

Appendix 1: DLEs, PLOs and Degree Requirements and Assessment

BA Honours Program

(A) Degree Learning Expectations <i>This degree is awarded to students who have demonstrated the following:</i>	(B) Program Learning Outcomes <i>By the end of this program, students will be able:</i>	(C) Appropriate Degree Requirements and Assessment <i>The program learning objectives align with the curriculum, specific courses and assessment methods/activities in the follow ways:</i>
1. DEPTH AND BREADTH OF KNOWLEDGE		
1.1 - a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in the field of Business and Society, as well as in two specialized areas in the field	1.1 – to identify and compare key concepts and theoretical traditions in the social sciences (e.g., different theoretical traditions in economics), to identify and contrast major traditions in ethics and political theory (e.g., virtue ethics, deontology, utilitarianism) and to explain the relationship and difference between social scientific and normative analysis.	<ul style="list-style-type: none"> • All students are required to take the Program Core. Two core courses, SOSC1340, SOSC 2340, provide a broad understanding of key concepts, methodologies and theoretical approaches: <ul style="list-style-type: none"> ○ SOSC 1340 focuses more on concepts, methodologies and theoretical approaches from the social sciences and professional studies ○ SOSC 2340 focuses more on normative concepts, methodologies and theoretical approaches (e.g., ethics, political philosophy) • All students choose two streams, in each of which they are required to take 18 credits. Upper division courses in the streams (12 credits) provide for: <ul style="list-style-type: none"> ○ a deeper integration of the investigation of social science and normative theoretical approaches as they relate to specific areas in the field, and ○ further investigation of current advances/issues in these particular areas
1.2 - a developed understanding of many of the major fields of study in Business and Society, including, how these fields intersect with fields in related disciplines	1.2 – to distinguish and categorize a full range of Business and Society interactions and issues (e.g., employment relationships, marketing, lobbying, generation of externalities, etc.) and to demonstrate how different disciplines and fields of study intersect with and contribute to a fulsome analysis of these interactions and issues.	<ul style="list-style-type: none"> • SOSC 1340, a required introductory course, provides an interdisciplinary overview of the major areas in the field of Business and Society • The stream structure enables students to investigate in more detail how a specific area of Business and Society draws upon and interacts with related disciplines and fields of study <ul style="list-style-type: none"> ○ For example, in <i>The Firm</i> students draw upon micro-economics, management studies, economic sociology, business ethics, etc., to understand, analyze and evaluate the different areas of firm activity (including management, accounting, strategy, human resource management, marketing, etc.) and their impact. ○ Other streams draw upon a similar array of fields to analysis the particular intersection of Business and Society that is their focus. • The requirement of taking two streams better enables students to understand the need to draw upon a range of fields to develop a fulsome analysis of any particular issue in Business and Society.
1.3 - a developed ability to: a) gather, review, evaluate and interpret information; and b) compare the merits of alternate hypotheses or creative options, relevant to one or more of the fields of study in	1.3 - a) to collect, review and interpret primary and secondary research in Business and Society; b) to compare and evaluate competing hypotheses relating to key issues in Business and Society (e.g., regulation of labour, environment and	<ul style="list-style-type: none"> • 3 core courses (ECON 1000, ECON 1010 and MATH 1532) enable students to gather, review, interpret and evaluate basic (quantitative) data <ul style="list-style-type: none"> ○ These skills are typically evaluated through problem sets and tests. • 2 other core courses (SOSC 1340, SOSC 2340) provide additional skills to gather (qualitative) data and to enable interpretation and evaluation of data and critical comparisons of the merits of alternative hypotheses <ul style="list-style-type: none"> ○ These skill are primarily developed and evaluated through class discussion and reflection papers.

Business and Society	trade, restrictions on advertising, etc.)	<ul style="list-style-type: none"> • At upper levels, these skills are <ul style="list-style-type: none"> ◦ Are more fully incorporated into research papers and case studies, where students are required to engage in more theoretically grounded comparative analysis
1.4 – a developed, detailed knowledge of and experience in research in an area of study in Business and Society	1.4 – to write research paper proposals and to write research papers in different areas of Business and Society (based upon the skills and learning outcomes noted in 1.1, 1.3, 1.5, 1.6, 2.1, 3.1, 3.2)	<ul style="list-style-type: none"> • Upper level courses in the streams provide students the opportunity to research a particular area in Business and Society. <ul style="list-style-type: none"> ◦ Relevant assignments include research papers and case study analyses and shorter assignments that involve qualitative research skills (e.g., interviews, focus groups). • BUSO also has a course entitled <i>Research in the Community</i> (SOSC 4041) <ul style="list-style-type: none"> ◦ this entails students designing and completing research projects with community organizations. (Due to staffing problems this course has not been offered in recent years). • Students also have the option of writing an Honours thesis <ul style="list-style-type: none"> ◦ This can incorporate primary as well as secondary research • A 4th year special topics course has recently been proposed, which can be offered by visiting scholars on their area of research <ul style="list-style-type: none"> ◦ A research paper, which may involve primary research, would be the primary method of evaluation for this course
1.5 – developed critical thinking and analytical skills inside and outside of Business and Society	1.5 – to compare and contrast positions in Business and Society and other literatures based upon their epistemological, ontological and methodological assumptions	<ul style="list-style-type: none"> • The BUSO program seeks to ground critical thinking and analytic skills by engaging students in fundamental questions of epistemology, ontology and methodology. This grounding enables students to employ critical thinking and analytic skills both within the various areas of Business and Society, and across other fields of study <ul style="list-style-type: none"> ◦ In the core courses, SOSC 1340 and SOSC 2340), issues of epistemology, ontology and methodology are introduced with respect to critical thinking skills in relationship to both social science (positive) and normative analysis; ◦ At the upper levels, issues of epistemology, ontology and methodology are further problematized in relationship with regard to specific area of Business and Society (and across different fields of study and theoretical traditions)
1.6 – the ability to apply learning from one or more areas outside of Business and Society	1.6 – to draw upon literature in different disciplines and areas of study and to integrate it into an interdisciplinary analysis of issues in Business and Society (with policy recommendations and strategies for business and stakeholder groups)	<ul style="list-style-type: none"> • This ability is facilitated by the fact that BUSO draws upon theoretical and methodological perspectives from a variety of fields. It is measured through different types of assignments. <ul style="list-style-type: none"> ◦ In lower level courses is facilitated by shorter assignments (e.g., reflection papers, etc.) and class room discussion; ◦ In upper level courses this is primarily facilitated through research papers.
2. KNOWLEDGE OF METHODOLOGIES		
2.1 – an understanding of methods of enquiry	2.1 – a) to identify broad	<ul style="list-style-type: none"> • 3 core courses (ECON 1000, ECON 1010 and MATH 1532) enable students to gather, review, interpret and

<p>or creative activity, or both in the field of Business and Society that enables students to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established techniques; and</p> <p>b) devise and sustain arguments or solve problems using these methods;</p> <p>c) to describe and comment upon particular aspects of current research or equivalent advanced scholarship in Business and Society and related fields.</p>	<p>qualitative and quantitative research methods in key social science fields (e.g., economics, sociology, political science) and how they are applied, including in professional studies such as business;</p> <p>b) to develop arguments and strategies regarding key issues in business and society, in line with the interests/values of different stakeholder groups (as in 1.6);</p> <p>c) to analyse how current research draws upon and applies different methodological tools and strategies (including how/whether these are related to explicit normative values and theories)</p>	<p>evaluate basic economic data</p> <ul style="list-style-type: none"> o These courses include review well established techniques for informing decision-making in business organizations (e.g., profit strategies, price setting, risk management, etc.) • 2 core course (SOSC1340, SOSC 2340) introduce the notion of theoretical traditions in the social sciences and humanities (including varying epistemological, methodological and ontological assumptions). <ul style="list-style-type: none"> o In these course students are required, for example, to distinguish different traditions in economics (classical, neo-classical, Keynesian, heterodox). Evaluation typically entails tests and short papers. • In the lower level courses, students draw upon the skills learned above to develop sustained arguments and solve problems. <ul style="list-style-type: none"> o Forms of assessment include term papers and case studies • In upper level courses, students are expected to provide more detailed and sophisticated arguments for their normative positions and the social scientific traditions that they draw upon to analyze situations and de solutions <ul style="list-style-type: none"> o By way of example, in SOSC 3041 (<i>Social Economy and Alternative Development</i>) students have to be able to distinguish different normative development models (including key norms and justification strategies) as well as the basis for favouring their analysis (of the problem) and strategies (for promoting their normative model). • In fourth year courses, greater emphasis is placed upon enabling students to comment upon advanced scholarship (critique, policy implications, further directions for research, etc.). <ul style="list-style-type: none"> o This occurs through reading responses, class presentations on readings, and term papers.
<p>3. APPLICATION OF KNOWLEDGE</p>		
<p>3.1 – the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p> <p>c) apply underlying concepts, principles, and techniques of analysis, both within</p>	<p>3.1 –</p> <p>a) to map arguments in academic articles and to develop their own arguments on topics in Business and Society;</p> <p>b) to evaluate arguments and cases from the perspective of both social science traditions (e.g., different schools of thought in economics, sociology, etc.) and normative theoretical traditions (different schools of ethical thought); (as in 1.1)</p> <p>c) to apply the conceptual tools used in business and</p>	<ul style="list-style-type: none"> • The ability to use and critically review information to develop arguments, to make judgments in accordance with major theories, and apply concepts both within and outside the field is promoted and evaluated in a variety of ways <ul style="list-style-type: none"> o These include the outlining of arguments in the readings, the development of arguments in the form of paper outlines, writing short reflections papers from the perspective of a given theoretical tradition, and the use of case studies and position papers. o These forms of evaluation are applied in both lower and upper level courses.

and outside the discipline; d) where appropriate use this knowledge in the creative process and;	society to assignments in other courses (especially in the social sciences and professional studies); d) to apply knowledge using the creative process to advocate for specific positions (e.g., development of campaigns materials in support of different causes)	
3.2 – the ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions, e.g., in the form of business practices and strategies, civil society responses and public policy proposals; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem in an actual organization; and	3.2 - to use different techniques: a) to evaluate assumptions, concepts and arguments in readings and other course materials; (as in 1.3) b) to develop well-grounded public policy proposals and business strategies; c) to develop a strategic approach to problem solving by identifying key environmental factors and actors; d) to use case study analysis to provide solutions to a concrete organizational problem	<ul style="list-style-type: none"> • The ability to use different techniques to achieve these outcomes is grounded in the promotion of depth of knowledge and the understanding of methodologies detailed above: <ul style="list-style-type: none"> ○ Specific ways in which these outcomes are developed and evaluated include the use of reflection papers, term papers and case studies. • In upper division courses, more theoretically grounded and methodologically sophisticated approaches to solving organizational problems and developing public policy proposal is expected <ul style="list-style-type: none"> ○ In 4th year course assignments (e.g., SOSC 4048 3.0) students are explicitly required to draw upon (rival) political economy theories to place organizations in their larger context and to draw upon competing normative theories in evaluating the likely outcomes of the organizational strategies and public policies recommendations that they develop.
3.3 the ability to make critical use of scholarly reviews and primary sources.	3.3 – to use scholarly reviews to construct an overview of a field, academic tradition or issue and to use primary resources to critique and evaluate arguments.	<ul style="list-style-type: none"> • Scholarly reviews are sometimes recommended to students as a method for investigating research topics and developing arguments • Upper level courses encourage the use of primary sources in two basic ways; <ul style="list-style-type: none"> ○ SOSC 4044 (<i>Ethics and Economics</i>), for example, incorporates the use of primary texts in the fields of ethics and economics as a means for understanding and critiquing contemporary positions grounded in these original texts; ○ Other courses encourage the use of economic and sociological data from original sources (e.g., reports by government offices, NGOs, etc.)
4. COMMUNICATION SKILLS		
4.1 - the ability to communicate information, arguments, and analyses accurately and effectively, orally and in writing, to a range of audiences, at	4.1 – to make effective public presentations, to engage in public debate and roundtable discussions and to prepare reports, using appropriate communications technology and	<ul style="list-style-type: none"> • In lower level lecture courses (SOSC 1340, 1341, 2330, 2340), tutorial sessions frequently employ a range of strategies designed to develop communication skills <ul style="list-style-type: none"> ○ class presentations and debates are use to promote oral communication skills ○ written communication skills are promoted, through the use of on-line discussion fora (e.g., in Moodle), as

<p>an advanced level. This includes academics, policy makers, community organizations, etc.</p>	<p>presentation software.</p>	<p>well as through reading summaries, reflection papers, research papers, reports (with data analysis) and case studies;</p> <ul style="list-style-type: none"> • In upper level courses <ul style="list-style-type: none"> ○ Class presentations, debates and leading discussion in seminars are all designed to promote oral communication skills. ○ Some courses also have experiential education components that may involve students doing interviews, participating in and leading group discussions, doing presentations to external audiences, etc. ○ Written communication skills are developed through reflection papers, short essays, research papers, case studies and reports; • Students are also encouraged to submit class work to research fairs (e.g., poster presentations), student conferences and student journals, etc.
<p>5. LIMITS OF KNOWLEDGE</p>		
<p>5.1 - 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>5.1 – to offer peer reviews of fellow students assignments and critiques of their own work, which offer concrete examples of how methodological choices (including data collection and analysis processes) and their own particular socialization and value commitments might influence their analyses and interpretations.</p>	<ul style="list-style-type: none"> • This is facilitated in the discussion of methodology where key epistemological questions are examined, including what constitutes knowledge, what different types of knowledge exist (e.g., practical, theoretical) exist, how is knowledge generated, and how processes of socializations and particular interests can distort processes of knowledge generation; <ul style="list-style-type: none"> ○ This understanding is facilitated through class discussions, debates (and reflections upon debates), and reflection papers.
<p>6. AUTONOMY AND PROFESSIONAL CAPACITY</p>		
<p>6.1 - qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts;</p>	<p>6.1 – a) to understand personal and organizational norms (and their rationale) and how to exercise initiative and leadership skills within the context of these norms in different organizational settings; b) to exercise communication, conflict resolution and related skills to promote effective collaboration with others; c) to exercise analytic and organizational skills (including facilitation and negotiation skills) to promote effective and participatory decision-making in a range of</p>	<ul style="list-style-type: none"> • Such qualities and transferable skills are developed through specialized experiential educational opportunities <ul style="list-style-type: none"> ○ <i>Internships</i> – BUSO participates in a paid internship program in LA&PS which provides students with placements from 4 to 18 months ○ <i>Placement Course</i> (SOSC 4046 6.0) – places students in social economy organizations, in which they work on specifically designed projects which they learn transferable skills • These qualities and skills are also developed in experiential education components of other courses, especially at the upper division. <ul style="list-style-type: none"> ○ This would include, for example, simulations, reports about site visits, other assignments requiring interactions with practitioners (e.g., interviews), etc.

<p>6.2 - the ability to manage their own learning in changing circumstances, both within and outside of Business and Society, now and in the future.</p>	<p>organizations settings.</p> <p>6.2 – to develop and implement learning strategies and techniques, and to research and apply for advanced education programs (for professional and personal development)</p>	<ul style="list-style-type: none"> • In lower division courses, especially SOSC 1340 and SOSC 2340, key skills (critical reading, writing, research) are systematically developed, so as to provide the basis for lifelong learning: <ul style="list-style-type: none"> ○ These are developed through textual analysis in class (tutorials), visits to libraries, reflection papers, staging the process of paper writing (thesis statements, annotated bibliographies, drafts of papers, etc.) • These skills are reinforced and further developed in upper levels courses, which focus on specific areas of study (streams) in Business and Society <ul style="list-style-type: none"> ○ The specific focus provided through streams enables students to better identify and evaluate programs for further study. • The program also regularly offers sessions on applying for graduate programs.
<p>6.3 - behaviour consistent with academic integrity and social responsibility.</p>	<p>6.3 – to provide analyses of the demands of personal and institutional integrity (including corporate social responsibility) in particular cases and to develop policies and practices that effectively align behaviour with these demands.</p>	<ul style="list-style-type: none"> • Norms of academic integrity are reviewed in all classes and an analysis of their justification and implications is provided. • All students are provided with conceptual and theoretical tools for analyzing personal and social responsibility in required courses (e.g., SOSC 1340, SOSC 2340), including in relationship to professional and personal ethics <ul style="list-style-type: none"> ○ These tools are taught and evaluated through the use of case studies, role playing, debates, personal reflection papers, terms papers. • The refinement and application of such tools is further developed in upper level courses in the streams (in relationship to specific fields of Business and Society), including a stronger emphasis on how public policy and institutional design can facilitate and reinforce behavior consistent with social responsibility. <ul style="list-style-type: none"> ○ For example, in SOSC 3040 6.0 (Corporate Social Responsibility) students are required to address the relationship between individual and corporate social responsibility through the use of case studies and term papers.

BA Degree

(A) Degree Learning Expectations	(B) Program Learning Outcomes	(C) Appropriate Degree Requirements and Assessment
<i>This degree is awarded to students who have demonstrated the following:</i>	<i>By the end of this program, students will be able:</i>	<i>The program learning objectives align with the curriculum, specific courses and assessment methods/activities in the follow ways:</i>
1. DEPTH AND BREADTH OF KNOWLEDGE		
1.1 - a general knowledge of many key concepts, methodologies, theoretical approaches and assumptions in the field of Business and Society, as well as in two specialized areas in the field	1.1 – to identify and compare key concepts and theoretical traditions in the social sciences (e.g., different theoretical traditions in economics), to identify and contrast major traditions in ethics and political theory (e.g., virtue ethics, deontology, utilitarianism) and to explain the relationship and difference between social scientific and normative analysis.	<ul style="list-style-type: none"> • All students are required to take the Program Core. Two core courses, SOSC1340, SOSC 2340, provide a broad understanding of key concepts, methodologies and theoretical approaches: <ul style="list-style-type: none"> ○ SOSC 1340 focuses more on concepts, methodologies and theoretical approaches from the social sciences and professional studies ○ SOSC 2340 focuses more on normative concepts, methodologies and theoretical approaches (e.g., ethics, political philosophy) • All students choose two streams, in each of which they are required to take 18 credits. Upper division courses in the streams (12 credits) provide for: <ul style="list-style-type: none"> ○ a deeper integration of the investigation of social science and normative theoretical approaches as they relate to specific areas in the field
1.2 - a broad understanding of some of the major fields of study in Business and Society, including, how these fields intersect with fields in related disciplines	1.2 – to distinguish and categorize Business and Society interactions and issues (e.g., employment relationships, marketing, lobbying, generation of externalities, etc.) and to demonstrate how different disciplines and fields of study intersect with and contribute to a fulsome analysis of these interactions and issues.	<ul style="list-style-type: none"> • SOSC 1340, a required introductory course, provides an interdisciplinary overview of the major areas in the field of Business and Society • The stream structure enables students to investigate in more detail how a specific area of Business and Society draws upon and interacts with related disciplines and fields of study <ul style="list-style-type: none"> ○ For example, in <i>The Firm</i> students draw upon micro-economics, management studies, economic sociology, business ethics, etc., to understand, analyze and evaluate the different areas of firm activity (including management, accounting, strategy, human resource management, marketing, etc.) and their impact. ○ Other streams draw upon a similar array of fields to analysis the particular intersection of Business and Society that is their focus. • The requirement of taking two streams better enables students to understand the need to draw upon a range of fields to develop a fulsome analysis of any particular issue in Business and Society.
1.3 - an ability to gather, review, evaluate and interpret information relevant to one or more of the fields of study in Business and Society	1.3 - to collect, review and interpret information in different areas of Business and Society in (e.g., regulation of labour, environment and trade, restrictions on advertising, etc.)	<ul style="list-style-type: none"> • 3 core courses (ECON 1000, ECON 1010 and MATH 1532) enable students to gather, review, interpret and evaluate basic (quantitative) data <ul style="list-style-type: none"> ○ These skills are typically evaluated through problem sets and tests. • 2 other core courses (SOSC 1340, SOSC 2340) provide additional skills to gather (qualitative) data and to enable interpretation and evaluation of data and critical comparisons of the merits of alternative hypotheses <ul style="list-style-type: none"> ○ These skill are primarily developed and evaluated through class discussion and reflection papers.

		<ul style="list-style-type: none"> • At upper levels, these skills are <ul style="list-style-type: none"> ◦ Are more fully incorporated into research papers and case studies, where students are required to more consciously engage in comparative analysis
1.4 – some detailed knowledge in an area of study in Business and Society	1.4 – to write research paper proposals and to write research papers in different areas of Business and Society (based upon the skills and learning outcomes noted in 1.1, 1.3, 1.5, 1.6, 2.1, 3.1, 3.2)	<ul style="list-style-type: none"> • Third year courses in the streams provide students the opportunity to research a particular area in Business and Society. <ul style="list-style-type: none"> ◦ Relevant assignments include research papers and case study analyses and shorter assignments that involve qualitative research skills (e.g., interviews, focus groups).
1.5 – critical thinking and analytical skills inside and outside of Business and Society	1.5 – to compare and contrast positions in Business and Society and other literatures based upon their epistemological, ontological and methodological assumptions	<ul style="list-style-type: none"> • The BUSO program seeks to ground critical thinking and analytic skills by engaging students in fundamental questions of epistemology, ontology and methodology. This grounding enables students to employ critical thinking and analytic skills both within the various areas of Business and Society, and across other fields of study <ul style="list-style-type: none"> ◦ In the core courses, SOSC 1340 and SOSC 2340), issues of epistemology, ontology and methodology are introduced with respect to critical thinking skills in relationship to both social science (positive) and normative analysis; ◦ At the upper levels, issues of epistemology, ontology and methodology are further problematized in relationship with regard to specific area of Business and Society (and across different fields of study and theoretical traditions)
1.6 – the ability to apply learning from one or more areas outside of Business and Society	1.6 – to draw upon literatures in different disciplines and areas of study and to integrate them into an inter-disciplinary analysis of issues in Business and Society (with policy recommendations and strategies for business and stakeholder groups)	<ul style="list-style-type: none"> • This ability is facilitated by the fact that BUSO draws upon theoretical and methodological perspectives from a variety of fields. It is measured through different types of assignments. <ul style="list-style-type: none"> ◦ In lower level courses is facilitated by shorter assignments (e.g., reflection papers, etc.) and class room discussion; ◦ In upper level courses this is primarily facilitated through research papers.
2. KNOWLEDGE OF METHODOLOGIES		
2.1 – an understanding of methods of enquiry or creative activity, or both in the field of Business and Society that enables students to: a) evaluate the appropriateness of different approaches to solving problems using well established techniques; and b) devise and sustain arguments or solve problems using these	2.1 – a) to identify broad qualitative and quantitative research methods in key social science fields (e.g., economics, sociology, political science) and how they are applied, including in professional studies such as business; b) to develop arguments and strategies regarding key issues in business and society, in line with the interests/values of different stakeholder groups (as in	<ul style="list-style-type: none"> • 3 core courses (ECON 1000, ECON 1010 and MATH 1532) enable students to gather, review, interpret and evaluate basic economic data <ul style="list-style-type: none"> ◦ These courses include review well established techniques for informing decision-making in business organizations (e.g., profit strategies, price setting, risk management, etc.) • 2 core course (SOSC1340, SOSC 2340) introduce the notion of theoretical traditions in the social sciences and humanities (including varying epistemological, methodological and ontological assumptions). <ul style="list-style-type: none"> ◦ In these course students are required, for example, to distinguish different traditions in economics (classical, neo-classical, Keynesian, heterodox). Evaluation typically entails tests and short papers. • In the lower level courses, students draw upon the

methods;	1.6);	<p>skills learned above to develop sustained arguments and solve problems.</p> <ul style="list-style-type: none"> ○ Forms of assessment include term papers and case studies • In upper level courses, students are expected to provide more detailed arguments for their normative positions and the social scientific traditions that they draw upon to analyze situations and de solutions <ul style="list-style-type: none"> ○ By way of example, in SOSC 3041 (<i>Social Economy and Alternative Development</i>) students have to be able to distinguish how different stakeholders may prefer different normative development models as well as the basis for favouring their analysis (of the problem) and strategies (for promoting their normative model).
3. APPLICATION OF KNOWLEDGE		
3.1 – the ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;	3.1 – a) to map arguments in academic articles and to develop their own arguments on topics in Business and Society; b) to evaluate arguments and cases from the perspective of both social science traditions (e.g., different schools of thought in economics, sociology, etc.) and normative theoretical traditions (different schools of ethical thought); (as in 1.1)	<ul style="list-style-type: none"> • The ability to use and critically review information to develop arguments, to make judgments in accordance with major theories, and apply concepts both within and outside the field is promoted and evaluated in a variety of ways <ul style="list-style-type: none"> ○ These include the outlining of arguments in the readings, the development of arguments in the form of paper outlines, writing short reflections papers from the perspective of a given theoretical tradition, and the use of case studies and position papers. ○ These forms of evaluation are applied in both lower and upper level courses.
3.2 – the ability to use a range of established techniques to: a) analyse information; b) evaluate the appropriateness of different approaches to solving problems in the field of Business and Society; c) propose solutions, (e.g., in the form of business practices and strategies, civil society responses and public policy proposals;	3.2 - to use different techniques: a) to evaluate assumptions, concepts and arguments in readings and other course materials; (as in 1.3) b) to develop well-grounded public policy proposals and business strategies; c) to develop a strategic approach to problem solving by identifying key environmental factors and actors;	<ul style="list-style-type: none"> • The ability to use different techniques to achieve these outcomes is grounded in the promotion of depth of knowledge and the understanding of methodologies detailed above: <ul style="list-style-type: none"> ○ Specific ways in which these outcomes are developed and evaluated include the use of reflection papers, term papers and case studies. • In upper level courses, more theoretically grounded and methodologically sophisticated approaches to solving organizational problems and developing public policy proposal is expected <ul style="list-style-type: none"> ○ In SOSC 3040 6.0, for examples, students use case student analysis in which they have to analysis the business environment and propose public policy solutions (as well as business strategies)
3.3 the ability to make critical use of scholarly reviews and primary sources.	3.3 – to use scholarly reviews to construct an overview of a field, academic tradition or issue and to use primary	<ul style="list-style-type: none"> • Scholarly reviews are sometimes recommended to students as a method for investigating research topics and developing arguments • Upper level courses: <ul style="list-style-type: none"> ○ encourage the use of economic and sociological

	resources to critique and evaluate arguments.	data from original sources (e.g., reports by government offices, NGOs, etc.)
4. COMMUNICATION SKILLS		
4.1 - the ability to communicate accurately and reliably orally and in writing to a range of audiences	4.1 – to make effective public presentations, and to engage in public debate and roundtable discussions, using appropriate communications technology and presentation software.	<ul style="list-style-type: none"> • In lower level lecture courses (SOSC 1340, 1341, 2330, 2340), tutorial sessions frequently employ a range of strategies designed to develop communication skills <ul style="list-style-type: none"> ○ class presentations and debates are used to promote oral communication skills ○ written communication skills are promoted, through the use of on-line discussion fora (e.g., in Moodle), as well as through reading summaries, reflection papers, research papers, reports (with data analysis) and case studies; • In upper level courses <ul style="list-style-type: none"> ○ Class presentations, debates and leading discussion in seminars are all designed to promote oral communication skills. ○ Some courses also have experiential education components that may involve students doing interviews, participating in and leading group discussions, doing presentations to external audiences, etc. ○ Written communication skills are developed through reflection papers, short essays, research papers and case studies;
5. LIMITS OF KNOWLEDGE		
5.1 - an understanding of the limits to their own knowledge and ability, and how this might influence analyses and interpretations.	5.1 – to offer peer reviews of fellow students assignments and critiques of their own work, which offer concrete examples of how methodological choices (including data collection and analysis processes) and their own particular socialization and value commitments might influence their analyses and interpretations.	<ul style="list-style-type: none"> • This is facilitated in the discussion of methodology where key epistemological questions are examined, including what constitutes knowledge, what different types of knowledge exist (e.g., practical, theoretical) exist, how is knowledge generated, and how processes of socializations and particular interests can distort processes of knowledge generation; <ul style="list-style-type: none"> ○ This understanding is facilitated through class discussions, debates (and reflections upon debates), and reflection papers.
6. AUTONOMY AND PROFESSIONAL CAPACITY		
6.1 - qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and decision-making;	6.1 – a) to understand personal and organizational norms (and their rationale) and how to exercise initiative and leadership skills within the context of these norms in different organizational settings; b) to exercise communication, conflict	<ul style="list-style-type: none"> • These qualities and skills are developed in experiential education components of a variety of courses, especially at the upper division. <ul style="list-style-type: none"> ○ This would include, for example, role playing, reports about site visits, other assignments requiring interactions with practitioners (e.g., interviews), etc.

b) working effectively with others;	resolution and related skills to promote effective collaboration with others;	
6.2 - the ability to identify and address their own learning in changing circumstances, both within and outside of Business and Society, now and in the future.	6.2 – to develop and implement learning strategies and techniques, and to research and apply for advanced education programs (for professional and personal development)	<ul style="list-style-type: none"> • In lower division courses, especially SOSC 1340 and SOSC 2340, key skills (critical reading, writing, research) are systematically developed, so as to provide the basis for lifelong learning: <ul style="list-style-type: none"> ○ These are developed through textual analysis in class (tutorials), visits to libraries, reflection papers, staging the process of paper writing (thesis statements, annotated bibliographies, drafts of papers, etc.) • These skills are reinforced and further developed in upper levels courses, which focus on specific areas of study (streams) in Business and Society <ul style="list-style-type: none"> ○ The specific focus provided through streams enables students to better identify and evaluate programs for further study.
6.3 - behaviour consistent with academic integrity and social responsibility.	6.3 – to provide analyses of the demands of personal and institutional integrity (including corporate social responsibility) in particular cases and to develop policies and practices that effectively align behaviour with these demands.	<ul style="list-style-type: none"> • Norms of academic integrity are reviewed in all classes and an analysis of their justification and implications is provided. • All students are provided with conceptual and theoretical tools for analyzing personal and social responsibility in required courses (e.g., SOSC 1340, SOSC 2340), including in relationship to professional and personal ethics <ul style="list-style-type: none"> ○ These tools are taught and evaluated through the use of case studies, role playing, debates, personal reflection papers, terms papers. • The refinement and application of such tools is further developed in upper level courses in the streams (in relationship to specific fields of Business and Society), including a stronger emphasis on how public policy and institutional design can facilitate and reinforce behavior consistent with social responsibility. <ul style="list-style-type: none"> ○ For example, in SOSC 3040 6.0 (Corporate Social Responsibility) students are required to address the relationship between individual and corporate social responsibility through the use of case studies and term papers.