

Faculty of Arts and Science

Degree Level Expectations for Honours Bachelor Degrees

1 Introduction

This document specifies the overall learning objectives and requirements adopted by the Faculty of Arts and Science, and a statement of Degree Level Expectations that encapsulates the aims of those objectives and requirements within the categories proposed for this purpose by the Ontario Council of Academic Vice-Presidents.

2 Degree Learning Objectives and Requirements

2.1 Overall Learning Objectives

The Faculty of Arts & Science aims to provide to all of its undergraduate students

“a rich educational environment that produces global citizens whose depth of learning within an investigative framework enables and inspires them to:

- *pursue lifelong learning within their field of study and more broadly;*
- *draw meaningful connections across a range of knowledge areas;*
- *relate their knowledge to complex and constantly changing situations in the workplace or the world;*
- *interpret situations, arrive at judgments, solve problems, and make decisions in an informed and responsible manner;*
- *participate meaningfully as leaders and community partners.”*

[from the Final Report of the Curriculum Review and Renewal Committee, August 2007]

In order to achieve this, we have proposed the following general learning objectives:

- a. Depth of knowledge that cultivates critical understanding and intellectual rigour in at least one field of study.
- b. Competencies in learning and applying knowledge that are fundamental to responsible and effective participation in the workplace, in the community, in scholarly activity, and in personal life:
 - i. Critical and Creative Thinking
 - ii. Communication
 - iii. Information Literacy
 - iv. Quantitative Reasoning
 - v. Social and Ethical Responsibility
- c. Breadth of knowledge across a range of knowledge areas that reflect the richness of the arts, the complexity of global cultures, and the varied structures, processes, and concepts of the social and natural world.
- d. Integration of skills and knowledge developed in a student’s course of study within an inquiry-based activity in the upper years.

In order to graduate with an honours degree, each student must have met the requirements outlined in Section 2.2, each of which are based on assessment of specific learning outcomes associated with the learning objectives summarized above.

2.2 Requirements to Graduate

The Faculty of Arts & Science requires in order to graduate with an honours degree that the student has achieved the following:

1. Obtained standing in at least 20 courses that meet the following criteria:
 - a. No more than six courses may be at the 100-series level.
 - b. At least six courses must be at the 300+ series level.
 - c. No more than fifteen courses may have the same three-letter designator.
2. Completed one of the following program of study requirements:
 - a. A specialist program of study (POST).
 - b. Two major POSTs, which must include 12 different courses.
 - c. A major POST with two minor POSTs, which together must include at least 12 different courses.
3. Completed the Faculty's breadth requirement.
4. Obtained a cumulative grade point average (GPA) of at least 1.85.

In this context, a course is defined as one full-course equivalent, which may consist of a full-year "Y" course, or two half-courses ("S", "F" or "H").

3 Degree Level Expectations for Honours Bachelor Degrees (H.B.A., H.B.Sc., B.Com.)

3.1 Depth and Breadth of Knowledge

Depth of Knowledge

Students will achieve mastery of a topic which is characterized by several of the following traits: understanding of advanced subject material as determined by those in the discipline or interdisciplinary area of study; command of increasingly advanced material that progressively probes (an aspect of) the subject more thoroughly; competence in using the scholarly materials and research tools relevant to the discipline or interdisciplinary areas of study; ability to produce a substantial research or inquiry-based work; and capacity to draw together a broad range of prior learning and apply it to a challenging problem or topic.

Breadth of Knowledge

Students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding that underpin different intellectual fields. They will further

develop an understanding of how various areas of study intersect and allow for complementary insights on common issues or problems.

3.2 Knowledge of Methodologies

Students will have a working knowledge of different methodologies and approaches relevant to their studies, and will be able to justify their choices among them when addressing questions that arise in their area of study.

3.3 Application of Knowledge

Students will be able to apply their knowledge and understanding in such activities as: analyzing and evaluating material in their areas of study; developing effective arguments or interpretive approaches; forming hypotheses and posing questions relevant to their fields; crafting solutions to problems, collecting appropriate data, or interpreting novel situations and materials.

3.4 Communication Skills

Students will be able to: organize ideas into coherent arguments supported by appropriate kinds of evidence; structure their communications for varying audiences and contexts; produce effective written work; present their work orally or visually where appropriate to the area of study.

3.5 Awareness of Limits of Knowledge

Students will gain an understanding of the limits to their own knowledge and to the knowledge within their areas of study. They will also gain an appreciation of how uncertainty and ambiguity might influence analyses and interpretations.

3.6 Autonomy and Professional Capacity

Students will develop competencies critical to their pursuit of further study, employment, community involvement and other activities that require life-long learning, decision-making, and personal and social responsibility.

4 Implementation

The Faculty of Arts and Science will maintain an “Administrative Interpretive Appendix” for use by program sponsors that will provide direction and guidelines for interpreting the intent of the statement of DLEs in section 3, and for clarifying the relationship between the DLEs and our degree objectives and associated requirements in section 2.