or programs is administered by the Office of the Vice-President, Academic and Provost in consultation with relevant Faculties and outlined in Procedure.

4.8 WIL Experiences may be paid or unpaid, however students already employed by a Host Organization cannot use their current employment to replace a mandatory WIL Experience, unless their role has been altered and a WIL Instructor confirms with the relevant Dean the alignment of the program learning outcomes with the outcomes of the WIL Experience.

5. RESPONSIBILITIES

University

5.1 The University is responsible for establishing CapU WIL within the Office of the Vice-President, Academic and Provost.

5.2 CapU WIL works in collaboration with other departments to establish and maintain WIL-related procedures, data, documentation, including standard WIL agreement templates for the WIL Experiences.

5.3 CapU WIL collaborates with faculties and Host Organizations to ensure consistency and support equitable WIL Experiences for all parties involved.

5.4 CapU WIL works with faculties and Host Organizations to ensure that safety requirements, such as site visits, safety orientations for WIL Students, rights and responsibilities of WIL Students, are delivered at the beginning of the WIL Experience.

Faculties

Commented [CM4]: Service learning is not mentioned in the definition of WIL on page 1. Should it be included above also?

Commented [SG5R4]: Good point. 3.2 should proabably have something like
e) community service not specifically connects to a program of study.

Commented [MM6R4]: CSL is a type of WIL, in the WIL Types definition on page 1, we list a few, but not all, saying that "WIL Types include, but are not limited to,"... we can certainly add it though.

Commented [CM7]: Normally there is a contract that is signed. Does the student also sign the contract? Can departments draft internal agreements for students to sign outlining their responsibilities?

Commented [MM8R7]: The WIL Agreement is normally signed by the University and the Host Organization and students typically sign an Annex or Schedule A.

Commented [SG9]: Should this be under "scope."

Commented [MM10R9]: You're right, Susan. This is already listed under the definition of a WIL Experience. We will remove it.

Commented [SG11]: I ma not sure what this means?

Commented [CM12R11]: Rewrite as: Accessibility is a foundational principle at the University, and resonable adjustments will be made to ensure equitable and inclusive student participation..."

Commented [MM13R11]: Done.

Commented [TF14]: "Reasonable adjustments will be made" lacks the decision-maker, timelines, and escalation path.
No mention of who pays for accommodations if the host cannot provide them, or how disputes get resolved. ...

Commented [CM15]: What does "establishing" mean here?

Commented [CM16]: Would current WIL placements need additional approval?

Commented [MM17R16]: No, all current WIL placements will follow the same practices.

Commented [TF18]: Consider adding something like: ...

Commented [CM19]: What types of data/documentation will be expected?

Commented [MM20R19]: Typical data includes the number of students placed, the number of host ...

Commented [TF21]: Who verifies completion, or what happens if they do not happen?

Draft

5.5 University approved WIL agreement templates must be used for any WIL Experience, and they will include the responsibilities of each party as specified in the WIL Procedure (Section 4.11 and 4.12).

5.6 Each Faculty is responsible for coordinating WIL Experiences and consults with the Office of the Vice-President, Academic and Provost and CapU WIL where applicable.

5.7 Faculty members and staff responsible for coordinating and supporting WIL Experiences must ensure that WIL students are knowledgeable of their rights and responsibilities and that WIL Experiences are relevant, align with course or program learning outcomes, and follow the global quality framework used by the World Association for Cooperative and Work-Integrated Education (WACE).

5.8 Deans, or designates, are responsible for ensuring mechanisms are in place to:

a) Report incidents and potential breaches; and

b) Report WIL-related data and activities to the Office of the Vice-President, Academic and Provost and CapU WIL at the end of each academic term (outlined in Procedure Section 4.7 to 4.10).

WIL Students

5.9 WIL Students are responsible for:

a) ensuring that research involving human participants associated with Capilano University has been approved by the Capilano University Research Ethics Board (see Research Ethics Policy).

b) disclosing any limitations that may affect their participation in the WIL Experience;

c) disclosing any potential conflicts of interest, for example if a family member or someone in a close personal relationship is closely involved with the Host Organization where the WIL Experience will take place, especially in a role that would directly supervise the WIL Student;

d) complying with all applicable University policies and procedures;

e) complying with preparatory requirements of the University and the Host Organization (including completing Criminal Record Checks or safety-related certificates when working with children or vulnerable groups);

f) complying with all relevant policies and procedures of the Host Organization as directed;

g) following any safety instructions provided before or during the WIL Experience;

h) following professional ethics and the applicable codes of conduct during the WIL Experience;

i) reporting to WorkSafeBC, the WIL Faculty, and the Host Organization any incidents/ accidents, work-related injuries, and unsafe acts or conditions on the day of the incident/injury; and

j) complete deliverables stated in the curricular WIL Experience.

Host Organization

Commented [CM22]: What is meant by "coordination" here? What exactly would departments need to do ensure this coordination?

Commented [CM23R22]: "...coordinating WIL Experiences for their students, consulting with the..."

Commented [MM24R22]: Done.

Commented [CM25]: These will likely need some defining in a handbook or elsewhere. Should departments create internal policies defining these terms based on regulatory requirements or governing bodies?

Commented [SG26R25]: Good point. What is a breach? Should there be something in this policy that says that the student will be suplied with a precise job description that will include detailed expectations?

Commented [SG27R25]: Though it says in 5.10 e. So maybe breach above could have "e.g., not living up to expectations as mentioned in 5.10 e.

Commented [MM28R25]: outlined in the WIL Procedure, Sc. 4.7 to 4.10

Commented [TF29]: Perhaps better to frame as a process for requesting supports. Could be sensitive.

Draft

5.10 Host organizations are responsible to adhere to the BC Employment Standards Act, when the WIL Experience takes place in BC, and comply with the terms of the WIL Agreement or other agreements made between the University and the Host Organization, including:

a) providing WIL Students with a safe workplace to complete the WIL Experience, consistent with relevant legislative requirements;

b) providing any accessibility or other specific requirements for individual WIL Students as agreed to with the University;

c) knowing that WIL Students are protected by the University policy B.512 on Human Rights, Diversity, Inclusion, and Equity or provide the University with their similar policies where applicable;

d) understand that WIL Students are protected by the University procedure B.511.1 on Discrimination, Bullying and Harassment and provide the University with their similar policies where applicable;

e) clearly expressing their expectations of and responsibilities to WIL Students at the start of each WIL Experience; and

f) reporting any issues or concerns related to the WIL Experience to the WIL instructor or other University contact listed in the WIL Agreement or alternative approved agreement (outlined in Procedure Sections 4.14 - 4.15).

6. DESIGNATED OFFICER

The Vice President, Academic and Provost is the Policy Owner, responsible for the oversight of this Policy. The Administration of this Policy, as well as the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of CapU WIL and the Senior Manager, Work-Integrated Learning.

7. RELATED POLICIES AND GUIDANCE

See a list of related policies at the top of this document.

8. REFERENCES

Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) WIL Definitions

World Association for Cooperative & Work-Integrated Education (WACE) Global Quality WIL Framework

WIL-related references and links are available on the designated University webpage at www.capilanou.ca/wil.

For CapU internal users, resources and references are available on the WIL Frontlines page.

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CAPILANO UNIVERSITY	PROCEDURE			
Procedure No.	Officer Responsible			
S2026-01-01	**Vice President, Academic and Provost**			
Procedure Name				
Work-Integrated Learning				
Policy This Procedure is Under			Category	Next Review
S2026-01, Work-Integrated Learning			**Academic**	
Date Issued	Date Revised	Date in effect	Related Policies	

1. PURPOSE

This procedure outlines the responsibilities and expectations for implementing the Work-Integrated Learning Policy S2026-01 (the "Policy") at Capilano University (the "University"). It provides a framework for developing, supporting, and administering curricular WIL Experiences at the University and clarifies the roles of the University, Faculties, Host Organizations, and WIL Students to ensure consistency, academic integrity, quality, and student safety in all WIL Experiences.

2. DEFINITIONS

The definitions found in the Policy are used in this Procedure.

3. SCOPE

3.1 This procedure applies to all curricular WIL Experiences offered through University programs where WIL is a required or an optional component for program completion.

3.2 This procedure does not apply to curricular experiential learning activities that do not include engagements or partnerships with a Host Organization.

4. PROCEDURE

WIL Program Development

4.1 WIL Experiences are developed and structured to positively impact all participants, including WIL Students, WIL Instructors, and Host Organizations.

4.2 WIL Experiences align with program or course learning outcomes, graduation attributes, and with the WIL Types recognized by the University.

Proposed

4.3 Integration of a new curricular WIL Experience to a course or program, whether required or optional, is completed in consultation with the University's Academic Initiatives and Planning (AIP) department; the Office of the Vice-President, Academic and Provost; and CapU WIL.

4.4 Curricular WIL Experience development is completed in consultation with a designated educational developer; the Office of the Vice-President, Academic and Provost; and CapU WIL.

4.5 The Office of the Vice-President, Academic and Provost consults on and serves as the authorizing signature for WIL-related MOUs and other types of partnership agreements that include WIL Experiences.

4.6 When a new partnership is started with a Host Organization, the University shares established collaboration requirements for all WIL Experiences with the Host Organization through an onboarding meeting.

Collecting and Storing WIL Experiences Data

4.7 To enable university-wide compliance with government reporting and reduce data collection complexity while maintaining quality assurance standards, WIL terminology used in University programs must follow standardized language and definitions.

4.8 University recognized WIL Types, as defined in WIL Policy section 4.2, are used when classifying curricular WIL Experiences at the University.

4.9 WIL-related data and activities are shared by instructors/program areas at the end of each academic term with CapU WIL, through established channels.

4.10 WIL-related data will be securely stored by the University. Reports will be made to the Ministry upon request, using channels provided. All personal information collected, used, or disclosed as a part of managing WIL Experiences will be managed in accordance with Policy B.600, Privacy and Access to Information and associated procedures.

Selecting and Onboarding New Host Organizations

4.11 The conduct of the University, its employees, and WIL Students will adhere to all relevant University Policies.

4.12 The process of onboarding new Host Organizations will follow responsibilities listed in policy Section 5.10 and ensure compliance with the terms of any agreements made between the University and the Host Organization.

4.13 The appropriate WIL Agreement template, provided by the University, will be used by the WIL Instructor and signed by relevant leads from the Host Organization and the University.

4.14 In case the Host Organization requests to use an alternative agreement, the WIL Instructor must provide a copy of the agreement to the Director of Risk Management and CapU WIL for review and approval. Agreements must include:

a) responsibilities of each party;

Proposed

b) contact details of the University, Host Organization, WIL Student, and WIL Instructors;

c) the type of WIL Experience and agreed-upon WIL activities;

d) duration of the WIL Experience and the number of participating WIL Students;

e) relevant University and Host Organization policies and procedures;

f) requirements for submitting reports on the undertaken WIL Experience;

g) arrangements for communication prior to, during, and after the WIL Experience as needed;

h) privacy, confidentiality, research ethics, and intellectual property principles;

i) insurance and indemnity provisions;

j) compliance with all relevant legislation; and

k) an issue management process.

4.15 Issues related to a WIL Experience should be reported to the designated representatives for the University and the Host Organization identified in the WIL Agreement or in any alternative approved agreement governing the WIL Experience.

4.16 Issues may be escalated as required to the relevant Dean, in communication with the Office of the Vice-President, Academic and Provost and CapU WIL, where appropriate.

4.17 Students participating in curricular WIL Experiences who wish to appeal decisions that affect their academic standing should refer to B.109, Student Appeals Policy and its associated procedure.

Insurance and WorkSafeBC

4.18 Unpaid WIL Experiences qualify for WorkSafeBC coverage when the WIL Experience is a required component of the course or program, and it takes place in British Columbia. WIL Students participating in an unpaid WIL Experience are also covered under the provisions of the Province of British Columbia's University, College and Institute Protection Program for general liability and, where relevant, professional liability coverage while engaged in the unpaid WIL Experience.

4.19 Paid WIL Experiences fall under the insurance and WorkSafeBC coverage of the Host Organization.

4.20 All injury reports must be submitted to the WIL Instructor within two (2) business days. The WIL Instructor may escalate reports to the relevant Dean, where appropriate.

Procedure Guidelines for Student Breach of Policy

4.21 If a Host Organization raises concerns about a student's unprofessional and/or unethical practice, the WIL Instructor will review the situation and take appropriate action in consultation with CapU WIL, where appropriate. Where necessary, other University offices, such as the Office of Safety & Emergency Services, may be consulted.

4.22 When perceived that a student may cause, contribute to, or associate with an unsafe practice or behavior that poses an imminent threat or danger to self or others, the WIL Instructor may temporarily remove the student from the WIL Experience. In cases that do not fall under B.701, Student Code of Conduct Policy and/or the removal is for more than one day, the relevant Dean

Proposed

must be informed immediately. The Dean, or designate, must review the decision within seven (7) days after the incident. Upon reviewing the incident, the Dean may reinstate the student or permanently remove the student from the WIL Experience.

4.23 Students found in violation of the WIL Policy will be subject to the policy and procedures outlined in B.701, Student Code of Conduct Policy and B.701.3, Student Code of Conduct Procedure.

4.24 The variance in, or withdrawal from, a course that has an integrated WIL Experience will take effect immediately upon verbal communication by the Dean or designate, which should be followed within seven (7) days by written communication that should include:

a) the statement that the student is not permitted to go to the site of the WIL Experience without written permission from the Dean or designate;

b) the reason(s) for the decision;

c) full reference to the University's S2018-01-01 Final Grade Appeal Procedure and additional available support.

4.25 Possible varied terms and conditions may include but are not limited to additional training or skill development, further study, or interpersonal skills development.

4.26 The Dean is required to notify the Registrar; the WIL Instructor; the Office of the Vice President, Academic and Provost; and the Host Organization as soon as possible.

4.27 Any reflection on the student's transcript or decisions pertaining to the WIL Experience will be as follows:

a) for medical issues concerning the student, the transcript will normally show that the student has been withdrawn from the WIL Experience;

b) for unsafe, unskilled, and/or unethical practice on the part of the student, not directly related to medical issues, the transcript will reflect an earned grade of "F" or "NC" (No Credit Granted), depending on the approved grading system used in that specific course.

4.28 These provisions do not affect the right of the Host Organization to require that a student be withdrawn from, or refuse to accept a student into a WIL Experience.

5. ADMINISTRATIVE RESPONSIBILITY FOR THIS PROCEDURE

Under the oversight of the Vice President, Academic and Provost, CapU WIL Senior Manager is responsible for the development, subsequent revisions to, and operationalization of this procedure.

6. RELATED POLICIES AND GUIDANCE

B.109 Student Appeals

B.506 Standard of Conduct Policy

B.511 Discrimination, Bullying, and Harassment

Proposed

B.512 Human Rights, Diversity, Inclusion and Equity

B.600 Privacy and Access to Information

B.701 Student Code of Conduct

S1990-01 Attendance Policy

S1999-09 Academic Accommodation for Students with Disabilities

S2018-01 Final Grade Appeal

S2021-02 Research Ethics Policy

S2021-02-01 Research Ethics Policy Procedure

Institutional Student Learning Outcomes

7. REFERENCES

WIL references and relevant professional standards are listed in the Policy.

Proposed

CAPILANO UNIVERSITY	PROCEDURE			
Procedure No.	Officer Responsible			
	Vice President, Academic and Provost			
Procedure Name				
Work-Integrated Learning				
Policy This Procedure is Under			Category	Next Review
Work-Integrated Learning				
Date Issued	Date Revised	Date in effect	Related Policies	
			Student Code of Conduct (B.701) & Student Appeals (B.109) Human Rights, Diversity, Inclusion and Equity (B.512) Copyright Policy (B.601) Standard of Conduct Policy (B.506) Attendance Policy (S1990-01) Institutional Student Learning Outcomes Research Ethics Policy & Procedure (S2021-02, S2021-01)	

1. PURPOSE

This procedure outlines the responsibilities and expectations for implementing the Work-Integrated Learning Policy No. [...] (the "Policy") at Capilano University (the "University"). It provides a framework for developing, supporting, and administering curricular WIL Experiences at the University and clarifies the roles of the University, Faculties, Host Organizations, and WIL Students to ensure consistency, academic integrity, quality, and student safety in all WIL Experiences.

2. DEFINITIONS

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3. SCOPE

3.1 This procedure applies to all curricular WIL Experiences offered through University programs where WIL is either a required or an optional component for program completion.

3.2 This procedure does not apply to curricular experiential learning activities that do not include engagements or partnerships with a Host Organization.

4. PROCEDURE

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4.1 WIL Experiences are developed and structured to positively impact all participants, including WIL Students, WIL Instructors, and Host Organizations.

4.2 WIL Experiences align with program or course learning outcomes, graduation attributes, and with the WIL Types recognized by the University.

4.3 Integration of a new curricular WIL Experience to a course or program, either required or optional, is completed in consultation with the University's Academic Initiatives and Planning (AIP) department, the Office of the Vice-President, Academic and Provost, and CapU WIL.

4.4 Curricular WIL Experience development is completed in consultation with a designated educational developer, the Office of the Vice-President, Academic and Provost, and CapU WIL.

4.5 The Office of the Vice-President, Academic and Provost consults on and serves as the authorizing signature for WIL-related MOUs and other types of partnership agreements that include WIL Experiences.

4.6 New partnerships with a Host Organization are made aware of the established by the University collaboration requirements for all WIL Experiences and attend an onboarding meeting.

Collecting and storing WIL Experiences data

4.7 To enable university-wide compliance with government reporting and reduce data collection complexity, while maintaining quality assurance standards, WIL terminology used in University programs must follow standardized language and definitions.

4.8 University recognized WIL Types, as defined in the 4.2 Policy statement, are used when classifying curricular WIL Experiences at the University.

4.9 WIL-related data and activities are shared by instructors/program areas at the end of each academic term with CapU WIL, through established channels.

4.10 WIL data will be securely stored in confidentiality by the University and reported to the Ministry upon request, using provided channels.

Selecting and Onboarding new Host Organizations

4.11 The conduct of the University, its employees, and WIL students will adhere to all relevant University Policies ~~the University's Policies on B.701 Student Code of Conduct and the B.506 Standard of Conduct Policy.~~

4.12 The appropriate WIL Agreement template, provided by the University, will be used by the WIL Instructor and signed by relevant leads from the Host Organization and the University.

4.13 In case the Host Organization must use an alternative agreement, the WIL Instructor must provide a copy of the agreement to the Director of Risk Management and CapU WIL for review and approval. Agreements must include:

i) responsibilities of each party;

ii) contact details of University, Host Organization, WIL Student, and WIL Instructors;

iii) the type of WIL Experience and agreed-upon WIL activities;

Commented [TF1]: •**Who** is responsible for data collection, sharing, storage, access, and reporting
•**What** categories of data are collected (at least at a high level)
•**Where** the official system of record is (even if you do not list every technical sub-system)
•**How** data is transferred (approved channels, minimum security expectations)
•**Retention and disposal** requirements, or a direct reference to the retention schedule
•**A requirement for a PIA** when implementing or materially changing the data collection system or process
•student-facing transparency requirement: what is collected, why, who gets it, how long kept, how to access/correct.

Commented [CM2R1]: Make a reference to policy; Make clear that the WIL Office is collecting/storing data: See Jacquetta's comment below.

Commented [CM3]: Where do the standardized language/definitions come from?

Commented [MM4R3]: CEWIL Canada - our national association for co-op and work-integrated learning.

Commented [CM5]: What type of data will be expected and when will the information be provided? Departments will need to know this before embarking on WIL activities.

Commented [MM6R5]: Data collected does not include any new information, but rather what is already kept/ collected, such as number of students placed, number of non-profit or for-profit organizations, the type of WIL, the duration of the WIL Experience, etc. At this time, this data is already collected, but not necessarily in a consistent way and it isn't centralized to reflect university wide information.

Commented [TF7]: Have these been consider and should they be added to this document?
•encrypted transfer method
•approved storage locations only
•no emailing spreadsheets with personal info unless approved
•who maintains the channel and who has access
•add role-based access and "need to know" controls aligned with BC FIPPA's protection duty. ...

Commented [MM8R7]: relevant policies and university wide agreements will be followed; same data collection process as it has been used for co-op data since its inception

Commented [JG9R7]: I suggest adding the following: All personal information collected, used or disclosed as a part of managing WIL Experiences will be managed in accordance with B.600 Privacy and Access to Information policy and associated procedures.

Commented [JG10]: change to 'requests to use'

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iv) duration of the WIL Experience and the number of participating WIL students.

v) relevant University and Host Organization policies and procedures;

vi) requirements for submitting reports on undertaken WIL Experience;

vii) arrangements for communication prior to, during, and after the WIL Experience as needed;

viii) privacy, confidentiality, research ethics, and intellectual property principles;

ix) insurance, and indemnity provisions;

x) compliance with all relevant legislation; and

xi) Issue Management Process.

4.14 Issues related to WIL Experiences at the Host Organization will be reported to the designated individual identified in the WIL Agreement or alternative approved agreement.

4.15 The WIL instructor may escalate issues as required to the relevant Dean, in communication with the Office of the Vice-President, Academic and Provost and CapU WIL, where appropriate.

4.16 Student Appeal in curricular WIL will follow the process of academic appeals at the University (Policy B.109).

Insurance and WorkSafeBC

4.17 Unpaid WIL Experiences qualify for WorkSafeBC coverage when the WIL Experience is a required component of the course or program, and it takes place in British Columbia. WIL Students participating in an unpaid WIL Experience are also covered under the provisions of the Province of British Columbia's University, College and Institute Protection Program for general liability and, where relevant, professional liability coverage while engaged in the unpaid WIL Experience.

4.18 Paid WIL Experiences fall under the insurance and WorkSafeBC coverage of the Host Organization.

4.19 All injury reports must be submitted to the WIL Instructor within two (2) business days. The WIL instructor may escalate reports to the relevant Dean, where appropriate.

Intellectual Property

4.20 With respect to intellectual property, unless otherwise agreed upon by the parties, all WIL activities should be undertaken in accordance with the University's Copyright Policy B.601. Regarding specific arrangements on intellectual property, WIL Instructors and WIL Students are advised to seek assistance and advice from the designated WIL librarian or/and CapU WIL.

Procedure Guidelines for Student Breach of Policy

4.21 If a Host Organization raises concerns about a student's unprofessional and/or unethical practice, the WIL Instructor will review the situation and take appropriate action in consultation with CapU WIL, where appropriate. Where necessary, other University offices, such as the Office of Safety & Emergency Services, may be consulted.

Commented [TF11]: no minimum standard clause for host org handling of student info.

Commented [JG12R11]: I don't think this level of detail is needed. It should be included in the privacy related language, noting that these agreements are subject to review.

Commented [JG13]: I wondered how 4.14 - 4.15 related to the section Procedure Guidelines for Student Breach of Policy section? Are these clauses relating to host organization related issues rather than student related issues?

Commented [CM14R13]: ACCEPT

Commented [CM15]: Will there be a process outlined for handling issues (parties involved, timelines, sequence of reporting, etc.)?

Commented [MM16R15]: Yes, the process (developed with Risk Management and Health and Safety) will be shared on the WIL Frontlines site.

Commented [JG17]: this policy is really about the use of copyright materials. I'm not sure how it applies here (we are planning on developing an IP policy but have not done so yet.

Commented [MM18R17]: I propose we remove this and only refer to the WIL agreements that are already in place.

Commented [CM19]: It would be helpful to define the types of breaches that need to be reported. This would not necessarily be needed in the procedure document, but will a handbook/training be available?

Commented [MM20R19]: The CSB has developed very useful WIL handbooks and they are available on the WIL Frontlines page, but we will hopefully add more resources specific to each school/ industry.

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4.22 When perceived that a student may cause, contribute to, or associate with an unsafe practice or behavior that poses an imminent threat or danger to self or others, the WIL Instructor may temporarily remove the student from the WIL Experience. In cases that do not fall under B.701 Student Code of Conduct policy and/or the removal is for more than one day, the relevant Dean must be informed immediately. This decision must be reviewed by the Dean or its designate within 7 days after the incident. Upon reviewing the incident, the Dean may reinstate the student or permanently remove the student from the WIL Experience.

4.23 Students found in violation of the WIL Policy will be subject to the policy and procedures outlined in B.701 Student Code of Conduct Policy and B.701.3 Student Code of Conduct Procedure.

4.24 The variance in, or withdrawal from, a course that has an integrated WIL Experience shall take effect immediately upon verbal communication by the Dean or designate, which should be followed within 7 days by written communication that should include:

a) a statement that the student is not permitted to go to the site of the WIL Experience without written permission from the Dean or designate;

b) the reason(s) for the decision;

c) full reference to the University's S2018-01-01 Final Grade Appeal Procedure and additional available support.

4.25 Possible varied terms and conditions may include but are not limited to additional training or skill development, further study, or interpersonal skills development.

4.26 The Dean is required to notify the Registrar, the WIL Instructor, the Office of the Vice President, Academic and Provost, and the Host Organization as soon as possible.

4.27 Any reflection on the student's transcript or decisions pertaining to the WIL Experience will be as follows:

a) for medical issues concerning the student, the transcript will normally show that the student has been withdrawn from the WIL Experience;

b) for unsafe, unskilled, and/or unethical practice on the part of the student, not directly related to medical issues, the transcript will reflect an earned grade of "F" or "NC" [No Credit Granted], depending on the approved grading system used in that specific course.

4.28 These provisions do not affect the right of the Host Organization to require that a student be withdrawn from, or refuse to accept a student into a WIL Experience.

ADMINISTRATIVE RESPONSIBILITY FOR THIS PROCEDURE

Under the oversight of the Vice President, Academic and Provost, CapU WIL Senior Manager is responsible for the development, subsequent revisions to, and operationalization of this procedure.

RELATED POLICIES AND GUIDANCE

See a list of related policies at the top of this document.

Commented [CM21]: Who will write the statement? Who will it be sent to? Is 4.26 referring to the same statement mentioned in 4.24 a? Will the student receive the statement also?

Commented [MM22R21]: It should be the Dean in consultation with the WIL Instructor. I believe the practice applied to any academic course applies here as well.

Commented [CM23]: It would be very helpful to programs to have a standardized handbook that outlines potential responses to student breaches of WIL policy (e.g. one-day suspension, one-week suspension, placement cancellation, further training, etc.)

Commented [MM24R23]: I agree.

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5. REFERENCES

WIL references and relevant professional standards are listed in the Policy.

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CAPILANO UNIVERSITY

SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO

DATE: January 19, 2026

TO: Laureen Styles, Chair, Senate

FROM: Julia Black, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on January 16, 2026:

26/01 The new course, FILM 358 - Writing for Children's Media as well as Cap Core designation under the heading of Culture and Creative Expression be recommended to Senate for approval.

26/02 The Global Leadership in Sustainable Tourism Post-Baccalaureate Diploma program profile revisions (45 to 36 credits) be recommended to Senate for approval.

26/03 The prerequisite revisions to BIOL - 200 Genetics I be recommended to Senate for approval.

26/04 The prerequisite revisions to BIOL 202 – Nutrition be recommended to Senate for approval.

26/05 The prerequisite revisions to KINE 301 - Research Methods in Kinesiology be recommended to Senate for approval.

26/06 The new course, CHIN 250 - Chinese Culture and Society (Field School) and Cap Core designation under the heading of *Culture and Creative Expression* be recommended to Senate for approval.

Julia Black, Chair
Senate Curriculum Committee

Date: January 26, 2026

Laureen Styles, Chair
Senate

Date: