



Bachelor of Integrated Studies

College of Arts

Dean's Summary

Submitted by:
Dr. Sylvie Murray, Dean, College of Arts

Accepted by:
Senate in February 2022
Academic Planning and Priorities Committee in January 2022

MEMORANDUM
Academic Planning and Priorities Committee

APPC Chair: James Mandigo
APPC Assistant: Melinda Saretzky

Dean's Summary Report, Bachelor of Integrated Studies, Program Review

Dr. Sylvie Murray, January 11, 2022

In May 2021, a Program Review site visit took place in accordance with Policy 189. The External Review Report (ERR) was received in June 2021 and the program committee submitted its response to the external review in August 2021. The Program Review was informed by a self-study prepared by members of the Integrated and General Studies Program Committee (IGSPC) and ~~the~~ ~~the~~ Centre for Experiential and Career Education. The self-study was informed by the Dean's scope letter. The self-study committee members relied on data provided by Institutional Research and from surveys conducted with students. The External Review Committee (ERC) met with several stakeholders, including students, faculty, sessional instructors, staff and members of UFV's senior administration.

The Bachelor of Integrated Studies (named Bachelor of General Studies prior to 2019) has been administered, with support from the College of Arts, by a program chair from 2015 to 2019; the responsibility was folded in a two-year temporary Director's position in 2019 (along with responsibility for transfers and partnership, and administration of the General Studies diploma). The Director is supported by the IGSPC, whose purpose is to ensure that the curricula satisfy the requirements for depth and breadth of study, and support the needs of BIS students.

The program (BIS/BGS) headcount was 482 in 2019-20 and 448 in 2020-21, double the 2015-16 Headcount of 220. The degree is an interdisciplinary and flexible program offering students individualized program paths to meet their personal, career and educational goals. In addition to two required Portfolio courses (398: *Bridging University and Career* and 399: *Career Development*), students take courses in a range of subjects in order to meet the required competencies (communications, numeracy, scientific literacy, digital competency, intercultural engagement, and professional competency) and may design a specialization by selecting a theme or minors. The program facilitates the recognition of professional training and prior learning, with students allowed to transfer up to 90 credits using Prior Learning Assessment Review (PLAR), course or block transfers from other institutions.

The most popular subject areas that BGS/BIS **domestic** students have selected in 2019-20 and 2020-21 (as measured by course ~~values~~) are:

- Geography (n=347)
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The most popular **minors** that BGS/BIS students have selected in 2019-20 and 2020-21 are:

- Business (n=36)
- Communications (n=36)
- Sociology (n=35)
- History (n=25)
- English (n=21)

Apart from the Professional Pilot Training (fix wing), the Thematic Options are selected by a small number of students each year

- 2019-20: Pilot n=12; all other options n=11
- 2020-21: Pilot n=7; all other options n=8

The External Review Committee's report was positive, noting in particular the flexibility of the degree

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The Dean is committed to restoring the level of support previously extended to the BIS and GSD--i.e. 3 releases annually--

which will further enhance student engagement as many students in the BIS and GSD also take Communications courses.

Action: Arts Studies Department to develop a Student Engagement Plan for BIS and GS diploma students in Fall 2022, taking into account the strategies suggested by the External review team and taking advantage of the collaborative space currently being renovated on the third floor of the D building.

3. Assessment of Academic Advisor Capacity: The external team recommends, and the program committee supports, reviewing the BIS Advisor's scope and capacity, including the type and amount of advising time required for BIS students, specialized professional development needed to serve this program, and optimum rtd t6

the CAC Practicum Coordinator, UFV International, students, and some of the members of the current IGSPC; and (2) A BIS and GS Curriculum committee where the focus is on programmatic needs, curriculum design, development, and delivery, and is comprised of faculty who teach in the program as well as other members of the current IGSPC. (See p. 16/18, External Review Report).

The program committee disagrees with the suggestion to dissolve the IGSPC. The dean favours the direction recommended by the external team, specifically replacing the IGSPC by an Advisory committee (and align it with UFV policy 60) and a curriculum committee (to be situated in the AS department). Both should include faculty representation from the current IGSPC to ensure continuity.

Action: For the Dean to consult with the IGSPC and the AS department for the development of Terms of Reference for an External Review committee and a Curriculum committee, for implementation in Fall 2022.

6. Development of BIS-Specific Course Curriculum: At the moment, the BIS includes two courses required of all students: PORT 398: *Bridging University and Career* (prerequisite: 60 credits) and PORT 399: *Career Development: Designing Career Mobility* (prerequisite: 75 credits). PORT 399 is also a core requirement of the Bachelor of Arts (and PORT 398 is required by students in the Bachelor of Environmental Studies). Both courses (PORT 398 and PORT 399) are delivered by the Arts Studies department.

The external review team recommended introducing a BIS specific course that would support students in the development of a stronger sense of self-reflection, assessment, and personal and professional agency. This would be of special importance for direct entry students in their first and second year, to help them develop stronger connections between theory and practice, and their own developing skills, competencies, and areas targeted for growth. To this end, they propose the introduction of a new course designed to assess each student's place in the program, and to map their work towards BIS capacities, Indigenization, and EDI. Mature learners should have the opportunity to PLAR the course or have it waived. The course would reflect the education pathway of each individual student and would be guided by their future career and education goals. It would be aligned to PORT 399 so that it serves to scaffold PORT 399 and not replicate or duplicate the content.

The program committee also sees the usefulness of a course (albeit optional) for students entering with 0-60 credits to help them navigate their program.

The program committee also expresses a preference for a capstone-style course using integrative, project-based learning, as proposed in their self study. The intended focus

The Dean agrees that

schedule, which will include delivery mode and will assist students/advisors with planning. If/when partnerships warrant cohort-style offerings (i.e., numbers of students are sufficient to offer dedicated courses), delivery mode can be adjusted to meet the demand.