



QUQAP REQUIREMENTS

Program Learning Outcomes and Degree Level Expectations

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Program Design

Objectives

what the
instructors are
responsible to do

Outputs

what the students
are responsible to
do

Outcomes

the overall
impact of the
program

*Design
process*



Learning Outcomes

- Learning **outcomes** explain the deeper learning that the course/program intends to produce – the overall impact of the course/program.
- The outcomes define the attitudes and abilities that *should* result from the learning but are not necessarily measurable, especially in the short term.



IDENTIFY STUDENT LEARNING OUTCOMES

You're at the mall and run into a student who graduate as a department major five years ago. As the student looks at you and remembers the her time in the program, what would you like to have running through the student's mind at that moment?

How would you want to her to end the following sentence? "The program was so great; as a major I learned _____."



IDENTIFY STUDENT LEARNING OUTCOMES

- What big questions will the program help students answer, or what skills, abilities, or qualities will it help them develop, and how it encourage student's interest in these questions and abilities?
- What reasoning abilities must students have or develop to answer the questions the program raises?
- What mental models are students likely to bring with them that will challenge? How can the program help them construct that intellectual challenge?

(adapted from Bain 2004:50-51)

Degree Level Expectations

- Appendix 1: Ontario Council of Academic Vice-presidents' Undergraduate and Graduate Degree Level Expectations
 - Baccalaureate/bachelor's degree
 - Baccalaureate/bachelor's degree: honours
 - Master's degree
 - Doctoral degree

Degree Level Expectations

- Six categories:
 1. Depth and breadth of knowledge
 2. Research and scholarship
 3. Level of application of knowledge
 4. Professional capacity/autonomy
 5. Level of communications skills
 6. Awareness of limits of knowledge
- These are *their* general categories for the “outcomes” [= DLEs]

Degree Level Expectations

- QUQAP § 1.2 – “*List the Objectives of the Program (or Programs) and specify the anticipated learning outcomes and career paths [Refer to Graduate Degree Learning Outcomes GDLE, page 34 of QUQAPs]*”
- Categorize the program learning outcomes according to the six categories – the deeper learning that the program intends to produce

Degree Level Expectations

- Appendix 1: Ontario Council of Academic Vice-presidents' Undergraduate and Graduate Degree Level Expectations
 - Baccalaureate/bachelor's degree
 - Baccalaureate/bachelor's degree: honours
 - Master's degree
 - Doctoral degree
- “This degree is awarded to student who have demonstrated the following:”

M.T.S. Degree	This degree is awarded to students who demonstrate:
<i>Depth and breadth of knowledge</i>	a thorough understanding of a substantial body of knowledge that is at the forefront of the discipline of theological studies and ancillary disciplines.
<i>Research and scholarship</i>	<p>critical thinking skills and comprehension of techniques of research and inquiry used in the various theological sub-disciplines of biblical studies, history, theology, ethics, and pastoral theology;</p> <p>integration of learning across the various theological sub-disciplines;</p> <p>critical evaluation of complex issues and arguments with current research and scholarship of the discipline.</p> <p>the development and support of a sustained argument in written form.</p>
<i>Level of application and knowledge</i>	competence in the integration of learning and application of ideas and theories to old and new questions and problems in theological studies;
<i>Professional capacity / autonomy</i>	<p>critical thinking, independent inquiry, and rational argumentation;</p> <p>ethical behaviour consistent with academic integrity and appropriate for the responsible conduct of research.</p>
<i>Level of communications skills</i>	the ability to communicate ideas, issues, and conclusions clearly.
<i>Awareness of limits of knowledge</i>	cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

Student **Outputs**

- Student **outputs** delineate what the student is responsible to do in the course/program, including the nature of the work that will be required for assessment.
- Most often, these are the graded assignments in courses or summative pieces in the program such as a major research essay or a thesis.

Student outputs must be “SMART”

Specific: expressed clearly and singularly

Measurable: ideally in quantitative terms

Acceptable: to stakeholders

Realistic: in terms of achievement

Time-bound: a timeframe is stated

Degree Level Expectations

- QUQAP § 4.1 – “*Degree Level Expectations (DLE) – In Table 3 below, summarize how the Program’s structure and requirements address each DLE listed as well as any additional program-specific DLEs (Refer to Graduate Degree Learning Outcomes GDLE, page 34 of QUQAPs for more information about graduate DLEs).*”
- Categorize the student outputs in the program according to the six categories – the nature of the work that will be assessed.

3. Mapping curriculum and degree level expectations (DLEs)


DLE	Learning Outcome	Relevant Courses, Academic Requirements	Indicators of Achievement
	This degree is awarded to students who demonstrate:	[student outputs]	As evidenced by:* [rubric for assessment]
<i>Depth and breadth of knowledge</i>	a thorough understanding of a substantial body of knowledge that is at the forefront of the discipline of theological studies and ancillary disciplines.	<p>Required courses as per 3.2 Table 1.</p> <p>Elective courses, including courses in other departments, depending upon student research interests.</p> <p>THEO-795 Research Essay</p>	<p>a solid understanding of the historic and contemporary issues that arise in theological research, including the sub-disciplines of biblical studies, history, theology, and ethics;</p> <p>making connections across these sub-disciplines and ancillary disciplines (e.g. Classics, History, Philosophy);</p> <p>integrating this understanding into contemporary and personal contexts.</p>
<i>Research & scholarship</i>	<p>critical thinking skills and comprehension of techniques of research and inquiry used in the various theological sub-disciplines of biblical studies, history, theology, ethics, and pastoral theology;</p> <p>integration of learning across the various theological sub-disciplines;</p> <p>critical evaluation of complex issues and arguments with current research and scholarship of the discipline.</p> <p>the development and support of a sustained argument in written form.</p>	<p>Required courses as per 3.2 Table 1.</p> <p>Elective courses, including courses in other departments, depending upon student research interests.</p> <p>THEO-555 Research Methods</p> <p>Courses requiring research papers.</p> <p>THEO-795 Research Essay</p>	<p>careful, concise, critical analysis of the primary and secondary material and synthesizing and integrating this material clearly and concisely in logically organized rational arguments;</p> <p>understands and dialogues with counter positions in a manner that shows a grasp of the issues involved in current debate in theological studies and recognizes patterns within scholarship</p> <p>evidence of original thinking and the formulation of a hypothesis that accounts for the evidence synthesized and provides a perceptive interpretation of the importance, meaning, and/or significance of the material</p>

Cognitive Learning Domain

Lower-Order			Higher-Order		
Remember	Understand	Analyze	Apply	Evaluate	Generate
Retrieve pertinent facts from long-term memory	Construct new meaning by mixing new material with existing ideas	Subdivide content into meaningful parts and relate the parts	Use procedures to solve problems or complete tasks	Come to a conclusion about something based on standards/criteria	Reorganize elements into a new pattern, structure, or purpose
Recognize Recall List Name Identify Show Define State Visualize Tell Describe Label Collect Examine Quote Record	Interpret Exemplify Classify Summarize Compare Explain Describe Paraphrase Differentiate Demonstrate Defend Distinguish Paraphrase Predict Recognize Summarize	Differentiate Organize Attribute Analyze Deduce Contrast Compare Distinguish Discuss Plan Devise Diagram Inspect Examine Categorize Appraise	Solve Illustrate Calculate Use Interpret Manipulate Apply Modify Complete Implement Show Examine Relate Experiment Discover Classify	Critique Judge Choose Estimate Defend Criticize Compare Rate Value Assess Estimate Measure Select Score Revise	Create Plan Produce Design Hypothesize Support Schematize Report Justify Categorize Combine Compile Compose Organize Synthesize
Ideas		Comprehension		Extension	
← Scaffolding →					

Course Objectives

- Course **objectives** explain what the faculty is responsible to do in the course/program. **Such input should be linked to one's teaching philosophy and is manifest in one's teaching style.**
- Should be listed on course syllabi and linked to the outputs/outcomes of the course, which should be linked to the outputs/outcomes of the program.

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- Richard S. Ascough, “Learning (About) Outcomes: How the Focus on Assessment Can Help Overall Course Design.”
Canadian Journal of Higher Education 41 / 2 (2011) 44-61.

http://ojs.library.ubc.ca/index.php/cjhe/article/viewFile/549/pdf_38