

University of Toronto Mississauga Undergraduate Degree Level Expectations (2022)

Preamble

In December 2005, the Council of Ontario Universities issued a set of degree level expectations (drafted by the Ontario Council of Ontario Academic Vice-Presidents or OCAV) which would be used to measure the quality of proposed new programs and existing programs in Ontario's publicly assisted universities. These were developed as part of an initiative to provide guidance to governments in Canada seeking to assess new degree programs and degree granting institutions. In May 2006, OCAV advised the Principals and Deans of the University of Toronto that each division should consult its stakeholders and propose its own degree level framework.

In response, the UTM community developed a set of Undergraduate Degree Level Expectations, or UDLEs, that have served from 2006 to 2022. At that time, it was agreed that once departments had sufficient time to map their curricula and work with these expectations, they would be revisited. Accordingly, a Degree Learning Expectations working group composed of members from disciplines across the curriculum met over 2015-16 to revise and renew UTM's UDLEs. In early 2022, in response to the university's regular 5 to 8 year reviews of academic institutions, the UTM UDLEs were revisited and re-confirmed with revisions by a working group composed of members from across disciplines.

This document, the University of Toronto Mississauga Undergraduate Degree Level Expectations (2022), is the result of these working groups' efforts. It provides a set of guidelines that UTM has established for its undergraduate degree level students. In keeping with the practice of other first-entry divisions at the University, we have continued to use as our starting point the six general categories contained in the original 2005 OCAV document.

In practical terms, we envision that this document will be used to guide departments in:

- the review, mapping, evaluation, and development of curricula in their specialist, major, and minor programs;
- the evaluation of specialist, major, and minor program changes and new programs as part of the governance approval process; and
- the assessment and reviews of academic units and their programs by external reviewers and program auditors.

More generally, this document will help to inform and assess the work UTM's faculty, staff, and administrators do when supporting the academic and personal development of UTM students. To help program developers and reviewers situate their development or review of a program in relation to the UDLEs, we have included an interpretive appendix that provides illustrative examples and commentary.

The UDLEs encompass a range of competencies that students will acquire as part of their overall degree experience: some within the context of a major or specialist program, others as part of the complex of personal and intellectual changes that students experience as members of a research-intensive university and of the UTM community.

It is important to stress that these guidelines reflect minimal objectives for UTM students, not fullest aspirations. In envisioning ideal graduates, we hope that many, if not most, UTM students acquire competencies and experience that far exceed these guidelines by taking full advantage of the experiential, inquiry-driven, and collaborative opportunities that UTM has to offer, including research, study abroad, artistic endeavors, volunteer work, and student leadership. We want UTM undergraduate students to form personal and community connections and have moments of meaningful scholarly, artistic, and personal discovery that will remain with them for years to come. Finally, we hope UTM graduates will be distinguished professionals and educators; effective agents of change; and creative, ethical, and intellectual forces in the broader community.

Guidelines for University of Toronto Mississauga Undergraduate Degree Level Expectations (2022)

This document provides the general competencies that must be demonstrated by all students in all UTM degree programs; all of these Undergraduate Degree Level Expectations apply to all disciplines, and the committee has taken care to write them so that this is possible.

The term “goals” refers to an instructor-centred, general outcome for each of the fields of study.

The term “learning outcome” refers to a student-centred, specific, and measurable outcome for each of the fields of study.

The H.B.A., H.B.Sc., B.B.A., and B.Com. at the University of Toronto Mississauga are awarded to students who have demonstrated the following competencies:

1. Breadth & Depth of Knowledge

Goals:

Breadth of Knowledge: In the course of their studies, students will gain an awareness and appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields. Students will engage in critical thinking and analytical skills – including with respect to equity, diversity, and inclusion – through courses within and beyond their core field(s) of study, across the humanities, the social and behavioural sciences, and the natural sciences.

Depth of Knowledge: Students will attain depth of knowledge in their core field(s) of study through a progression of introductory, core, and specialized courses.

Outcomes:

- a. Identify and examine the central concepts, theoretical approaches and assumptions, intellectual history, and recent advances of the core field(s) of study.*
- b. Describe the major topics in the core field(s) of study and how they relate to other fields of study.*
- c. Apply critical and analytical skills within and beyond the core field(s) of study, including critical reflections on equity, diversity, and inclusion.*

2. Knowledge of Methodologies

Goals: Students will have knowledge of and experience with different methodologies and approaches relevant to their core field(s) of study.

Outcomes:

Identify and describe methods of inquiry and/or creative activity in their core field(s) of study.

- a. Select and implement appropriate methodologies to engage in inquiry in their core field(s) of study.*
- b. Evaluate the efficacy of different methodologies in addressing questions that arise in the core field(s) of study.*

3. Application of Knowledge

Goals: Students will be able to frame relevant questions for further inquiry within or beyond the core field(s) of study. They will be able to identify and apply the appropriate tools with which they can address such questions effectively. This includes a knowledge of how historical and present discrimination (including, but not limited to, discrimination on the basis of race, religion, sexuality, gender, and ability) affect these questions, problems, and solutions.

Outcomes:

- a. Gather, review, interpret, produce, present, and critically evaluate information, arguments, assumptions, abstract concepts, hypotheses, and/or creative options.*
- b. Make informed judgments in accordance with the major theories, concepts, methods, and intellectual and creative traditions of the core field(s) of study.*
- c. Apply relevant concepts, principles, and techniques within and beyond the core field(s) of study.*
- d. Frame appropriate questions, solve problems, and propose and test solutions.*
- e. Formulate coherent lines of argument.*

4. Communication Skills

Goals: Students will be able to effectively communicate and critically evaluate information, arguments, and analyses, using a range of modes of communication.

Outcomes:

- a. Express information, arguments, and analyses accurately and with clarity, using inclusive language and a range of modes of communication.*
- b. Present work in a variety of formal and informal contexts in forms appropriate to the core field(s) of study.*
- c. Communicate effectively with a diverse range of audiences*
- d. Effectively convey an understanding of equity, diversity, and inclusivity principles by using respectful and inclusive language.*

5. Awareness of Limits of Knowledge

Goals: Students will acknowledge and appreciate the limits of their own knowledge. They will also gain an awareness of the uncertainty, ambiguity, and limits of our collective knowledge and how these might influence analyses and interpretations.

Outcomes:

- a. Identify the limits of their own knowledge and ability.*
- b. Recognize the uncertainty, power relations, ambiguity, and limits of knowledge and how this might influence analyses and interpretations.*

6. Autonomy and Professional Capacity

Goals: Students will acquire the skills, knowledge, and critical problem solving they need to become informed, ethical, inclusive, independent, and creative thinkers and decision-makers; gain an awareness and appreciation that knowledge and its applications are influenced by and contribute to society as a whole; and lay the foundation for learning as a life-long endeavour.

Outcomes:

- a. Manage and critically reflect on their own learning within and beyond the core field(s) of study.*
- b. Uphold the ethical values of the University, including freedom of expression and scholarly inquiry, academic integrity, equity, diversity, and inclusion, sustainability, and global citizenship.*
- c. Exercise initiative, personal responsibility and accountability in personal and group problem solving and decision-making contexts.*
- d. Identify how their areas of study relate to their personal and professional development.*

A supplement with examples and links to the many teaching and learning support services at UTM is available on the [UTM Program and Curriculum website](#). This document will be reviewed on a regular schedule together with the UDLEs, but may also be updated more often to reflect new examples and pedagogical advancements.