

Illustrative Example for Addressing 2.1.2.4.a)

Trent University, BA Honours, Human Rights and Global Justice

Trent University's BA Honours program in Human Rights and Global Justice was identified by the Quality Council's Appraisal Committee as an effective example of how the requirements of 2.1.2.4.a) can be addressed in a new program proposal submission.

The committee noted that the submission provided a clear and well-organized presentation of the QAF 2.1.2.4.a) content. Table 6.4 maps the Degree Level Expectations (DLEs) to the Program-level Learning Outcomes (PLOs) and the program's objectives, while Table 7.1 outlines the alignment between the program's courses and the DLEs. Reviewers also highlighted Table 7.3, which integrates the DLEs, PLOs, courses, assessment methods, and student achievement in a way that supports coherent program design.

While this example is comprehensive, it is important to note that programs are not expected to include as many PLOs as shown here in order to meet quality standards. Institutions are encouraged to determine the number and structure of their PLOs in a way that is tailored to their unique context and program goals.

6.4 ALIGNMENT OF PROGRAM OBJECTIVES, PROGRAM-LEVEL LEARNING OUTCOMES AND DEGREE LEVEL EXPECTATIONS

The following table demonstrates the relationship between the Program’s Objectives, Program-Level Learning Outcomes, and Degree Level Expectations.

Program Objectives (PO)	Program Level Learning Outcomes (PLO) Include related Objectives and associated Degree Level Expectations for each	Degree Level Expectations (DLEs)
<p>PO1 - Promote understanding of key concepts: Demonstrate a strong foundation in understanding the role of human rights in political and legal remedies, especially through courses in Political Studies, Philosophy, History, and International Development Studies, as well as two newly created first-year level course to educate students with a shared understanding of the underlying theory and practice of defining and advocating for human rights.</p> <p>PO 2 - Develop familiarity with methods of study of, and methods of advocacy for, human rights, especially through courses in Sociology, Gender and Social Justice, Philosophy, Political Studies, and International</p>	<p>PLO1 - Learn knowledge of human rights as these have been described over time and in different places Associated POs: 1, 2, 3 Associated DLEs: 1</p> <p>PLO2 - Identify argumentative claims being made about the nature and worth of human rights in a variety of sources, and identify assumptions underlying the various theories of human rights and arguments for them Associated POs: 2, 4 Associated DLEs: 1, 2, 4</p> <p>PLO3 - Critically evaluate the strengths and weaknesses of arguments, including competing arguments Associated POs: 2, 4 Associated DLEs: 1, 2, 4</p> <p>PLO4 - Identify competing interpretations of theories, including the ways in which differing assumptions and methods influence the interpretation of human rights Associated POs: 2, 3, 4, 5 Associated DLEs: 2, 4, 5</p>	<p>UDLE 1 - The ability to demonstrate knowledge, critical analysis and understanding of key concepts, including the intellectual history of human rights and conceptual forerunners, and moral and legal iterations of human rights at different times and in different places, as well as scholarly criticisms of human rights and the challenges and controversies surrounding their implementation</p> <p>UDLE 2 - Principles of reasoning and legal justifications of human rights and standing to lay claim to rights, as well as methods of human rights advocacy such as histories and practices of monitoring, information dissemination,</p>

<p>Development and Human Rights and Global Justice, including text-based research and experiential learning in activist, non-profit, juridical or governmental procedures.</p> <p>PO 3 - Encourage awareness of past experiences and possible complications in implementation of human-rights interventions in social, moral, and political contexts, especially through courses in History, Indigenous Studies, Canadian Studies, and Gender and Social Justice.</p> <p>PO 4 - Foster competency in communicating and relaying arguments for and criticisms of human rights-based approaches to problems. This involves problem definition and solving, critical thinking and independent learning, and gained comfort with oral presentations and/or complex writing. Students will have a firm grasp of the pitfalls and care needed for data gathering, program evaluation, and implementation of human rights.</p> <p>PO 5 - Apply critically perceptive approaches to the promotion of human rights in multi-cultural and intersectional contexts, and to shortcomings or unforeseen effects of human rights interventions, especially through courses in Political Studies, Indigenous Studies, International Development Studies, and</p>	<p>PLO5 - Develop and defend their own interpretations of texts and theories Associated POs: 2, 4, 5 Associated DLEs: 4</p> <p>PLO6 - Present clear and accurate reconstructions of arguments in accessible language in more than one mode of delivery, including written, oral, and visual forms Associated POs: 4, 5, 6 Associated DLEs: 4, 5</p> <p>PLO7 - Apply learning outside the area for which it is intended Associated POs: 4, 5, 6 Associated DLEs: 3</p> <p>PLO8 - Apply the appropriate critical theories and develop the appropriate methodologies to respond to specific problems, questions, issues and arguments Associated POs: 4, 5, 6 Associated DLEs: 3, 4, 5, 6</p> <p>PLO9 - Demonstrate engaged and active participation in their own learning process in written reflections, in class discussions, and in participation in group work Associated POs: 4, 6 Associated DLEs: 4, 6</p> <p>PLO10 - Convey understanding in complex, long-form writing of the variety and complexity of the questions that analysts of human rights seek to answer, the ways in which scholars and practitioners in human-rights studies seek to answer such questions, and the forms of advocacy that scholars and practitioners pursue as answers to these questions Associated POs: 3, 4, 5, 6 Associated DLEs: 3, 4, 5, 6</p> <p>PLO11 - Understand key theories, concepts, claims and arguments central to the history and practice of human rights formation and advocacy, in tests and essays focused on such topics Associated POs: 1, 2, 3, 4 Associated DLEs: 1, 2, 3, 4</p>	<p>political and legal action, strategic litigation, community-based activism, rights-based development, and policy making</p> <p>UDLE 3 – Understanding application of both principles of advocacy and critiques of implementation, in order to demonstrate judgment in the appropriateness of rights-based interventions, activism, and policy recommendations</p> <p>UDLE 4 - Strong communication skills including the ability to express ideas professionally and efficiently using digital, visual, oral, and written presentation techniques as appropriate to select audiences and subject matter.</p> <p>UDLE 5 - Understanding the limitations of human rights as correctives to moral and legal problems, while understanding the importance of human rights to individuals and to communities</p> <p>UDLE 6 - Consultation and advocacy skills such as the ability to include diverse populations as allies in problem-solving initiatives and instances; appreciate the practical experiences of existing organizations; and advocate effectively on behalf of disadvantaged and marginalized populations to increase their opportunities</p>
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<p>Human Rights and Global Justice.</p> <p>PO 6 - Gain understanding of and experience with practices of advocacy, communication, and modes of knowledge mobilization, especially through upper-level courses prioritizing seminar experiences and student-teacher contact that enable learning formal and informal writing and presentation skills in order to effectively and professionally address a variety of audiences, through oral, written and graphical means and participate effectively in team and individual activities.</p>	<p>PLO12 - Recognize the significance of, and reasons for, shifts in the theories, policies, and practices used in advocacy of human rights Associated POs: 3, 5 Associated DLEs: 3, 5</p> <p>PLO13 - Understand the ways in which the theories, policies and practices of human rights studies are a function of the wider social, political, economic and environmental context within which arguments for global justice are constructed and refuted, through successful completion of theory-critical courses Associated POs: 3, 5 Associated DLEs: 3, 5</p> <p>PLO14 - Demonstrate familiarity with influential key texts in human rights literature Associated POs: 1, 2, 3, 4, 5 Associated DLEs: 1, 2, 3, 4, 5</p> <p>PLO15 - Understand theories and concepts related to specific sub-fields of human rights, especially specific areas of application of rights concepts Associated POs: 2, 3, 5 Associated DLEs: 2, 5, 6</p> <p>PLO16 - Recognize and apply specific methods of enquiry used in the various sub-fields of human rights Associated POs 2, 4, 5 Associated DLEs: 2, 5, 6</p> <p>PLO17 - Recognize and apply specific methods of advocacy used in the various sub-fields of human rights Associated POs: 4, 6 Associated DLEs: 4, 5, 6</p> <p>PLO18 - Work independently, and contribute effectively to a team in experiential learning opportunities Associated POs: 2, 4, 6 Associated DLEs: 3, 5, 6</p>	<p>to lay claim to human rights and to advance cases for previously unrecognized human rights or standing</p>
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SECTION 7 – ASSESSMENT OF TEACHING AND LEARNING

This section discusses the assessment of teaching and learning and how you link ‘what’ and ‘how’ students are learning to the program-level learning outcomes and degree level expectations.

7.1 CURRICULUM MAPPING

This table shows the alignment of required program components with degree level expectations and indicates the level of learning – I for Introductory, R for Reinforcement, and A for Advanced.

Required Program Components		Level of Learning	Related Degree Level Expectations					
Program Component	Course Title		1	2	3	4	5	6
			Depth & Breadth of Knowledge	Knowledge of Methodologies	Application of Knowledge	Communications Skills	Awareness of Limits of Knowledge	Autonomy and Professional Capacity
HURI 1XXXH	Human Rights Foundations	I	X			X	X	
HURI 1XXXH	Human Rights Topics	I	X		X	X	X	
HURI 2XXXH	Human Rights: Theory and Practice	R	X	X	X	X	X	
HURI 2251H	Gender Human Rights, and Development	R	X			X	X	
PHIL 2150H	Philosophy of Law	R	X			X		
HURI 3121H	Human Rights: Law and Institutions	R	X	X	X	X	X	
IDST 3120H	Citizenship, Rights and Development	A	X			X	X	
HURI 3881H	Gender, Globalization and Resistance	A	X			X	X	
IDST 3150H	Global Migration	A	X			X	X	
GESO 3962H	Gender, Sexualities, and the Law	A	X		X	X	X	
INDG 3402H	Law and Indigenous Peoples	A	X		X	X	X	
PHIL 3140H	Justice and Rights	A	X			X		
HIST 3320	A History of Comparative Genocide	A	X			X		
IDST 3800/3802D	Community Development/Community Development and Migration	A		X	X	X		X
IDST 3850H	Field Course	A	X	X	X	X	X	X
IDST 3830H	Field Course in Andean Community Development	A		X	X	X	X	X
POST 3850H	Leadership Lab: Research and Practice	A		X	X	X		X
HURI 4XXXH	Human Rights Honours Seminar	A	X	X	X	X	X	X
GESO 3122H/4122H	Activists and Activisms: Social Justice and Decolonial Perspectives	A	X		X	X	X	
IDST 4260H	Global Governance and Social Justice	A	X		X	X	X	
IDST 4220/4221Y	Community-based Research Methods/ and Migration	A		X	X	X		X
IDST 4150Y	Climate Crisis and Radical Hope	A	X	X	X	X	X	
SOCI 4630H	Advanced Seminar in Sociology of Gender	A	X			X	X	
HURI 4750H	Ethnicity, Political Violence, and Genocide	A	X		X	X	X	
POST 4850H	Public Policy Field Placement	A		X	X	X		X

7.2 ASSESSMENT METHODS AND STUDENT ACHIEVEMENT (QAF 2.1.2.4a)

This section assesses the appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations

Assessment of student learning is critical to any curriculum. It allows us to gauge whether students are achieving the program goals and it provides evidence on which to assess the efficacy of delivery modes.

Course Assessment Practices and Course Syllabi

For each course taken by students, instructors distribute a course syllabus that outlines course-specific assessment and evaluation information (see appendices for Course Syllabi). Each syllabus also includes learning outcomes for the course that are aligned to the overall program goals and the undergraduate degree level expectations. Also included in each syllabus are outlines of topics, assignments, due dates, grading schemes, and weightings of assignments. Assessment and evaluation occur throughout each course to ensure students are informed of their progress from beginning to end.

Formative and Summative Evaluation

Both formative and summative evaluation are used throughout the program to provide feedback and measures of student achievement in meeting learning outcomes. Formative evaluation involves different feedback mechanisms on students' work from faculty and peers. Faculty provide feedback on written assignments in the form of specific comments, transmitted directly to individual students, and general comments discussed with the entire class. In-class and seminar discussions allow students to receive immediate feedback from their instructors and their peers. Ongoing assessment of this sort allows students to identify their strengths along with areas for improvement. It is our experience that the quality of work of the vast majority of students improves dramatically over the course of their time as they respond well to the constructive criticism received and adopt strategies to improve the quality of their work. This improvement of skills is of critical importance in a program on Human Rights and Global Justice as we aim to foster students' capacities to carry their understanding of course materials into practice in concrete situations.

Assessment tools in proposed new courses and existing courses in the curriculum that contribute to the Human Rights and Global Justice degree program consist of the following with specific mixes dependent on the level and content of the course.

- essays
- tests
- quizzes
- reflective reading journal entries
- written assignments
- group case work
- oral presentations
- visual presentations
- in-class exercises

Methods being used to grade assignments will be varied and detailed. The evidence that the specific goals of the degree program have been achieved will be assessed by evaluating students in:

- criteria referenced scoring schemes with points awarded for each criterion; clear rubrics;
- critical feedback in the form of descriptive comments including strengths, areas for improvement, and next steps;
- formative assessment including both peer and self-evaluation as components of evaluation of group work, collaborative projects and individual presentations;
- letter grades with accompanying comments; summative assessment.

Written materials allow students to demonstrate their proficiency in grasping and critically evaluating the primary literature, and their ability to convey an understanding of fundamental concepts and theories. Detailed feedback from instructors allows students to learn how to write clearly, carefully and with increasing maturity of comprehension.

Oral presentations, on the other hand, foster immediate, face-to-face communication, interaction, and professional skills, while allowing an assessment of how well the student understood and critically evaluated the information. Progression of oral presentation requirements, beginning in the second year, provides students with the confidence to give further oral presentations, and improves the flow and diction in their language, and deeper understanding of the required compression and rework required to communicate complex concepts.

Assessment of all student progress, including all required and recommended (elective) courses, will be conducted using the following guidelines:

1. fairness;
2. reliable and timely feedback to students' submissions;
3. clearly communicated assignments, provided with sufficient time before the due date for thoughtful completion; and
4. flexibility in allowing individuals to demonstrate their competencies.

In addition, the courses and their material will:

1. clearly support stage-specific (e.g., year 1, year 2, etc.) expectations for students at each level of progression through the program;
2. be authentic and relevant to the student; and
3. vary according to the purposes of the course and the intent of the instructor.

The blend of academic and experiential evaluation will provide students with a bridging experience between the academic and professional worlds, especially in the emphasis placed on synthesis and integration of theoretical knowledge with experiential learning. The broad and repeated exposure to concepts from multiple competing and collaborative perspectives will ensure graduates are well positioned to continue in a career equipped with the skills for lifelong learning.

Depth and Breadth of Knowledge (UDLE 1) is typically assessed through tests, quizzes, and exams to gauge students' abilities to recall, comprehend, and synthesize course material. Testing remains a conventional way to determine students' understanding and mastery of foundational knowledge. In general, traditional testing comprises < 50% of the final mark of a student.

Knowledge of Methodologies (UDLE 2). The broad mixture of material and courses required for this degree with provide students with integrated hands-on experience, preparing them well with a base of methodologies, and equipping them for continued integration of new material upon graduation.

Application of Knowledge (UDLE 3) is more heavily emphasized in upper-year courses once foundational knowledge is established. As the program progresses, assessment continues to be performed via coursework, especially complex and multi-stage assignments, case studies, and integrated term projects. The curriculum contains numerous courses and opportunities for application of knowledge to real-world issues.

Communication Skills (UDLE 4) are emphasized at all levels of the degree, especially with respect to clarity of expression and appropriateness of media and content. The ability to write clear prose can be challenging and will be continually tested and reinforced through term work, tests, quizzes and examinations. Group work, presentations and seminars will also contribute to students’ growth through the program, culminating in the community learning service course.

Awareness of Limits of Knowledge (UDLE 5) As students progress from second to third and then fourth year, numerous real-world datasets and case studies will exhibit the pitfalls and obstacles and prepare students for understanding the limitations of human rights conceptions and rights-based interventions.

Autonomy and Professional Capacity (UDLE 6) will be developed in students by successive removals of supporting structure as they progress through the coursework for the degree. While concepts of rights and justice begin simply, as students gain experience, confidence, and autonomy, they will be increasingly required to integrate these into projects and assessments, and eventually into experiential-learning situations. Integration with UDLE 5 (Limits of Knowledge) will force students to confront the reality of limits to the realization of human rights at both the individual and community levels.

7.3 Table – Snapshot Demonstrating Student Achievement

This table demonstrates how assessment methods effectively measure student achievement of program-level learning outcomes and degree level expectations.

Map Program Requirements (i.e., courses, experiential education requirements, theses or major research projects) to Program Objectives and Program Level Learning Outcomes. It is important to show how students can see the connection between learning outcomes and program requirements.

Program Learning Outcome	Degree Level Expectation	Required Course or Program Component	Teaching or Learning Activity	Assessment Method	Demonstrate Student Achievement
By the end of the program, students graduating will be able to ...	Identify the DLE that example is demonstrating		What teaching or learning activity are students exposed to	What is specifically collected from the student as evidence that they have achieved the PLO	Show how assessment effectively measures student achievement of PLO and DLE

			that will help them achieve this PLO		
<p>PLO1. Learn knowledge of human rights as these have been described over time and in different places. & PLO11. Understand key theories, concepts, claims and arguments central to the history and practice of human rights formation and advocacy</p>	<p>DLE1 Knowledge & understanding of key concepts and DLE 3 Understanding application & appropriateness of rights-based interventions</p>	<p>Introductory courses, HURI 1XXXH: Human Rights Foundations & HURI 1XXXH: Human Rights Topics</p>	<p>Class participation, essays, take home tests and in-person examinations</p>	<p>E.g., in HURI 1XXXH mid-term tests and end-of-term exams combine multiple choice, true or false, short answer and long answer questions in order to assess the development of students' independent abilities in critical thinking.</p>	<p>Students employ critical thinking abilities to complete variety of question types including multiple choice, true or false, short answer, and long answer questions.</p>
<p>PLO2. Identify argumentative claims being made about the nature and worth of human rights in a variety of settings, and identify assumptions & PLO8. Apply theories and methodologies to respond to specific problems, questions, issues and arguments.</p>	<p>DLE 2 Principles of reasoning and legal justification and DLE 5 Understanding the limitations while understanding the importance of human rights to individuals and to particular communities, as well as DLE 1, DLE 3</p>	<p>Second-year level requirements HURI 2XXXH Human Rights: Theory and Practice & HURI 2251H: Gender, Human Rights and Development</p>	<p>In-class discussion and debates, in-class tests, research papers, final take-home exams</p>	<p>E.g., in HURI 2251H: Research essays require independent self-directed research using five peer-reviewed academic journals.</p>	<p>Students are expected to understand how to make critical, analytical arguments through active listening, effective reading and note-taking, and the extraction of the main concepts, ideas and arguments.</p>
<p>PLO8. Apply theories and methodologies to respond to specific problems, questions, issues and arguments.</p>	<p>DLE 5 Understanding the limitations while understanding the importance of human rights to individuals and to particular</p>	<p>Third-year level requirement, HURI 3121H: Human Rights—Law and Institutions</p>	<p>Roundtables, critical reflection papers, online discussion forums, oral and visual</p>	<p>E.g., in HURI 3121: Small groups create a PowerPoint presentation on a human rights case they are building for a UN treaty</p>	<p>Students apply their knowledge of human rights issues and the UN treaty system, work collaboratively, synthesize information, and present their findings.</p>

	communities, as well as DLE 3		presentations	body, and act as the case experts.	
PLO5. Develop and defend their own interpretations of texts and theories; & PLO6. Present clear and accurate reconstructions of arguments in accessible language in more than one mode of delivery	DLE 4 Strong communication skills including visual, oral, and written presentation techniques as appropriate to select audiences and subject matter, as well as DLEs 3 & 5	HURI 4XXXH: Human Rights Honours Seminar	Position papers, research essays	E.g., in HURI 4XXXH: Research essays require independent secondary research to develop and defend interpretations of texts and theories, and present clear reconstructions of arguments.	Students are expected to make critical, analytical and original arguments within the context of an analytical framework used within human rights scholarship.
PLO10. Convey understanding in complex, long-form writing of the variety and complexity of the questions that analysts of human rights seek to answer, and forms of advocacy	DLEs 4 & 5	Fourth-year level electives, 2.0 credits at the 4000 level in addition to the above, at least 1.0 credit of which must be from Category A	case study research paper, final take home exams, advocacy campaign simulation exercises	E.g., in IDST 4150H: At COP27, students identify activist spaces, key messages, and lead activists, centralize sources, compare notes, communicate key messages to the public, and write an opinion piece on the event's relevance for climate justice.	Students develop advocacy skills, such as research, strategic planning, communication, and collaboration, and engage with real-world issues to develop a deeper understanding of the complexities and challenges involved in advocating for a human rights case.
PLO16. Recognize and apply specific methods of enquiry used in the various sub-fields of human rights.	DLE1 DLE3	Electives, 4.5 credits in addition to the above, at least 2.5 credits of which must be from Category A	Quizzes, tests, short and long essays, online discussion forums, oral and visual presentations	E.g., in PHIL-2150H: Philosophy of Law, the second paper of 2000 words defends an original thesis in relation to the various philosophical positions	Students employ concepts and approaches to jurisprudence and standing to lay claim to rights in order to offer a perspective on arguments for and against finding in favor of rights-holders in particular cases.

				considered in the course	
PLO17. Recognize and apply specific methods of advocacy used in the various sub-fields of human rights. & PLO18. Work independently, and contribute effectively to a team in experiential learning opportunities.	DLE 6 Consultation and advocacy skills; practical experiences of existing organizations; and advocate effectively on behalf of disadvantaged and marginalized populations	Experiential learning course, 0.5 credit from IDST 3800/3802D, IDST 3850H, IDST 3830H, IDST 4220/4221Y, GESO 3122H/4122H, or POST 4850H	Field work or placements with organizations or activist groups, events, roundtables and guest-lectures with practitioners, as well as relevant textual studies	E.g., in GESO 3122H/4122H, students at end of term contribute to the class blog, posted on a public course site in order to be shared with a wider audience.	Requires student reportage and synthesis of experiences, offers contribution to the activist research program and its participants/ community, and demonstrates connection to and analysis of the course materials.