

**Table 3.3 Curriculum Mapping – Honours Bachelor’s Degree**

**Program:**

| **Ontario Council of University Vice-Presidents Degree Level Expectations** | **List courses here.**  **For example,** | **EDUC 4726** Diversity and Inclusion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Depth and Breadth of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developed ability to gather, review, evaluate, and interpret information; and compare the merits of alternate hypotheses or creative options, relevant to one or more fields in a discipline. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developed detailed knowledge of and experience in research in an area of the discipline. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developed critical thinking and analytical skills inside and outside the discipline. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to apply learning from one or more areas outside the discipline. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Knowledge of Methodologies** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * devise and sustain arguments or solve problems using these methods; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * describe and comment upon particular aspects of current research or equivalent advanced scholarship. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Application of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The ability to review, present, and critically evaluate qualitative and quantitative information to: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop lines of argument; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * where appropriate, use this knowledge in the creative process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to use a range of established techniques to: | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Propose solutions; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Frame appropriate questions for the purpose of solving a problem; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Solve a problem or create a new work; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to make critical use of scholarly reviews and primary sources. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Communication Skills** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Awareness of Limits of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Autonomy and Professional Capacity** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring: | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * the exercise of initiative, personal responsibility and accountability in both personal and group contexts; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * working effectively with others; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * decision-making in complex contexts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Behaviour consistent with academic integrity and social responsibility. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |