

1. UNDERGRADUATE PROGRAMMES

1.1 Description of Degree Categories

The following descriptions are intended to capture the most general aspects of each degree level. It is to be understood, however, that each degree and degree level applies to an extremely broad spectrum of disciplines and programme types. Some general and honours/specialization bachelor degrees are in fields that are very practically oriented (e.g., archaeology, chemistry, geology, microbiology, zoology), while some applied programmes are in disciplines that are heavily knowledge and research based (e.g., applied psychology, applied mathematics, applied linguistics, agricultural and applied economics). The applied/non-applied distinction at this level is designed to capture the essential features of the differences between these two types of programmes while respecting the fact that, whether a programme is intended to prepare an individual either for immediate practice/employment in a field of practice or for further study in a discipline, each must meet a substantial and common set of outcomes that have historically been and continue to be critical to and shared by both types of programmes within a degree-level educational environment.

BACCALAUREATE DEGREE: GENERAL	BACCALAUREATE DEGREE: MAJOR/ DOUBLE MAJOR/ADVANCED MAJOR	BACCALAUREATE DEGREE: HONOURS/SPECIALIZATION	BACCALAUREATE DEGREE: PROFESSIONAL AREA OF STUDY	BACCALAUREATE DEGREE: APPLIED AREA OF STUDY
1. Overall Programme Design and Outcome Emphasis				
<p>General Baccalaureate degree programmes are normally designed to require some conceptual sophistication, and specialized knowledge in at least one discipline or field.</p> <p>Such programmes typically require less intensive disciplinary specialization than an honours or specialization programme and less preparation for employment in a field of practice than a programme in an applied area of study.</p>	<p>Baccalaureate degree programmes in this category are normally designed to require more conceptual sophistication, specialized knowledge, and intellectual autonomy than a general degree programme, and a disciplinary knowledge. This is the case in both applied and non-applied areas of study.</p> <p>Students learn by doing, with a focus on deepening their mastery of the knowledge and methods of the discipline in a lesser degree than at the honours/specialization level of study. Such programmes normally do not require the preparation of a terminal research paper, thesis, project exhibition, or other research-based or performance-based exercises that demonstrate methodological competence and capacity for independent intellectual/creative work, but do require a solid discipline based foundational knowledge in which to do so if desired.</p> <p>Note: In some instances in the Maritime University System, the term "advanced major" is also used to denote "honours" within a four-year degree structure, however, in this category it denotes a "major" within a four-year degree structure. i.e. Bachelor of Arts Major/Advanced Major in History.</p>	<p>Baccalaureate degree programmes in this category are normally designed to require more conceptual sophistication, specialized knowledge, and intellectual autonomy than a general degree programme, and a deeper and broader disciplinary knowledge than a baccalaureate degree in an applied area of study.</p> <p>Students will engage in independent and scholarly research aspects of an honours degree, with a focus on deepening their mastery of the knowledge and methods of the discipline. Such programmes normally require students to prepare, under supervision, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercises that demonstrate methodological competence and capacity for independent intellectual/creative work.</p>	<p>Baccalaureate degree programmes in this category are normally designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an honours or specialization degree programme but with the disciplinary content oriented to a professional field of practice.</p> <p>Students must complete applied components of the curriculum with a focus on preparing for entry into a professional field of practice. Such programmes incorporate a blend of theory and practice, and normally include a terminal project or other practice-based exercises intended to develop and demonstrate the student's readiness for employment in the professional field of practice.</p> <p>Professions are often practiced within a regulatory framework, and programmes may require accreditation by a regulatory body or professional association.</p>	<p>Baccalaureate degree programmes in this category are normally designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an honours or specialization degree programme but with the disciplinary content oriented to an occupational field of practice.</p> <p>Students must complete applied components of the curriculum with a focus on preparing for entry into a occupational field of practice. Such programmes incorporate a blend of theory and practice, and normally include a terminal project or other practice-based exercises intended to develop and demonstrate the student's readiness for employment in the occupational field of practice.</p>
2. Preparation for Employment and Further Study				
<p>In addition to personal and intellectual growth, the programmes may prepare students for some second-entry professional degree programmes, employment in a variety of fields, or advanced entry into an honours or specialization programme of study in the field.</p> <p>Normally these programmes do not prepare students for direct entry into graduate study.</p>	<p>In addition to personal and intellectual growth, the programmes may prepare students for some second-entry professional degree programmes, employment in a variety of fields, or advanced entry into an honours or specialization programme of study in a field or discipline, or qualifying year to graduate study.</p> <p>Normally these programmes do not prepare students for direct entry into graduate study, however could lead to: 1) a qualifying year of study to graduate study; 2) as a entry to honours certificate for upgrading one's current baccalaureate level of study; and 3) direct entry into post-baccalaureate Professional undergraduate degrees such as a Post-Baccalaureate two-year Bachelor of Education, LLB, M.D. D.V.M., etc.</p>	<p>In addition to personal and intellectual growth, honours and specialization programmes are primarily designed to prepare students for entry into graduate study in the field, second-entry professional degree programmes, or employment in a variety of fields.</p>	<p>In addition to personal and intellectual growth, the programmes are primarily designed to prepare students for employment in the field of practice, second-entry professional degree programmes, or, depending on the content of the programme and the field, entry into either graduate study or bridging studies for an appropriate graduate programme.</p>	<p>In addition to personal and intellectual growth, the programmes are primarily designed to prepare students for employment in the field of practice, second-entry professional degree programmes, or, depending on the content of the programme and the field, entry into either graduate study or bridging studies for an appropriate graduate programme.</p>
3. Length of Programme				
<p>They are typically six to eight semesters in duration (normally 90 to 120 credits, or the equivalent).</p>	<p>They are typically six to eight semesters in duration (normally 90 to 120 credits, or the equivalent with at least 6 - 8 courses (four of which are beyond the second year of study) designated in a subject area/discipline in the case of a Major within a three-year degree programme or 8 - 10 courses (six of which are beyond the second year of study) designated in a subject area/discipline in the case of a major and/or advanced major in a four-year degree programme.</p>	<p>They are typically eight semesters in duration (normally 120 credits, or the equivalent).</p>	<p>Classroom instruction is typically eight semesters or more in duration (normally 120 credits, or the equivalent, and may be supplemented by required professional experience (e.g., supervised practica or internships).</p> <p>This includes second level bachelor's programmes such as post-baccalaureate B.Ed. Programmes, and first professional degrees (such as LLB, etc.); normally 30-90 credits.</p>	<p>Classroom instruction is typically eight semesters in duration (normally 120 credits, or the equivalent) and may be supplemented by required workplace experience (e.g., two to four supervised co-operative work terms).</p>



1. UNDERGRADUATE PROGRAMMES

1.2 Degree Level Standards

The focus of these degree level standards is on the expectations of graduates of each credential. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in eight dimensions. The shades of distinction between degrees are determined by the capacity of the graduate at each level to act competently, creatively and independently, and by their proximity to the forefront of a discipline and/or profession. Among other things, the degree level standards: (a) guide applicant decisions on the degree standard for their proposals; (b) provide clear learning outcome standards to instructional and programme designers; (c) mitigate any inconsistencies in peer judgement; and, (d) foster an environment propitious for credit transfer and credential recognition.

BACCALAUREATE DEGREE: GENERAL	BACCALAUREATE DEGREE: MAJOR/DOUBLE MAJOR/ADVANCED MAJOR	BACCALAUREATE DEGREE: HONOURS/SPECIALIZATION	BACCALAUREATE DEGREE: PROFESSIONAL AREA OF STUDY	BACCALAUREATE DEGREE: APPLIED AREA OF STUDY
<i>This degree is awarded to students who have demonstrated:</i>	<i>This degree is awarded to students who have demonstrated:</i>	<i>This degree is awarded to students who have demonstrated:</i>	<i>This degree is awarded to students who have demonstrated:</i>	<i>This degree is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge in the Field				
<p>a. A general knowledge and understanding of:</p> <ul style="list-style-type: none"> the principal assumptions, methodologies and applications of the discipline; the main fields within the discipline; and the discipline's relationship with other disciplines; <p>b. An ability to evaluate and interpret new material relevant to the discipline's well-established framework of knowledge; and</p> <p>c. Some detailed knowledge in specialized areas;</p>	<p>a. A specialized knowledge and a foundational level of critical understanding of:</p> <ul style="list-style-type: none"> the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed the main fields within the discipline; and the discipline's relationship and interaction with other disciplines; <p>primarily but not only as these relate to a limited mastery of the discipline, at least some of which is informed by developments made and/or established in the discipline; and</p> <p>b. An ability to interpret, critically evaluate, and apply, existing material relevant to the discipline.</p>	<p>a. A specialized knowledge and critical understanding of:</p> <ul style="list-style-type: none"> the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed; the main fields within the discipline; and the discipline's relationship and interaction with other disciplines; <p>primarily but not only as these relate to mastery of the discipline, at least some of which is informed by developments at the forefront of the discipline; and</p> <p>b. An ability to interpret, critically evaluate, and apply, new material relevant to the discipline.</p>	<p>a. A specialized knowledge and critical understanding of:</p> <ul style="list-style-type: none"> the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed; the main fields within the discipline; and the discipline's relationship and interaction with other disciplines; <p>primarily but not only as these relate to mastery of the field of professional practice, at least some of which is informed by developments in or needs of the field of practice and/or trends in the discipline; and</p> <p>b. An ability to interpret and to critically evaluate and apply new material relevant to the field of professional practice.</p>	<p>a. A specialized knowledge and critical understanding of:</p> <ul style="list-style-type: none"> the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed; the main fields within the discipline; and the discipline's relationship and interaction with other disciplines; <p>primarily but not only as these relate to mastery of the field of occupational practice, at least some of which is informed by developments in or needs of the field of practice and/or trends in the discipline; and</p> <p>b. An ability to interpret and to critically evaluate and apply new material relevant to the field of occupational practice.</p>
2. Depth and Breadth of Knowledge Outside the Field				
<p>a. A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</p>	<p>a. A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</p>	<p>a. A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</p>	<p>a. A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</p>	<p>a. A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</p>
3. Conceptual and Methodological Awareness				
<p>a. A knowledge of the main methods of enquiry in their subject(s) that enables the student to:</p> <ul style="list-style-type: none"> evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques in the field of study, and devise and sustain arguments and/or to solve problems using these methods. 	<p>a. A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques in the field of study; devise and sustain arguments using established ideas and techniques, and describe and comment upon particular aspects of current research in the discipline. 	<p>a. A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline. 	<p>a. A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> devise and sustain arguments, and/or to solve practice-related problems, using ideas and techniques, some of which are at the forefront of a discipline or field of practice; and describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and/or profession and how these are relevant to the field of professional practice. 	<p>a. A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> devise and sustain arguments, and/or to solve practice-related problems, using ideas and techniques, some of which are at the forefront of a discipline or field of practice; and describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and/or profession and how these are relevant to the field of occupational practice.
4. Level of Analytical Skill				
<p>a. The ability to review, present, and interpret quantitative and qualitative data (as appropriate to the area of study):</p> <ul style="list-style-type: none"> develop lines of argument; and make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study. 	<p>a. The ability to review, present, and to conduct a limited evaluation of qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> develop lines of argument; make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and apply underlying concepts, principles, and techniques of analysis, mostly within the context in which they were first studied and implemented. 	<p>a. The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> develop lines of argument; make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and implemented. 	<p>a. The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> develop lines of argument; make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and practiced, particularly within a professional field of practice. 	<p>a. The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> develop lines of argument; make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and practiced, particularly within an occupational field of practice.
5. Level of Application of Knowledge				
<p>a. The ability to use a basic range of established techniques to analyse information evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work and propose solutions to problems arising from that analysis;</p> <p>b. The ability to make limited use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline;</p> <p>c. The ability to develop an appreciation for ethical considerations; and</p> <p>d. The ability to develop a capacity and life-long desire for learning.</p>	<p>a. The ability to use a range of established techniques and bodies of knowledge to initiate and undertake a critical analysis of arguments, assumptions, abstract concepts and data;</p> <p>b. The ability to apply the methods and techniques of the discipline to extend their disciplinary understanding and knowledge;</p> <p>c. The ability to form questions to achieve a solution - or to identify a range of solutions - to a problem or clearly defined research project;</p> <p>d. The ability to carry out clearly defined discipline related projects;</p> <p>e. The ability to make critical use of scholarly reviews appropriate to their discipline;</p> <p>f. The ability to develop an appreciation for ethical considerations; and</p> <p>g. The ability to develop a capacity and life-long desire for learning.</p>	<p>a. The ability to use a range of established techniques and bodies of knowledge to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;</p> <p>b. The ability to apply the methods and techniques of the discipline to extend their disciplinary competence;</p> <p>c. The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem or research question;</p> <p>d. The ability to initiate and carry out discipline related projects;</p> <p>e. The ability to make critical use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline;</p> <p>f. The ability to develop appreciation for ethical consideration; and</p> <p>g. The ability to develop a capacity and life-long desire for learning.</p>	<p>a. The ability to use a range of established techniques and bodies of knowledge to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;</p> <p>b. The ability to apply the methods and techniques of the discipline and practice-related experience to extend their professional competence;</p> <p>c. The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem in a professional context;</p> <p>d. The ability to initiate and carry out professional projects;</p> <p>e. The ability to make critical use of scholarly and professional reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline and field of practice;</p> <p>f. The ability to develop an appreciation for ethical considerations; and</p> <p>g. The ability to develop a capacity and life-long desire for learning.</p>	<p>a. The ability to use a range of established techniques and bodies of knowledge (to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;</p> <p>b. The ability to apply the methods and techniques of the discipline and practice-related experience to extend their occupational competence;</p> <p>c. The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem in an occupational context;</p> <p>d. The ability to initiate and carry out occupational projects;</p> <p>e. The ability to make critical use of scholarly and professional reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline and field of practice;</p> <p>f. The ability to develop an appreciation for ethical considerations; and</p> <p>g. The ability to develop a capacity and life-long desire for learning.</p>
6. Professional Capacity/Autonomy				
<p>a. Qualities and transferable skills necessary to:</p> <ul style="list-style-type: none"> employment requiring the exercise of personal responsibility and decision-making in defined areas of accountability; and acting effectively with peers and under guidance of qualified practitioners. <p>b. The ability to identify and address their own learning needs in changing circumstances, and to select an appropriate programme of further study.</p>	<p>a. Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> employment requiring the exercise of initiative, responsibility and accountability in a personal context in defined areas of accountability; acting effectively with peers and under guidance of qualified practitioners; some appreciation of leadership and management skills required directly related to employed position; and decision-making in straightforward and somewhat unpredictable contexts. <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate programme for further study or for profession development.</p>	<p>a. Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts; developing leadership and management skills; and decision-making in complex and unpredictable contexts; <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate programme of further study.</p>	<p>a. Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts; developing leadership and management skills; and decision-making in complex and unpredictable contexts. <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and profession, and to select an appropriate programme of further study.</p>	<p>a. Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts; developing leadership and management skills; and decision-making in complex and unpredictable contexts. <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and occupation, and to select an appropriate programme of further study.</p>
7. Level of Communication Skills				
<p>a. The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments.</p>	<p>a. The ability to communicate information, arguments, and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments.</p>	<p>a. The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline.</p>	<p>a. The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to employers, team members, clients, consumers, and others, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline and/or field of practice.</p>	<p>a. The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to employers, team members, clients, consumers, and others, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline and/or field of practice.</p>
8. Awareness of Limits of Knowledge				
<p>a. An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.</p>	<p>a. An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>	<p>a. An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>	<p>a. An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>	<p>a. An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>



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2.1 Description of Degree Categories

These descriptions are intended to capture the most general aspects of each level. It is to be understood, however, that each degree and degree level applies to an extremely broad spectrum of disciplines and program types.

MASTER'S DEGREE

DOCTORAL DEGREE

1. Overall Programme Design and Outcome Emphasis

Professional

A professional master's degree programme builds on knowledge and competencies acquired during undergraduate study, and requires more specialized knowledge and intellectual autonomy than a bachelor's degree programme. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline.

Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. Students will understand how professional practice is informed by research, and will have developed the skills necessary to keep apprized of the research literature, to evaluate the reliability of research findings and their relevance for professional practice, and to use research findings as a basis for professional practice.

Profession-oriented master's programmes normally draw on students holding bachelor's degrees or first professional degrees from varied academic backgrounds and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners.

Examples: MSW (Social Work), MHA (Health Administration), MPA (Public Administration), MHRM (Human Resource Management), M. Eng. (Engineering)

Research

A master's degree programme builds on knowledge and competencies acquired during related undergraduate study, and requires more specialized knowledge and intellectual autonomy than a bachelor's degree programme. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline.

Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems.

Research-oriented master's programmes are typically offered to graduates of related undergraduate or professional programmes in the field or to students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive and expository skills necessary for doctoral studies or for leadership in society. Typically, programmes are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Some programmes are course-based and require students to demonstrate the necessary research, analytical, interpretative, methodological and expository skills in course exercises.

Examples: M.A. programmes in the humanities and social sciences; M.Sc. programmes, MAsc. (Engineering)

Professional

A doctoral programme builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline.

Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design and implement projects for the generation of significant new knowledge and/or understanding, and their ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity.

Practice-oriented doctoral programmes are of a more applied nature, relate to a professional or creative activity and, where there is an internship or exhibition requirement, may also require a dissertation. Doctoral programmes with an orientation to practice typically involve more course work than doctoral programmes with a more theoretical or disciplinary focus. Such programmes lead to the award of a degree designation reflecting the field or discipline.

Examples: Ed.D. (Education), Mus. Doc. (Music), Psy.D. (Psychology)

Research

A doctoral programme builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline.

Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design and implement projects for the generation of significant new knowledge and/or understanding, and their ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity.

Research-oriented doctoral programmes focus on the development of the conceptual and methodological knowledge and skills required to do original research and to make an original contribution to knowledge in the form of a dissertation. In some fields an internship or exhibition component may be required, but without diluting the significance of the dissertation as the primary demonstration of mastery. Such programmes lead to the award of the Ph.D.

Examples: Ph.D. (Psychology), Ph.D. (Education), Ph.D. (Music)

2. Preparation for Employment and Further Study

Graduates will have the qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments. In the case of research-based programmes, graduates will have received the skills necessary to proceed with further graduate level study (i.e.: doctoral studies).

Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

3. Length of Programme

A master's programme is typically three to five semesters in duration.

A doctoral programme is typically three to five years in length, depending on the field and the speed at which individuals progress through requirements. It may involve course work of varying lengths aimed at cultivating further conceptual depth or breadth.



2. GRADUATE PROGRAMMES

2.2 Degree Level Standards

The focus of these degree standards is on the expectations of graduates of each credential. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in eight dimensions. The shades of distinction between degrees are determined by the capacity of the graduate at each level to act competently, creatively and independently, and by their proximity to the forefront of a discipline and/or profession. Among other things, the degree level standards: (a) guide applicant decisions on the degree standard for their proposals; (b) provide clear learning outcome standards to instructional and program designers; (c) mitigate any inconsistencies in peer judgement; and (d) foster an environment propitious for credit transfer and credential recognition.

MASTER'S DEGREE

DOCTORAL DEGREE

This degree extends the skills associated with the Bachelor's degree and is awarded to students who have demonstrated:

This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrate:

1. Depth and Breadth of Knowledge in the Field	1. A thorough understanding of a substantial body of knowledge which is at the forefront of their academic discipline or area of professional practice.
<p>a. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	<p>1. A thorough understanding of a substantial body of knowledge which is at the forefront of their academic discipline or area of professional practice.</p>
2. Depth and Breadth of Knowledge Outside the Field	2. A sufficient breadth and depth of knowledge outside the field and/or discipline, as appropriate, for research projects or solutions to professional problems.
<p>a. A sufficient breadth and depth of knowledge outside the field and/or discipline, as appropriate, for research projects or solutions to professional problems.</p>	<p>a. A sufficient breadth and depth of knowledge outside the field and/or discipline, as appropriate, for research projects or solutions to professional problems.</p>
3. Conceptual and Methodological Awareness	3. The ability to conceptualize, design, and implement projects for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
<p>a. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b. Competence in a range of standard and specialized research or equivalent tools and techniques of enquiry; and</p> <p>c. A conceptual understanding that enables:</p> <ul style="list-style-type: none"> • a critical evaluation of current research and advanced scholarship in the discipline; and • a critical evaluation of methodologies and, where appropriate, proposal of new hypotheses and/or interpretations. 	<p>a. The ability to conceptualize, design, and implement projects for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;</p> <p>b. A significant range of skills, techniques, tools, practices and/or materials which are associated with the field of learning;</p> <p>c. The ability to develop new skills, techniques, tools, practices, and/or materials; and</p> <p>d. A detailed conceptual and practical understanding of applicable techniques for research and advanced academic inquiry.</p>
4. Level of Analytical Skill	4. The ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data and sometimes requiring new methods or hypotheses; and
<p>1. A comprehensive understanding and creative application of concepts, principles and techniques in their own research, advanced scholarship or field of practice; and</p> <p>2. The ability to deal with complex issues and make judgements based on established principles and techniques.</p>	<p>a. The ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data and sometimes requiring new methods or hypotheses; and</p> <p>b. The ability to create and interpret new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and to merit publication.</p>
5. Level of Application of Knowledge	5. The capacity to:
<p>a. Self-direction and originality in tackling and solving problems; and</p> <p>b. The ability to act autonomously in planning and implementing tasks at a professional or equivalent level.</p>	<p>a. The capacity to:</p> <ul style="list-style-type: none"> • undertake pure and/or applied research and development at an advanced level; and • contribute to the development of academic or professional skills, techniques, tools, practices, ideas, approaches, and/or materials.
6. Professional Capacity/Autonomy	6. The independence to remain academically and professionally engaged and current, including the ability to evaluate the broader implications of applying knowledge to particular contexts; and
<p>1. The ability to self-evaluate and take responsibility to continue to advance their knowledge and understanding, and to develop new skills to a high level; and</p> <p>2. The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and accountability, decision-making in complex and unpredictable situations, and the independent learning required for continuing professional development.</p>	<p>a. The independence to remain academically and professionally engaged and current, including the ability to evaluate the broader implications of applying knowledge to particular contexts; and</p> <p>b. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.</p>
7. Level of Communication Skills	7. The ability to communicate complex and/or ambiguous ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
<p>a. The ability to communicate issues and conclusions clearly to specialist and non-specialist audiences.</p>	<p>a. The ability to communicate complex and/or ambiguous ideas and conclusions clearly and effectively to specialist and non-specialist audiences.</p>
8. Awareness of Limits of Knowledge	8. A full appreciation of the complexity of knowledge and understanding and of the potential contributions made by diverse interpretations, methods, and disciplines.
<p>a. An appreciation of the complexity of knowledge and understanding and of the potential contributions made by diverse interpretations, methods, and disciplines.</p>	<p>a. A full appreciation of the complexity of knowledge and understanding and of the potential contributions made by diverse interpretations, methods, and disciplines.</p>

