KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE STANDING COMMITTEE ON CURRICULUM
Wednesday, November 4, 2026
2:00 – 4:00 p.m.
MS Teams

Attending:

Voting Members

Brett Favaro
Celia Brinkerhoff
Diane Purvey
Krista Gerlich-Fitzgerald
Naomi Ben-Yehuda
Navnoor Singh
Parthi Krishnan
Richard Popoff
Shelley Boyd

Non-Voting Members

Catherine Schwichtenberg, Chair
Leeann Waddington
Meredith Laird
Nadia Henwood
Nishan Perera

Presenters and Administrative Resources

Afsana Tabibi
Carlo Tala
Gordon Cobb
Kim Bagshaw
Michelle Molnar
Nancy Train

Regrets:

Agenda

M = Motion to Approve
D = Discussion
I = Information
E = Education

AGENDA ITEM	PRESENTER	ACTION	TIME	PAGE
1. Call to Order and Opening Remarks	C. Schwichtenberg		2:00	
We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Kwantlen First Nation, which gifted its name to this university and the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem.				
2. Adoption of Agenda	C. Schwichtenberg	M	2:05	1
MOTION: THAT the agenda be adopted as presented.				
3. Minutes of the October 7, 2026 Meeting	C. Schwichtenberg	M	2:07	3
MOTION: THAT the minutes be approved as circulated.				
4. Chair's Report		I	2:10	
5. New Business				
5.1. SSCC Subcommittee Nominations	C. Schwichtenberg	M	2:15	6
MOTION: THAT the Senate Standing Committee on Curriculum appoint the following member to their subcommittee:				

Subcommittee on Writing-Intensive Courses:

- **Seana Takacs, Faculty Member, Faculty of Educational Support and Development, Voting, November 5, 2026 – August 31, 2029**

5.2.	Course outline	C. Schwichtenberg	M	2:20	7

MOTION: THAT the Senate Standing Committee on Curriculum recommend that Senate approve the following revised course:

- **BIOL 4320: Human Genetics**

5.3.	New Program Proposal: Diploma in Contemporary Music and Applied Technology	Gordon Cobb	M	2:25	8

MOTION: THAT the Senate Standing Committee on Curriculum recommend that Senate advise the Board of Governors to approve the proposed Diploma in Contemporary Music and Applied Technology program and associated new and revised courses, effective September 1, 2027.

5.4.	Bachelor of Psychiatric Nursing Program Changes – Deferral of Implementation	Afsani Tabibi, Carlo Tala, Kim Bagshaw	M	2:45	36

MOTION: THAT the Senate Standing Committee on Curriculum recommend that Senate approve a delay to the implementation of the program changes to the Bachelor of Psychiatric Nursing program, approved at the November 24, 2025 Senate meeting, to September 1, 2028.

6. Any Other Items
7. Adjournment
   Next Meeting: January 13, 2027

KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE STANDING COMMITTEE ON CURRICULUM
Regular Meeting Minutes
Wednesday, October 7, 2026
2:00 p.m. –4:00 p.m.
MS Teams

Attending:

Voting Members	Non-Voting Members	Administrative Resources
Brett Favaro	Catherine Schwichtenberg, Chair	Michelle Molnar
Celia Brinkerhoff	Meredith Laird	Nancy Train
Krista Gerlich-Fitzgerald	Nadia Henwood	
Naomi Ben-Yehuda	Nishan Perera	
Parthi Krishnan		
Richard Popoff	**Ex Officio (voting, non-quorum)**	**Presenters and Guests**
Shelley Boyd	Diane Purvey, President, pro tem	Ed Ko
	Kwuntiltunaat (Kim Baird), Chancellor	

Not Present:
Leeann Waddington (NV)

1. Call to Order and Opening Remarks

The chair called the meeting to order at 2:03 pm.

The chair acknowledged KPU's commitment to reconciliation and recognition that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem, and with the lands of the Kwantlen First Nation, which gifted its name to this university.

2. Adoption of the Agenda

MOVED, SECONDED AND CARRIED that the agenda be approved as circulated.

3. Approval of the Minutes

MOVED, SECONDED AND CARRIED that the September 9, 2026 minutes be approved as circulated.

4. Chair's Report

Catherine Schwichtenberg, Chair, reported that the Pathway Committee motion had been approved by Senate. The Senate Office will determine how to communicate the approved pathway motion and resulting action item to Faculties. She also reported that membership of the SWIC committee would be reviewed due to its size and partially filled membership.

5. New Business

5.1. SSCC Subcommittee Nominations

MOVED, SECONDED AND CARRIED that the Senate Standing Committee on Curriculum appoint the following members to their subcommittees:

Subcommittee on Writing-Intensive Courses:

- Heather Cyr, Faculty Member, English, Faculty of Arts, Voting, October 8, 2026 – August 31, 2029
- Mark Pritchard, Faculty member, Wilson School of Design, Voting, September 10, 2026 – August31, 2029

5.2. Course Outline Revision: MRKT 1299

Discussion focused on the removal of the course prerequisite for MRKT 1299 Consumer Behaviour. In response to questions regarding the rationale, it was noted that KPU is reviewing prerequisites to determine whether they provide necessary preparation and to improve accessibility where they are not required.

MOVED, SECONDED AND CARRIED that the Senate Standing Committee on Curriculum recommend that Senate approve the revised course.

5.3. Program Revision: Certificate in Foundations in Entertainment Arts

Ed Ko, Associate Dean, Faculty of Arts and Shelley Boyd, Dean, Faculty of Arts, presented revisions to the Certificate in Foundations in Entertainment Arts. The revisions reduced the program from 48 to 32 credits, shortened its duration from three terms to two, reduced the number of courses from twelve to ten, and reorganized foundational content to better align with KPU credential structures, student needs, recruitment considerations, and industry expectations. Discussion addressed credential alignment, student demand for shorter programs, responsiveness to changing industry requirements, and opportunities for greater student flexibility through employment, internships, special projects, or additional coursework. Discussion highlighted the importance of reviewing industry competencies when considering program learning outcomes and maintaining responsiveness to evolving industry needs.

MOVED, SECONDED AND CARRIED that the Senate Standing Committee on Curriculum recommend that Senate approve the changes to the Certificate in Foundations in Entertainment Arts program and associated courses, effective September 1, 2027.

5.4. Program Revision: Diploma in 3D Animation and 3D Modelling

Ed Ko presented revisions to the Diploma in 3D Animation and 3D Modelling. The proposed changes reduced the diploma from 96 to 64 credits, consolidated modelling and surfacing content to reflect current industry practice and introduced a Special Topics in 3D course to support emerging technologies and industry developments. Discussion included transition planning for continuing students, course substitutions, advisor support, and the relationship between the certificate and diploma pathways. The committee emphasized the importance of transition options, substitutions, guided studies, and related pathways for students affected by discontinued courses. Discussion also noted the need for flexible transition processes as programs evolve.

	MOVED, SECONDED AND CARRIED that the Senate Standing Committee on Curriculum recommend that Senate approve the revisions to the Diploma in 3D Animation and 3D Modelling and associated courses, effective September 1, 2027.
	5.5. Program Revision: Certificate in Foundations in Entertainment Arts Ed Ko presented revisions to the Diploma in Game Development. The proposed revisions strengthened the progression between the certificate and diploma, maintained a project-based learning approach, and created curriculum flexibility to respond to changing technologies and industry requirements. Discussion highlighted the value of foundational preparation through the certificate program and the role of completed projects in demonstrating industry readiness. **MOVED, SECONDED AND CARRIED** that the Senate Standing Committee on Curriculum recommend that Senate approve the revisions to the Diploma in Game Development and associated courses, effective September 1, 2027.
6. Items for Discussion No items for discussion.	
7. Adjournment The meeting adjourned at 2:47 pm. The date of the next meeting is November 4, 2026.	

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE STANDING COMMITTEE ON CURRICULUM
Agenda Number: *5.1*
Meeting Date: *Wednesday, November 4, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: SSCC SUBCOMMITTEE NOMINATIONS

ACTION REQUESTED: Motion

THAT the Senate Standing Committee on Curriculum appoint the following members to their subcommittees:

Subcommittee on Writing-Intensive Courses:

- **Seana Takacs, Faculty Member, Faculty of Educational Support and Development, Voting, November 5, 2026 – August 31, 2029**

Executive Summary

The Senate Standing Committee on Curriculum is responsible for appointing members to its subcommittees:

1. Subcommittee on Quantitative Courses (SQC)
2. Subcommittee on Writing-Intensive Courses (SWIC)
3. Subcommittee on Pathway Courses (SPWC)

From time to time, subcommittee members will change and nominations will come forward to the SSCC for review and appointment.

Consultations

1. Faculty of Arts Nominations Committee
2. Wilson School of Design Faculty Council

Prepared by	**Date submitted**
Michelle Molnar, Associate University Secretary	October 22, 2026

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE STANDING COMMITTEE ON CURRICULUM
Agenda Number: *5.2*
Meeting Date: *Wednesday, November 4, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: COURSE OUTLINES

ACTION REQUESTED: Motion

THAT the Senate Standing Committee on Curriculum recommend that Senate approve the following revised course:

- BIOL 4320: Human Genetics

Executive Summary

The Senate Standing Committee on Curriculum has the mandate to receive and review all new, revised, and discontinued course outlines whose revisions require approval by Senate.

As per the Course Outline Manual, all new and discontinued course outlines must be approved by Senate. All revised course outlines that have changes to the following areas require Senate approval:

- Discontinuance of the course
- Credits (triggers a new course)
- Prerequisites/Corequisites
- Assessments inconsistent with Policy and Procedures AC4 Student Evaluation and Grading
- Schedule Types (previously referred to as course format)
- Course level
- Attributes - Quantitative status, Writing-intensive status, Pathway course

Consultations

1. Faculty level governance committees

Prepared by	**Date submitted**
Michelle Molnar, Associate University Secretary	October 22, 2026

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE STANDING COMMITTEE ON CURRICULUM
Agenda Number: *5.3*
Meeting Date: *Thursday, November 5, 2026*
Presenter(s): *Shelley Boyd, Gordon Cobb*

AGENDA TITLE: NEW PROGRAM PROPOSAL – DIPLOMA IN CONTEMPORARY MUSIC AND APPLIED TECHNOLOGY

ACTION REQUESTED: Motion

THAT the Senate Standing Committee on Curriculum recommend that Senate advise the Board of Governors to approve the proposed Diploma in Contemporary Music and Applied Technology program and associated new and revised courses, effective September 1, 2027.

Executive Summary

The proposed Diploma in Contemporary Music and Applied Technology is a 60-credit diploma program designed to prepare graduates for a range of creative, technical, and professional opportunities in music and broader creative industries. The proposed program is designed to address the needs of the evolving music industry, as well as other creative sectors, where foundational knowledge of music, technology and entrepreneurship are needed. Rather than focusing on preparing students to simply perform music or operate production technology, the proposed program would equip graduates to participate more broadly in contemporary music practice: creating, producing, collaborating, managing projects and developing the professional skills required to build a career in an evolving music industry or other creative sectors.

For a visual overview of the proposed program and its objectives, watch the Music Diploma Intro Video 1.

Governance Review

Arts Standing Committee on Curriculum on October 9, 2026

Arts Faculty Council on October 16, 2026

Consultations

1. David Burns, Provost and Vice President Academic
2. Lori McElroy, Associate Vice President, Planning and Accountability
3. Nadia Henwood, AVP Enrolment Services & Registrar
4. Shelley Boyd, Dean of Arts
5. Music Program Advisory Committee
6. Larissa Petrillo, Special Advisor, Strategic Initiatives, Work-Integrated Learning

Attachments

1. **Diploma in Contemporary Music and Applied Technology (CIM Programs)**
2. **Music Diploma Curriculum Map**
3. **Music Diploma Financial Assessment**
4. **Proposed Music Diploma Program Proposal** **(for submission to PSIPS)**
5. **Consultation Sheet**
6. **Associated New and Revised Courses:**
    a. New Courses
        1. MUSI 1131: Digital Content Production
        2. MUSI 1134: Composition for Film, Television, and Screen
        3. MUSI 1135: Podcast Production
        4. MUSI 1152: Aural Musicianship
        5. MUSI 1164: Keyboard Skills
        6. MUSI 2131: Collab Lab
        7. MUSI 2132: Music Festival Practicum
        8. MUSI 2135: Simulcasting for Musicians
        9. MUSI 2800: Music Practicum
    b. Revised Courses
        1. MUSI 1291: Songwriting and Arranging
        2. MUSI 2020: Drum Jam

Prepared by	**Date submitted**
Virginia Vandenberg, Curricular Support Unit	October 21, 2026

: DIPLOMA IN CONTEMPORARY MUSIC AND APPLIED TECHNOLOGY

In Workflow

1. AR Dean (alena.buis@kpu.ca; shelley.boyd@kpu.ca;arts.curriculum@kpu.ca)
2. Provost (amy.jeon@kpu.ca)
3. ORegCurrConsult (oregcurrconsult@kpu.ca)
4. AR Academic Planning and Priorities Committee (Ying.Ma2@kpu.ca)
5. AR Curriculum Committee (mariana.gatzeva@kpu.ca; arts.curriculum@kpu.ca)
6. AR Council (Shelley.Boyd@kpu.ca)
7. Consultations (oprocurriculum@kpu.ca)
8. Senate Standing Committee on Academic Planning and Priorities (Catherine.Schwichtenberg@kpu.ca)
9. Senate Standing Committee on University Budget (Catherine.Schwichtenberg@kpu.ca)
10. Senate Standing Committee on Curriculum (Catherine.Schwichtenberg@kpu.ca; Michelle.Molnar@kpu.ca)
11. Senate (Catherine.Schwichtenberg@kpu.ca; Michelle.Molnar@kpu.ca)
12. Board Governance Committee (sonia.banwait1@kpu.ca; boardofgovernors@kpu.ca)
13. Board Finance Committee (sonia.banwait1@kpu.ca; boardofgovernors@kpu.ca)
14. Board (sonia.banwait1@kpu.ca; boardofgovernors@kpu.ca)
15. Provost (amy.jeon@kpu.ca)
16. DQAB-PSIPS (oprocurriculum@kpu.ca; josephine.chan@kpu.ca)
17. Calendar Editor (calendar.editor@kpu.ca)

Approval Path

1. 2026-09-10T00:30:24Z
   Meredith Laird (meredith.laird): Rollback to Initiator
2. 2026-09-10T21:27:19Z
   Shelley Boyd (Shelley.Boyd): Approved for AR Dean
3. 2026-09-11T15:31:40Z
   Amy Jeon (Amy.Jeon): Approved for Provost
4. 2026-09-25T21:19:19Z
   Ashley Andrade Barajas (ashley.andradebarajas): Approved for ORegCurrConsult
5. 2026-09-25T21:22:41Z
   Ying Ma (Ying.Ma2): Approved for AR Academic Planning and Priorities Committee
6. 2026-10-10T01:26:53Z
   Mariana Gatzeva (Mariana.Gatzeva): Approved for AR Curriculum Committee

New Program Proposal

Date Submitted: 2026-09-10T20:00:10Z

Viewing: : Diploma in Contemporary Music and Applied Technology

Last edit: 2026-10-19T20:14:26Z

Changes proposed by: Virginia Vandenberg

Reviewer comments

Meredith Laird (meredith.laird) (2026-09-10T00:30:24Z): Rollback: Request to rollback for additional editing.

Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (2026-09-11T19:01:39Z): Updated MUSI 1151 to 1152 and 1154 to 1164 as per request of GC.

Meredith Laird (meredith.laird) (2026-09-11T23:29:22Z): Updated Curriculum Map and DQAB documents.

Virginia Vandenberg (virginia.vandenberg) (2026-09-23T19:20:09Z): Financial assessment documents added on behalf of OPA

Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (2026-10-01T19:38:15Z): Changed electives from 9 credits to 6 as per request from Gordon.

Overview

Program proposal contact(s)

Gordon Cobb

Calendar year edition

2027-2028

Requirements

Admission Requirements

The Faculty's Admission Requirements, which consist of KPU's undergraduate English Proficiency Requirement (https://calendar.kpu.ca/admissions/#englishproficiency), apply to this program.

Declaration Requirements

Students intending to graduate with this diploma must declare the credential. At the time of declaration, the student must satisfy all of the following requirements:

- In good academic standing with the University
- Completion of a minimum of 15 credits of undergraduate coursework.

Curricular Requirements

Students must complete a minimum of 60 credits that include all of the following:

Code	Title	Credits
MUSI 1113	Introduction to the Music Industry	3
MUSI 1117	Embodied Music Rudiments	3
MUSI 1130	Music Technology I	3
MUSI 1131	Digital Content Production	3
MUSI 1152	Aural Musicianship	3
ENTR 1200	Introduction to Entrepreneurship	3
MUSI 2132	Music Festival Practicum	6
Select 6 credits of the following:		6
MUSI 1111	Introduction to Popular Music	
MUSI 1114	Introduction to World Music	
MUSI 1164	Keyboard Skills	
MUSI 2020	Drum Jam	
Select 15 credits of the following:		15
MUSI 1132	Music for Video Games	
MUSI 1134	Composition for Film, Television, and Screen	
MUSI 1135	Podcast Production	
MUSI 1291	Songwriting and Arranging	
MUSI 2130	Music Technology II	
MUSI 2131	Collab Lab	
MUSI 2135	Simulcasting for Musicians	
MUSI 2800	Music Practicum	
Select 9 credits of the following:		9
MUSI 3500	Special Topics	
MUSI 3512	The Business of Music	
MUSI 3602	Applied Desktop Recording	
MUSI 3653	World Music	
MUSI 4602	Music Video Production	
Electives	Select an additional 6 credits at the 1100 level or higher	6
Total Credits		**60**

Credential Awarded

Upon successful completion of this program, students are eligible to receive a **Diploma in Contemporary Music and Applied Technology.**

Program Learning Outcomes

	A student who successfully completes the program will have reliably demonstrated the ability to:
1	Interpret musical elements, structures, and expressive practices from diverse cultural, historical, and contemporary musical traditions.
2	Demonstrate musicianship through listening, improvisation, rehearsal, performance, and/or composition in individual and collaborative musical contexts.
3	Create original musical works, arrangements, and sound-based productions using appropriate artistic, technical, and creative processes.
4	Apply industry-standard music, audio, video, and media technologies to produce, edit, record, distribute, and present creative work.
5	Design and deliver music and media content for contemporary digital environments, including streaming, social media, video, gaming, podcasting, and interactive platforms.
6	Collaborate effectively with artists, creators, and professionals from multiple disciplines.
7	Apply business, entrepreneurial, marketing, and professional skills to support sustainable careers.

The following information will help determine whether there is a budgetary impact to the proposed program changes, and what additional information and consultation will be required. Please note that all additional budgetary requests in support of the proposed program change require approval from the Dean and the Provost, and additional financial documents may be required.

The information supplied is for administrative purposes only and will not be visible to reviewers in the academic governance process (e.g., Faculty and Senate committee members).

Change in space requirements?

No

Change in equipment requirements?

No

Change in support requirements?

No

Consultation requests

Academic Advising
Chair of other Department
Co-operative Education
Dean of other Faculty
Disability, Accessibility, and Inclusion
Information Technology
KPU International
Library
Marketing
Office of the Registrar
Organizational Risk
Student Awards and Financial Assistance
Teaching & Learning Commons
University Space Administration

Other departments

Departments
Entrepreneurial Leadership

Other faculties

Faculties
Business

Abstract

Degree or non-degree program
Non-Degree

Academic level
Undergraduate

Faculty
Arts

Department
Music

Program name
Diploma in Contemporary Music and Applied Technology

Program description
This applied program aligns with KPU's polytechnic mandate to provide practical, hands-on career relevant programming. The Diploma in Contemporary Music and Applied Technology is designed to prepare graduates for the realities of contemporary music practice by developing competencies across three interconnected themes: (1) Foundations and Musicianship (2) Music Technology and Digital Production and (3) Collaboration, Organization, and Professional Practice. Together, these themes reflect the core competencies (knowledge, skills, and abilities) required for success in today's diverse and evolving music industry.

A brief description of these competency themes follows:
- Musical Foundations, Analysis, and Musicianship (Music Foundations) focuses on the foundations of artistic development, listening, analysis, and musical interpretation.
- Creative Music Development, Music Technology, and Digital Production (Music Technology) emphasize composition, recording, production, and the use of industry-standard technologies to create and distribute music in digital environments.
- Collaboration, Project Management, Professional Practice, and Entrepreneurial Practice (Music Business) develop the professional skills needed to work effectively with others, manage creative projects, and build sustainable careers.

This integrated approach does not simply prepare students to perform music or operate production technology, but to participate more broadly in contemporary music practice: creating, producing, collaborating, managing projects and developing the professional skills required to build a career in an evolving music industry. Although students will be exposed to all three themes, the program structure gives students some flexibility to put more focus on areas that align with their interests.

The program's strength is its ability to prepare graduates for a range of creative, technical and professional opportunities within the music and broader creative industries. The program provides foundational knowledge for both musicians who want to acquire the technology, production and business skills required to be successful in today's industry, and for non-musicians who want to work in creative sectors such as music marketing and promotions, running a record label, stage management, digital content production, simulcasting, and music video production.

Program concentration(s)
none

Implementation date
September 2027

Proposed Program Overview

Program Structure & Delivery

Proposed credential(s) to be granted

Credential Level
Diploma

Date for next review
Fall 2032

Will this program include a co-operative education option?
No

Discipline and Program Description

Expected time to complete
2 years

Total number of credits
60

Type of intake
Open Intake

Cohort delivery?
No

Course Delivery Options

Part-time studies possible?(i.e., students can choose to study part-time)
Yes

Evening delivery
No

Weekend delivery
No

In person
Yes

Online or blended
Yes

Online or blended delivery options
Some courses will be blended (taught partially on-campus and partially online)

Program Delivery Options

Co-op education program/practicum/clinical practice, etc. available
No

Will graduates require certification?
No

Will the program have to meet external accreditation requirements?
No

Information for Competitive Assessment

Information for Student Demand Assessment

Information for Labour Market Assessment

Financial Assessment Background Questions

New department?
No

Admin support in addition to Chair
No

Preferred campus delivery
Langley

Supplementary Documents

Curriculum Map and Program Learning Outcomes
MUSI Diploma Curriculum Map - Sept 11 2026.xlsx

Financial assessment
Music Diploma Financial Assessment_23Sept2026.pdf

Full program proposal
Proposed Music Diploma DQAB Submission - Sept 11.doc

Other documents
Curriculum Consultation_Dipl Contemporary Music and Appl Tech_2026.docx

Key: 211

PROGRAM CURRICULUM MAP - Diploma in Contemporary Music and Applied Technology

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES						
	Music Foundations, Analysis, and Musicianship (Music Foundations)		Creative Music Development, Music Technology, and Digital Production (Music Technology)			Collaboration, Project Management, Professional Practice, and Entrepreneurial Practice	
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7
	Interpret musical elements, structures, and expressive practices from diverse cultural, historical, and contemporary musical traditions	Demonstrate musicianship through listening, improvisation, rehearsal, performance, and/or composition in individual and collaborative musical contexts.	Create original musical works, arrangements, and sound-based productions using appropriate artistic, technical, and creative processes.	Apply industry-standard music, audio, video, and media technologies to produce, edit, record, distribute, and present creative work..	Design and deliver music and media content for contemporary digital environments, including streaming, social media, video, gaming, podcasting, and interactive platforms.	Collaborate effectively with artists, creators, and professionals from multiple disciplines.	Apply business, entrepreneurial, marketing, and professional skills to support sustainable careers

For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.

Core Courses							
(All 7 Required)							
MUSI 1117 Embodied Music Rudiments							
Describe how physical movement and sensory experiences relate to music	I						
Demonstrate knowledge of notes and scales on a keyboard or marimba	I						
Demonstrate knowledge of rhythms by clapping or using percussion instruments		I				I	
Demonstrate knowledge of intervals and chords on a keyboard or marimba		I					
compositions		I				I	
Illustrate techniques for participating in musical performances		I				I	
MUSI 1152 Aural Musicianship I							
Explain the importance of ear training in music	I						
Reproduce pitches accurately based on a played note		I					
Sing intervals based on aural practice		I					
Identify different scales and modes in live and recorded music	I						
Differentiate between various chords based on aural practice	I						
Reproduce rhythmic patterns from live and recorded music		I					
Transcribe melodies by ear in written form	I						
Apply ear training skills in real musical contexts		I				I	
MUSI 1130 Music Technology I							
Identify the components of a digital audio work station (DAW)			I				
Describe functions of music notation software			I	I			
Describe functions of music sequencing software		I		I			
Prepare a MIDI sequencing file			I	I			
Prepare a music notation file			I	I			
Inspect and assess MIDI connections			I	I			
Define the types of software available for the study/creation of music			I	I			
Create a music score incorporating software instruments and recorded sound			I	I			
Select appropriate social media platforms for a given musical task				I	I		
Select appropriate web-building software for portfolio development				I	I		
Engage in a reflective practice as it relates to one's compositions	I			I			
Create a showcase portfolio			I	I	I	I	I
Present a showcase portfolio to an audience				I		I	I
MUSI 1131 Digital Content Production*							
Define various types of digital media				I			
Develop planning and pre-production materials							I
Inspect production techniques in order to assess technology implementation				I			
Construct digital content using cameras, microphones, and lighting			I	I			
Modify digital content compositions using video editing software and digital audio workstations			I	I			
Develop distribution campaigns for marketing and promotional purposes					I	I	I
MUSI 1113 Introduction to the Music Industry							

Identify the main sectors of the music industry, as well as determine the inter-relatedness of those sectors	I						I
Summarize the history of the music industry	I						I
Identify various career and income opportunities in the music industry	I						I
Understand the personal management skills that lead to success and professionalism in the field of music	I						I
Outline the basic business practices in the music industry	I						I
ENTR 1200 Introduction to Entrepreneurship							
Recognize the role of entrepreneurship within society, organizations, and one's personal life							I
Identify one's own entrepreneurial potential							I
Synthesize, and explain ways to manage the entrepreneurial process: create opportunities, mobilize resources, and grow							I
Identify and evaluate the relevance of different types of entrepreneurship including: intrapreneurship, social, for-profit, and cross-cultural entrepreneurship					I		I
MUSI 2132 Music Festival Practicum							
Demonstrate various roles and duties involved in organizing, producing, and hosting a music festival	A						A
Develop planning and pre-production materials for music festivals	A						A
Create various forms of digital content for music festivals		A	A	A	A	A	A
Illustrate proper use of live stage technologies such as audio, lighting, or simulcasting					A	A	A
Collaborate across roles and duties to effectively manage a live music festival including the Wake Up Social Justice Music Festival at KPU						A	A
Music Electives							
Choose 2 from 4* [Musical Knowledge, Analysis, Performance, and Musicianship]							
MUSI 1111 Introduction to Popular Music*							
Identify social, cultural, and political influences on the creation and development of selected musical genres	I						
Recognize the implications of factors such as race, ethnicity, class, and gender on the creation and development of selected musical genres	I						
Define and distinguish various musical elements	I						
Listen to music critically	I						
MUSI 1114 Introduction to World Music*							
Describe the musical characteristics of expressive cultural traditions	I						
Articulate the roles of music in the cultures where it is created and performed	I						
Discuss musical aesthetics in selected cultural contexts	I						
Classify instruments based on the materials from which they are made and how they produce sound	I						
Identify specific musical elements, and use them in the practice of critical listening	I						
Outline the historical factors that led to musical hybridization and syncretism, and draw parallels to contemporary contexts in which similar processes occur	I						
Explain basic concepts in the field of ethnomusicology, including selected methodological and theoretical approaches used in the investigation, analysis, and documentation of musical genres	I						
MUSI 1159 Keyboard Skills I*							
Execute at an appropriate level of mastery the reading, transposition, and keyboard harmony requirements listed in content	I	I				I	
Respond appropriately to musical terms and symbols encountered in the exercises and scores studied	I	I					
MUSI 2020 Drum Jam*							
Develop a path of skill development and self-reflection in a flexible learning environment	D						
Analyze, reflect upon, and evaluate personal learning experiences	D						
Employ the basic technical and musical skills that support individual expression and ensemble cohesion		D				D	
Articulate an understanding of key musical elements, such as meter and rhythm, in written or performance-based formats	D						
Apply creative skills, such as call-and-response playing and improvisation, in rehearsal and performance		D					
Present the progress of one’s learning in a collaborative, interdisciplinary environment		D				D	
Lead an ensemble in a musical performance		D				D	
Communicate one’s experience and learning through public presentation		D				D	
Express a broad understanding of culture and world view	D						
Choose 5 from 8 [Creative Music Development, Music Technology, and Digital Production]**							

MUSI 1132 Composition for Video Games**							
Interpret music and sound design in order to evaluate their impact on video games	D						
Develop planning and pre-production materials for video games			D	D	D		D
Create music and sound design for video games using digital audio workstations			D	D	D		
Develop a professional website or showcase portfolio of video game music and sound design to illicit potential industry employment		D	D	D	D	D	D
MUSI 1134 Music for Film, Television, and Screen**							
Evaluate the role of music and sound design in film, television, internet media, and social media	D		D	D	D		
Develop planning and pre-production materials for film, television, internet media, and social media			D	D	D		D
Create music and sound design for film, television, internet media, and social media using digital audio workstations			D	D	D		
Develop a professional website or showcase portfolio of music and sound design for film, television, internet media, and social media in order to illicit potential employment		D	D	D	D	D	D
MUSI 1135 Podcast Production**							
Identify key podcast genres, formats, and industry terminology	D						
Demonstrate basic podcasting skills, including scripting, interviewing, and audio recording			D				
Use digital audio software to edit and assemble podcast content			D				
Analyze existing podcasts to evaluate storytelling techniques, structure, and audience engagement	D						
Assess audio quality, content clarity, and overall effectiveness of podcast episodes							D
Design an original podcast concept, including a theme song and branding			D	D	D		D
Produce a polished, publishable podcast episode integrating storytelling, audio editing, and sound design			D	D	D		
MUSI 1291 Songwriting and Arranging**							
Discuss the historical masters of popular song and lyric writing	D			D			
Define, discuss, and understand the concepts, terms, and basic elements of song structure	D			D			
Analyze songs in terms of form, melodic construction, lyric strategies, and harmonic style	D			D			
Create lyrics, melodies, and chord progressions for songs			D	D			
Apply techniques of melodic construction in the creation of a melody		D	D	D			
Recognize and use common chord progressions	D			D			
Set lyrics to a melody			D	D			
Utilize collaboration techniques				D		D	
Display professional habits and discipline in song writing				D			D
Communicate the song and/or arrangement with others by using scoring and/or lead sheet construction		D	D	D		D	D
MUSI 2130 Music Technology II**							
Select appropriate software for a task related to music creation, performance, or scholarship			D				
Apply advanced functions of music sequencing software			D				
Integrate advanced compositional practices using a digital audio workstation			D				
Analyze the compositional design requirements for different contexts such as podcasts, jingles, radio, film & television, theatre and dance	D						
Create a music score incorporating digital and acoustic instruments			D	D			
Engage in reflective documentation (written, video, visual) to monitor creative and professional growth	D						
Create music for social media platforms					D		D
Create music for showcase portfolios					D		D
MUSI 2131 Collab Lab**							
Describe the importance and benefits of interdisciplinary collaboration	D						
Develop essential skills for effective collaboration	D					D	
Differentiate different art forms such as visual arts, music, and theatre	D						
Illustrate how to develop collaborative project concepts		D	D	D			
Execute the basics of project planning and management						D	D
Construct art projects from an collaborative interdisciplinary approach		D	D	D	D	D	
Present projects to demonstrate interdisciplinary collaboration		D				D	D
MUSI 2135 Simulcasting for Musicians**							
Identify key concepts, terminology, and platforms related to live streaming and simulcasting	D			D	D		D
Explain the roles of audio, video, and network systems in live digital performance	D			D	D		D
Set up and operate basic streaming equipment, including audio interfaces, cameras, and streaming software		D			D	D	D
Use simulcasting tools to broadcast content across multiple platforms simultaneously				D	D		

Evaluate the effectiveness of a simulcast performance based on audio/visual quality, engagement metrics, and overall presentation	D			D	D		
Design a complete simulcast performance plan, including technical setup, performance structure, and audience engagement strategy			D	D	D	D	D
Produce and execute a live, multi-platform simulcast performance integrating music, video, and interactive elements		D		D	D	D	D
MUSI 2800 Music Practicum							
Demonstrate professional participation in a music industry work setting through the application of music performance and/or music technology competencies.		A	A	A	A	A	A
Apply program learning in music performance and/or music technology to tasks, projects, and responsibilities undertaken during the practicum experience.	A	A	A	A	A	A	A
Produce professional work outputs in music performance and/or music technology that meet the needs of a music-related employer, organization, or project partner.			A	A	A	A	A
Develop an ePortfolio that documents and showcases music performance and/or music technology artifacts created during the practicum experience.			A	A	A		A
Critically evaluate and communicate connections between learning gained through the program and experiences in the practicum.	A			A			A
Upper Level Electives							
Choose 3 of the following 5:							
MUSI 3500 Special Topics**							
Perform music from selected expressive cultural traditions at an appropriate skill level for the course		A					
Understand and apply performance practices of selected expressive cultural traditions	A						
Integrate and demonstrate complementary forms of artistic expression, such as dance, drama, and costume, into a musical performance and at a level appropriate for the course		A		A			
Document organized sound and creative intention through various systems of musical notation					A		
Develop an inquiry project involving research, collaboration, and/or experiential practice							A
MUSI 3512 The Business of Music							
Describe how the music business works							A
Understand standard music industry business practices							A
Apply business skills in planning, marketing, merchandising, finance, and management within the music industry						A	A
Learn to evaluate contracts							A
MUSI 3602 Applied Desktop Recording							
Choose the right tools to produce their own music	A						
Plan and configure home studio hardware components							
Develop musical ideas using MIDI (Musical Instrument Digital Interface) and digital audio software		A	A	A			
Mix multitrack audio projects			A	A			
Use standard audio effects			A	A			
Make a final master of an audio project		A	A	A	A		
MUSI 3653 World Music							
Identify contextual factors, aesthetic considerations, and structural characteristics that support the creation, development, and transmission of selected expressive cultural traditions	A						
Articulate the role of expressive cultural traditions in specific cultures and societies	A						
Describe reasons why aesthetic and structural relationships exist among the world's expressive cultural traditions	A						
Discuss the origins and impacts of technology, commercialization, and globalization on expressive cultural traditions in the 20th and 21st centuries	A						
Employ critical listening and performance-based skills to identify, distinguish and demonstrate specific sonic and structural elements	A						
Explain and apply selected methodological and theoretical approaches from the field of ethnomusicology	A	A				A	
MUSI 4602 Music Video Production							
Choose appropriate tools to produce their own music video	A						
Plan and configure digital audio workstation and video production components							
Develop musical ideas using MVP (Music Video Production) pedagogies and technologies			A	A			
Identify the components of a standard DSLR (Digital Single-Lens Reflex) camera and describe their purposes							
Illustrate the operation of a DSLR camera within class exercises and assignments				A			
Describe the functions of video editing software	A						
Prepare a short demo reel demonstrating different video production techniques		A	A	A	A		
Demonstrate an ability to work cooperatively within collaborative environments							
Demonstrate an ability to reflect upon the overall production process through written materials or vlogs	A						
Make a final portfolio of class materials			A	A	A		

Overall Intersection Analysis							
Introducing	25	11	10	16	5	8	13
Developing	20	14	22	28	19	15	17
Advancing	15	9	12	15	10	8	15
	60	34	44	59	34	31	45
Overall Intersection Analysis							
Introducing	42%	32%	23%	27%	15%	26%	29%
Developing	33%	41%	50%	47%	56%	48%	38%
Advancing	25%	26%	27%	25%	29%	26%	33%
	100%	100%	100%	100%	100%	100%	100%

To: *KPU Senate and Board of Governors*

From: *Lori McElroy, AVP, Planning & Accountability*

Date: *September 22, 2026*

Re: *Financial Assessment Information for Diploma in Contemporary Music and Applied Technology*

The financial assessment for the proposed Diploma in Contemporary Music and Applied Technology program is based on the following information and assumptions.

Courses:

- Course requirements are shown on the following page.
- There are 24 courses in the program, 23 music courses and one business entrepreneurship course.
- 11 of the music courses are also in the music minor.
- Students take a total of 19 courses for a total of 60 credits. Of these, 16 are music courses, 1 is a business course and 2 are electives from any undergraduate courses.
- One music course is 6 credits (Music Festival Practicum) and the others are 3 credit courses.

Workload:

- All three-credit courses have a workload of 12.5% and the six-credit course has a workload of 25%.
- Program courses will be offered in all three semesters every year.
- This program will be offered by the music department, which already has a chair.
- The financial assessment covers the additional costs to offer the new courses and additional sections of existing courses needed for the new program, as well as cost for agent fees associated with international recruitment, marketing, supplies and the normal operating costs associated with an academic department.

Enrolment:

- Anticipated program start is Fall 2027.
- This is an open-intake program with intakes every semester.
- This will be non-cohort based-delivery; students can take courses at their own pace.
- Class size maximum is 35.
- Music courses have been attractive to international students. In AY 2025/26, 40% of the students taking music courses were international. To be conservative, we have assumed only 20% will be international.
- New intake headcounts used in the financial assessment are shown in the following table.

Intake Semester	FY27/28	FY28/29	FY29/30	FY30/31	FY31/32	FY32/33
Summer		5	5	6	7	8
Fall	20	25	30	33	35	35
Spring	12	18	20	25	25	25
Total	32	48	55	64	67	68

Tuition:

- The domestic tuition rate for music courses is 2.a.1, at $166.10 per credit effective Fall 2026.
- The international tuition rate is 8.a.1, $755.77 per credit, effective Fall 2026.
- Tuition is calculated assuming a 2% increase each year.

- Because the music minor shares courses with the diploma program, and already covers the cost of the chair, the net revenue from the minor has been factored into the net revenue for the new program.

Course Requirements

In addition to the 17 courses required below, students must take 2 electives that can be any undergraduate course. All courses below are 3 credits except the for Music Festival Practicum, which is 6 credits.

	Course
ALL 7	MUSI 1012 Embodied Music Rudiments
	MUSI 1151 Aural Musicianship
	MUSI 1130 Music Technology I*
	MUSI 1131 Digital Content Production
	MUSI 1113 Introduction to the Music Industry*
	ENTR 1200 Introduction to Entrepreneurship**
	MUSI 2132 Music Festival Practicum
2 of 4	MUSI 1111 Introduction to Popular Music*
	MUSI 1114 Introduction to World Music*
	MUSI 1154 Keyboard Skills I
	MUSI 2020 Drum Jam*
5 of 8	MUSI1132 Music for Video Games
	MUSI1134 Music for Film, Television and Screen
	MUSI1135 Podcast Production
	MUSI1291 Songwriting and Arranging
	MUSI2130 Music Technology II*
	MUSI2131 Collab Lab
	MUSI2135 Simulcasting for Musicians
	MUSI 2800 (Practicum)
3 of 5	MUSI 3500 Special Topics*
	MUSI 3512 The business of music*
	MUSI 3602 Applied Desktop Recording*
	MUSI 3653 World Music*
	MUSI 4602 Music Video Production*

* Courses shared with Music Minor

** Required in BBA Entrepreneurial Leadership

Kwantlen Polytechnic University
Financial Summary by Fiscal Year

Program: Diploma in Contemporary Music and Applied Technology
Prepared Date: 22-Sep-26
Target Implementation Date: Fall 2027
Tuition Fee Rate Domestic: $ 166.10 MUSI courses are tuition fee rate is 2.a.1
Tuition Fee Rate International: $ 755.77

		Start-up/ Development	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4	Fiscal Year 5	Fiscal Year 6	Notes
ENROLMENT:									
	Domestic Headcount %		80%	80%	80%	80%	80%	80%	
	International Headcount %		20%	20%	20%	20%	20%	20%	
	Seats offered		595	875	875	945	945	1155	
	Seats filled		160	376	575	746	924	1,134	seats filled by the new diploma program
	Fill rate		27%	43%	66%	79%	98%	98%	other seats will be filled by students in the minor
REVENUES:									
External Contributions:	Operating Grant								No additional funds expected
	Targeted Grant								
	Capital Contributions								
	Total External contributions	-	-	-	-	-	-	-	
Tuition Fee Revenue:	Domestic		65,057	156,047	243,253	321,887	406,598	508,877	Includes ENTR, but not revenue from
	International		74,005	176,920	276,704	365,682	463,114	579,620	Music Minor
	Total Tuition Revenues	-	**139,063**	**332,967**	**519,956**	**687,569**	**869,712**	**1,088,497**	
Mandatory Fees:	Domestic		4,554	10,923	17,028	22,532	28,462	35,621	7% LTSD
	International		5,180	12,384	19,369	25,598	32,418	40,573	7% LTSI
	Total Student Fees	-	**9,734**	**23,308**	**36,397**	**48,130**	**60,880**	**76,195**	
Miscellaneous Income:									
	Other Income								
	Total Revenues:	-	**148,797**	**356,275**	**556,353**	**735,699**	**930,592**	**1,164,691**	

EXPENSES:

Start-up (Non-recurring) Expenses

Direct Program

Salaries and Benefits							
Non-Salary Expense	-	-	-	-	-	-	
Total Direct Startup Expenses	**-**	**-**	**-**	**-**	**-**	**-**	
Indirect Program Expenses							
Salaries and Benefits							
Non-Salary Expense							
Total Indirect Startup Expenses	**-**	**-**	**-**	**-**	**-**	**-**	
Total Start-up Operating Expenses	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Ongoing Operating Expenses

Direct Program

Salaries and Benefits		230,845	294,328	300,214	347,048	353,989	488,504
Non-Salary Expense		36,407	54,457	64,201	70,640	75,442	78,503
Total Direct Ongoing Operating Expenses	**-**	**267,252**	**348,785**	**364,415**	**417,688**	**429,431**	**567,007**
Indirect Program Expenses							
Salaries and Benefits							
Non-Salary Expense		5,731	7,139	7,242	8,510	8,631	11,579
Total Indirect Ongoing Operating Expenses	**-**	**5,731**	**7,139**	**7,242**	**8,510**	**8,631**	**11,579**
Total Ongoing Operating Expenses	**-**	**272,983**	**355,924**	**371,657**	**426,197**	**438,062**	**578,586**

CAPITAL OUTLAYS

Start-up Capital Costs

Computer Hardware & AV			Assume all hardware and furniture
Furniture & Equipment			required to support program are
Renovation			included in Music Wing Renovation
Total Start-up Capital Costs	**-**	**-**	

Replacement Cycle of Capital Assets

Computer Hardware & AV	
Furniture & Equipment	
Renovation	
Total Replacement Costs	
Total Capital Costs	
Amortization Costs	

NET REVENUE

Total Expenses (Salary & Benefits, Non-salary & Amortization)	-	272,983	355,924	371,657	426,197	438,062	578,586
Net Revenue **before** Overhead	-	(124,186)	351	184,696	309,501	492,530	586,105
Overhead Rate: 20%	-	54,597	71,185	74,331	85,239	87,612	115,717
Net Revenue after Overhead	**-**	**(178,782)**	**(70,834)**	**110,365**	**224,262**	**404,918**	**470,388**
Music Minor net revenue not costed above		**89,813**	**91,609**	**93,441**	**95,310**	**97,216**	**99,161**
Total Music Net Revenue/ (Loss)		**(88,970)**	**20,775**	**203,806**	**319,572**	**502,134**	**569,548**

The minor will contribute to filling seats and already covers the cost of the program chair

SIGN-OFFS

Office of Planning & Accountability:

I have reviewed the enrolment, attrition and seat fill assumptions and agree that these are reasonable.



Date: September 22, 2026

AVP, Planning & Accountability

Financial Services:

I have reviewed the financial calculations and assumptions and agree with them and that they are accurately summarized above with the following qualifications:

Understanding that there is a possibility that not all costs may have been considered at the time of the assessment and this may change the final results
Understanding that any loss in the program will be funded by the Provost's office should the University not have sufficient budget
Understanding that enrolment monitoring will occur for each semester

Carole Laplante Digitally signed by Carole Laplante Date: 2026.09.22 16:16:11 -07'00'

Date:

Chief Financial Officer / AVP, Financial Services

Non-Degree Program Proposal

Name of Institution: Kwantlen Polytechnic University
Title of Program: Diploma in Contemporary Music and Applied Technology
Credential to be awarded to graduates: Diploma
Length of Program: 2 years, 60 credits

Institutional Contact: Shelley Boyd	**Title: Dean, Faculty of Arts**
Phone: 604-599-3076	**Email: shelley.boyd@kpu.ca**

Executive Summary:

Program Rationale, Purpose and Key Objectives

This applied program aligns with KPU's polytechnic mandate to provide practical, hands-on career relevant programming. The Diploma in Contemporary Music and Applied Technology is designed to prepare graduates for the realities of contemporary music practice by developing competencies across three interconnected themes: (1) Foundations and Musicianship (2) Music Technology and Digital Production and (3) Collaboration, Organization, and Professional Practice. Together, these themes reflect the core competencies (knowledge, skills, and abilities) required for success in today's diverse and evolving music industry. A brief description of these competency themes follows.

- **Musical Foundations, Analysis, and Musicianship (Music Foundations)** focuses on the foundations of artistic development, listening, analysis, and musical interpretation.

- **Creative Music Development, Music Technology, and Digital Production (Music Technology)** emphasize composition, recording, production, and the use of industry-standard technologies to create and distribute music in digital environments.

- **Collaboration, Project Management, Professional Practice, and Entrepreneurial Practice (Music Business)** develop the professional skills needed to work effectively with others, manage creative projects, and build sustainable careers.

This integrated approach does not simply prepare students to perform music or operate production technology, but to participate more broadly in contemporary music practice: creating, producing, collaborating, managing projects and developing the professional skills required to build a career in an evolving music industry. Although students will be exposed to all three themes, the program structure gives students some flexibility to put more focus on areas that align with their interests.

The program's strength is its ability to prepare graduates for a range of creative, technical and professional opportunities within the music and broader creative industries. The program provides foundational knowledge for both musicians who want to acquire the technology, production and business skills required to be successful in today's industry, and for non-musicians who want to work in creative sectors such as music marketing and promotions, running a record label, stage management, digital content production, simulcasting, and music video production.

Program Description:

Program Learning Outcomes: The skills, knowledge and other attributes graduates will attain

The program learning outcomes are organized by competency theme below.

Music Foundations:

1. Interpret musical elements, structures, and expressive practices from diverse cultural, historical, and contemporary musical traditions.
2. Demonstrate musicianship through listening, improvisation, rehearsal, performance, and/or composition in individual and collaborative musical contexts.

Music Technology:

3. Create original musical works, arrangements, and sound-based productions using appropriate artistic, technical, and creative processes.
4. Apply industry-standard music, audio, video, and media technologies to produce, edit, record, distribute, and present creative work.
5. Design and deliver music and media content for contemporary digital environments, including streaming, social media, video, gaming, podcasting, and interactive platforms.

Music Business:

6. Collaborate effectively with artists, creators, and professionals from multiple disciplines.
7. Apply business, entrepreneurial, marketing, and professional skills to support sustainable careers.

Target student audience(s) for this program and expected demand

The target audience for this program includes direct high school graduates, as well as mid-career artists who want to upgrade their digital skills and people who want to acquire the skills to have a successful career in the creative industries of music, film, and digital arts.

Music is a diverse discipline. Some programs have a performance focus, while others may focus on technology, or music theory, or a specific instrument. This program is designed to not duplicate other music programs in BC. The table below provided headcounts for music diploma programs in the lower mainland, separated by the Classification of Instructional (CIP) code.

Demand for Douglas's music technology program has been strong. Demand for the general music programs offered by Douglas and Capilano has been more variable, but the Douglas program has returned to strong demand. Demand for Vancouver Community College's music performance program had been declining, but has recently leveled off.

Student Headcounts in Diploma Programs in the Lower Mainland by Academic Year

Program	20/21	21/22	22/23	23/24	24/25
Capilano University					
50.0901 - Music general	53	34	31	31	29
Douglas					
50.0913 - Music technology	49	50	49	48	53
50.0901 - Music general	53	39	40	53	51
Vancouver Community College					
50.0903 - Music performance	82	77	55	51	51

KPU used to have a bachelor of arts, an associate degree and a diploma in music. A minor in music was introduced in September 2022 and the other credentials were cancelled in 2026 due to their high cost of delivery. Demand increased with the introduction of the music minor. Since then, domestic demand for music has continued to grow, while international demand has declined as international enrolments at KPU have declined.

Given the popularity of music courses at KPU even when the programs were suspended, and the strong demand for music diplomas in the lower mainland, and the labour market need this program is addressing (see below), we expect that demand for the proposed program will be strong. with appropriate marketing. It will take a few years for the full demand to materialize as the reputation of the program grows.

No unnecessary duplication in the system

Public institutions in BC, including Douglas College, Langara, Simon Fraser University, the University of Victoria and UBC, offer programs or specializations that combine elements of music, technology, composition, recording and digital production. Private institutions such as Vancouver Film School, LaSalle College, SAE Institute and the Centre for Arts and Technology tend to position their programs more directly around production, audio engineering, sound design, studio practice and employment-oriented technical skills. South of the Fraser River, only Trinity Western offers a music program and it is in music performance.

The KPU's program is broader in scope. Rather than focusing exclusively on performance, audio engineering or production, the proposed curriculum combines three areas: musicianship and artistic foundations; music technology and digital production; and collaboration, project management, professional practice and entrepreneurship. This combination is significant in that the program would not simply be preparing students to perform music or operate

production technology, but to participate more broadly in contemporary music practice: creating, producing, collaborating, managing projects and developing the professional skills required to build a career in an evolving music industry or other creative sectors.

Evidence of labour market demand

This program is designed to address the needs of the evolving music industry, as well as other creative sectors, where foundational knowledge of music, technology and entrepreneurship are needed. Given the innovative nature of creative industries, labour market demand does not align well with traditional occupation projections.

Many in the music industry work as entrepreneurs, and so need business skills, as well as technological skills and the ability to keep up with the changing music industry.[1] Music Canada has identified that lack of business training, entrepreneurial skills and technical knowledge are key barriers to success in the music industry.[2]

In addition to those who are entrepreneurs, graduates of the program could also work in:

- Sound recording and commercial music studios
- Film, television, and multimedia production companies
- Live concert and theatrical event setups
- Broadcasting stations (radio and TV)
- Marketing companies

The most relevant occupational category is creative and performing artists (National Occupation Code 5112), which is comprised of creative and performing artists, including producers, directors, choreographers and related occupations; conductors, composers and arrangers; and musicians and singers. According to the 2025 edition of the BC Labour Market Outlook, this category is considered a high opportunity occupation, that is, a career with strong future job openings, good employment growth and higher than average pay.

Curriculum:

Program/course structure

Students are required to take 19 courses for a total of 60 credits, as described below. All are 3 credits, except for MUSI2132 Music Festival Practicum, which is 6 credits.

[1] Canadian Live Music Association. Reflections on Labour Challenges in the Live Music Industry: August 2025
[2] Music Canada, and Connect Music Licensing. Supporting Artist Entrepreneurs in the evolving music economy.

The following seven required courses:

- MUSI1117 Embodied Music Rudiments
- MUSI1152 Aural Musicianship I
- MUSI1130 Music Technology I
- MUSI1131 Digital Content Production
- MUSI1113 Introduction to the Music Industry
- ENTR1200 Introduction to Entrepreneurship
- MUSI2132 Music Festival Practicum

Two of the following:

- MUSI1111 Introduction to Popular Music
- MUSI1114 Introduction to World Music
- MUSI1159 Keyboard Skills I
- MUSI2020 Drum Jam

Five of the following:

- MUSI1132 Music for Video Games
- MUSI1134 Music for Film, Television and Screen
- MUSI1135 Podcast Production
- MUSI1291 Songwriting and Arranging
- MUSI2130 Music Technology II
- MUSI2131 Collab Lab
- MUSI2135 Simulcasting for Musicians
- MUSI2800 Music Practicum

Three of the following:

- MUSI3500 Special Topics
- MUSI3512 The business of music
- MUSI3602 Applied Desktop Recording
- MUSI3653 World Music
- MUSI4602 Music Video Production

An additional two undergraduate courses from any KPU program.

Provincial, national and/or international certifications and standards achieved in the new program, if applicable

Not applicable

Program Consultations and Evaluation:

Other provincial post-secondary institutions consulted about the proposed program

None

All other consultations

Members of KPU's music program advisory committee were consulted to ensure the proposed program is relevant to the needs of the sector. The PAC consists of members from the local BC music industry. There are a number of members who work as composers for film and television, video games, and broadcast. There are also two members from the Canadian hip hop music industry, and members who also work in music promotions and distribution. The members our PAC were chosen specifically because they work within the vocations that are supported by the program learning outcomes for the new music diploma. Their industry experience and mentorship will be instrumental in helping music diploma students to gain real world experience in the BC music industry sector. From internships to performance opportunities, this PAC will help to ensure our curriculum and program remains current and relevant in the ever-changing landscape of the Canadian music industry.

KPU's Program Advisory policy and procedures can be found at Program Advisory Committee/Procedure.

BC Student Aid Eligibility

The program will meet BC Student Aid eligibility requirements because at least 15 credits in the program will be offered in both Fall and Winter/Spring terms, thereby allowing students to study full-time, and if they chose, to take a full load to complete the program in two years.

Policies/procedures to ensure program quality and evaluation once implemented

KPU's policy AC3, Program Review, requires that programs undergo a thorough review every five years. See the policy at Program Review | Kwantlen Polytechnic University and details at Program Review | Kwantlen Polytechnic University.

How safety and other risk management factors have been addressed where appropriate

Not applicable.

Admissions and Transfer:

Admission Requirements

Students must meet KPU's undergraduate English proficiency requirements.

Students' ability to access the program through transfer

Transferability will be determined on a course-by-course basis. The program includes a number of existing music courses that are in the BC Transfer Guide. It is possible that new courses designed for this program may also be added to the Guide. BC Transfer Guide

Transfer out of the proposed program into other programs within the same institution or at another institution

Transferability would depend on the program. Some of the courses overlap with KPU's music minor, so would count towards that if students transfer to a degree program. See above regarding the BC Transfer Guide. Some of the courses could also count towards elective credits.

How students will be able to transfer into related degree-level programs, if applicable

There is no music degree program at KPU. The transferability to degree programs outside of KPU would have to be determined on a course-by-course basis.

Other:

Additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal

Curriculum Consultations

If the Chair and/or Coordinator of the department/program (outside of the proposed Faculty) is consulted, the Dean or Associate Dean of that Faculty must also be consulted and included in the list below.

For consultees, please consider the following questions when providing your feedback to the Proponent:

- Does your department/unit support the proposed curriculum? Provide rationale for support/non-support.
- How does the proposed curriculum impact your department/unit?
- How does the proposed curriculum impact your program?
- Is there potential for curricular overlap with current offerings?

Name	Department, Program and/or Faculty	Comments	Date Consulted
Theresa Voorsluys, Manager, Academic Advising	Academic Advising		
Fiona Whittingon-Walsh, Lead Advisor on Disability, Accessibility and Inclusion	Disability, Accessibility & Inclusion		
Ken Yip, Chief Information Officer	Information Technology		
Zainab Al-koubaisi, Associate Vice President International	KPU International		
Christina Neigel, University Librarian **Damaris Gugliotti,** Divisional Business Manager, Library	Library		
Leland Dieno, Director, Marketing and Digital Strategy	Marketing	From a marketing perspective, I recommend positioning the program broadly to build awareness and engagement with prospective students	Sept 23 2026

Name	Department, Program and/or Faculty	Comments	Date Consulted
		interested in music and music-related careers. Our messaging should clearly connect the program to those interests and career opportunities, while the website and supporting materials can communicate the full range of skills, experiences, and opportunities the program provides. This will allow us to generate awareness at a broad level and then provide prospective students with the information they need to understand the program and where it could take them.	
Asma Sayed, Vice President, Equity and Inclusive Communities **Trina Prince,** Manager, Culture and Wellbeing	Office of Equity and Inclusive Communities		
Khalil Rehmat, Manager, Organizational Risk	Organizational Risk	No concerns	September 17, 2026
Naomi Stuart-Chiu, Manager, SAFA	Student Awards & Financial Assistance	The program is full-time; however, for StudentAid BC purposes, the program must be designated as 100% full-time (15 credits per term). Students can then take a 60% course load (9 credits) and still qualify for funding. The program therefore needs to demonstrate that **15 credits are available for students to take in each term**, even if a student chooses to take only 9 credits. At this point, I couldn't find a term-by-term course layout showing which courses/credits are available in each term	Sept 17/26
Jill Field, Manager, University Space Administration	University Space Administration		

Name	Department, Program and/or Faculty	Comments	Date Consulted
Other Departments/Faculties			
Brad Anderson, Chair, Entrepreneurial Leadership	Entrepreneurial Leadership, Melville School of Business		

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE STANDING COMMITTEE ON CURRICULUM
Agenda Number: *5.4*
Meeting Date: *Wednesday, November 4, 2026*
Presenter(s): *Kim Bagshaw, Carlo Tala, Afsana Tabibi*

AGENDA TITLE: BPN CHANGES – DEFERRAL OF IMPLEMENTATION

ACTION REQUESTED: Motion

THAT the Senate Standing Committee on Curriculum recommend that Senate approve a delay to the implementation of the program changes to the Bachelor of Psychiatric Nursing program, approved at the November 24, 2025 Senate meeting, to September 1, 2028.

Executive Summary

The Bachelor of Psychiatric Nursing (BPN) program is seeking to delay the implementation date of the program changes that were passed at the November 24, 2025, Senate meeting by one year, to September 2028. We are submitting this request as faculty need to reassess the implications of the proposed eight-semester structure as it raises concerns regarding student recruitment, retention, progression, and long-term program sustainability.

The proposed eight-semester structure reintroduces conditions that historically contributed to substantial student attrition within the BPN program, particularly the movement of students into BSN programs following completion of foundational prerequisite coursework. This was a significant and persistent challenge that negatively affected student retention, cohort stability, and overall program sustainability. Reintroducing these conditions without further evaluation presents a substantial risk of repeating the same challenges that previously compromised the program's stability.

Additionally, the original program revisions included a proposed 30% face-to-face and 70% online delivery model intended to improve accessibility and recruitment, which is no longer proceeding. This decision is particularly significant given the evolving competitive landscape, including the imminent introduction of a predominantly online psychiatric nursing degree program by another post-secondary institution in British Columbia. Given this development, alongside the recent improvement in BPN enrolment, faculty believe further assessment is necessary before implementing significant structural changes that could affect the program's competitiveness, student retention, and long-term sustainability. Deferring implementation will allow time to evaluate these implications, assess emerging enrolment and retention trends, and determine the most appropriate direction for the program.

We recognize this is a one-time exception request as AR2 – Admission Policy states, "*Applicants will have the right to know the admission criteria under which applications will be evaluated prior to application. Consequently, changes to admission requirements will not normally be made after an application cycle has begun*."

We recognize that this will be disruptive to the current Fall 2027 intake cycle; however, we feel this shift is necessary in supporting the success of the program. We have had thorough conversations with

the Registrar's Office to ensure there is a clear plan to manage this transition and that this is a one-time, non-precedent setting action.

Governance Review

FOH Curriculum Committee – e-vote: passed on October 28, 2026

FOH Faculty Council – e-vote: passed on October 29, 2026

Consultations

1. Carlo Tala, Dean *pro tem*, Faculty of Health
2. Amy Jeon, Associate Vice-President, Academic, *pro tem*
3. Nadia Henwood, AVP Enrolment Services & Registrar

Attachments

1. BPN Changes approved at November 24, 2025 Senate Meeting

Prepared by	Date submitted
Kim Bagshaw, BPN Program Chair and Instructor	October 30, 2026

BPN_HC_NRPN: BACHELOR OF PSYCHIATRIC NURSING

In Workflow

1. HC Dean (sharmen.lee@kpu.ca)
2. Provost (meredith.laird@kpu.ca)
3. ORegCurrConsult (oregcurrconsult@kpu.ca)
4. Psychiatric Nursing Chair (Kim.Bagshaw@kpu.ca)
5. HC Curriculum Committee (sonayna.rana@kpu.ca)
6. HC Council (Harmeet.Olson@kpu.ca)
7. HC Dean (sharmen.lee@kpu.ca)
8. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
9. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
10. Calendar Editor (calendar.editor@kpu.ca)

Approval Path

1. 2025-09-04T00:35:43Z
   Sharmen Lee (sharmen.lee): Approved for HC Dean
2. 2025-09-05T23:02:44Z
   Meredith Laird (meredith.laird): Approved for Provost
3. 2025-09-16T21:37:37Z
   Ashley Allison (ashley.allison): Approved for ORegCurrConsult
4. 2025-10-06T22:33:22Z
   Kim Bagshaw (Kim.Bagshaw): Approved for Psychiatric Nursing Chair
5. 2025-10-09T21:01:20Z
   Sonayna Rana (sonayna.rana): Approved for HC Curriculum Committee
6. 2025-10-17T19:37:44Z
   Harmeet Olson (Harmeet.Olson): Approved for HC Council
7. 2025-10-17T19:42:59Z
   Sharmen Lee (sharmen.lee): Approved for HC Dean
8. 2025-11-06T00:34:20Z
   Catherine Schwichtenberg (Catherine.Schwichtenberg): Approved for Senate Standing Committee on Curriculum

History

1. Nov 28, 2023 by clmig-dboggess
2. Aug 20, 2025 by Kim Bagshaw (Kim.Bagshaw)

Date Submitted: 2025-08-21T23:19:47Z

Viewing: BPN_HC_NRPN : Bachelor of Psychiatric Nursing

Last approved: 2025-08-20T05:20:56Z

Last edit: 2025-10-14T17:36:09Z

Changes proposed by: Virginia Vandenberg

Reviewer comments

Virginia Vandenberg (virginia.vandenberg) (Tue, 26 Aug 2025 20:14:54 GMT): updates to admission and continuance requirements on behalf of proponent

Virginia Vandenberg (virginia.vandenberg) (Wed, 03 Sep 2025 22:37:10 GMT): update to the curricular requirements and program description on behalf of the HC Dean

Virginia Vandenberg (virginia.vandenberg) (Mon, 29 Sep 2025 22:44:26 GMT): removed the word “capacity” from phrase “enrollment capacity” at provost request

Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Wed, 08 Oct 2025 17:07:02 GMT): Reserved seats and/or sections have been arranged with Science and Arts for term 1 & 2 courses

Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Tue, 14 Oct 2025 17:24:17 GMT): Made changes as per FoH curric committee discussion and approvals (high school course admission, "academic prep" to "degree foundations", update to CRC to international students, and clean up on 7 years and continuation requirements.)

Determination of new degree?
Yes

Overview

Status
Revision

Program proposal contact(s)
Kim Bagshaw, Sarah Beasleigh

Calendar year edition
2027-2028 ~~2026-2027~~

Overview of proposed changes

	Proposed Changes	Rationale
1	Restructuring of the Bachelor of Psychiatric Nursing (BPN) program, increasing the duration from six academic terms to eight. This change will strategically reposition the program to better align with university standards for degree-level education, address accessibility and equity in admissions, and support program sustainability through increased enrolment.	This change will strategically reposition the program to better align with university standards for degree-level education, address accessibility and equity in admissions, and support program sustainability through increased enrolment.
2	Move the following courses from Admission Requirements to Term 1 • BIOL 1150 or BIOL 1250 with a minimum grade of C+ • English 1100 with a minimum grade of C+ • PSYC 1100 with a minimum grade of C+ • 6 credits Undergraduate credits	Placing BIOL 1150 or 1250 (Anatomy & Physiology I), ENGL 1100 (Intro to University Writing), PSYC 1100 (Intro to psychology), and 6 elective credits into Term 1 allows for direct entry from high school and supports international and diverse learners. This change removes pre-admission barriers, increases enrolment potential, and ensures all students receive consistent, profession-relevant instruction early in the program.
3	Move the following course from Admission Requirements to Term 2 • BIOL 1160 or BIOL 1260with a minimum grade of C+ • PSYC 1200 with a minimum grade of C+ • 9 credits of undergraduate-level courses with a minimum grade of C+	Placing BIOL 1160 or 1260 (Anatomy & Physiology II), PSYC 1200 (Psychology: Areas and Applications), and 9 elective credits into Term 2 ensures students are academically prepared for the start of core psychiatric nursing courses in Term 3. This sequencing supports progressive learning, reduces overload in later terms, and allows students to build the necessary scientific and psychosocial foundation for safe and effective nursing practice.
4	New Admission Requirements	Applicants will be required to meet the following admission requirements: • Anatomy and Physiology 12 (or equivalent) with a minimum grade of C+ • Chemistry 11 (or equivalent) with a minimum grade of C+

5	Course delivery change- the proposed delivery model for the BPN program shifts to approximately 30% in-person and 70% online instruction, enhancing flexibility, accessibility, and scalability.	This blended approach supports diverse learning styles, work–life balance, and broader access for students facing geographical or personal barriers. Online asynchronous components will incorporate multimedia resources, simulations, and collaborative tools, fostering independent learning, critical thinking, and global engagement. In-person sessions will focus on essential hands-on skills, clinical simulation, and high-impact learning activities that require direct interaction. This change aligns with KPU's commitment to innovative, student-centred education and leverages robust support from the Faculty of Health, Teaching and Learning Commons, and affiliated platforms (e.g., Elsevier, Laerdal). By reducing reliance on physical classroom space, the program optimizes resource allocation while accommodating larger, more diverse cohorts, including international students. The new format prepares graduates for modern psychiatric nursing practice by integrating technology-driven learning with essential face-to-face clinical skill development.

Requirements

Admission Requirements

In addition to the Faculty's Admission Requirements, which consist of KPU's undergraduate English Proficiency Requirement (https://calendar.kpu.ca/admissions/english-proficiency-requirements/), the following program admission requirements apply:

- Anatomy and Physiology 12 (or equivalent) with a minimum grade of C+; or an undergraduate BIOL course with a minimum grade of C+
- Chemistry 11 or 12 (or equivalent) with a minimum grade of C+; or an undergraduate CHEM course with a minimum grade of C+
- ~~BIOL 1150 or BIOL 1160 with a minimum grade of C+~~
- ~~BIOL 1250 or BIOL 1260 with a minimum grade of C+~~
- ~~ENGL 1100 with a minimum grade of C+~~
- ~~PSYC 1100 with a minimum grade of C+~~
- ~~PSYC 1200 with a minimum grade of C+~~
- ~~15 credits of undergraduate-level courses with a minimum grade of C+~~

Admission selection will be based on the highest admission GPA of the ~~above~~ required courses.

All newly admitted students to the Bachelor of Psychiatric Nursing program will be required to provide:

- Valid Canadian CPR Basic Life Support (BLS) or CPR Health Care Provider (HCP) (Note: CPR certification must remain current throughout the program.)
- Current Standard First Aid Certificate
- An acceptable Criminal Record Check through the Ministry of Public Safety and Solicitor General's Criminal Records Review Program within 6 months prior to the start of the program.
  - International applicants are required to provide a Criminal Record Search with the Vulnerable Sector from their country of origin.
- Immunization Record Form reflecting required immunizations as per Practice Education Guidelines for BC. Note: Practice Education Guidelines (PEG) for BC outline immunizations for vaccine preventable communicable diseases required by students for participation in practice experiences. KPU Faculty of Health is required to comply with these requirements. Students that are unvaccinated may not be able to be accepted into the program. Students who are accepted into the program will also be required to maintain immunizations as per the PEG.

To ensure a pathway is available for specific student populations in the Bachelor of Psychiatric Nursing, the following program reserves are in place for each intake: three (3) seats will be reserved for graduates of KPU's *Certificate in Health Care Assistant* program, and three (3) seats for self-declared Indigenous students. Any reserved seats that are not offered to the above noted specific student population will be offered to the general pool of qualified BPN applicants.

Advanced Standing

In addition to the program admission requirements, applicants may be eligible for advanced standing into Year 2 if they have completed all curricular requirements of Year 1 (Terms 1 and 2). Advanced standing admission is determined by seat availability.

Continuance Requirements

Students must maintain a cumulative GPA of 2.67 with a minimum grade of C+ in all ~~required~~ courses or ~~with Standard Grading and a grade of~~ MAS in all courses with Mastery Grading. Non-adherence to these requirements may result in removal from the program.

Students must complete all program courses in each semester before they can continue to the next semester. Re-entry into the program will be based on seat availability. ~~availability and approval by the Program Admissions and Progressions Committee.~~ Seat availability will be based on priority for students who progress with their original cohort.

Curricular Requirements

Students pursuing a Bachelor of Psychiatric Nursing must complete a minimum of 121 credits. ~~credits, including the courses used to fulfill this program's admission requirements.~~

The maximum allowable time that students have to complete all ~~of the following~~ requirements for graduation is seven years.

Year 1

Term 1		**Credits**
~~Introduction to Mental Health~~		-
~~HEAL 2150~~	~~Health Lab Practice 2~~	~~3~~
~~PSYN 2110~~	~~Health and Healing 1: Fundamentals of Mental Health Nursing~~	~~2~~
~~PSYN 2125~~	~~Pharmacology Theory: General Pharmacology~~	~~3~~
~~PSYN 2145~~	~~Mental Health Nursing: Practice 1: General Nursing~~	~~3~~
~~HEAL 2110~~	~~First Nations Health~~	~~3~~
Degree Foundations 1		=
BIOL 1150 or BIOL 1160	Human Anatomy and Physiology I or Anatomy and Physiology I	3-4
ENGL 1100	Introduction to University Writing	3
PSYC 1100	Introduction to Psychology: Basic Processes	3
Select six credits from courses at the 1100 level or higher		6
	Credits	**15-16**

Term 2

~~Medical Surgical Nursing~~		-
~~ANTH 2163~~	~~Medical Anthropology~~	~~3~~
~~HEAL 2250~~	~~Health Lab Practice 3~~	~~3~~
~~PSYN 2130~~	~~Interpersonal Communication 1~~	~~3~~
~~PSYN 2230~~	~~Health and Healing 2: Fundamentals of Medical/Surgical Nursing~~	~~3~~
~~PSYN 2245~~	~~Mental Health Nursing Practice 2: Medical/Surgical Nursing~~	~~4~~
Degree Foundations 2		=
BIOL 1250 or BIOL 1260	Human Anatomy and Physiology II or Anatomy and Physiology II	3-4
PSYC 1200	Introduction to Psychology: Areas and Applications	3
Select nine credits from courses at the 1100 level or higher		9
	Credits	**15-16**

Year 2

Term 3		
~~Acute Mental Health Nursing~~		-
~~PSYN 3125~~	~~Pharmacology Theory: Psychopharmacology~~	~~3~~
~~PSYN 3130~~	~~Health and Healing 3: Fundamentals of Complex Mental Health Nursing (3)~~	~~3~~
~~PSYN 3145~~	~~Mental Health Nursing Practice 3: Acute Mental Health Nursing~~	~~4~~
~~PSYN 3225~~	~~Mental Health Leadership~~	~~3~~
~~PSYN 3255~~	~~Interpersonal Communication 2~~	~~3~~
Introduction to Mental Health		=
HEAL 2110	First Nations Health	3
HEAL 2150	Health Lab Practice 2	3
PSYN 2110	Health and Healing 1: Fundamentals of Mental Health Nursing	2
PSYN 2125	Pharmacology Theory: General Pharmacology	3
PSYN 2145	Mental Health Nursing: Practice 1: General Nursing	3
	Credits	**14**

Term 4

~~Community Mental Health Nursing~~		-
~~PSYC 2350~~	~~Psychopathology~~	~~3~~
~~PSYN 3245~~	~~Mental Health Nursing Practice 4: Community Mental Health Nursing~~	~~4~~
~~PSYN 3250~~	~~Substance Use and Mental Health Revised Course~~	~~3~~
~~PSYN 3260~~	~~Health and Healing 4: Fundamentals of Community Mental Health Nursing Revised Course~~	~~3~~
~~PSYN 3355~~	~~Lab Practice 3: Interpersonal Communication Skills~~	~~3~~
Medical Surgical Nursing		=
ANTH 2163	Medical Anthropology	3

HEAL 2250	Health Lab Practice 3	3
PSYN 2130	Interpersonal Communication 1	3
PSYN 2230	Health and Healing 2: Fundamentals of Medical/Surgical Nursing	3
PSYN 2245	Mental Health Nursing Practice 2: Medical/Surgical Nursing	4
	Credits	**16**
Year 3		
Term 5		
~~Consolidation~~		-
~~PHIL 3010~~	~~Health Care Ethics~~	~~3~~
~~HEAL 3180~~	~~Health Research for Evidence Informed Practice~~	~~3~~
~~PSYN 3211~~	~~Contemporary Issues in Mental Health Nursing~~	~~3~~
~~PSYN 4110~~	~~Health and Healing 5: Fundamentals of Child and Adolescent Mental Health Nursing~~	~~3~~
~~PSYN 4145~~	~~Mental Health Nursing Practice 5: Consolidation~~	~~7~~
Acute Mental Health Nursing		=
PSYN 3125	Pharmacology Theory: Psychopharmacology	3
PSYN 3130	Health and Healing 3: Fundamentals of Complex Mental Health Nursing (3)	3
PSYN 3145	Mental Health Nursing Practice 3: Acute Mental Health Nursing	4
PSYN 3225	Mental Health Leadership	3
PSYN 3255	Interpersonal Communication 2	3
	Credits	**16**
Term 6		
~~Preceptorship~~		-
~~PSYN 4245~~	~~Mental Health Nursing Practice 6: Preceptorship~~	~~10~~
Community Mental Health Nursing		=
PSYC 2350	Psychopathology	3
PSYN 3245	Mental Health Nursing Practice 4: Community Mental Health Nursing	4
PSYN 3250	Substance Use and Mental Health Revised Course	3
PSYN 3260	Health and Healing 4: Fundamentals of Community Mental Health Nursing Revised Course	3
PSYN 3355	Lab Practice 3: Interpersonal Communication Skills	3
	Credits	**16**
Year 4		
Term 7		
Consolidation		=
HEAL 3180	Health Research for Evidence Informed Practice	3
PHIL 3010	Health Care Ethics	3
PSYN 3211	Contemporary Issues in Mental Health Nursing	3
PSYN 4110	Health and Healing 5: Fundamentals of Child and Adolescent Mental Health Nursing	3
PSYN 4145	Mental Health Nursing Practice 5: Consolidation	7
	Credits	**19**
Term 8		
Preceptorship		=
PSYN 4245	Mental Health Nursing Practice 6: Preceptorship	10
	Credits	**10**
	Total Credits	**121-123**

Credential Awarded

Upon successful completion of this program, students are eligible to receive a **Bachelor of Psychiatric Nursing** (BPN).

Program Learning Outcomes

	A student who successfully completes the program will have reliably demonstrated the ability to:
1	Develop own practice within the field of psychiatric/mental health nursing
2	Integrate theoretical knowledge within a caring framework for practice
3	Explore people's experience of psychiatric and mental health challenges in a selected area
4	Use nursing research to guide practice

5	Become increasingly self-directed in nursing practice
6	Practice within the standards of the British Columbia College of Nurses and Midwives (BCCNM) ~~Nursing Professionals (BCCNP)~~
7	Work collaboratively with citizens and other health care disciplines within transdisciplinary groups, and through consultative processes

Transition plan

Proposed changes apply **only to new student cohorts** entering under the revised 8-term structure. Current students will continue in the existing 6-term BPN program without disruption. The two program structures will run **in parallel** during the transition period, ensuring no impact on student progression, course availability, or graduation timelines for those already admitted.

~~N/A~~

The following information will help determine whether there is a budgetary impact to the proposed program changes, and what additional information and consultation will be required. Please note that all additional budgetary requests in support of the proposed program change require approval from the Dean and the Provost, and additional financial documents may be required.

The information supplied is for administrative purposes only and will not be visible to reviewers in the academic governance process (e.g., Faculty and Senate committee members).

Change in space requirements?

No

Change in equipment requirements?

No

Change in support requirements?

No

Consultation requests

Academic Advising
Chair of other Department
Dean of other Faculty
Disability, Accessibility, and Inclusion
KPU International
Marketing
Office of the Registrar
Student Awards and Financial Assistance
Teaching & Learning Commons

Other departments

Departments
Biology
Psychology

Other faculties

Faculties
Science
Arts

Abstract

Degree or non-degree program

Degree

Academic level

Undergraduate

Faculty
Health

Department
Psychiatric Nursing

Program name
Bachelor of Psychiatric Nursing

Program Code
BPN_HC_NRPN

Program description
The program is recognized by The British Columbia College of Nurses and Midwives (BCCNM).

The Kwantlen Polytechnic University Bachelor of Psychiatric Nursing (BPN) program philosophy consists of three guiding principles and six core concepts. These provide the philosophical foundation for the BPN program and basic assumptions that are inter-woven through all aspects of the BPN program curriculum and underpin its' philosophical framework. They provide grounding in health promotion, therapeutic relationship and diversity.

The core concepts are articulated and place the client at the center of our model. These include: client centeredness, being, situatedness, choice, professionalism, and teaching and learning. The person (client) is considered within the context of their culture, religion, ethnicity, race, historical experiences, spirituality and abilities. Diversity, equity, and social justice are values running through the entire curriculum. This lens considers the impact of the environment, social determinants of health, definitions of health and illness, and the impact of treatment, prevention, and promotion on a person's well-being.

The BPN program is developed in the context of psychiatric nursing theory based on best practice and the therapeutic use of self in interpersonal relationships. A health promotion perspective has been used to organize and construct the curriculum. This shift in focus from illness to health represents a deliberate move away from a disease model, to a model focusing on the person's experience with health and healing (Austin and Boyd, 2015). Inherent to these orientations is the use of teaching methodologies, which encourage the development of analytical and critical thinking based on praxis, and the discovery of personal meaning and personal power.

The BPN program philosophy recognizes the foundational role of praxis in psychiatric nursing theory and recognizes that psychiatric nursing practice requires thoughtful, reflective action. To assist in actualizing the concept of praxis, nursing practice experiences are integrated throughout the program of studies. The concept of praxis is used to guide learners to critically reflect on their practice and on their application of psychiatric nursing knowledge and clinical judgment within the practice setting.

Students who enroll in the program will receive a student resource manual that provides information regarding program guidelines. Students are responsible for familiarizing themselves with University policies and BPN program guidelines.

~~Please be advised that applications to this program will only be accepted from Canadian citizens and permanent residents / landed immigrants of Canada.~~

Program concentration(s)
N/A

Implementation date
September 2027 ~~2026~~

Proposed Program Overview

Program Structure & Delivery

Proposed credential(s) to be granted

Credential Level
Bachelor of Psychiatric Nursing

Date for next review
September 2031

Will this program include a co-operative education option?
No

Discipline and Program Description

Course Delivery Options

Program Delivery Options

Information for Competitive Assessment

Information for Student Demand Assessment

Information for Labour Market Assessment

Supplementary Documents

Curriculum Map and Program Learning Outcomes
~~KPU Curriculum Map 2025.docx~~
BPN Curriculum Map - Psychiatric Nursing_16 Aug 2025.xlsx
BCCNM KPU Competencies Map_8 term BPN_11 Aug 2025.docx

Other documents
~~determination_of_new_degree_Bachelor of Psychiatric Nursing_2025admissions.docx~~
BPN Online Program Delivery Plan 2027_11 Aug 2025.xlsx
BPN Time Table Schedule for Summer.docx
BPN 2025 revisions_Curriculum Consultations_05 Sept 2025.docx

Key: 92