AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
March 16, 2016
2:30 to 4:30 pm, Room A229/225

1. CALL to ORDER

2. ITEMS for ADOPTION
   2.1. Agenda – 2016 03 16
   2.2. Minutes – 2016 02 17 ................................................................. pg. 2

3. BUSINESS
   2:35 pm 3.1. Provost’s Report
   3.2. Program Changes
       2:50 pm 3.2.1. Bachelor of Arts (BA) Program Changes .................................................. pg. 4
   Suggested Motion:
   THAT APPC confirms the changes to the Bachelor of Arts align with the institutional
   priorities and recommends the approval of the changes to Senate, subject to
   recommendation by SBC, effective September 2017.
   3:10 pm 3.2.2. Bachelor of General Studies (BGS) Program Changes ......................... pg. 41
   Suggested Motion:
   THAT APPC confirms the changes to the Bachelor of General Studies align with the
   institutional priorities and recommends the approval of the changes to Senate, subject to
   recommendation by SBC, effective September 2017.
   3:30 pm 3.3. Major Program Changes for Review by APPC – Sylvie .......................... pg. 67

4. ADJOURNMENT and NEXT MEETING
   Next Meeting: April 13, 2016, 2:30 – 4:30pm, A225/229

5. INFORMATION ITEMS
   5.1. Minutes brought forward from 2016 01 20 APPC in-camera meeting .................. pg. 71
   5.2. APPC Terms of Reference and Composition ....................................................... pg. 72
   5.3. APPC website: http://www.ufv.ca/senate/standing-committees/appc/
MINUTES - Draft
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
February 17, 2016
3:00 pm - Room A225/229


Guests: L. Lee, Dean of Science; J. Thomas, Chair of the Biochemistry Program Working Group

Regrets: G. Palmer, A. Hodges, C. Gingerich, S. Hardman, V. Dvoracek, A. Wiseman

Recorder: J. Nagtegaal

1. CALL to ORDER
The meeting was called to order at 3:00 pm.

2. ITEMS for ADOPTION
2.1. Agenda – 2016 02 17

MOTION:
It was moved and seconded that APPC approve the 2016 02 17 agenda as presented.
CARRIED

2.2. Minutes – 2016 01 20

MOTION:
It was moved and seconded that APPC approve the 2016 01 20 minutes as presented.
CARRIED

3. BUSINESS

3.1. Provost’s Report

- The BC Government recently released their budget for 2016/2017. There were no operating grant increases or cuts noted for post-secondary. The only increase to post-secondary is directly related to the Economic Stability Mandate. The report included some mention of additional funding available for trades programming; but, there was little to no mention of LNG, the technology sector or First Nations. To help BCAIU members identify what skills are needed in the workforce, BCAIU commissioned a report on skills needs. This report is expected to be ready by the end of April.

- The Ministry has articulated a new degree approval process. Stage I will assess how the program matches the goals and mandate of the university; and will evidence of the student demand and the labour market demand. The Stage I template will be 12 pages or less and will be posted for review. DQAB will then send their recommendation (approval or not) to the Minister for final approval (or not). Stage II is when the full program proposal goes for review. For exempt institutions, this stage is similar to the old process; but instead of the
proposal going through DQAB, the proposal would go straight to the Minister for approval. The stages can be done concurrently, but no steps can be skipped.

- The UFV 2025 Visioning Committee has sent out the five Education Plan Goals for consultation. Units should be looking at these goals and setting strategies they will use to help achieve the goals.

3.2. **New Program: Biochemistry Major (BSc)**

The committee reviewed the documents provided for the new Biochemistry major.

**MOTION:**

It was moved and seconded that APPC recommends the approval of the new Biochemistry major for the Bachelor of Science degree as recommended by UEC.

**CARRIED**

4. **ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 3:48pm.

Next meeting: March 16, 2016, 2:30 – 4:30pm, A225/229

5. **INFORMATION ITEMS**

5.1. Memo from APPC – RE: Feedback on Proposed Revisions to the Academic Program and Unit Reviews (189) Policy

5.2. UFV 2025 – the 2016-20 UFV Education Plan Goals are finalized

5.3. APPC website: [http://www.ufv.ca/senate/standing-committees/appc/](http://www.ufv.ca/senate/standing-committees/appc/)
At its February 26, 2016 meeting, UEC voted to recommend changes to the Bachelor of Arts degree as presented. UEC recommends that this be recommended by APPC and approved by Senate. UEC has also asked that the lists of TBD courses be submitted in time for publication in the Winter/Summer 2017 calendar.
MEMO

TO: Jacqueline Nolte, Chair, College of Arts Council
FROM: Sven van de Wetering, Chair, College of Arts Curriculum Committee
DATE: December 11, 2015
RE: Revisions to the Bachelor of Arts Degree

Revisions to the Bachelor of Arts Degree were recommended by BAPC at the December 4, 2015 meeting, and were presented to the College of Arts Curriculum Committee on December 11, 2015 for recommendation to College of Arts Council.

Members of CACC discussed the proposal, and are highly supportive and enthusiastic about the curriculum that has been developed. However, there were significant reservations amongst the committee in regards to passing the revised BA with an embedded language requirement. CACC was largely in agreement that the inclusion of such a requirement does a disservice to the degree and its students from both a pedagogical and curricular perspective. A majority of committee members felt the program was strong and serviceable without the addition of a language requirement. One particular reservation concerned the fact that the language requirement was essentially a grade 11 course, which leads to the anomalous situation of a high school course being a university graduation requirement. There was also concern that adding this requirement further complicates an already fairly complicated program.

The College of Arts Curriculum Committee voted to recommend the revised BA to CAC as presented, with the caveat that their concerns surrounding the inclusion of a language requirement be noted.
Please be advised that BAPC voted to recommend approval of the revised BA proposal, as presented and attached, at its December 4, 2015 meeting.

The BAPC is satisfied that all issues and feedback have been addressed by the BA Task Force.
BA Task Force response to feedback received fall 2015

The BA Task Force would like to thank everyone for engaging in the discussion around the latest draft of the new BA proposal. Much of the feedback we received was very positive. Various commentators stated that the new BA was simple and clear, that it does not bog students down in excessive requirements, and that the shifts made are relevant to student needs. Others appreciate the range of options by which students could meet requirements, particularly the non-course options for civic and intercultural engagement. Many noted, too, that they feel the ePortfolio will greatly enhance student learning and engagement.

The BATF also received a number of suggestions as the BA proposal made its way through BAPC, CACC, Arts Heads, CAC, and departments. The following is the BATF response to specific feedback received regarding action items or issues to consider.

<table>
<thead>
<tr>
<th>Action/Consideration Requested</th>
<th>Response/Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update the ARTS 101 list on page 9 and use the more exciting language from page 10, bullet 3</td>
<td>Done</td>
</tr>
</tbody>
</table>
| Define “application of learning” on page 12 re: intercultural engagement | Changed to: “Course must require students to actively apply what they have learned about intercultural engagement”

The goal of the BATF is to see students learn about intercultural engagement and apply the lessons they learn. Any course vetted for this would need to meet this requirement. Examples include intercultural conversation groups, participation in intercultural events, work or an internship within a culture that is different from one’s own, etc. |
| Clean up page 4 – confusing | Done |
| Remove “0-8” credits on personal and social responsibility – confusing | Done |
| Consider the ramifications of scientific literacy vs lab science – loss of active learning? | The BATF argues in response that the issue is one of pedagogy; students do not need a lab in order to engage in active learning. The goal in moving to scientific literacy is to ensure that scientific learning is seen as relevant in students’ lives. The outcomes clearly articulate this. 

At the same time, we have added a learning outcome to the list which embeds typical language re: learning in science. Students must be able to articulate the role of observation and experimentation in the development of scientific theories. The easiest way for students to learn this is through engaging in some kind of observation or experimentation; again, this does not have to take place within a lab. |
<p>| Ensure that vetted courses are reviewed regularly | At present, all courses are supposed to go through a review every 6 years. We propose that when courses go through their regular review cycle that they also be re-vetted by BAPC. |</p>
<table>
<thead>
<tr>
<th><strong>Ensure a process to review the BA</strong></th>
<th>The BA will be reviewed on the same cycle as other program reviews: every 5-7 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indigenize ARTS 101</strong></td>
<td>This will be done in consultation with Shirley Hardman.</td>
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</table>
| **Re-consider requiring transfer students to take ARTS 101** | The BATF discussed this at length, both in our initial discussions about the ePortfolio structure and in response to this round of feedback. We entertained various ideas, but arrived at the same conclusion: students need ARTS 101 in order to be successful in setting up their portfolios and in order to be successful reflecting on their learning and integrating their learning experiences.  

In some ways, this will be even more challenging for transfer students. UFV BA students who complete the course in their first 30 credits (as required), will have fewer learning experiences upon which to reflect and integrate. Those coming in with upwards of 60 credits will need direction on how to start their ePortfolio and manage all of their learning to date.  

In addition, research done by Tosh, Light, Fleming, and Haywood (2005) notes that one of the primary reasons ePortfolios “fail” is if students do not understand how they work, are not educated about their value, and are not given the tools to be successful in constructing an ePortfolio. Therefore, the BA Task Force argues that the learning in ARTS 101 is vital if students are to be successful.  

| **Do ePortfolios work?** | At the CAC, Alisa presented information from 2 studies on the effectiveness of ePortfolios. Here are some resources should you wish to read more about ePortfolios and their effects on retention and student success:  


https://uwaterloo.ca/centre-for-teaching-excellence/resources/integrative-learning/eportfolios  


http://chronicle.com/article/Making-Transcripts-More-Than/231595/  

http://www.heqco.ca/SiteCollectionDocuments/e-Portfolios%20ENG.pdf  

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>Who paid for the ePortfolio software and why weren’t we consulted?</td>
<td>The ePortfolio plug in for Blackboard was purchased by Teaching and Learning. Given resources at UFV, they determined this was the best product to meet our needs. It will be available for all UFV students. Arts does not have to pay for licensing or use.</td>
</tr>
<tr>
<td>Consider requiring students to complete scientific literacy and quantitative literacy earlier in degree</td>
<td>Done – the BATF reviewed all current quantitative requirements in the Social Sciences and determined that all those with quantitative requirements scaffold from the lower-level to the upper-level, often requiring one of STAT 104, 106, or PSYC 110 prior to an upper-level quantitative course. Therefore, students would not be disadvantaged if we stated that the requirement must be completed in the first 60 credits. Advising also notes that students are more successful if they complete scientific and quantitative literacy courses earlier in their degree as most are still familiar with basic concepts and ideas stemming from high school learning. The BATF has moved both requirements to the pre-60 credit category. This firmly places them within “foundational learning” now, whereas simply requiring them before completion did not.</td>
</tr>
</tbody>
</table>
| Consider requiring a computing languages or technology course            | The BATF reviewed this request and thinks that, regarding technology, students would be better served if technology was more fully integrated across the degree.  
As for computing languages, while we can appreciate that this specialized knowledge might give an edge to Arts students, one foundational course would be insufficient to be meaningful in terms of job applications. Plus, students in the BA would have very few opportunities to build on this learning through their chosen majors, extended minors, or minors. The learning, finally, is also not foundational to student success in the BA.  
Further, Arts is working to emphasize the transferable skills that it offers. Numerous employer surveys note that the very skills proposed in the revised BA are those that their new employees are missing. They argue that they can teach employees code or how to program, for example, but they cannot teach them how to write or communicate well, nor how to synthesize and integrate learning.  
If such learning is important to particular majors, then it should be embedded within those structures. |
| Consider requiring a second language                                    | The BATF reviewed this request and engaged in extensive consultation with MOLA and received further feedback from CAC and BAPC. In addition, it reviewed language requirements at other post-secondary institutions and a number of articles on the topic. It also received extensive data from UFV Finance and IR.  
The BATF recommends adding a second language competency requirement to the BA equivalent to grade 11. This will ensure that all BA graduates have some competency related to second language learning, |
enhancing their ability to be global citizens. Language re: exemptions and meeting the requirement are embedded in the revised proposal.

A grade 11 equivalency also works within UFV’s context as an access institution. Rather than making a grade 11 language an entrance requirement, the requirement for that level of competency has been embedded in the BA to allow those students who did not continue their language studies in high school to do so in university (instead of baring their entrance to the BA).

The BATF does not support adding a language requirement equivalent to grade 12; the College of Arts does not have the resources for such a requirement and such an equivalency would require some students to complete 3 credits, while others would have to complete 6 credits. By putting forth grade 11 equivalency, students would need to take only one 100-level course (any 101) to meet the requirement if they had not completed a language 11 course or if they could not meet the requirement through the additional avenues. Additionally, the BATF does not want to see Arts students required to complete more than 1 language course; if there was appetite to add further requirements to the revised BA, we would make the argument for requirements in other areas not currently addressed by the BA, such as creative thinking or team work.

MOLA had asked that a language requirement be met within 0-60 credits. Given the demands already placed on students in those first 60 credits, we argue that students should be able to complete this requirement at any time in the degree. The requirement is important for global citizenship, but not necessary for success in the BA.

MOLA has proposed, as part of a grade 11 equivalent competency, that FREN 100 and FREN 101 be merged to ensure parity across language offerings. The BATF recommendation is based in part on this being done in advance of the implementation of the new BA Fall 2017.

The BATF has been informed by Finance, IR, and the Dean of Arts that this recommendation likely affects budget. We understand that the Dean is working with MOLA to ensure that the language requirement can be met within MOLA’s current budget/resources.
Grade 11 Language Competency in the Revised BA: Moving Past “Grade 11”
Prepared by Alisa Webb

The following is a considered response to concerns raised at CACC and by others in relation to the “grade 11” equivalency embedded in the proposed BA related to language competency. While many have spoken in support of language being an important and required part of the a revised UFV BA, some have questioned the rationality of embedding a “high school” or “grade 11” course in the BA. Importantly, “grade 11” is used here as a benchmark upon which to consider outcomes and competency. The specific nature of high school language requirements needs to be considered, as does alignment of BC Curriculum learning outcomes with UFV introductory language courses.

1. Language 11 is not a core component of the BC Curriculum.

Students in BC are only required to take Core French through Grade 9. After this point, language learning is entirely optional. This differs significantly, then, from things like English 11 or Social Studies 11 – both of which are required courses for graduation.

2. Language 11 outcomes are rigorous and align with UFV 100-level MOLA courses.

I chose 4 Grade 11 language courses currently on offer in the Fraser Valley: Core French 11 (pre-req is French 10), Intro Japanese 11 (no pre-req), Core Spanish 11 (pre-req is Spanish 10), and Intro Spanish 11 (no pre-req).

<table>
<thead>
<tr>
<th>Language</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core French 11</strong></td>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td><strong>UFV Equivalent:</strong> FREN 100</td>
<td>• discuss plans related to common activities</td>
</tr>
<tr>
<td></td>
<td>• exchange opinions on topics of interest, giving reasons and reactions</td>
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<tr>
<td></td>
<td>• describe or narrate events, situations, or experiences</td>
</tr>
<tr>
<td></td>
<td>• use a range of vocabulary and expressions in past, present, and future</td>
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<tr>
<td></td>
<td>• interact in a variety of meaningful, real-life situations</td>
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<tr>
<td></td>
<td><strong>Acquiring Information</strong></td>
</tr>
<tr>
<td></td>
<td>• retrieve, research, and use relevant information from French-language resources to complete authentic tasks</td>
</tr>
<tr>
<td></td>
<td>• summarize acquired information in oral, visual, and written forms</td>
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<tr>
<td></td>
<td><strong>Experiencing Creative Works</strong></td>
</tr>
<tr>
<td></td>
<td>• compare, contrast, and respond to authentic creative works from the Francophone world</td>
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<tr>
<td></td>
<td><strong>Understanding Cultural Influences</strong></td>
</tr>
<tr>
<td></td>
<td>• identify the contributions of Francophones to Canada and the world</td>
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<tr>
<td></td>
<td>• demonstrate an understanding of similarities and differences between Francophone cultures and their own</td>
</tr>
<tr>
<td></td>
<td>• use language, expressions, and behaviours to suit cultural context</td>
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<tr>
<td><strong>Intro Japanese 11</strong></td>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td></td>
<td>• introduce themselves and family members using appropriate relationship terms</td>
</tr>
</tbody>
</table>
| UFV Equivalent: JAPN 101 | • describe events and experiences in logical progression  
• communicate needs, desires, and emotions appropriately  
• exchange information orally and in writing using hiragana and katakana  
• participate in classroom activities using progressively more complex Japanese  
• participate in a variety of familiar situations drawn from real life  

**Acquiring Information**  
• locate, process, and adapt information from age-appropriate Japanese-language resources to complete authentic tasks  
• convey acquired information in oral and visual forms, and in writing using hiragana and katakana  

**Experiencing Creative Works**  
• view, listen to, and to some extent read creative works, and respond to them in various ways  

**Understanding Culture and Society**  
• demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society  
• compare Japanese culture with their own and other cultures  
• demonstrate understanding of Japanese contributions to Canada  
• discuss how cultural perceptions affect language and customs  
• identify cultural content in Japanese-language resources  |
| Core Spanish 11 | **Communicating**  
• explain how to do everyday activities or procedures  
• exchange opinions on topics of interest, giving reasons and reactions  
• describe or narrate events, situations, and experiences  
• use a range of vocabulary and expressions in past, present, and future  
• interact in a variety of meaningful, real-life situations  

**Acquiring Information**  
• retrieve, research, and use relevant information from Spanish-language resources to complete meaningful tasks  
• summarize acquired information in oral, visual, and written forms  

**Experiencing Creative Works**  
• compare, contrast, and respond to authentic creative works from the Hispanic world  

**Understanding Cultural Influences**  
• identify contemporary issues in the Hispanic world  
• demonstrate an understanding of similarities and differences among Hispanic cultures  
• identify and compare language, expressions, and behaviours that reflect cultural context  |
| Intro Spanish 11 | **Communicating**  
• ask for information, permission, and clarification and respond accordingly  |
| UFV Equivalent: SPAN 101 | • recognize and use greetings, expressions of politeness, and formal and informal forms of address  
| | • seek information and make suggestions about everyday activities  
| | • communicate likes, dislikes, desires, and emotions, giving simple reasons  
| | • describe and exchange information about activities, people, places, and things  
| | • communicate in past, present, and future  
| | • participate in a variety of meaningful, real-life situations  
| | • derive meaning in new language situations  
| **Acquiring Information** | • extract, retrieve, and process information from Spanish-language resources to complete meaningful tasks  
| | • explain acquired information in oral, visual, and simple written forms  
| **Experiencing Creative Works** | • reflect on, discuss, and respond to authentic creative works from the Hispanic world  
| **Understanding Cultural Influences** | • identify the contributions of Hispanic people to the world  
| | • identify and compare their own customs to those of Hispanic cultures  
| | • describe ways in which the Spanish language has influenced other languages  

3. The BATF used “grade 11” as a benchmark upon which to consider competency levels.

Because BC high-school students are not required to complete a language 11 course and because language 11 courses are rigorous and align with UFV introductory language courses, we have used the “grade 11” language to define a competency benchmark. Students who have demonstrated competency which aligns with the learning outcomes associated with, for example, Grade 11 French, Grade 11 Spanish, Grade 11 Japanese, UFV FREN 100, UFV JAPN 101, or UFV SPAN 101, are deemed to have met competency and are therefore not required to complete further language courses.
A New BA for UFV

Prepared by the BA Task Force
Fall 2015
Bachelor of Arts
Overview and Future Directions

The changes outlined in this document reflect stage one of the shift towards a more integrative BA which offers greater opportunities for students to integrate their learning across disciplines and across facets of their lives. In the first stage of change, students will focus on newly-defined foundational skills meant to provide grounding in skills core to the BA and to active and engaged citizenship. Students will also complete ePortfolios which require them to reflect on their learning related to the UFV Institutional Learning Outcomes, as well as the ways that their learning crosses the boundaries between disciplines, between school and work, and between UFV and community.

Once these changes have been implemented and a greater culture of cross-disciplinary discussion and engagement occurs, the goal is to move to stage two. In stage two, students would be given more opportunities to engage in big questions and problem solving in interdisciplinary courses and/or learning communities. This might mean adding “Big Question” courses in which students define their own foci and explore these questions across disciplines. It could mean pairing more courses: linking courses in two disciplines so that students think about a central theme or topic from two disciplinary perspectives. Another suggestion is to see the revival of ARTS 100, perhaps with a different framework, to facilitate this kind of integrative learning. For the time being, though, stage one proposed changes start moving us in this direction.

The following proposal has been through one round of consultation. The BA Task Force received feedback from the BA Program Committee and from Arts Heads (some of which was informed by departmental feedback). Based on suggestions received, the task force returned to biweekly meetings and arrived at a revised plan.

We look forward to hearing your thoughts on the revised proposal.

The BA Task Force

Alisa Webb (Chair), Bruce Kirkley, Elaine Newman, Jill Bain, Maureen Wideman, Samantha Pattridge, Sven van de Wetering, and Sylvie Murray
Bachelor of Arts
Learning Outcomes

The UFV Institutional Learning Outcomes (ILO) are central to the BA. All BA students will achieve these outcomes. Specifics found here. In addition, students will integrate their learning across all facets of their lives (BA).

Students completing a BA will:

- Demonstrate information competency (ILO)
- Analyze critically and imaginatively (ILO)
- Use knowledge and skills proficiently (ILO)
- Initiate inquiries and develop solutions to problems (ILO)
- Communicate effectively (ILO)
- Pursue self-motivated and self-reflective learning (ILO)
- Engage in collaborative leadership (ILO)
- Engage in respectful and professional practice (ILO)
- Contribute regionally and globally (ILO)
- Integrate their learning across all facets of their lives (BA)
- Pursue self-motivated and self-reflective learning (ILO)
# Bachelor of Arts

## Overview of New Degree Structure

<table>
<thead>
<tr>
<th>Before 30 Credits</th>
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<tbody>
<tr>
<td>ARTS 101</td>
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<tr>
<td>Writing Course</td>
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<tr>
<td>Critical Thinking Course</td>
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<table>
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<tr>
<th>Before 60 Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS 201</td>
</tr>
<tr>
<td>Quantitative Literacy Course</td>
</tr>
<tr>
<td>Scientific Literacy Course</td>
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<tr>
<td>Second course in writing or in oral or visual communication</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Between 61 and 90 Credits</th>
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<tbody>
<tr>
<td>ARTS 301</td>
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<table>
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<tr>
<th>Between 90 and 120 Credits</th>
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<tr>
<td>ARTS 401</td>
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<table>
<thead>
<tr>
<th>Before 120 Credits</th>
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<tbody>
<tr>
<td>Civic Engagement</td>
</tr>
<tr>
<td>Intercultural Engagement</td>
</tr>
<tr>
<td>Meet second language competency</td>
</tr>
<tr>
<td>Completion of Major or 2 min. 24-credit extended minors/minors</td>
</tr>
</tbody>
</table>
Bachelor of Arts
Foundational Skills, 15-17 credits

Students must complete foundational skills courses in the following areas: communication, critical thinking, quantitative literacy, and scientific literacy. Students will not be allowed to waive these requirements and they cannot use the same course to meet more than one foundational skill. They can, however, use these courses towards their major, extended minor, or minor programs.

Please note that these courses must be completed by particular credit benchmarks.

We identify the following as core, foundational skills for all BA students:
### Bachelor of Arts

#### Foundational Skills Outcomes

**Communication: Writing Foundation**
- Demonstrate knowledge of how audience, purpose, and situation shape written communication
- Employ conventions of organization, presentation, formatting, and style in a range of genres
- Use source material ethically and critically in written communication
- Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources

**Communication: Second Writing option**
- Write for different audiences, purposes, and situations
- Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style
- Consistently use credible, relevant sources to support ideas or arguments
- Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission

**Communication: Oral option**
- Demonstrate confidence and clarity of purpose when speaking in a public context
- Employ delivery and organization techniques that strengthen reception of the central idea
- Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking
- Critique one's own and other's oral presentation skills constructively

**Communication: Visual option**
- Identify the formal elements of a variety of visual media
- Analyze visual media within a critical, contextual framework
- Source and use images ethically
- Communicate capably with and about images

**Critical Thinking:**
- Evaluate arguments and their supporting evidence
- Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines
- Construct rational arguments
- Identify and assess counter-arguments to one's position

**Quantitative Literacy:**
- Explain and interpret information presented in quantitative forms
- Convert relevant information into quantitative forms
- Draw conclusions from an analysis of quantitative data
- Use quantitative evidence in support of an argument

**Scientific Literacy:**
- Express positions that are scientifically informed
- Evaluate the quality of scientific information based on its source and the methods used to generate it
- Articulate the role of observation and experimentation in the development of scientific theories
- Identify ethical issues involved in the practice and application of science
- Discuss the relevance of science in their lives and how it may affect them in their public and private roles
Bachelor of Arts
Second Language Competency

All BA students will demonstrate competency in a second language equivalent to BC high school grade 11. Students meet competency by:

- Successfully completing any grade 11 high school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a high school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV; or
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Language 101 course or higher.

Students who have gained second language competency through other means may contact Modern Languages to inquire about an assessment of their competency. Please note that the ability to assess competency is limited by the availability and expertise of faculty able to assess particular languages.

Note: Students may not use this course to meet a foundational skill requirement or intercultural engagement. Students wishing to take additional second language courses to meet those requirements may do so.
Bachelor of Arts
Personal and Social Responsibility

Students must demonstrate learning in two areas of personal and social responsibility: civic engagement and intercultural engagement. As defined on the AAC&U VALUE rubrics (https://www.aacu.org/value-rubrics):

“Civic engagement is ‘working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.’ (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.”


Students may meet these requirements through specific courses; credited practicum, internship or co-op; study abroad; or non-credit means, such as co-curricular record, paid or volunteer work experience, or other. Non-credit activities must reflect the above definitions and must demonstrate achievement of the defined outcomes. Please note that students may not use a course applied to their foundational skills requirements to meet their personal and social responsibility requirements.

**Civic Engagement**

- Articulate the aims and goals of a particular community group or activity
- Apply skills and knowledge acquired during BA studies in the community
- Identify ways one's civic engagement benefits the individual and society
- Reflect on one's self development related to civic identity and participation

**Intercultural Engagement**

- Identify one's own cultural norms and biases
- Articulate characteristics and features of another culture
- Interpret intercultural engagement through more than one perspective
- Articulate similarities and differences between cultures in a non-judgmental way
Students wishing to fulfill this requirement through non-credit means would take the following steps:

1. Complete a one-page request form and submit it to BAPC for approval.

2. Once approved, complete activity. Acquire documentation to prove activity was completed as proposed. Forms of documentation are outlined on the initial request form.

3. Include the initial approval and the documentation in your ePortfolio. Then, include a reflective piece outlining the ways the activity met the learning outcomes associated with the requirement. This will be assessed when your ePortfolio is assessed (i.e. as part of ARTS 401).
   a. Students who complete this requirement before 90 credits can receive feedback on their reflection in ARTS 201 or ARTS 301 in order to ensure they have met the outcomes.
Bachelor of Arts
ePortfolio Structure and Outcomes

All students must complete a Blackboard ePortfolio as part of their BA requirements. The ePortfolio is an Outcomes Portfolio. Students demonstrate their learning related to the nine Institutional Learning Outcomes. At the same time, the ePortfolio must demonstrate the student’s ability to reflect on his/her learning and the student’s ability to show the integration of their learning across all aspects of his/her life.

The ePortfolio is an important tool which not only showcases student learning in the BA, but also allows students an opportunity to invest in their future success. Students may use their ePortfolios to support graduate school applications, work applications, or other post-BA activities.

Students are provided with guided, credited support in completing their ePortfolios.

**ARTS 101**
2 credits - 7 weeks
Taken in first 30 credits
Assessment: letter grade
Intro to:
- Integrative learning
- Reflective practice
- Academic planning
- Goal setting
- ePortfolio
- UFV Indigenization

**ARTS 201**
1 credit
Taken before 60 credits
Assessment: CR/NC
Students will submit their ePortfolios for feedback and participate in:
- ePortfolio workshop
- Self-assessment

**ARTS 301**
1 credit
Taken before 90 credits
Assessment: CR/NC
Students will submit their ePortfolios for feedback and participate in:
- ePortfolio workshop
- Self-assessment

**ARTS 401**
2 credits
Taken between 90 and 120 credits
Assessment: letter grade
Students will submit their ePortfolios for final assessment and participate in:
- Presentation of ePortfolio to an audience
- Workshop
- Self-assessment
Students successfully completing ARTS 101, 201, 301, and 401 will be able to:

**ARTS 101**
- Design a BA Outcomes ePortfolio
- Identify Institutional Learning Outcomes and strategies for achieving them
- Develop strategies for making connections between different types of learning experiences
- Summarize readings and learning experiences
- Present the ePortfolio, its rationale, and a completion strategy
- Navigate the university's Learning Management system, as demonstrated through completion of an online tutorial
- Articulate UFV's indigenization mandate and UFV's place in indigenous territory

**ARTS 201**
- Use respectful approaches to discuss their own and others' ePortfolios
- Respond to feedback and revise appropriately
- Demonstrate learning related to Institutional Learning Outcomes
- Make connections between different types of learning experiences
- Present a revised ePortfolio and rationale for revisions

**ARTS 301**
- Assess critically their own and their peers' ePortfolios
- Incorporate feedback judiciously and explain revisions
- Use a rubric to assess how ePortfolios meet stated criteria
- Present a revised ePortfolio and a final portfolio completion plan

**ARTS 401**
- Integrate learning and life experiences in the ePortfolio to demonstrate achievement of the Institutional Learning Outcomes
- Assess critically their own and their peers' ePortfolios using a defined rubric
- Adapt the ePortfolio for post-BA purposes, including career and/or educational goals
- Deliver a professional oral presentation of the ePortfolio to an audience
Bachelor of Arts
Accommodating Transfer Students

The BA Task Force has considered the experience of transfer students given the new BA requirements. Foundation skills requirements mimic those at several institutions, so we do not think that transfer students will be unduly disadvantaged by these requirements. In addition, the two requirements for personal and social responsibility may be completed at any time in the degree.

The ePortfolio and its related courses pose the biggest challenge to transfer students. The BA Task Force agreed on the following:

**Students with less than 45 credits upon transfer**
- Complete ARTS 101
- Complete ARTS 201
- Complete ARTS 301
- Complete ARTS 401

**Students with 45 -60 credits upon transfer**
- Complete ARTS 101
- Complete ARTS 301
- Complete ARTS 401
- ARTS 201 requirement waived

While students may arrive with more than 60 transfer credits, the BA has a 50% residency requirement, meaning students with more than 60 credits are more likely to enter the Bachelor of General Studies (which has a lower residency requirement). If students entered with more than 60 credits and wished to complete a BA, we would follow the principles set out for students transferring with 45-60 credits, waiving ARTS 201, but requiring completion of ARTS 101, ARTS 301, and ARTS 401.

In consultation with various groups at UFV, there was some concern about requiring transfer students to take ARTS 101. The BA Task Force has looked at alternative possibilities and always arrives back at the importance of students taking ARTS 101. ARTS 101 is not constructed as a University 101 course; rather, it provides the foundational learning and introduction necessary to successfully building an ePortfolio. Students learn the foundations of integrative learning and reflective practice, as well as how to link their learning experiences to the BA Outcomes. These skills are important whether a student starts their ePortfolio with 9 credits or with 60 credits. Further, transfer students might need more support in getting their ePortfolios started as they have more learning upon which to reflect and to integrate.
Bachelor of Arts
Vetting Courses

With the move to a new set of foundational skills for the BA, we will need to determine which courses meet the newly-articulated outcomes for each category. Requests for inclusion will go to BAPC. Submissions should include the official course outline and a form which will mimic this one: https://usm.maine.edu/core/course-outcomes-blueprint-science-exploration

- **Communication: Foundation Writing**
  - 100-level courses only
  - ELP policy pre-req only
  - Must meet stipulated outcomes
  - More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

- **Communication: Writing, Oral, or Visual**
  - 100- or 200-level courses
  - No pre-reqs other than foundation writing courses
  - Must meet stipulated outcomes
  - More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

- **Critical Thinking: Foundation**
  - 100- or 200-level courses with no or only high school pre-reqs
  - Must meet stipulated outcomes
  - More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

- **Quantitative Literacy**
  - 100- or 200-level courses with no or only high school pre-reqs
  - Must meet stipulated outcomes
  - More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

- **Scientific Literacy**
  - 100- or 200-level courses with no or only high school pre-reqs
  - Must meet stipulated outcomes
  - More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

- **Civic Engagement**
  - Any level, provided reasonable access for students
  - Must meet stipulated outcomes
  - Course must require civic engagement outside of the classroom

- **Intercultural Engagement**
  - Any level, provided reasonable access for students
  - Must meet stipulated outcomes
  - Course must require students to actively apply what they have learned about intercultural engagement
Bachelor of Arts
PD Requirements

In order to facilitate a new BA model, faculty will require professional development.

Note: Teaching and Learning will develop online and face-to-face ePortfolio tutorial modules.
BA Notice – Fall 2016 Calendar

After undergoing extensive review, the decision has been made to revise the requirements for the BA. Changes include a shift in the core requirements for the degree and the addition of an ePortfolio. Course lists for these changes are in development and, therefore, TBD. These changes will take effect September 2017. Please note:

- Students applying for Fall 2017 will be applying to enter the revised BA.
- Entrance requirements will not change.
- Students enrolled in the BA prior to Fall 2017 are not affected by the changes.

Should you have any questions, please contact a UFV Academic Advisor.

Overview of changes:

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Requirements</th>
<th>Current BA</th>
<th>Requirements</th>
<th>Fall 2017 BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>120</td>
<td>Credits</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Upper-level credits</td>
<td>45</td>
<td>Upper-level credits</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Overall breadth</td>
<td>30 credits in 5 or more subject areas</td>
<td>Overall breadth</td>
<td>No longer required</td>
<td></td>
</tr>
<tr>
<td>Arts credits</td>
<td>65</td>
<td>Arts credits</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Elective credits</td>
<td>55</td>
<td>Elective credits</td>
<td>55 credits chosen from any UFV course, 100 level or higher, or UFV assigned transfer credit at the 100 level or higher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>1 major or 2 extended minors</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Foundational Skill Requirements</th>
<th>Requirements</th>
<th>Current BA</th>
<th>Requirements</th>
<th>Fall 2017 BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing (3 credits)</td>
<td>ENGL 105, CMNS 155, ARTS 100, or an A in English 12 or equivalent</td>
<td>Writing (3 credits)</td>
<td>ENGL 105, CMNS 155, or an A in English 12 or equivalent Must be completed by 30 credits</td>
<td></td>
</tr>
<tr>
<td>Oral, Visual, or Written</td>
<td>One course from list (TBD)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirement</td>
<td>Communication (3-4 credits)</td>
<td>Must be completed by 60 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning (3-4)</td>
<td>PHIL 100, ARTS 100, or 6 credits from list</td>
<td>Critical Thinking (3-4 credits)</td>
<td>One course from list (TBD)</td>
<td></td>
</tr>
<tr>
<td>Lab Science (4 credits)</td>
<td>One lab science course from list</td>
<td>Scientific Literacy (3-4 credits)</td>
<td>One course from list (TBD)</td>
<td></td>
</tr>
<tr>
<td>Humanities (6 credits)</td>
<td>6 credits in the Humanities</td>
<td>Humanities</td>
<td>No longer required</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (6 credits)</td>
<td>6 credits in Social Sciences</td>
<td>Social Sciences</td>
<td>No longer required</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22-26 credits</td>
<td>Total</td>
<td>24-27 credits</td>
<td></td>
</tr>
</tbody>
</table>

### Second Language Competency

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Current BA</th>
<th>Requirement</th>
<th>Fall 2017 BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Language Competency (0-3 credits)</td>
<td>Successful completion of any Grade 11 language course, demonstrated competency through other means, or completion of any Modern Language 101 course (such as FREN 101 or SPAN 101) – see note</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ePortfolio

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Current BA</th>
<th>Requirements</th>
<th>Fall 2017 BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ePortfolio (6 credits)</td>
<td>6 credits taken as ARTS 101, 201, 301, and 401</td>
<td>Students transferring into the BA with up to 45 credits will be required to complete all 4 courses. Students transferring into the BA with 45-60 credits will be exempt from ARTS 201.</td>
<td></td>
</tr>
</tbody>
</table>

### Personal and Social Responsibility

| Civic Engagement | Intercultural Engagement | One course from list (TBD) or meet through non-credit means |

Note: All BA students will demonstrate competency in a second language equivalent to BC high school grade 11. Students meet competency by:
- Successfully completing any grade 11 high school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a high school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV; or
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Language 101 course or higher.

Students who have gained second language competency through other means may contact Modern Languages to inquire about an assessment of their competency. Please note that the ability to assess competency is limited by the availability and expertise of faculty able to assess particular languages.
ARTS: [www.ufv.ca/arts](http://www.ufv.ca/arts)

Bachelor of Arts

A UFV BA will equip you with the skills and knowledge you need to be a reflective, articulate, and informed citizen within the Fraser Valley and beyond. To ensure your success in the fast-changing economy of the twenty first century, the College of Arts offers you skills, learning, and engagement in communication, critical thinking, quantitative literacy, scientific literacy, and personal and social responsibility, as well as deep learning in a range of majors, extended minors, and minors. Through completion of an ePortfolio, students learn to reflect on, integrate, and communicate their learning, helping them to achieve their goals.

BA Program Outcomes:

Graduates of the BA will meet all of UFV’s institutional learning outcomes, as well as one outcome specific to the BA. Upon successful completion of all of the requirements for the BA, students will:

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practice
9. Contribute regionally and globally
10. Integrate their learning across all facets of their lives

Entrance Requirements and Admission:

Option 1:

High School (for students with high school graduation only)

1. BC secondary school graduation or equivalent
2. A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a B average in two additional approved Grade 12 courses.

Out-of-Provience Applicants:
1. Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-Country Applicants:

1. Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in two approved Grade 12 courses will be admissible.

Alternatives to High School Graduation:

1. If you have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Option 2: University Entrance (for students who have attended some post-secondary school)

1. Prerequisite for ENGL 105 or CMNS 155
2. One of the following alternatives:
   a. Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted
   b. Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a CGPA of 3.00 on all credits attempted
   c. Completion of a post-secondary career or technical diploma (minimum of two years postsecondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.5 (equated to the UFV grading scheme), calculated on all courses taken. Students should be aware that all courses taken in the diploma may not apply to the Bachelor of Arts degree.
   d. Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's Subsequent Degree Policy (98).

Students who do not meet these requirements might consider Qualifying Studies and/or a meeting with a UFV Academic Advisor.

Option 3: Combined post-secondary/high school admission

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have
a CGPA of at least 2.00 on all post-secondary courses attempted, may be considered for admission based on high school requirements.

When to apply:

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process.

How to apply:

1. Apply online at ufv.ca/admissions/admissions/apply.

Additional documents required for a complete application:

- Official transcripts or interim transcripts from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements
  - Must be sent directly to UFV from the originating institutions
  - Need to arrive within two weeks of the date of your application in order to retain your original application date

For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades are due August 3.

2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August for the September intake.

Basis for admission decision:

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

**Fees and additional costs**
See the **Fees and Other Costs** section. Books and additional supplies cost approximately $100 per course.

**Program Requirements:**

There are five sets of requirements to note:

1. **Program**
2. **Foundational Skills**
3. **Second language Competency**
4. **Personal and Social Responsibility**
5. **ePortfolio**

1. **Program Requirements**
   a. 120 credits, of which 60 must be completed at UFV
   b. One major or two extended minors/minors (minimum 24 credits each), of which 50% of the upper-level credits must be completed at UFV
   c. 65 credits in Arts subjects
   d. 55 credits in any subject at the university level (100-level and above)
   e. At least 45 upper-level credits, of which 30 must be completed at UFV

2. **Foundational Skills** *(5 courses: 15-17 credits)*

<table>
<thead>
<tr>
<th>Foundational Skill</th>
<th>Requirement</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Foundation</strong></td>
<td>CMNS 155, ENGL 105, or an A in English 12 or equivalent</td>
<td>Complete by 30 credits</td>
</tr>
<tr>
<td><strong>Written, Oral, or Visual</strong></td>
<td>One course from list (TBD)</td>
<td>Complete by 60 credits</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>One course from list (TBD)</td>
<td>Complete by 30 credits</td>
</tr>
<tr>
<td><strong>Quantitative Literacy</strong></td>
<td>One course from list (TBD)</td>
<td>Complete by 60 credits</td>
</tr>
<tr>
<td><strong>Scientific Literacy</strong></td>
<td>One course from list (TBD)</td>
<td>Complete by 60 credits</td>
</tr>
</tbody>
</table>

Note: Students may not use the same course to meet more than one foundational skill requirement.

Each foundational skill course aligns with specific outcomes.

<table>
<thead>
<tr>
<th>Foundational Skill</th>
<th>Successful students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Foundation</strong></td>
<td>• Demonstrate knowledge of how audience, purpose, and situation shape written communication</td>
</tr>
<tr>
<td></td>
<td>• Employ conventions of organization, presentation, formatting, and style in a range of genres</td>
</tr>
<tr>
<td></td>
<td>• Use source material ethically and critically in written communication</td>
</tr>
</tbody>
</table>
| **Second course in communication: students choose oral, visual, or written communication** | **Oral Communication Option:**  
- Demonstrate confidence and clarity of purpose when speaking in a public context  
- Employ delivery and organization techniques that strengthen reception of the central idea  
- Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking  
- Critique one's own and other's oral presentation skills constructively  
| **Visual Communication Option:**  
- Identify the formal elements of a variety of visual media  
- Analyze visual media within a critical, contextual framework  
- Source and use images ethically  
- Communicate capably with and about images  
| **Written Communication Option:**  
- Write for different audiences, purposes, and situations  
- Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style  
- Consistently use credible, relevant sources to support ideas or arguments  
- Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission  
| **Critical Thinking** | **Critical Thinking**  
- Evaluate arguments and their supporting evidence  
- Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines  
- Construct rational arguments  
- Identify and assess counter-arguments to one’s position  
| **Quantitative Literacy** | **Quantitative Literacy**  
- Explain and interpret information presented in quantitative forms  
- Convert relevant information into quantitative forms  
- Draw conclusions from an analysis of quantitative data  
- Use quantitative evidence in support of an argument  
| **Scientific Literacy** | **Scientific Literacy**  
- Express positions that are scientifically informed  
- Evaluate the quality of scientific information based on its source and the methods used to generate it  
- Articulate the role of observation and experimentation in the development of scientific theories  
- Identify ethical issues involved in the practice and application of science  
- Discuss the relevance of science in their lives and how it may affect them in their public and private roles  
| 3. Second Language Competency (0-3 credits) |
All BA students will demonstrate competency in a second language equivalent to BC high school grade 11. Students meet competency by:

- Successfully completing any grade 11 high school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a high school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV; or
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Languages 101 course or higher.

Students who have gained second language competency through other means may contact Modern Languages to inquire about an assessment of their competency.

Note: Students may not use this course to meet a foundational skill requirement or intercultural engagement. Students wishing to take additional second language courses to meet those requirements may do so.

4. Personal and Social Responsibility

Students must demonstrate learning in two areas of personal and social responsibility: civic engagement and intercultural engagement. Through civic engagement, students apply classroom learning to their communities and reflect on the personal and social benefits of active citizenship. Through intercultural engagement, students gain insight into respectful intercultural practices, which includes understanding one’s cultural norms and biases and respecting and honouring cultural differences.

Each aligns with specific outcomes.

<table>
<thead>
<tr>
<th>Personal and Social Responsibility</th>
<th>Successful students will be able to:</th>
</tr>
</thead>
</table>
| Civic Engagement                  | • Articulate the aims and goals of a particular community group or activity  
• Apply skills and knowledge acquired during BA studies in the community  
• Identify ways one's civic engagement benefits the individual and society  
• Reflect on one's self development related to civic identity and participation |
| Intercultural Engagement          | • Identify one's own cultural norms and biases  
• Articulate characteristics and features of another culture  
• Interpret intercultural engagement through more than one perspective |
• Articulate similarities and differences between cultures in a non-judgmental way

Students may meet these requirements through specific courses (list TBD); credited practicum, internship or co-op; study abroad; or non-credit means, such as co-curricular record, paid or volunteer work experience, or other. Non-credit activities must reflect the above definitions, demonstrate achievement of the defined outcomes, and require a minimum of 60 hours. Students wishing to meet the requirement through non-credit means should consult with an advisor regarding the approval process.

Note: Students may not use a course applied to their foundational skills requirements to meet their personal and social responsibility requirements.

5. ePortfolio (4 courses: 6 credits)

All students must complete an ePortfolio as part of their BA requirements. The ePortfolio is an Outcomes Portfolio. Students demonstrate their learning related to the nine Institutional Learning Outcomes and the additional BA learning outcome.

The ePortfolio is an important tool which not only showcases student learning in the BA, but also allows students an opportunity to invest in their future success. Students may use their ePortfolios to support graduate school applications, work applications, or other post-BA activities.

Students take four credited courses to guide and support the development of their ePortfolios, each with specific outcomes. Please see the official course outlines for course outcomes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 101</td>
<td>Complete by 30 credits</td>
</tr>
<tr>
<td>ARTS 201</td>
<td>Complete by 60 credits</td>
</tr>
<tr>
<td>ARTS 301</td>
<td>Complete by 90 credits</td>
</tr>
<tr>
<td>ARTS 401</td>
<td>Complete by 120 credits</td>
</tr>
</tbody>
</table>

Note: Students transferring to UFV or into the BA with 45-60 credits will not be required to complete ARTS 201. All such students, however, will need to complete ARTS 101.

Getting from 0 to 120:

In order to meet requirement deadlines, we recommend that students follow the BA Degree Map. (link to be provided)

Declaration of majors, extended minors, and minors:
When to declare: Between 30 and 60 credits
- Failure to declare by 60 credits: registration in further courses is blocked
- Need more time to decide? Seek an exemption from an academic advisor.

Required to declare:
- Minimum 2.0 CGPA on all credits attempted
- Minimum grade of C on each of 3 required courses for the subject discipline, unless otherwise stated

What to declare (minimum):
- One major or
- Two extended minors/minors of a minimum of 24 credits each

What you can declare:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Honours</th>
<th>Major</th>
<th>Extended Minor</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Anthropology</td>
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<tr>
<td>Applied Ethical and Political Philosophy</td>
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<td>Art History</td>
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<td>Biology</td>
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<td>Communications</td>
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<td>Economics</td>
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<td>French</td>
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<td>Geography</td>
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<td>Kinesiology</td>
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<td>Latin American Studies</td>
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<tr>
<td>Mathematics</td>
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<td></td>
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<td>Mathematics (Statistics option)</td>
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<td></td>
<td>✓</td>
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<tr>
<td>Media and Communication Studies</td>
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<td>Philosophy</td>
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<td>Political Science</td>
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<td>Psychology</td>
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<td>Sociology</td>
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<td>Sociology/Anthropology</td>
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<td>Theatre</td>
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<tr>
<td>Visual Arts</td>
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Important Notes:

- The number of students wanting to enter any Arts Honours, major, extended minor, or minor program may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection is applicant GPA on required lower-level prerequisites; students in the BA will have priority. UFV cannot guarantee available seats in required program courses on demand.

- Arts students completing a major or double extended minor/minor from the above list may also combine either of those programs with any UFV major, extended minor, or minor. This may, however, require students to complete more than 120 credits. Students may not, however, combine the following:
  - A Sociology/Anthropology major with a Sociology Extended Minor/Minor or an Anthropology Extended Minor/Minor
  - A Mathematics Major/Extended Minor/Minor with a Mathematics (Statistics Option) Extended Minor/Minor
  - A Visual Arts Extended Minor/Minor with Extended Minors/Minors in Art History, Media and Communication Studies, and/or Theatre
  - A Geography Major (Arts) with a Physical Geography (Science) Major or Minor
  - A major, extended minor, or minor in mathematics in Arts with a mathematics major or minor in Science

Non-UFV Courses:

UFV students who wish to take courses at another institution for credit towards the Bachelor of Arts must obtain permission in advance from an academic advisor. A letter of permission request is available at ufvc.ca/admissions or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar’s office will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

Policies Relevant to the BA:

1. **Course Repeat Policy (86):** Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A “W” or “AU” course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

2. **Undergraduate Continuance (92):** Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.
3. Subsequent Degree (98): Students who have already completed a degree at the bachelor’s level may be granted an additional bachelor’s degree provided that the two degrees are different, and that the student has met the program requirements. No more than seventy-five percent (75%) of the credits required for the additional degree may be applied from any previous degree. At least thirty (30) upper-level (300-400) credits for the subsequent degree must be taken at UFV.

4. Transfer Credit (107), Prior Learning Assessment (94) and Residency: Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BA degree requirements. They can also earn academic credit through an assessment of prior learning. To meet the residency requirement of the BA, the following restrictions apply:

   a. Of the 120 credits for the BA, 60 must be completed at UFV.
   b. Of the 45 upper-level credits for the BA, 30 must be completed at UFV.
   c. For an honours, major, extended minor, or minor program, at least 50 percent of the required upper-level credits in the specific Arts discipline must be completed at UFV.

Graduation:

Students are responsible for ensuring they are eligible to graduate. To be eligible, students must have:

- Completed the BA program with a minimum CGPA of 2.00
- Completed all the requirements of their majors/extended minors/minors with a minimum CGPA of 2.00
- Earned a minimum CGPA of 2.00 in all upper-level courses required for graduation
- No more than five course duplications (with the exception of THEA 199 and THEA 299 when a grade of P or higher is achieved)

Please regularly consult with an academic advisor to ensure you are on track to graduate.

Students must apply to graduate. Please monitor UFV email and announcements for instructions and deadlines.
At its February 26, 2016 meeting, UEC voted to recommend changes to the Bachelor of General Studies degree as presented. UEC recommends that this be recommended by APPC and approved by Senate. UEC has also asked that the lists of TBD courses be submitted in time for publication in the Winter/Summer 2017 calendar.
Memo for Program Changes

To: UEC Pre-Screening

From: Michelle Rhodes, Chair, General Studies Program Committee

Date: February 3, 2016

Subject: Program change (insert program title)

1. Summary of changes (select all the apply):

☐ Program revision that requires new resources
☒ Addition of new course options or deletion or substitution of a required course
☒ Change to the majority of courses in an approved program
☐ Change to the duration, philosophy, or direction of a program
☐ Addition of a new field of specialization, such as a concentration
☒ Change in requirements for admission
☒ Change in requirements for residency or continuance
☐ Change in admission quotas
☐ Change which triggers an external review
☐ Deletion of a program not included in the Program Discontinuance policy
☐ Other – Please specify:

2. Rationale for change(s):

The proposed changes to the Bachelor of General Studies are the result of substantial external and internal review of the program and its requirements. An external review conducted in 2012 identified, among other recommended changes, the need for degree-level learning outcomes that would be aligned to course requirements. The existing program is sorely out-of-date, with oddly structured breadth requirements that are only loosely associated with learning outcomes—these were applied after-the-fact, and which are not matched against the courses used to meet these requirements.

Internal review by the General Studies Program Committee (GSPC) resulted in the development of degree-level learning outcomes, followed by the identification of core competencies, the development of specific learning outcomes criteria associated with these competencies, and finally the revision to program requirements, admissions requirements, and program policies.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

The BGS previously lacked program outcomes. The 2012 external review process identified possible learning outcomes, and these were added after-the-fact to existing breadth requirements. They are as a result often poorly or insufficiently aligned.
Among the first steps the GSPC took in engaging in the degree review process was to develop a mission statement. This stipulates that students in the BGS will *meet and when possible exceed* institutional learning outcomes. With this in mind, the GSPC developed 17 program-level learning outcomes and then matched these against the ILOs to ensure that all ILOs were met—often in multiple ways. The new core competencies directly and indirectly contribute to the ILOs. They include: Effective Communications (ILO 1, 5); Use and Interpretation of Numerical Data (i.e. Quantitative Literacy, ILO 1, 3, 4); Scientific Literacy (ILO 1, 2, 3, 4); Digital Literacy (ILO 1, 3, 5, 8); Intercultural Engagement (ILO 2, 4, 5, 9); and Applied, Experiential, and Professional Experiences (ILO 4, 7, 8). We have also added a 2-course portfolio requirement (ILO 6, 8), as well as introducing a requirement that students develop their customized learning plans (ILO 4, 6).

4. What consideration has been given to indigenizing the curriculum?

The BGS does not have a heavily prescribed curriculum. The core competency in Intercultural Engagement is one that can be met through use of FNST or IPK courses, Indigenized courses in other disciplines, or through professional or volunteer experiences that may include Indigenized learning and practice (although this is not specifically required).

5. Will additional resources be required? If so, how will these costs be covered?

Additional resources will not be required to meet course requirements, as the total number of credits required to meet the proposed core competency areas and degree requirements is less than is needed to meet existing BGS breadth requirements. Additional advising and faculty supports are needed, and discussions are already in progress with the Dean of Arts, as she oversees the General Studies budget.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The degree will remain UFV’s most flexible program, and as a result of the changes to the admissions requirements, the better articulated requirements; the ability to more directly apply professional experience to meeting breadth requirements, as well as the the strengthening of the thematic option development, review, and planning processes, we anticipate growth in the program. This would be continuing a trend that has been occurring for some time, as numbers in the BGS program have risen overall during the past decade.

The primary impact on students will come in the requirement for a statistics course, as not all students come into the program with the pre-requisite for this course met (although many do). Strong students without the pre-requisite can request entrance into STAT 104 after they have completed 45 university credits. We do anticipate that many students may choose to meet this requirement through transfer and alternatives offered on-line through other institutions (e.g. TRU, Athabasca), as many BGS students take heavily on-line course loads, and others are coming in with transfer credits from other institutions.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The majority of students will see either equivalent or fewer credits required to meet program requirements. We anticipate, for instance, that the majority of students will meet the requirement for
the *Applied, Experiential, and Professional Experience* through non-credit options (as the BGS is utilized predominantly by non-traditional students). Conversely, a small number of students may instead choose to meet this same requirement through an internship (6 credits) or Cooperative Education (6 credits). However, as BGS students do not also have a major program that they complete, these credits can be included within the 120 credits required for the degree without additional burden on the student to meet other requirements. Indeed, students who choose to complete Thematic Options (TO) are encouraged to integrate their breadth and core competency requirements into the design of the TO.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

Two sections will be needed annually to offer PORT 399a and PORT 399b, the newly developed portfolio courses. All other requirements are met through courses offered in programs across the institution. We anticipate that the numbers for the PORT courses will be high enough (based on current enrolment patterns in the degree) so as to meet cost-recovery in most years.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

The primary change is that the lists of courses used to meet core competencies are being refined. The current requirements, for instance, stipulate that Mathematics and Statistics, Psychology, or Philosophy courses are used to meet one of the breadth areas. We are specifically proposing the requirement for a Statistics course as one of these.

10. Provide a memo from the program’s dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.
BGS Notice – Fall 2016 Calendar

After undergoing extensive review, the decision has been made to revise the requirements for the BGS. Changes include a shift in the core requirements for the degree and the addition of an ePortfolio. Course lists for these changes are in development and, therefore, TBD. These changes will take effect September 2017. Please note:

- Students applying for Fall 2017 will be applying to enter the revised BGS.
- Entrance requirements are changing to allow for direct-entry into the program (for students who have completed 0-30 university-level credits).
- Students enrolled in the BGS prior to Fall 2017 are not affected by the changes.

Should you have any questions, please contact a UFV Academic Advisor.

Overview of changes:

### Program Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Current BGS</th>
<th>Requirements</th>
<th>Fall 2017 BGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>120</td>
<td>Credits</td>
<td>120</td>
</tr>
<tr>
<td>Upper-level credits</td>
<td>45</td>
<td>Upper-level credits</td>
<td>45</td>
</tr>
<tr>
<td>Overall breadth</td>
<td>2 classes apiece in each of 6 subject clusters (e.g. Humanities) loosely associated with specific learning goals, e.g. “Scientific and natural world, ability to use technology”</td>
<td>Overall breadth</td>
<td>BGS students must complete courses from at least six different disciplines. Specific subject requirements replaced by Core Competency Requirements (see below)</td>
</tr>
</tbody>
</table>

### Program Admissions and Procedures

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Current BGS</th>
<th>Requirements</th>
<th>Fall 2017 BGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>30 post-secondary credits, of which 9 must be university-level and must include 3 credits of university-level English composition or writing. A 2.0 GPA is also required.</td>
<td>Admissions</td>
<td>Note: Changes to admissions allow for direct-entry from high school and for non-traditional students who are entering after five or more years in the workforce. Changes also allow for more entryways into the degree using diplomas and Associate’s degrees.</td>
</tr>
<tr>
<td>Option 1: High school (for students with high school graduation only)</td>
<td>1. BC secondary school graduation or equivalent, and 2. A minimum of a C+ in English 12 or equivalent (English 12</td>
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</tbody>
</table>
First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a B average in two additional approved Grade 12 courses.

Out-of-province applicants
Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-country applicants
Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.

Students who do not meet these requirements might consider Qualifying Studies.

Option 2: University and College Students (for students with some post-secondary education)

One of the following is required:

a. A minimum of 30 post-secondary credits with a GPA of 2.0 or higher. These 30 credits must include a minimum of nine university-level credits, and a minimum of three credits of English composition or other writing courses, equivalent to ENGL 105, CMNS 125, or CMNS 155.
b. Successful completion of a UFV diploma (e.g. General Studies Diploma, Liberal Arts, Diploma, etc.) or BC Associate Degree in Arts or Science.

c. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution.

Any student who is applying to enter the program with 60 or more credits will also need to submit an Customized Learning Plan (CLP) as part of their application. (See “Customized Learning Plan” below.) CLPs will not be used as a basis for admission.

Students who do not meet these requirements might consider Qualifying Studies.

**Option 3: Non-Traditional Student Entrance**

A limited number of seats will be available for students who are starting or returning to university after five or more years in the work force. Applicants must have BC secondary school graduation or equivalent; must meet the requirements for ENGL 105; and must submit a written statement of interest with their application. Students granted entrance under this application category are required to meet with the BGS Advisor prior to application.

Students who do not meet these requirements might consider Qualifying Studies.
<table>
<thead>
<tr>
<th>Program Options</th>
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<th>Program Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>No specialization required, but students can complete one of the following option: a Thematic Option that is developed individually, a Thematic Option in Professional Pilot-Fixed Wing, a minor, or an extended minor in programs where minors are not available.</td>
<td></td>
<td>No change to program options. More pre-developed Thematic Options will be available to choose from, although the option to self-design a Thematic Option will still be available.</td>
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<thead>
<tr>
<th>Program Planning</th>
<th>Program</th>
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<tbody>
<tr>
<td>No requirement to submit program plan unless completing a Thematic Option</td>
<td>BGS students will be required to submit a Customized Learning Plan (CLP) outlining program completion plans by the time they have completed 60 credits, or upon entry to program, whichever occurs later.</td>
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<thead>
<tr>
<th>Residency</th>
<th>Program</th>
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<tbody>
<tr>
<td>Of the 120 credits used in the degree, 30 must be completed at UFV. Of the 45 upper-level credits required in the degree, 15 upper-level credits must be completed at UFV.</td>
<td>Note: Change to upper-level residency requirement Of the 120 credits used in the degree, 30 must be completed at UFV. Of the 45 upper-level credits required in the degree, 24 upper-level credits must be completed at UFV.</td>
</tr>
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</table>

**Core Competency Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Current BGS</th>
<th>Requirements</th>
<th>Fall 2017 BGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication Skills (3 credits)</td>
<td>ENGL 105, CMNS 125, CMNS 155, CMNS 251, ENGL 210</td>
<td>Core Competency #1: Effective Communications (6 credits)</td>
<td>Written communications requirement: ENGL 105 or CMNS 155 Additional communications (written, visual, oral) requirement: One additional course from list (TBD)</td>
</tr>
<tr>
<td>Critical Thinking, Problem Solving, Mathematical and Scientific Reasoning (6 credits)</td>
<td>6 credits from Mathematics and Statistics, Philosophy, Psychology</td>
<td>Core Competency #2: Use and Interpretation of Numerical Data (6-8 credits)</td>
<td>One of: STAT 104, STAT 106, or PSYC 110 Additional course from list (TBD)</td>
</tr>
<tr>
<td>Scientific and Natural World</td>
<td>6 credits from Agriculture, Applied Business</td>
<td>Core Competency #3:</td>
<td>One course in Laboratory Science, selected from list (TBD)</td>
</tr>
<tr>
<td>Ability to Use Technology (6-8 credits)</td>
<td>Technology, Biology, Chemistry, Computer Information Systems, Computing, Geography, Library Technology, Physics</td>
<td>Scientific Literacy (3-4 credits)</td>
<td>Core Competency #4: Digital Literacy (3-4 credits)</td>
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<td>Demonstration of competency, through e-Portfolio generated for PORT 399a and PORT 399b, with MS Office, Adobe Suite, or other software package (may be specific to industry, e.g. Library Technology or Graphic and Digital Design). Requirement may be met through completion of software-intensive courses (e.g. LIBT, CIS, COMP, ABT, etc.).</td>
</tr>
<tr>
<td>Appreciation for Aesthetic and Cultural World (6 credits)</td>
<td>6 credits in English Literature, Literature in Translation, Modern Language, Theatre, Visual Arts</td>
<td>No longer required. Met in part through Core Competency #5</td>
<td></td>
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<tr>
<td>Social Responsibility and Citizenship (6 credits)</td>
<td>6 credits in Anthropology, Economics, History, Latin American Studies, Media and Communication Studies, Political Science, Sociology</td>
<td>No longer required. Met in part through Core Competency #5</td>
<td></td>
</tr>
<tr>
<td>Effective Team and Interpersonal Skills (6 credits)</td>
<td>6 credits in Adult Education, Business, Child and Youth Care, Criminology, Health Science, Kinesiology, Social Services, Human Services, Social Work</td>
<td>No longer required. Met in part by Core Competency #6.</td>
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<td>Core Competency #5: Intercultural Engagement (0-3 credits)</td>
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<td>One course from list, or demonstration of having met learning outcomes through completion of relevant, intercultural academic experience (e.g. study abroad), work or volunteer experience, as demonstrated in e-Portfolio</td>
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<td>Core Competency #6: Applied, Experiential,</td>
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<td>Successful completion of one of the following: One or more terms of Cooperative Education; Credited Internship or Practicum,</td>
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<tr>
<td>and Professional Skills Learning Component (0-9 credits)</td>
<td>any discipline; Credited Study Tour (4 or more credits); 40 hours of Co-Curricular Record experience; Completion of a post-secondary Professional Program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Customized Learning Plan (CLP) and leading to professional designation or accreditation; Demonstration, through e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in CLP</td>
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<tr>
<td>Portfolio (8 credits)</td>
<td>8 Credits, completed as PORT 399a and PORT 399b</td>
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<tr>
<td>Total</td>
<td>33 credits</td>
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<tr>
<td>Total</td>
<td>26-42 credits</td>
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GENERAL STUDIES
ufv.ca/General-Studies

Bachelor of General Studies degree

In the Bachelor of General Studies, you can create a flexible, interdisciplinary program of study that is customized to suit your own educational and career goals. As part of the program, you develop and demonstrate core competencies highly desired in the workforce (e.g. effective communications, and use of data, etc.). You can choose to specialize by working with the BGS Advisor and faculty mentors to plan coursework in a particular topic area (thematic option) or discipline (minor), or you may also choose to complete courses in many different areas, without a specialization.

You can enter into the BGS program directly (i.e. with no previous university experience) or after having completed credits in certificates, diplomas, and associate degrees at UFV and other accredited community colleges and universities. The program allows you to use these credentials to accumulate credits toward the degree.

The Bachelor of General Studies may be the right fit for you if:

- You plan to customize a program of study around a specific theme for which UFV does not offer a major, either out of interest or to help meet a career goal;
- You would like to pursue a diverse program that provides a broad educational background;
- You would like to blend credits from different types of programs, such as Trades and Technology (e.g. automotive, electrical, carpentry, etc.), Professional Programs (e.g. education, business, library technology), and/or Arts and Sciences;
- You intend to become an elementary school teacher;
- Your educational or career interests have changed or you changed institutions partway through your program;
- You want to do a sizeable portion of courses online, or on a part-time basis.

What Does the BGS Require?

In order to complete a BGS, you’ll need to:

1. Work with the BGS Advisor or faculty mentor to develop an Customized Learning Plan that outlines your program and professional goals, your interest in completing a specialization (Thematic Option or Minor), and what courses you would like to take to complete your degree;
2. Demonstrate core competencies in five areas (communications, use of numerical data, digital, intercultural engagement, and scientific literacy), through a combination of classwork and an e-Portfolio;
3. Complete two advanced portfolio courses: PORT 200399a (for students entering program with less than 90 credits), PORT 400, and IDS 401 (all BGS students); and PORT 399b;
4. Complete courses in at least six separate disciplines of your choosing;
5. Demonstrate relevant professional, volunteer, and/or applied learning experience, through combination of e-Portfolio and coursework.

For more detailed information on specific requirements, please see "BGS Requirements" below.

Can I Use My Professional Experience Towards the BGS?

Potentially, yes! The Prior Learning Assessment and Recognition (PLAR) process allows students the opportunity to have non-traditional learning and work experience assessed for credit. PLAR may also be used to assess whether core competencies have been met. Please contact the BGS Advisor for more information.
**How Can I Use My Prior Education in the BGS?**

In most cases, yes! Because of the BGS’s flexible pathways, students can integrate prior university learning in a variety of program types (including professional programs and technology studies) within the BGS degree. University-level courses or credentials in other programs or at other institutions may even meet demonstrate some of the core competencies required (see “BGS Program Requirements” below). All students must meet the *residency requirements* (see below). Students that have completed another degree and are wanting to complete a subsequent degree should refer to the subsequent degree policy (see below under "Additional Policies and Practices"). In order to assess how you can use prior academic learning as part of their degree plan, schedule an appointment with the BGS Advisor.

**Residency Requirements**

Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BGS degree requirements, under the following restrictions:

- Of the BGS overall total of 120 credits, 30 credits must be completed at UFV.
- Of the BGS upper-level total of 45 credits, 24 upper-level credits must be completed at UFV.
- For a minor program, at least 50 percent of the required upper-level credits in the specific discipline must be completed at UFV.

Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits.

The Bachelor of General Studies is a flexible, interdisciplinary degree that can be customized to suit different educational and career goals. Students can focus studies on one or two areas, or complete courses from many areas. While there are some courses that provide the framework for the degree, the program provides an opportunity for students to design their own education.

The BGS program accepts credits from certificates, diplomas, and associate degrees from accredited community colleges and universities. The program allows students to build on their previous credentials or to use these credentials to accumulate credits toward the degree.

All Bachelor of General Studies students are expected to gain a broad-general educational background and are required to complete course work selected from a variety of disciplines (breadth requirements). In addition to satisfying the breadth requirements, students select elective courses that lead to a General Option, a Thematic Option, or one or more minors.

**Entrance requirements**

**Option 1: High school (for students with high school graduation only)**

1. BC secondary school graduation or equivalent.
2. A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP
English, or IB English A – standard level or higher) and a minimum of a B average in two additional approved Grade 12 courses.

A minimum of a B average in English 12 and two other Approved Grade 12 courses; or the prerequisite for ENGL 105 and a B average in three Approved Grade 12 courses.

Out-of-province applicants
Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-country applicants
Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.

Students who do not meet these requirements might consider Qualifying Studies.

Option 2: University and College Students (for students with some post-secondary education)

One of the following is required:

a. A minimum of 30 post-secondary credits with a GPA of 2.0 or higher. These 30 credits must include a minimum of nine university-level credits, and a minimum of three credits of English composition or other writing courses, equivalent to ENGL 105, CMNS 125, or CMNS 155.

b. Successful completion of a UFV diploma (e.g. General Studies Diploma, Liberal Arts, Diploma, etc.) or BC Associate Degree in Arts or Science.

c. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution.

Any student who is applying to enter the program with 60 or more credits will also need to submit an Customized Learning Plan (CLP) as part of their application. (See “Customized Learning Plan” below.) CLPs will not be used as a basis for admission.

Students who do not meet these requirements might consider Qualifying Studies.

Option 3: Non-Traditional Student Entrance

A limited number of seats will be available for students who are starting or returning to university after five or more years in the work force. Applicants must have BC secondary school graduation or equivalent; must meet the requirements for ENGL 105; and must submit a written statement of interest with their application. Students granted entrance under this application category are required to meet with the BGS Advisor prior to application.

Students who do not meet these requirements might consider Qualifying Studies.

Applicants must have successfully completed 30 post-secondary credits of which nine must be university level and must include three credits of English composition or writing. A 2.0 GPA is required for entry into the degree program.

Post-secondary refers to credits that are transcripted by UFV as 100-level or higher. University level refers to credits that are transferable to one of the public universities in Canada.

When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process.
How to apply

1. Apply online at ufvc.ca/admissions/admissions/apply.

Additional documents required for a complete application:

• Official transcripts (or interim transcripts) from all post-secondary institutions attended. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer credit section for details.

2. You will be advised of an admission decision and, if accepted, will be provided with registration information.

3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when the UFV application, all required documentation, and the application fee have been submitted.

Declaration of general, minors, or thematic option

Students may formally declare minors or intention to complete a thematic option after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the relevant discipline.)

Students are encouraged to declare minors or their intention to complete a thematic option as soon as they can.

Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.

Fees and additional costs

See the Fees and Other Costs section. Books and additional supplies cost approximately $100 per course. Students should also budget for textbooks and supplies. Costs for these vary by program.

Bachelor of General Studies requirements

There are four sets of requirements for the BGS.

1. Program requirements
2. Core Competencies and Breadth requirements
3. Completion of the Customized Learning Plan (CLP)
4. Electives for the General option, minor(s), or Thematic option

1. Program requirements

To receive a Bachelor of General Studies degree students must complete a minimum:

- 120 credits with a cumulative grade point average (CGPA) of 2.0 or higher, of which 30 must be completed at UFV;
- 45 upper-level credits, of which 24 are completed at UFV;
- CGPA of 2.0 in the BGS program;
- CGPA in courses for minor(s), as specified by minor program;
- GPA of 2.0 in all upper-level credits;
- The 120 credits must incorporate the breadth and core competency requirements;
- Completion of PORT 399a and PORT 399b.

Students entering the BGS program with fewer than 90 credits are required to complete IDS 201 and IDS 401;
Students entering the BGS program with more than 90 credits are required to complete IDS 401;
IDS 201 is recommended but not required.

2. Core Competencies and Breadth Requirements

Core Competency #1: Effective Communications
- One of: ENGL 105, CMNS 125, CMNS 155
- Additional course in -ENGL, CMNS, GDD, VA, or from list of selected courses (TBD)
  or one of: GEOG 257, (writing or communications)

Core Competency #2: Use and Interpretation of Numerical Data
- One of: STAT 104, STAT 106, or PSYC 110
- Additional course in STAT or MATH, or one of: PHIL 100, AGRI 142, BUS 143, CRIM 220, GEOG 252,
  SOC 255, CIS 110, BUS 160, AGRI 142, BUS 143 (any else?)

Core Competency #3: Scientific Literacy
- Course in Laboratory Science, chosen from one of:
  - AGRI 123, 124, 129, or 163
  - ASTR 103 or 104
  - BIO, 100-level or higher
  - CHEM, 100-level or higher
  - GEOG 101, 102, 103, or 116
  - HSC 111 or 112
  - KPE 163 or 170
  - PHYS 100-level or higher
  - PSYC 202

Core Competency #4: Digital Literacy
- Demonstration of professional competency, through e-Portfolio generated for IDSPORT 399a, 401,
  with MS Office, Adobe Suite, or other software package (may be specific to industry, e.g. Library
  Technology or Graphic and Digital Design). Requirement may be met through completion of
  software-intensive courses (e.g. LIBT, CIS, COMP, ABT, etc.).

Core Competency #5: Intercultural Engagement
- One course from list (TBD), or
- Demonstration of having met learning outcomes through completion of relevant, intercultural
  academic experience (e.g. study abroad), work or volunteer experience, as demonstrated in e-
  Portfolio

Breadth Requirement
Completion of one or more courses in each of at least six separate disciplines, as identified by course prefix (e.g. AGRI, ANTH, ASTR, BIO, BUS, etc.).

**Applied, Experiential, and Professional Skills Learning Component**

- Successful completion of one of the following:
  - One or more terms of Cooperative Education
  - Credited Internship or Practicum, any discipline
  - Credited Study Tour (4 or more credits)
  - 40 hours of Co-Curricular Record experience
  - Completion of a post-secondary Professional Program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Individual Learning Plan and leading to professional designation or accreditation
  - Demonstration, through e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in Individual Learning Plan

**3. Customized Learning Plans (CLPs)**

BGS students are required to submit a Customized Learning Plan (CLP) as part of their program planning and requirements. The CLP requires the student to identify the following:

- Learning and professional goals;
- Previous coursework;
- Explanation of how student’s proposed program will be used to meet their learning and professional goals;
- Identification (if any) of any Thematic Option or Minor option that the student plans to complete as part of their degree;
- If proposing a Thematic Option, then a list of planned coursework and a timeline for completion is also to be included.

Students completing IDS 201 will be introduced to how to develop their CLPs. However, they may choose to do so on their own, using Students will develop their CLP using on-line BGS supports and in consultation with the BGS Advisor. Students will need to submit their CLPs before they have completed 60 university-level credits, including PLAR. A hold may be placed on registration until the CLP is submitted.

Students who are applying to enter the BGS after having already completed 60 or more university-level credits will need to submit their CLPs with their application. CLPs will not be used as a basis for admission, but are required to ensure appropriate the student can complete any planned coursework or specializations in time.

For more information, deadlines, and to obtain CLP forms, please refer to the Bachelor of General Studies website.

**4. Degree Pathways: General Option, Minor(s), Thematic Options, Thematic Option (Professional Pilot Training)s, Minors, and Cooperative Education, and General Option**

All of the options must include courses to obtain at least 120 credits of which at least 45 must be upper level credits completed with at minimum a 2.0 grade point average. Students must declare which option they plan to pursue by 60 credits or, for transfer students with more than 60 credits, at time of entry.

**General Option**

Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance the intended career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is built according to the intended learning goals of the individual.
Minors

Students select electives to complete one or more minors. Refer to the appropriate calendar details for
minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for
completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a
single discipline (unless otherwise specified in the academic calendar).
Students can choose from any existing minors in Arts, Science, or Professional Studies.

Thematic Option

The purpose of the Thematic Option is to enable students to create a meaningful education plan that
encourages the crossing of disciplinary boundaries so as to combine learning in an area where major or
minors are not offered. The program is individualized and allow students to pursue specific learning goals.

The Thematic option allows students to create a customized individualized program of study from a variety
of disciplines that form a common theme, such as indigenous studies, explorations of aging, gender studies,
international development, language and culture, advertising and social communication, or Middle Eastern
studies.

Please see Bachelor of General Studies website for more information on building your Thematic Option or on
selecting from an existing Thematic Option.

Students selecting this option must submit a Thematic Option must identify this within their Customized
Learning Plan (CLP). Students choosing to complete a Thematic Option after the CLP can submit a separate
proposal but should do so before 90 credits in order to ensure that sufficient time is available to complete
requirements. The plan must include courses that satisfy the general degree requirements and show how
the courses support the theme. The requirements and details are located on the BGS website.

Thematic Option in Professional Pilot Training (Fixed Wing)

The BGS offers a departmentally approved Thematic Option for students who are completing the Aviation
program. This program includes courses for obtaining private and commercial licenses and one of the
specialized advanced options: heavy jet or professional flight instructor. Upon successful completion of the
BGS requirements and Aviation courses students obtain a Thematic Option: Professional Pilot Training –
Fixed Wing. Students can select elective courses to complete one or more minors, or select courses for
interest.

For this specialized option, students must be apply and be admitted to the Aviation program. Please refer to
the Aviation section of the UFV calendar and to the Coastal Pacific Aviation website for further details about
admission requirements and application processes.

Minors

Students select electives to complete one or more minors. Refer to the appropriate calendar details for
minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for
completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a
single discipline (unless otherwise specified in the academic calendar).

Students can choose from any existing minors in Arts, Science, or Professional Studies.

Cooperative Education Option

The Co-operative Education option provides students with the opportunity to acquire paid, career-related
work experience in conjunction with their studies in the Bachelor of General Studies degree program. See
the Co-operative Education section for more details.
**General option**

Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance the intended career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is built according to the intended learning goals of the individual.

**Additional Policies and Practices**

1. Declaration of General Option, Minors, or Thematic Options
2. Use of Courses from Other Institutions
3. Subsequent Degree
4. Course Duplication
5. Continuance and Readmission
6. Graduation
7. Course Listings

**Declaration of General Option, Minors, or Thematic Option**

Students may formally declare minors or intention to complete a thematic option as part of their Customized Learning Plan once they have been accepted. All BGS students entering the program with fewer than 60 credits are required to submit their Customized Learning Plans (CLPs) and their declarations of minors or thematic options by 60 credits. Students entering the BGS program with more than 60 credits will submit their CLPs and declare their intention to complete minors/thematic options at time of application.

Students may request to declare a minor or Thematic Option after 60 credits on a case-by-case basis. Students who do not meet the requirements of their planned minor or Thematic Option will graduate with a BGS, general option.

Unless otherwise stated, to be eligible to declare minors, students must have met the minimum GPA required by the minor program. Students are encouraged to declare minors or their intention to complete a Thematic Option as soon as they can.

Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.

**Courses at-from other institutions**

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission in advance from an advisor. A letter of permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar’s office will issue a Letter of Permission to the student.

Except as noted below, total transfer and course challenge credits, including prior learning credit, may not exceed 90, and not more than 30 transfer credits may count toward upper-level requirements. A minimum of 15 upper level credits must be completed at UFV. Within these limits, transfer credit may be applied to the BGS with courses passed with a grade of P or higher. A P grade may not be sufficient for prerequisite purposes. Transfer credit is not used in the calculation of the institutional cumulative grade point average but will be used to calculate grade point average for program graduation purposes.
**Subsequent degree**

Students who have already completed a recognized degree at the bachelor’s level may be granted an additional bachelor’s degree provided that the two degrees are significantly different and that the student has met the program requirements. For this reason, students using the BGS as a second degree are required to complete either a minor or a Thematic Option in an area different from their first degree.

No more than 75% of the credits required for the additional degree may be applied from any previous degree. At least 30 upper-level (300-400) credits for the subsequent degree must be taken at UFV. Refer to the subsequent degree policy for further details.

**Course duplication**

Duplication refers to taking a course more than once.

Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the grade point average (GPA) UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts. See UFV's Course Repeat policy (86).

A “W” or an “AU” in a course is not counted as duplication. Multiple repeats of the same course count as a single duplication.

No more than five course duplications will be permitted on courses which apply to the BGS. A “W” or an “AU” in a course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

Note: Repeats of lower-level Theatre practicum courses are exempt from the duplication rule when a grade of P or higher is achieved.

**Continuance and Readmission**

**Standing required for continuance**

All students accepted into the BGS program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.

**Undergraduate continuance**

Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students must have a CGPA of at least 2.0 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student’s academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

**Re-admission**

A student who is required to withdraw from the BGS program must submit an appeal for re-admission to the BGS Advisor if he/she wishes to resume studies in the degree program.
Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.

**Standing on re-admission**

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.

**Residency**

Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BGS degree requirements, under the following restrictions:

- Of the BGS overall total of 120 credits, 30 credits must be completed at UFV.
- Of the BGS upper-level total of 45 credits, 15 upper-level credits must be completed at UFV.
- For a minor program, at least 50 percent of the required upper-level credits in the specific discipline must be completed at UFV.

Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits.

**Graduation**

It is the student’s responsibility to ensure all program requirements are met. This should be done by regular consultation with a Program Advisor. Degree candidates who qualify to receive a UFV degree must be approved by the Program Advisor and Senate.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.

**Course duplication**

Duplication refers to taking a course more than once

Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the
grade-point average (GPA). UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts. See UFV's Course Repeat policy (86).

A “W” or an “AU” in a course is not counted as duplication. Multiple repeats of the same course count as a single duplication.

Note: Repeats of lower-level Theatre practicum courses are exempt from the duplication rule when a grade of P or higher is achieved.

Program requirements

Standing required for continuance

All students accepted into the BGS program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.

Undergraduate continuance

Academic standing will be governed by UFV’s Undergraduate Continuance policy (92). Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student’s academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students’ academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.
After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

**Required to withdraw**

Students who have been required to withdraw from the degree program may have the opportunity to continue to take courses as a Qualifying Studies student; however, they may not register for any upper-level courses.

**Re-admission**

A student who is required to withdraw from the BGS program must submit an appeal for re-admission to the BGS educational advisor if he/she wishes to resume studies in the degree program.

Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.

**Standing on re-admission**

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.

**Subsequent degree**

Students who have already completed a degree at the bachelor’s level may be granted an additional bachelor’s degree provided that the two degrees are significantly different and that the student has met the program requirements. No more than 75% of the credits required for the additional degree may be applied from any previous degree. At least 30 upper-level (300-400) credits for the subsequent degree must be taken at UFV. Refer to the subsequent degree policy for further details.

**Bachelor of General Studies requirements**
There are three sets of requirements for the BGS:

1. Program requirements

2. Breadth requirements

3. Electives for the General option, minor(s), or Thematic option

Program requirements

To receive a Bachelor of General Studies degree students must complete a minimum:

- 120 credits with a cumulative grade point average (CGPA) of 2.0 or higher
- 33 general breadth requirements
- 45 upper-level credits
- CGPA of 2.0 in the BGS program
- CGPA in courses for minor(s) (unless otherwise stated)
- GPA of 2.0 in all upper-level credits

The 120 credits must incorporate the breadth requirements as well as include appropriate electives.

Breadth requirements

Graduates are expected to have:

- effective written and oral communication skills
- effective team and interpersonal skills
- ability to think critically, problem solve, and apply mathematical and scientific reasoning
- an understanding of the scientific and natural world and the ability to use technology
- a sense of social responsibility and citizenship and an understanding of the global context in which we live and work
- an appreciation of the aesthetic and cultural world
These breadth requirements can be satisfied by successfully completing at least 33 credits in six or more subject areas from the categories listed below.

**Effective communication skills (3 credits)**

- ENGL 105, CMNS 125, CMNS 155, CMNS 251, ENGL 210

**Effective team and interpersonal skills (6 credits)**

- Adult Education, Business, Child and Youth Care, Criminology, Health Science, Kinesiology, Social Services, Human Services, Social Work

**Critical thinking, problem solving, mathematical and scientific reasoning (6 credits)**

- Mathematics and Statistics, Philosophy, Psychology

**Scientific and natural world, ability to use technology (6 credits)**


**Social responsibility and citizenship (6 credits)**

- Anthropology, Economics, History, Latin American Studies, Media and Communication Studies, Political Science, Sociology

**Appreciation for the aesthetic and cultural world (6 credits)**

- English Literature, Literature in Translation, Modern Language, Theatre, Visual Arts

**Electives for General option, minor(s), or Thematic option**

All of the options must include courses to obtain at least 120 credits of which at least 45 must be upper level credits completed with at minimum 2.0 grade point average.

**General option**
Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance the intended career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is built according to the intended learning goals of the individual.

Minors
Students select electives to complete one or more minors. Refer to the appropriate calendar details for minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a single discipline (unless otherwise specified in the academic calendar).

Students can choose from any existing minors in Arts, Science, or Professional Studies.

Thematic option—Individualized
The purpose of the Thematic option is to enable students to create a meaningful education plan that encourages the crossing of disciplinary boundaries to combine learning in an area where major or minors are not offered. The programs are individualized and allow students to pursue specific learning goals.

The Thematic option allows students to create an individualized program of study from a variety of disciplines that form a common theme, such as indigenous studies, explorations of aging, gender studies, international development, language and culture, advertising and social communication, or Middle Eastern studies.

Students selecting this option must submit a Thematic Option proposal. The plan must include courses that satisfy the general degree requirements and show how the courses support the theme. The requirements and details are located on the BGS website.

Thematic option—Departmentally developed
Professional Pilot Training (Fixed-Wing)

The BGS offers a departmentally approved Thematic option for students who are completing the Aviation program. This program includes courses for obtaining private and commercial licenses and
one of the specialized advanced options: heavy jet or professional flight instructor. Upon successful completion of the BGS requirements and Aviation courses students obtain a Thematic option: Professional Pilot Training – Fixed Wing. Students can select courses to complete one or more minors or select courses for interest.

For this specialized option, students must be apply and be admitted to the Aviation program. Please refer to the Aviation section of the UFV calendar and to the Coastal Pacific Aviation website for further details about admission requirements and application processes.

Co-operative Education option
The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of General Studies degree program. See the Co-operative Education section for more details.

Prior Learning Assessment and Recognition (PLAR)
Prior Learning Assessment and Recognition process allows students the opportunity to have non-traditional learning and work experience assessed for credit. For further details please see Prior Learning Assessment and Recognition.

Course listings
For complete details on courses see the course descriptions section.
MEMO

To: Eric Davis, APPC Chair
From: Sylvie Murray, Program Development and Quality Assurance Coordinator
CC: Rod McLeod, UEC Chair
Date: March 1, 2016
Subject: Major program changes for review by APPC

Clarification is requested on how APPC wishes to proceed with determining whether a major program change requires review by APPC.

APPC’s Terms of Reference state that: 2. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the establishment, revision or discontinuance of educational programs and other curricular changes requiring Senate approval including program changes that occasion a change to the alignment of programs with institutional priorities. See http://www.ufv.ca/media/assets/senate/academic-planning--priorities-committee/membership/APPC-terms-of-reference-2014-10-17.pdf

In accordance with the above, the Procedures for Undergraduate Program and Course Approval (appendix to policy 21) state that: “If the program changes occasion a change to the alignment of programs with institutional priorities, UEC’s and SBC’s recommendations will be submitted to the APPC prior to Senate.”

The nature and extent of changes made to existing programs vary considerably, including change to courses, requirements for admission, and general program requirements. (In way of illustration, see the summary of major program changes reviewed by UEC in the last year on pp. 2-4 of this memo.)

The current process for determining whether a program change is submitted for review to APPC is ad hoc, consisting of a consultation between the UEC Assistant, APPC Assistant, Program Development Coordinator and, when in doubt, with the APPC chair. Because the criterion used for determining APPC review is broad, therefore open to interpretation, the determination is often not straight-forward. We seek APPC’s input on establishing a simple (and nimble), yet transparent, process by which to make this determination.

A primary consideration is APPC’s perspective on what constitutes a change to alignment with institutional priorities. Timing is also a consideration, as our program review process involves several approval stages and tight deadlines, especially just prior to the Academic Calendar publication deadline. Finally, workload of committee assistants should also be considered.
Possible solutions:

- APPC to appoint members to review proposed program revisions and advise on whether they meet the criterion for submission to APPC. This could be done when a proposal for program revisions is submitted to UEC Screening committee, therefore avoiding delays between the UEC meeting and the Senate agenda deadline (typically only 2 days).

- APPC to identify a list of specific criteria to better define what constitutes a change to alignment with institutional priorities. It should be kept in mind that some changes are difficult to anticipate, therefore a process as per the first bullet above might still be necessary.

- APPC to remove itself from the approval process in the case of revision to educational programs. Would require changes to APPC’s Terms of Reference.

Summary of major program changes (as submitted to APPC chair for decision, regarding APPC review)

**BBA Options and Concentrations to Majors and Minors**

- **Summary of changes:**
  - Change title of “options” to “majors” and “concentrations” to “minors”.
- **Action recommended:** only name change, therefore does not need to be submitted to APPC

**BA Adult Education**

- **Summary of changes**
  - Discontinuance of specific courses
  - Addition of new courses and removal of courses as program requirements
  - Change to literacy requirement: replace specific ENGL and CMNS courses (e.g., ENGL 105, CMNS 125, etc...) to “100 and above English and/or Communications for 6 credits”
  - Add language so that students can add minors and extended minors in another subject (although cannot be done within 120 credits)
  - Clarify that TESL certificate courses can be used as alternative for BA ED degree
  - Structural organization of program to highlight thematic emphasis
- **Action recommended:** no realignment with institutional priorities, therefore does not need to be submitted to APPC

**Bachelor of Arts**

- **Summary of changes**
  - Complete overhaul of the BA with reconfiguration of the general requirements (critical thinking, scientific literacy, quantitative ...) and addition of new required competencies (civic and intercultural engagement)
  - Introduction of a portfolio requirement to cement the integrative core of the program
  - Addition of a second language requirement (grade 11 equivalent)
- **Action recommended:** because of major structural overhaul, recommended for review by APPC (but simultaneously with SBC review not to delay submission to Senate)
  - Recommended Motion: To recommend approval of the changes to the Bachelor of Arts as presented, effective September 2017, subject to recommendation by SBC.
Bachelor of General Studies
• Summary of changes
  o Breadth requirements changed from specific disciplines to Core Competencies (ex: digital literacy) and Portfolio requirement
  o Changes to entrance requirement from 30 post-secondary credits to add direct entry from high school
  o Program planning: now requires a Customized Learning plan
  o Residency requirement increased from 15 to 24 upper-level credits
• Action recommended: because of major structural overhaul, recommended for review by APPC
  o Recommended Motion: To recommend approval of the changes to the Bachelor of General Studies as presented, effective September 2017, subject to recommendation by SBC [once confirmed that is going to SBC].

Trades entrance requirements:
• Summary of changes: Conducted a major review of the entrance requirements for all Trades programs (with the exception of Drafting and Electrical). Changes proposed:
  o eliminate barriers for potential mature students;
  o bring the entrance requirements for our programs more in-line with other institutions that offer trades training in BC;
  o give students who meet the requirements at the time of application a quicker response;
  o ensure a consistent standard is applied;
  o maintain the integrity of our programs and integrate effectively with the rest of the university.
• Action recommended: no realignment with institutional priorities, therefore does not need to be submitted to APPC

Schedule of senate committee review for the programs mentioned above

<table>
<thead>
<tr>
<th>UEC</th>
<th>SBC</th>
<th>APPC Agenda deadline/meeting date</th>
<th>Senate Agenda deadline/meeting date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA – recommended Feb 26</td>
<td>n/a</td>
<td>Eric has confirmed that does not need to be submitted to APPC</td>
<td>March 1/March 11</td>
</tr>
<tr>
<td>BA Adult Education – recommended Feb 26</td>
<td>n/a</td>
<td>Not recommended for review</td>
<td>March 1/March 11</td>
</tr>
<tr>
<td>BA – recommended Feb 26</td>
<td>Review March 24</td>
<td>Recommended for review: March 9 / March 16</td>
<td>March 29 / April 8</td>
</tr>
<tr>
<td>BGS – recommended Feb 26</td>
<td>To be confirmed</td>
<td>Recommended for review: March 9 / March 16</td>
<td>March 29 / April 8</td>
</tr>
<tr>
<td>Trades entrance requirements – recommended Feb 26</td>
<td>n/a</td>
<td>Not recommended for review</td>
<td>March 1/March 11</td>
</tr>
</tbody>
</table>
Other major program changes sent directly from UEC to Senate in the last year:

Recommended for approval by UEC on Feb 26, 2016:

- Indigenous Maps, Films, Rights, and Land Claims certificate – entrance requirements

Recommended for approval by UEC in Jan 2016 (can be viewed in Senate agenda package, [http://www.ufv.ca/media/assets/senate/agendas-and-minutes/2015-16/Senate---12-Feb-2016---Agenda-Pkg.pdf](http://www.ufv.ca/media/assets/senate/agendas-and-minutes/2015-16/Senate---12-Feb-2016---Agenda-Pkg.pdf))

- Bachelor of Business Administration – residency requirements
- Bachelor of Social Work – entrance and graduation requirements
- Criminal Justice diploma – entrance requirements


- Bachelor of Arts, Child and Youth Care – entrance requirements
- Data Analysis Post-degree certificate – entrance requirement
MINUTES - Approved
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
IN-CAMERA
January 20, 2016
2:30 pm - Room A225/229

Present: E. Davis (Chair), G. Palmer, J. Hogan, R. McLeod, S. Sheffield, M. Bos-Chan,
T. Cooper (Vice-Chair), S. MacPherson, A. Pritchard-Orr, C. Gingerich, J. English, J. Nolte,
M. MacDougall, C. Laird, A. Steegstra, A. Chan, M. Wideman, D. McGuire, S. Hardman,
V. Dvoracek, K. Isaac, S. Murray, P. Geller

Guest: S. Stefan, Visual Arts Department Head


Recorder: J. Nagtegaal

1. CALL to ORDER
   The meeting was called to order at 2:45 pm. Eric welcomed new member, Seonaigh MacPherson.

2. ITEMS for ADOPTION
   2.1. Agenda – 2016 01 20
       MOTION:
       It was moved and seconded that APPC approve the 2016 01 20 in-camera agenda as presented.
       CARRIED

3. BUSINESS
   3.1. Visual Arts Program Review
       Eric noted that the Ministry had recently informed us that documents relating to Program
       Reviews are normally dealt with confidentially. In light of this, there have been adjustments in
       how the Program Review documents will be handled. The full program review (including a
       Dean’s Summary) will go to APPC for an in-camera discussion and acceptance. Only the Dean’s
       Summary will go to Senate for acceptance; once accepted, it will be posted on the UFV website.

       The committee reviewed the documents provided for the Visual Arts Program Review. The
       demand for Extended Studies certificates was raised.

       MOTION
       It was moved and seconded that APPC have a discussion on the Extended Studies Certificates
       CARRIED

       MOTION
       It was moved and seconded that APPC accept the attached documentation related to the review
       of the Visual Arts Department as presented.
       CARRIED

4. ADJOURNMENT and NEXT MEETING
   The meeting was adjourned at 3:00 pm.
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

TERMS OF REFERENCE

Following consultation with relevant standing committees and areas of the university, as deemed appropriate by the Academic Planning and Priorities Committee:

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.

2. Advise Senate on the establishment or discontinuance of educational programs and other curricular changes requiring Senate approval including program changes that occasion a change to the alignment of programs with institutional priorities.

3. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.

4. Advise Senate on the establishment or discontinuance of academic faculties of the university.

5. Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.

6. Advise Senate on the policies relating to the library and resource centres.

7. Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.

8. Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.

9. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.

10. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.

11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.

12. Establish such subcommittees as needed to fulfill the committee’s responsibilities.

13. Other duties as assigned by Senate.

14. Provide annual written reports to Senate.

Revised terms of reference and membership approved at 2016 02 12 Senate
COMPOSITION

Chair: Provost and Vice-President, Academic (ex officio, voting)

Vice-Chair: A voting member of the committee, nominated and approved by the committee

Voting Members:
- Chair or designate from the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, Research, and Governance **
- Seven faculty members, approved by Senate, at least four of whom shall be members of Senate *
- Two staff members approved by Senate
- Two students approved by Senate
- Two deans or associate deans approved by Senate

Ex Officio Non-Voting Members:
- Director, Teaching and Learning
- Associate Vice-President, Research, Engagement & Graduate Studies (or designate)**
- Executive Director, UFV International
- Vice-Provost and Associate Vice-President, Academic
- Senior Advisor on Indigenous Affairs
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)**
- University Librarian (or designated librarian)**
- University Secretary/Registrar (or designate)**
- Program Development Coordinator

Administrative Support: Office of the Provost and Vice-President, Academic

* Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

** Normally the designate shall be appointed for a one-year term to ensure continuity.