

Faculty of Arts

PROGRAM LEVEL Bona Fide Educational Requirements (BFERs)

Department of English

BFERs

- Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program.
- Do not include references to Policy 517, accommodations or disability.

Essential Requirements Rationale

- Is there only one way in which the required skill/knowledge can be demonstrated?
If NO, state "there are many ways the skill/knowledge can be demonstrated".
If YES, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary?

Knowledge

Students must demonstrate knowledge of content appropriate to the level and complexity of the course.

Content knowledge represents an appropriate level of mastery of course texts and concepts. Mastery means both ability to recognize a text's content (to the point of being able to summarize it accurately, if this were required) and--especially--to analyze the text perceptively and convincingly, in ways recognized by the discipline of English. **Content knowledge may be assessed in a variety of ways.**

Skills

Students must demonstrate independent achievement of reading and writing competence.

Writing is the sustained, organized and fluent representation of ideas, which are:

- appropriately independent, coherent and complex relative to the course curriculum;
- produced in a timely way; and
- presented for assessment within the relevant stylistic, mechanical and academic conventions of the university and the discipline of English.

Writing as defined may be **expressed or represented in a variety of ways**, but must be:

- Sustained because the writing must be of adequate length to represent the ideas thoroughly
- Organized because the writing must use appropriate structures and attend to audience to represent the ideas to a readership
- Fluent because facility with language and expression contributes to the nuances of meaning and to the reader's aesthetic experience
- Independent because we expect writers to bring a unique individual perspective and response to ideas and contexts, even if developed

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| | <ul style="list-style-type: none"> o within an academic conversation with others o <u>Coherent</u> because developing and clarifying relationships among ideas is essential in forming them whole and meaningfully and in conveying them to readers o <u>Complex</u> because we ask our students to apply critical thinking to information, and to consider evidence and ideas both in relation to each other and to competing or alternate readings o <u>Timely</u> because producing writing to a deadline demonstrates a degree of focus, self-discipline, and efficiency in engaging with and responding to ideas o <u>Relevant</u> because we teach that audience awareness is the key to successful rhetorical strategies, and part of addressing audience within the academic conversation means adopting the norms of particular disciplines. |
| <p>Students must demonstrate active engagement with required learning activities, including those activities with an interactive or collaborative component.</p> | <ul style="list-style-type: none"> • Required learning activities are determined for individual courses and communicated in course outlines, and include but are not limited to completing assignments, and attending and participating in classes, exercises, or workshops. In general, they may be assessed in a variety of ways. • Required learning activities which are primarily interactive or collaborative in nature, such as individual or group presentations to a group, or writing and peer-editing workshops conducted in a group, are required activities as they not only demonstrate a student’s content mastery and ability to communicate it, but also contribute to the learning and academic development of other students. Because of their collaborative nature and the multi-lateral learning they create for all participants, such activities are always required, although a variety of accommodations may be made. |

PROGRAM LEVEL Bona Fide Educational Requirements (BFERs)

Department of Humanities (History major)

BFERs

Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program.

Do not include references to Policy 517, accommodations or disability.

Essential Requirements Rationale

Is there only one way in which the required skill/knowledge can be demonstrated?

If NO, state "there are many ways the skill/knowledge can be demonstrated".

If YES, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary?

Knowledge

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| Demonstrate a foundational knowledge of Canadian, American and European history | There are many ways the skill/knowledge can be demonstrated |
| Demonstrate a critical understanding of past political, economic, social and cultural institutions and recognize the major fields of historical study | There are many ways the skill/knowledge can be demonstrated |

Skills

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| Demonstrate an awareness of the importance of historical context and historical consciousness including the ability to: a) recognize the difference between the past and the products of historians; b) recognize the past is different from the present and attempt to take historical perspectives; c) recognize that the past takes place within an interconnected and complex context that changes over time; and d) recognize the causes and consequences of historical events | There are many ways the skill/knowledge can be demonstrated |
| Demonstrate an ability to work with primary and secondary sources including the ability to: a) demonstrate information competency including information retrieval; b) analyze critically and imaginatively; and c) research historical topics systematically and effectively | There are many ways the skill/knowledge can be demonstrated |
| Demonstrate an ability to formulate and present cogent interpretations of the past including the ability to: a) communicate effectively; b) pursue self-motivated and self- | There are many ways the skill/knowledge can be demonstrated |

reflective learning; c) interpret results critically; and d) recognize and demonstrate the conventions of academic historical writing

Engage in respectful and professional practices

There are many ways the skill/knowledge can be demonstrated

BFER_Rationale Template_v4_April 13_2015

PROGRAM LEVEL Bona Fide Educational Requirements (BFERs)

Department of Interior Design

| <p align="center">BFERs</p> <ul style="list-style-type: none"> Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program. Do not include references to Policy 517, accommodations or disability. | <p align="center">Essential Requirements Rationale</p> <ul style="list-style-type: none"> Is there only one way in which the required skill/knowledge can be demonstrated? <i>If NO</i>, state "there are many ways the skill/knowledge can be demonstrated". <i>If YES</i>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary? |
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| Knowledge | |
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| Demonstrate an understanding of design vocabulary | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of design process | There are many ways the knowledge can be demonstrated |
| Describe the connections between abstract thinking, concept development and the design of space | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of theories of human factors principles (anthropometrics, universal design) and behavior in the built environment | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of the social, political and physical influences affecting historical changes in design of the built environment (interior design, architecture, furniture, decorative arts and art) | There are many ways the knowledge can be demonstrated |
| Demonstrate an awareness of sustainability guidelines and industry-specific regulations | There are many ways the knowledge can be demonstrated |
| Identify and define relevant aspects of a design problem (goals, objectives, performance criteria) | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of the elements and principles of design | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of the theories or concepts of spatial definition and organization | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of local, provincial, and national laws, codes and standards that impact fire and life safety | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of the need to select and apply materials and products on the basis of their properties and performance criteria (ergonomics, environmental attributes and life cycle cost) | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of considerations that impact the layout and specification of furniture, fixtures and equipment | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of the principles of natural and electrical lighting design; acoustic design; thermal design; and indoor air quality | There are many ways the knowledge can be demonstrated |

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| Demonstrate an understanding of strategies for acoustic control; how thermal systems impact interior design solutions; and how the selection and application of products and systems impact indoor air quality | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding that design solutions affect and are impacted by: structural systems; non-structural systems; distribution systems (power, mechanical, HVAC, data/voice telecommunications, plumbing); energy, security and building control systems; the interface of furniture with distribution and construction systems; and vertical circulation systems | There are many ways the knowledge can be demonstrated |
| Develop critical listening skills needed for engagement with project clients, stakeholders and teams | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of construction drawings and documents | There are many ways the knowledge can be demonstrated |
| Develop awareness of team work structures and dynamics | There are many ways the knowledge can be demonstrated |
| Understand the implications of the practice of design within a world context, including global practice and cultural norms | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of the concepts, principles and theories of sustainability as they pertain to building methods, materials, systems and occupants | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of various types of business practice and professional ethics | There are many ways the knowledge can be demonstrated |
| Demonstrate an understanding of the elements of interior design business practice, project management, project communication and project delivery methods | There are many ways the knowledge can be demonstrated |
| Demonstrate an awareness of the role and value of professional organizations, life-long learning, and public and community service | There are many ways the knowledge can be demonstrated |
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Skills

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| Demonstrate understanding and application of design process | There are many ways the skill can be demonstrated |
| Demonstrate the ability to engage in critical and creative thinking | There are many ways the skill can be demonstrated |
| Demonstrate the ability to apply the theories of human factors principles (anthropometrics, universal design) and behavior in the built environment | There are many ways the skill can be demonstrated |
| Apply precedents (typologies, spatial organization and/or historic references) to inform design solutions | There are many ways the knowledge can be demonstrated |
| Identify and define relevant aspects of a design problem (goals, objectives, performance criteria) | There are many ways the knowledge can be demonstrated |

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| Synthesize information and generate multiple concepts and/or multiple design responses/solutions to the project programmatic requirements | There are many ways the knowledge can be demonstrated |
| Demonstrate creative thinking through the presentation of a variety of ideas, approaches and concepts | There are many ways the knowledge can be demonstrated |
| Effectively apply the elements and principles of design to two-dimensional and three-dimensional design solutions | There are many ways the knowledge can be demonstrated |
| Demonstrate the ability to analyze and communicate theories or concepts of spatial definition and organization | There are many ways the knowledge can be demonstrated |
| Demonstrate the ability to apply local, provincial, and national laws, codes and standards that impact fire and life safety | There are many ways the knowledge can be demonstrated |
| Demonstrate the ability to gather, evaluate and apply appropriate and necessary information and research findings to solve a design problem | There are many ways the knowledge can be demonstrated |
| Develop the ability to solve simple to complex design problem | There are many ways the knowledge can be demonstrated |
| Demonstrate the appropriate selection and application of colour (functional, behavioural, aesthetic, perceptual and/or cultural) | There are many ways the knowledge can be demonstrated |
| Demonstrate awareness of the selection and application of materials and products on the basis of their properties and performance criteria (ergonomics, environmental attributes and life cycle cost) | There are many ways the knowledge can be demonstrated |
| Demonstrate the ability to layout and specify furniture, fixtures and equipment | There are many ways the knowledge can be demonstrated |
| Competently select and apply luminaires and light sources | There are many ways the knowledge can be demonstrated |
| Apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences | There are many ways the knowledge can be demonstrated |
| Clearly express/present ideas in oral and written communication | There are many ways the knowledge can be demonstrated |
| Apply colour effectively in all aspects of visual communication | There are many ways the knowledge can be demonstrated |
| Demonstrate the ability to read and interpret construction drawings and document | There are many ways the knowledge can be demonstrated |
| Develop awareness of the nature and value of integrated design practices | There are many ways the skill can be demonstrated |
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PROGRAM LEVEL Bona Fide Educational Requirements (BFERs)

Department of Justice Studies

| <p align="center">BFERs</p> <ul style="list-style-type: none"> • Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program. • Do not include references to Policy 517, accommodations or disability. | <p align="center">Essential Requirements Rationale</p> <ul style="list-style-type: none"> • Is there only one way in which the required skill/knowledge can be demonstrated? <i>If NO</i>, state "there are many ways the skill/knowledge can be demonstrated". <i>If YES</i>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary? |
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Knowledge

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| <p>Criminal Justice & Criminology Literacy</p> <ul style="list-style-type: none"> • Knowing and applying criminal behaviour and criminological theories in academic and/or professional contexts. • Knowing economic, political, sociological, legal and psychological factors influencing criminal behavior and crime trends in Canadian and international contexts. • Knowing and applying victimization theories in academic and/or professional contexts. • Critiquing and comparing the components of the Canadian justice system. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |
| <p>Interpersonal & Organizational Dynamics</p> <ul style="list-style-type: none"> • Exploring, challenging, and developing awareness of self and others in terms of one's background, experiences, values, perspectives, and operational and communication preferences. • Demonstrating compassion, flexibility, and ethical practice. • Functioning effectively and professionally in organizational situations. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |
| <p>Commitment to Social Justice</p> <ul style="list-style-type: none"> • Demonstrating a social conception of justice as an individual, collective, social and civic responsibility which consists of more than criminal justice. • Developing a critical appreciation of marginalization and inequalities that impact the Canadian justice system and the people within it. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |

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| <ul style="list-style-type: none"> • Appreciating the importance of individual and collective human rights and civil liberties in relation to any justice system. | |
| <p>Research & Methods Literacy</p> <ul style="list-style-type: none"> • Applying social science research methodology to justice issues. • Critically evaluating scholarly literature and other data sources. • Demonstrating knowledge of the characteristics of and theoretical approaches within qualitative and quantitative research methods. • Understanding and applying qualitative research methods including: interviews, content analysis, ethnography, participant observation, and others. • Understanding and applying quantitative research methods including: basic univariate analysis, cross tabulations, measures of association, t-tests, ANOVA, elaboration models and regression techniques. • Appreciating the importance of ethical guidelines and protocols suitable for research. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |

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| <p>Skills</p> | |
| <p>Criminal Justice & Criminology Literacy</p> <ul style="list-style-type: none"> • Applying basic investigative techniques for developing solutions to crime problems. • Demonstrating how the theories relating to the causation of crime, law building and law enforcement reflect the historical context of times and culture in which they were developed. • Understanding theories of crime and victimization and knowing the workings of the Canadian criminal justice system. • Explaining and analyzing different social, legal and political responses to criminal behaviour. • Defining and explaining the major social, economic, and political reforms and/or changes which have substantially impacted the operation and management of the criminal justice field in Canada. • Advancing knowledge of policing, the courts, the law, and the Charter of Rights. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |

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| <p>Interpersonal & Organizational Dynamics</p> <ul style="list-style-type: none"> • Demonstrating the ability to define and explain the different philosophies of policing and determine which philosophy a police department is utilizing by analyzing process, programs and organizational structure. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |
| <p>Commitment to Social Justice</p> <ul style="list-style-type: none"> • Defining and explaining the ethics and ethical paradoxes that face criminal justice. • Defining, explaining and contrasting the basic sociological, economical and physiological theories relating to the causation of crime. • Demonstrating competencies in social justice establish the foundations for harm prevention and reduction, rehabilitation, conflict resolution, mediation and healing. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |
| <p>Research & Methods Literacy</p> <ul style="list-style-type: none"> • Defining and explaining the basic precepts of criminal law as it applies in local, provincial, national and to varying degrees international settings. • Using critical thinking skills to understand and analyze verbal, non-verbal and cultural communications in the field of criminal justice. • Developing skills in both qualitative and quantitative methodologies. | <p>There are many ways the skill/knowledge can be demonstrated.</p> |

PROGRAM LEVEL Bona Fide Educational Requirements (BFERs) *Languages and Cultures*

Second languages-specific knowledge

- For all second languages, knowledge of content is usually divided into three levels: Beginners, Intermediate, and Advanced. These are defined in the two internationally accepted frames of reference: the American Council on the Teaching of Foreign Languages (ACTFL) and the Common European Frame of Reference (CEFR).* The Department of Languages and Cultures follows the guidelines outlined in these frames of reference which describe the continuum of proficiency from beginner levels (i.e., students with little or no functional ability) to the fully articulate and functional language user.

* www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012, and www.coe.int/t/dg4/linguistic/Cadre1_en.asp.

- At all levels (Beginners, Intermediate and Advanced), competence includes the knowledge of vocabulary, verb conjugations, grammar structures and idiomatic expressions (both in terms of spelling and sounds).
- At all levels (Beginners, Intermediate and Advanced), competence includes knowledge of cultural and artistic/literary content, appropriate to the level of study.

There are different ways that the required knowledge, specific to the level of study can be demonstrated, but at the Beginners and Intermediate level attendance in class and participation in pair/group activities is essential for mastery and articulation of content and knowledge.

Cultures-specific knowledge:

- Content will vary according to the culture studied: but will generally include information related to geography, history, politics, economy, social structure and the arts (in the broadest sense of the word).
- Knowledge of content is required to do summaries and analyzes, and demonstrate a mastery appropriate to the level and complexity of each course.

There are different ways that the required knowledge specific, to the level of study, can be demonstrated, but attendance in class and participation in pair/group activities is essential for the mastery and articulation of content and knowledge.

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| <p>Linguistics (and Classics)-specific knowledge:</p> <ul style="list-style-type: none"> • Content and knowledge differs greatly depending on the topic of the course (e.g., phonetics, phonology, morphology, syntax, language acquisition (both first and second), language processing, language change, and language classification). • Knowledge of content is required to do analysis and demonstrate a mastery appropriate to the level and complexity of each course. | <p>There are different ways that the required knowledge, specific to the level of study, can be demonstrated, but attendance in class is an essential requirement, since learning activities are based on a developmental teaching approach that requires students to reason through course material.</p> |
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Skills

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| <p>Second language- specific skills</p> <ul style="list-style-type: none"> • Second language learning involves competency in four basic skills – listening, reading, speaking, and writing – appropriate to the level of study (usually understood as Beginners, Intermediate, Advanced, and further defined by the ACTFL and CEFR). • Students are expected to articulate language knowledge (including cultural and literary) into presentations/paragraphs/essays that demonstrate understanding of content appropriate to the level of study. • Students are expected to provide personal analysis based on course content. • Memorization is an essential skill needed for demonstrating knowledge at all levels of study. | <p>Mastery of the required skills can be demonstrated in a number of ways. However, writing skills must be demonstrated without access to spell-check, grammar-check, and the internet, since these resources may contain information students are expected to have mastered as part of their knowledge base.</p> |
| <p>Culture-specific skills</p> <ul style="list-style-type: none"> • Students are expected to articulate cultural knowledge into presentations/paragraphs/essays that demonstrate understanding of content appropriate to the level of study. • Students are expected to provide analysis based on course content. • Memorization is an essential skill needed for demonstrating knowledge at all levels of study. | <p>Mastery of the required skills can be demonstrated in a number of ways. However, writing skills must be demonstrated without access to the internet, since this resource may contain information students are expected to have mastered as part of their knowledge base.</p> |

Linguistics (and Classics)-specific skills

- Students are expected to articulate linguistic knowledge into presentations/paragraphs/essays that demonstrate understanding of content appropriate in all areas and at all levels of study.
- Students are expected to provide analysis of linguistic structures including identifying components of the structure, relationships between its components, and any organizing principles as theoretically determined.
- Memorization is an essential skill needed for demonstrating knowledge in all content areas and at all levels of study.

Mastery of the required skills can be demonstrated in a number of ways. However, writing skills must be demonstrated without access to the internet, since this resource may contain information students are expected to have mastered as part of their knowledge base.

PROGRAM LEVEL Bona Fide Educational Requirements (BFERs)

Department of Policy Studies

| <p style="text-align: center;">BFERs</p> <ul style="list-style-type: none"> • Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program. • Do not include references to Policy 517, accommodations or disability. | <p style="text-align: center;">Essential Requirements Rationale</p> <ul style="list-style-type: none"> • Is there only one way in which the required skill/knowledge can be demonstrated? <i>If NO</i>, state "there are many ways the skill/knowledge can be demonstrated". <i>If YES</i>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary? |
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Knowledge

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| Recognize power relationships between political actors, institutions | There any many ways to demonstrate this knowledge |
| Understand the principles and processes involved in resource allocation | There any many ways to demonstrate this knowledge |
| Interpret results of research | There any many ways to demonstrate this knowledge |
| Recognize diversity | There any many ways to demonstrate this knowledge |
| Identify sources/contacts for information | There any many ways to demonstrate this knowledge |
| Recognize specific policy contexts | There any many ways to demonstrate this knowledge |
| Understand the political process | There any many ways to demonstrate this knowledge |
| Understand the utility and applicability of theoretical frameworks | There any many ways to demonstrate this knowledge |
| Recognize divergent positions and perspectives and the origin/basis of those positions | There any many ways to demonstrate this knowledge |
| Understand policy linkages across levels of governance (global, federal, professional, local) | There any many ways to demonstrate this knowledge |

Skills

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| Evaluate decision-making processes | There are many ways to demonstrate this skill |
| Analyze the international and domestic political impacts upon policy | There are many ways to demonstrate this skill |
| Demonstrate analytical ability | There are many ways to demonstrate this skill |
| Demonstrate and apply skills in data retrieval | There are many ways to demonstrate this skill |

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| Apply statistical skills to diverse issues | There are many ways to demonstrate this skill |
| Demonstrate ability to use computers to process information and manage data | There are many ways to demonstrate this skill |
| Cite sources properly | There are many ways to demonstrate this skill |
| Conduct research effectively in a variety of fields | There are many ways to demonstrate this skill |
| Identify and apply appropriate tools of policy analysis (theoretical frameworks) | There are many ways to demonstrate this skill |
| Design, conduct and analyze surveys | There are many ways to demonstrate this skill |
| Participate effectively in group work | There are many ways to demonstrate this skill |
| Demonstrate ability to follow instructions | There are many ways to demonstrate this skill |
| Demonstrate ability to manage time | There are many ways to demonstrate this skill |
| Support colleagues | There are many ways to demonstrate this skill |
| Demonstrate ability to adapt to changing environments | There are many ways to demonstrate this skill |
| Demonstrate aptitude for conflict resolution (individual or group) | There are many ways to demonstrate this skill |
| Identify and demonstrate appropriate ethical behavior | There are many ways to demonstrate this skill |
| Demonstrate accountability for actions and non-actions | There are many ways to demonstrate this skill |
| Take initiative in policy work | There are many ways to demonstrate this skill |
| Identify potential mentors and act as mentors | There are many ways to demonstrate this skill |
| Develop procedures for policy implementation | There are many ways to demonstrate this skill |
| Explain the policy process | There are many ways to demonstrate this skill |
| Evaluate policies and their possible outcomes | There are many ways to demonstrate this skill |
| Design and/or revise policy | There are many ways to demonstrate this skill |

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| Prepare policy alternatives | There are many ways to demonstrate this skill |
| Critique policy effectiveness | There are many ways to demonstrate this skill |
| Assess usefulness and applicability of policy theories/frameworks | There are many ways to demonstrate this skill |
| Provide constructive criticism where appropriate | There are many ways to demonstrate this skill |
| Apply theories and frameworks to practice | There are many ways to demonstrate this skill |
| Demonstrate effective verbal communication skills | There are many ways to demonstrate this skill |
| Deliver professional public presentations (individual or group) | Delivery of "public" presentations requires the presence of an audience |
| Organize knowledge and convey it to others | There are many ways to demonstrate this skill |
| Synthesize competing ideas | There are many ways to demonstrate this skill |
| Integrate interdisciplinary ideas | There are many ways to demonstrate this skill |
| Critique theories/demonstrate critical thinking | There are many ways to demonstrate this skill |
| Promote and exhibit creative thinking | There are many ways to demonstrate this skill |
| Apply deductive reasoning skills | There are many ways to demonstrate this skill |
| Organize and develop projects | There are many ways to demonstrate this skill |
| Communicate policy to diverse constituencies | There are many ways to demonstrate this skill |
| Demonstrate effective written communications skills | There are many ways to demonstrate this skill |
| Communicate research results | There are many ways to demonstrate this skill |
| Utilize appropriate technology to support communication | There are many ways to demonstrate this skill |

PROGRAM LEVEL Bona Fide Educational Requirements (BFERs)

Department of Psychology

| <p style="text-align: center;">BFERs</p> <ul style="list-style-type: none"> Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program. Do not include references to Policy 517, accommodations or disability. | <p style="text-align: center;">Essential Requirements Rationale</p> <ul style="list-style-type: none"> Is there only one way in which the required skill/knowledge can be demonstrated? <i>If NO</i>, state "there are many ways the skill/knowledge can be demonstrated". <i>If YES</i>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary? |
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Knowledge

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| Mastery of course texts and materials | There are many ways the skill/knowledge can be demonstrated |
| Fluency in relevant disciplinary theories, terminology and methods of inquiry | There are many ways the skill/knowledge can be demonstrated |

Skills

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| Comprehension and application of scientific reasoning to understand and interpret psychological phenomena | There are many ways the skill/knowledge can be demonstrated |
| Independent and collaborative conceptual analysis, design, conduct, interpretation and dissemination of basic psychological findings | There are many ways the skill/knowledge can be demonstrated |
| Sustained written communication of research outcomes (independent and/or collaborative) | There are many ways the skill/knowledge can be demonstrated |
| Sustained oral communication of research outcomes (independent and/or collaborative) | There are many ways the skill/knowledge can be demonstrated |

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| Comprehension and application of ethical reasoning and standards to psychological research | There are many ways the skill/knowledge can be demonstrated |
| Work produced in timely manner | There are many ways the skill/knowledge can be demonstrated |
| Ability to meet deadlines | No – there are many ways the skill/knowledge can be demonstrated |
| Respectful collaboration with others | There are many ways the skill/knowledge can be demonstrated |
| Work submitted for assessment should conform to the relevant stylistic, mechanical and academic conventions of the Department of Psychology, Mount Royal University and the language of instruction (English) | There are many ways the skill/knowledge can be demonstrated |
| Engagement with course activities | There are many ways the skill/knowledge can be demonstrated |

PROGRAM LEVEL Bona Fide Educational Requirements (BFERs)

Department of Sociology and Anthropology

| <p style="text-align: center;">BFERs</p> <ul style="list-style-type: none"> Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program. Do not include references to Policy 517, accommodations or disability. | <p style="text-align: center;">Essential Requirements Rationale</p> <ul style="list-style-type: none"> Is there only one way in which the required skill/knowledge can be demonstrated? <i>If NO</i>, state "there are many ways the skill/knowledge can be demonstrated". <i>If YES</i>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary? |
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| <p>Knowledge</p> <p>History and Breadth of Discipline</p> <p>Central to our disciplines are:</p> <ul style="list-style-type: none"> A general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions. A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. <p>Some detailed knowledge in an area of the discipline. For example, the four field approach in anthropology and intersectionality in sociology.</p> | <p><i>There any many ways to demonstrate this knowledge</i></p> |
| <p>Qualitative Methods</p> <p>Central to our disciplines is knowledge of various forms of qualitative research design, data collection and analysis. This includes, but is not limited to, research ethics, participant-observation, interviews, archival and textual analysis, qualitative coding and the interpretation of human and cultural remains.</p> | <p><i>There any many ways to demonstrate this knowledge</i></p> |
| <p>Quantitative Methods</p> | <p><i>There any many ways to demonstrate this knowledge</i></p> |

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| <p>Central to our disciplines is knowledge of various forms of quantitative research design, data collection and analysis. This includes, but is not limited to, research ethics, statistical analysis, surveys, typologies and population studies.</p> | |
| <p>Theoretical Perspectives</p> <p>Central to our disciplines is knowledge of various theoretical perspectives, their context and their application.</p> | <p><i>There any many ways to demonstrate this knowledge</i></p> |
| <p>Social Justice and Inequality</p> <p>Central to our disciplines is knowledge of the various dimensions of social inequality across time, place, space, and the ways in which inequality has and can be addressed.</p> | <p><i>There any many ways to demonstrate this knowledge</i></p> |
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Skills

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| <p>The acquisition, application and integration of knowledge</p> <p>Central to our disciplines is an ability to gather, review, evaluate, identify and interpret information relevant to one or more of the major fields in a discipline.</p> | <p><i>There any many ways to demonstrate this skill</i></p> |
| <p>Research skills, including the ability to define problems and access, retrieve and evaluate</p> <p>Central to our disciplines is an understanding of methods of enquiry in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> • retrieve and assess relevant information • evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques • devise and sustain arguments or solve problems using these methods | <p><i>There any many ways to demonstrate this skill</i></p> |

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| <p>Critical thinking and problem-solving skills</p> <p>Central to our disciplines is an understanding of the limits to knowledge and how this might influence analyses and interpretations. This includes:</p> <ul style="list-style-type: none"> • reflexivity • awareness of personal and cultural bias (e.g., common sense) | <p><i>There any many ways to demonstrate this skill</i></p> |
| <p>Writing skills</p> <p>Central to our disciplines is an ability to demonstrate achievement of writing competence, and knowledge of content appropriate to the level and complexity of the course.</p> <p>Writing is the sustained, organized and fluent representation of ideas which are:</p> <ul style="list-style-type: none"> • appropriately independent, coherent, and complex relative to the course curriculum • presented for assessment within the relevant stylistic, mechanical, and academic conventions of the university and the discipline • produced in a timely way | <p><i>There any many ways to demonstrate this skill</i></p> |
| <p>Numeracy skills</p> <p>Central to our disciplines is an ability to review, present, and interpret quantitative information. For example:</p> <ul style="list-style-type: none"> • use of statistical software • perform tabular statistical calculations | <p><i>There any many ways to demonstrate this skill</i></p> |
| <p>Interpersonal and Communication skills</p> <p>Central to our disciplines is an ability to verbally communicate accurately and reliably to a range of audiences. This can be achieved though, for example:</p> <ul style="list-style-type: none"> • presentations | <p><i>There any many ways to demonstrate this skill</i></p> |

- in-class participation
- interviews (methods)
- working effectively with others
- seminars
- workshops