

UNDERGRADUATE DEGREE LEVEL STANDARDS – A Guide for Curriculum Developers in Degree Programs

In order to ensure that a baccalaureate standard has been attained in each course and across the program, the program framework and courses are benchmarked against standards set out by the Ontario Ministry of Training, Colleges and Universities under the Ontario Qualification Framework:

Ontario Qualifications Framework – Qualifications Standard for Baccalaureate/Bachelor’s Degree: Honours	Years 1 &2 Suggested Process Verbs for Learning Outcomes	Years 3&4 Suggested Process Verbs for Learning Outcomes	Examples of Learning Topics
<p>Depth and Breadth of Knowledge</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: 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> <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>	<p>Define Identify List Describe Recognize Explain Summarize Paraphrase Restate Illustrate Convert Exhibit Make sense of Represent Differentiate Correlate Establish <i>Search</i> <i>Bookmark</i> <i>Tag</i></p>	<p>Review Interpret Compare Contrast Examine Investigate Discover Distinguish Induce Predict Create Analogies Provide metaphors <i>Annotate</i> <i>Conduct Boolean Search</i></p>	<p>Terminology Taxonomies Definitions Historical aspects Identification of Theoretical frameworks Key figures and contributions to the field Socio-political factors affecting issues</p>

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<p>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:</p> <ul style="list-style-type: none"> a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship. 	Plan Collect Follow Reproduce Assemble Organize Devise Manage Estimate Create Prepare Analyze Compare Contrast Categorize Sort Cooperate Diagram <i>Link</i> <i>Media Clip</i> <i>Upload</i> <i>Share</i> <i>Post</i> <i>Highlight</i> <i>Retrieve</i>	Evaluate Appraise Select Compose Refine Synthesize Relate Test Monitor Respond Hypothesize Experiment Detect Rank <i>Mash</i> <i>Validate</i> <i>Reverse Engineer</i> <i>Crack</i>	Using equipment Employing system or framework Research methods Using formulae

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<p>Application of Knowledge</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; iv. solve a problem or create a new work; and <p>c. The ability to make critical use of scholarly reviews and primary sources.</p>	<p>Apply Make Determine Manipulate Employ Show Model Demonstrate Operate Illustrate Outline Separate Adapt Adjust Create Develop Implement Invent Perform Solve Produce Build Compose Dramatize Construct Generate <i>Run</i></p>	<p>Interpret Analyze Test Criticize Question Formulate Evaluate Assess Propose Initiate Critique Assume the role of Consider Imagine Influence Invent Improve Originate Design Instruct Coach Teach Hypothesize Customize Reframe Synthesize Project</p>	<p>Analyzing issues</p> <p>Synthesizing information</p> <p>Creating a product</p> <p>Applying a theoretical construct</p> <p>Adapting a concept</p> <p>Solving complex problems</p> <p>Critiquing arguments</p>

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	<i>Load</i> <i>Play</i> <i>Operate</i> <i>Mix / remix</i> <i>Wiki</i> <i>Videocast</i> <i>Blog</i>	<i>Execute</i> <i>Hack</i> <i>Edit</i> <i>Network</i> <i>Moderate</i> <i>Podcast</i> <i>Direct</i> <i>Broadcast</i> <i>Program</i> <i>Animate</i>	
<p>Communication Skills The ability to communicate information, arguments, and analyses accurately and reliably, orally, visually and in writing to a range of audiences.</p>	Write Research Decide Communicate Present Develop arguments Express Relate Role-Play Discuss Respond Represent <i>Email</i> <i>Twitter/microblog</i> <i>Post</i> <i>Blog</i> <i>Text</i>	Devise Sustain Defend Argue Justify Instruct Critique Synthesize Recommend Support Conclude <i>Blog</i> <i>Network</i> <i>Contribute</i> <i>Skype/Video conference</i>	Reading, writing, listening, speaking Presenting Demonstrating visual literacy Instructing, coaching Contributing Critiquing

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<p>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.</p>	<p>Appreciate Appraise Critique Justify Reflect Revise Value Realize Recognize Self-assess</p>	<p>Analyze Select Defend Support Interpret Evaluate Appraise Judge Accept Self-monitor</p>	<p>Self-assessing, reflecting Recognizing the limits of theoretical explanatory powers Defining and applying scope of practice Seeking lifelong learning opportunities</p>

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<p>Professional Capacity/Autonomy</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"> i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. working effectively with others; iii. decision-making in complex contexts; <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>	<p>Demonstrate responsibility and accountability Decide Manage Cooperate Involve Relate Accomplish</p>	<p>Collaborate Characterize Verify Validate Embody Accept Integrate Initiate Habituate Authenticate</p>	<p>Cooperating and collaborating</p> <p>Resolving Conflicts</p> <p>Making selections and decisions</p> <p>Showing initiative</p> <p>Integrating diverse opinions</p> <p>Respecting cultural differences</p> <p>Acting ethically</p> <p>Managing time effectively</p> <p>Creating a professional portfolio</p>

Verbs in italics are taken from digital taxonomy.