

**Table 3.3 Curriculum Mapping – Master’s Degree**

**Program:**

| **Ontario Council of Academic Vice-Presidents Degree Level Expectations** | **List courses here**  **For example,** | **EDUC 4726** Diversity and Inclusion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Depth and Breadth of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, their academic discipline, field of study, or area of professional practice. | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Research and Scholarship** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A conceptual understanding and methodological competence that: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * enables a treatment of complex issues and judgments based on established principles and techniques; and |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On the basis of that competence, has shown at least one of the following: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * the development and support of a sustained argument in written form; or |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * originality in the application of knowledge. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Application of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Communication Skills** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The ability to communicate ideas, issues, and conclusions clearly. | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Awareness of Limits of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Autonomy and Professional Capacity** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Qualities and transferable skills necessary for employment requiring: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * the exercise of initiative, personal responsibility and accountability; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * decision-making in complex contexts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The intellectual independence required for continuing professional development. | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The ability to appreciate the broader implications of applying knowledge to particular contexts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |