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VERSITY

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

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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

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

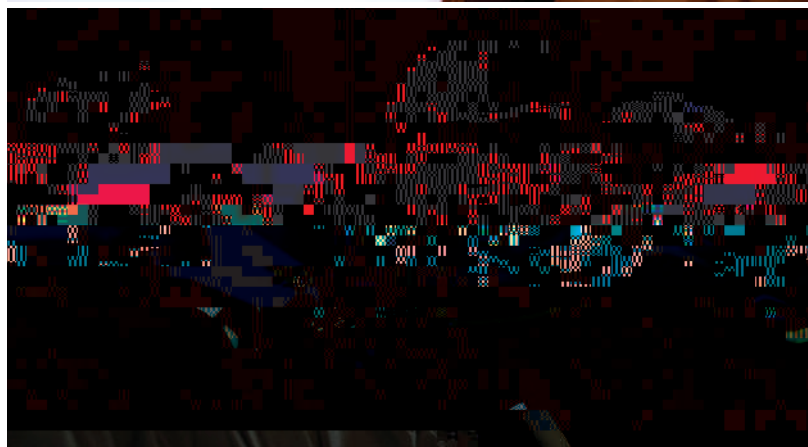
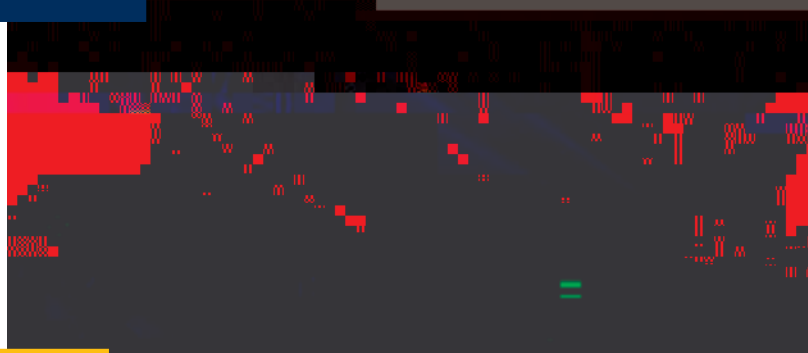
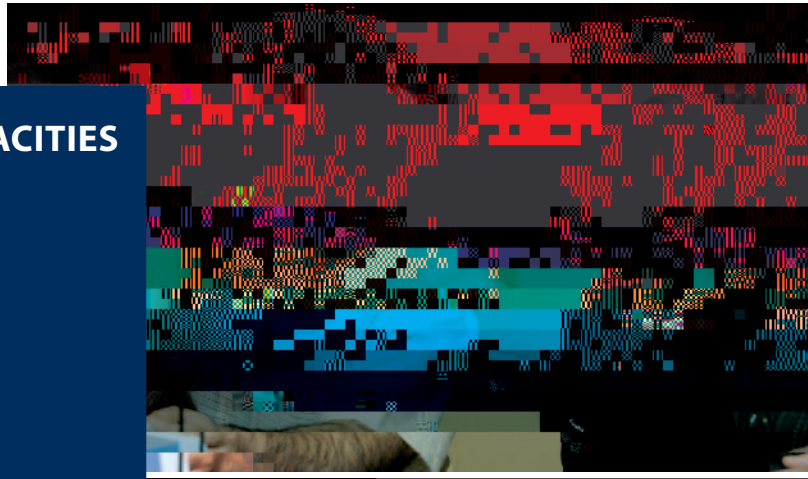
LEADERSHIP

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



Queen's Learning Outcomes Framework

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Utilize a systematic understanding of inter- and disciplinary knowledge and

Academic)