LEARNING OUTCOMES
Framework

Preface

This Learning Outcomes Framework is meant to be both foundational and aspirational. It encompasses Queen's core values and presents ambitious challenges. It is a blueprint for students and faculty to plan, document and collate the richness of the student learning experience at Queen's.

Queen's prides itself in having a balanced academy, offering a transformative student learning experience in a research-intensive environment. At Queen's, learning takes place in courses and programs, in classrooms, libraries, labs, field studies, internships, and more. Valuable learning also takes place through engagement in volunteerism, student government, co-curricular student programming, international experiences, athletics, clubs and residences. In an effort to strengthen the learning environment, the university is investing in articulating learning from a student's perspective, reflecting the knowledge, skills and habits of mind that are gained through successful completion of a course or program.

Through the Council of Ontario Universities' Quality Council, Degree Level Expectations are mandated for undergraduate and graduate study, and almost all programs at Queen's now have identified learning outcomes. It is important that our prospective students and graduates be able to anticipate and articulate their learning experiences over the course of their degree, aggregating their learning across academic programs and co-curricular activities.

While the Learning Outcomes Framework is meant to encompass the vast diversity of learning at Queen's, it also attempts to differentiate and specify the comprehensive learning experience at Queen's. The aim is to define the unique characteristics of a Queen's degree by identifying the specific attributes and capacities of Queen's graduates. During the consultation process, the Learning Outcomes Working Group heard that the broader learning environment and the rich co-curricular opportunities available to students enables them to develop skills in leadership and interpersonal communication. The group also heard that the research-intensive learning environment facilitates deep and engaged learning, especially at the graduate level. Consequently, two of the categories that differentiate this framework from those of other universities are "Research-Focus | Practice-Orientation" and "Leadership."

Broad consultation, evidence gathering and analysis undertaken in the development of the learning outcomes confirmed these attributes as valued characteristics of Queen's graduates. Graduate students at Queen's have a unique perspective on learning, often immersed in research at a very deep level in collaborative and discipline-based learning communities. The working group heard from graduate students that they especially value their role in knowledge creation and dissemination, but are equally keen to develop professional skills to prepare them for a variety of career options. In order to ensure that the framework encompasses all levels of learning at Queen's, the working group has included illustrative examples to articulate the achievement of learning outcomes for different credentials, including bachelor's, professional master's, research master's and Ph.D. degrees.

Moreover, transformations in the educational landscape mean that Queen's now has many degree-seeking students who learn in a fully online environment and do not come to campus. It is vital that this increasingly significant group be included in the learning vision for Queen's and have equitable opportunities to develop skills associated with experiences inside and outside of the classroom.

The Learning Outcomes Framework is meant to guide the development of learning outcomes in courses and programs, in alignment with existing program-level outcomes and accreditation requirements. There are a great number of ways in which the framework can be used, including:

- to enable prospective students to get a sense of learning at Queen's

- to provide current students with learning goals

- to assist graduating students in articulating their learning to future employers

- to assist students to aggregate their learning across a full degree or credential (e.g. in an ePortfolio)

- to encompass learning outcomes that span both curricular and co-curricular experiences

- to guide the development of program-level learning outcomes

- to inform long-term strategic planning and programming

- to strengthen and articulate Queen's distinctiveness

- to contribute to and enhance the QUQAP Cyclical Program Review process

LEARNING OUTCOMES

Knowledge and
Intellectual Capacities

Research-Focused
Practice-Oriented

Community
Engagement

Leadership

Personal
Capacities

Interpersonal
Capacities

Queen's
UNIVERSITY

FRAMEWORK

KNOWLEDGE AND INTELLECTUAL CAPACITIES

Knowledge in Area of Specialization

Creative Thinking

Problem Solving

Critical Thinking

Quantitative Literacy

Information Literacy

Students critically engage with material and provide informed and innovative conclusions, judgments or solutions that incorporate appropriate qualitative and quantitative information as needed, while recognizing the need for ongoing learning and the limits of knowledge.
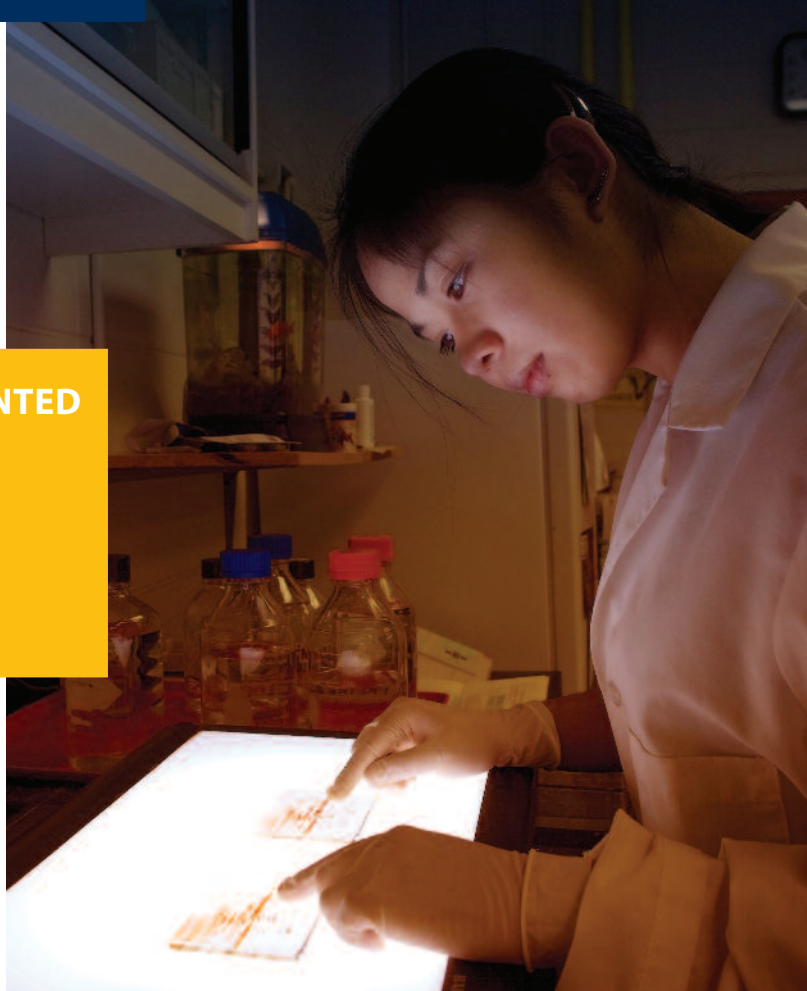
RESEARCH-FOCUSED | PRACTICE-ORIENTED

Foundations for Lifelong Learning

Application of Knowledge

Knowledge Creation and Dissemination

Inquiry and Analysis

Students engage in learning and discovery, and transfer knowledge and skills to new situations, experiences and environments, in academic, personal and professional settings.

LEADERSHIP

Initiative and Persistence

Nurturing Self and Others

Integrity and Social Responsibility

Students take initiative by providing vision, motivation and action in academic, personal and professional settings, guided by evidence and principles.

INTERPERSONAL CAPACITIES

Collaboration

Written Communication

Oral Communication

Students make meaningful contributions in a group environment with strong effort and a positive manner of interaction, in both oral and written communication.

PERSONAL CAPACITIES

Self-Management

Disposition to Improve

Ethical Reasoning

Respecting Diverse Ways of Knowing

Students manage and evaluate their own learning, behaviour, well-being and values, while practicing ethical decision-making in a variety of contexts.

COMMUNITY ENGAGEMENT

Civic Engagement

Global Learning

Intercultural Competence

Students make a difference in their communities, both locally and globally, and develop a set of skills and attributes that support effective and appropriate interaction in diverse cultural contexts.

Queen's Learning Outcomes Framework
Rubric with illustrative examples of program-level outcomes

By the end of a program of study, successful students will be able to:

Bachelors

KNOWLEDGE AND INTELLECTUAL CAPACITIES

Knowledge in Area of Specialization | Creative Thinking | Problem Solving | Critical Thinking | Quantitative Literacy | Information Literacy

Accurately interpret basic data calculations and results of scientific processes related to the discipline.

RESEARCH-FOCUSED | PRACTICE-ORIENTED

Foundations for Lifelong Learning | Application of Knowledge | Knowledge Creation and Dissemination | Inquiry and Analysis

Draw accurate conclusions after engaging with scientific endeavour with a logical application of appropriate method.

LEADERSHIP

Initiative and Persistence | Nurturing Self and Others | Integrity and Social Responsibility

Demonstrate leadership skills in working with peers in the achievement of a specific task with explicit boundaries.

INTERPERSONAL CAPACITIES

Collaboration | Written Communication | Oral Communication

Express ideas clearly and convincingly in oral and written communication.

PERSONAL CAPACITIES

Self-Management | Disposition to Improve | Ethical Reasoning | Respecting Diverse Ways of Knowing

Demonstrate ethical behaviour in accordance with academic and professional standards.

COMMUNITY ENGAGEMENT

Civic Engagement | Global Learning | Intercultural Competence

Demonstrate an ability to link academic knowledge and research to political and social issues, locally and globally.

Professional Masters	Research Masters	PhD
Utilize a systematic understanding of inter- and disciplinary knowledge and a critical awareness of current problems and/or new insights to lead processes that solve a concrete and definable problem.	Offer critical assessments of key theoretical and methodological issues and debates in the defining scholarship of the discipline with respect to historical, social, cultural, political, and economic contexts and implications.	Demonstrate, through a literature review, a thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.	Utilize methods central to inquiry in the discipline, connecting these to emerging issues, enabling critical evaluation of complex issues, resulting in independent scholarship.	Be actively involved in discovery activities including knowledge creation, critique and synthesis of the significant theoretical and practical applications central to areas of study.
Provide leadership in a professional environment, incorporating principles of effective leadership to address an identified issue or opportunity.	Develop disciplinary leadership through basic knowledge creation, transfer and dissemination, as appropriate to the field of study.	Demonstrate disciplinary leadership through advanced knowledge creation, transfer and dissemination, as appropriate to the field of study.
Articulate the professional, civic and ethical responsibilities within their field of study.	Demonstrate critical self-reflection of one's own assumptions and values as applied to community problems and contexts.	Convey, orally and in writing, complex and sensitive problems clearly and succinctly to diverse stakeholder groups.
Comprehend and discuss the impact of the disciplinary practices in global and societal contexts.	Convey, orally and in writing, complex and sensitive problems and arguments clearly and succinctly to diverse stakeholder groups, including within academic contexts.	Demonstrate ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research.
Clearly and effectively articulate their research findings, arguments and opinions both orally and in written format.	Participate in the intellectual and organizational aspects of the profession as applicable to the major area of study, including the ethical conduct of research.	Undertake formal discovery activities that have applications to problems within the local and global community.