

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

**Program:**

| **Ontario Council of Academic Vice-Presidents Degree Level Expectations** | **List courses here.**  **For example,** | **EDUC 4726** Diversity and Inclusion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Depth and Breadth of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline, | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Broad understanding of some 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some detailed knowledge in an area of the discipline. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical thinking and analytical skills inside and outside the discipline. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Application of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The ability to review, present, and critically evaluate qualitative and quantitative information to: | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop lines of argument; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study; | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to use a basic range of established techniques to: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * analyze information; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * propose solutions. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to make use of scholarly reviews and primary sources. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Communication Skills** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The ability to communicate 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 how this might influence analyses and interpretations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Autonomy and Professional Capacity** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * the exercise of personal responsibility and decision-making; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * working effectively with others; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to identify and address their own learning needs in changing circumstances, both within and to select an appropriate program of further study. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Behaviour consistent with academic integrity and social responsibility. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |