

Ontario Council of Academic Vice-Presidents (OCAV)
 Guidelines for University Undergraduate Degree Level Expectations
 (2007)

	Baccalaureate/Bachelor's Degree <i>This degree is awarded to students who have demonstrated:</i>	Baccalaureate/Bachelor's Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	<p>a) a general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</p> <p>b) a 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</p> <p>c) an ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</p> <p>d) some detailed knowledge in an area of the discipline</p> <p>e) critical thinking and analytical skills inside and outside the discipline</p> <p>f) the ability to apply learning from one or more areas outside the discipline</p>	<p>a) a 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</p> <p>b) a 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</p> <p>c) a developed ability to:</p> <ul style="list-style-type: none"> i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline <p>d) a developed, detailed knowledge of and experience in research in an area of the discipline</p> <p>e) developed critical thinking and analytical skills inside and outside the discipline</p> <p>f) the ability to apply learning from one or more areas outside the discipline</p>
2. Knowledge of Methodologies	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> • evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and • devise and sustain arguments or solve problems using these methods. 	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> • 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; and • describe and comment upon particular aspects of current research or equivalent advanced scholarship.

<p>3. Application of Knowledge</p>	<p>a) the ability to review, present, and interpret quantitative and qualitative information to:</p> <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and <p>b) the ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> i) analyse information; ii) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; iii) propose solutions; and <p>c) the ability to make use of scholarly reviews and primary sources.</p>	<p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and <p>b) the ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; <p>c) solve a problem or create a new work; and</p> <p>d) the ability to make critical use of scholarly reviews and primary sources.</p>
<p>4. Communication Skills</p>	<p>... the ability to communicate accurately and reliably, orally and in writing to a range of audiences.</p>	<p>... the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>
<p>5. Awareness of Limits of Knowledge</p>	<p>... an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.</p>	<p>... 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.</p>
<p>6. Autonomy and Professional Capacity</p>	<p>a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> • the exercise of personal responsibility and decision-making; • working effectively with others; 	<p>a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative, personal responsibility and accountability in both personal and group contexts; • working effectively with others; • decision-making in complex contexts;

	<p>b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</p> <p>c) behaviour consistent with academic integrity and social responsibility.</p>	<p>b) 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; and</p> <p>c) behaviour consistent with academic integrity and social responsibility.</p>
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