

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Individualized Studies
Degree Type:	BA
Degree(s):	<i>Honours (120 credits);</i>)
Department/School:	Humanities
Submission Date:	

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.

2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*

3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<p>Individualized Studies is for those rare students who have the clarity of vision and the energy and sense of initiative to assemble for themselves a major of their own devising. A student who completes the program successfully will have learned how to put the entire university to work in a coherent fashion. The program rewards initiative and the capacity to find connections in both the world of knowledge and in the university, an institution that conserves and transforms knowledge. Breadth will come naturally, given the need to assemble the major. Depth, obviously, is a problem for a major that is by definition the negation of a major, and the program's director must push hard against hasty browsing.</p>	<ul style="list-style-type: none"> -Students who complete the program will have gained a rich sense of the shape of the university. -They will have learned how disciplines connect, and how they differ. -They will have learned how to interrogate disciplines and to put them to work for the sake of a chosen inquiry. -As this major insists on a thesis, students will have learned how to define a subject, frame a question, and invent an appropriate line of inquiry. And then they will have learned how to expound an argument and sustain a complex work of exposition. 	<p>In Individualized Studies every student has an advisor, to whom he or she must answer for the shape of the entire undergraduate project.</p> <p>The program has no required courses at all, except for the thesis course at the end.</p> <p>So all alignment is of course ad hoc. And fluid, and on-going.</p> <p>The director of the program remains in close touch with all students, to assure that each course of study remain coherent.</p> <p>The criterion for alignment is relevance of content and of the skills imparted.</p>

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2. Knowledge of Methodologies	<p>-There is no saying which methodologies any student will be learning.</p> <p>-On the other hand, in Individualized Studies, methods and methodology (an awareness that one's methods connect to skeins of theory and evolving practices) is utterly central to success.</p> <p>-The very fact that Individualized Studies straddles fields and disciplines puts the issue of method at the centre.</p>	<p>-The first objective is the understanding that there is no good scholarly inquiry without method.</p> <p>-The second objective is that students learn that not all methods are appropriate, and that the choice of a method requires a good reason.</p> <p>-A third objective is that all students in the programme learn how to describe, and justify the methods that they are using.</p>	<p>Individualized Studies, by its nature, can have no central methods course. After all, it is not a discipline, but rather the attempt to use the methods of disciplines that are out there.</p> <p>Accordingly, it has to leave to the disciplinary courses training in one or another methodology.</p> <p>What justifies, and cements, the whole endeavour is the dialogue between the student and the advisor, especially as the thesis evolves. All alignment of means and ends must take place there, and in conversation with the program director.</p>

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3. Application of Knowledge	<p>A graduate of Individualized Studies will have the very applicable skill of integration of disparate strands of knowledge.</p> <p>The program trains in initiative. Students learn to sift offerings, to decode statements of objectives, and to network among professionals. These are high-end skills of great practical utility.</p>	<ul style="list-style-type: none"> -Scan for relevant bodies of knowledge. -Network among experts. -Explain themselves and explain their work and show why what they do connects with the concerns of others. -Integrate disparate strands of knowledge in coherent, persuasive ways. 	<p>The only course, the thesis, is strenuous. By its nature, a thesis project gives deep training in pragmatism. How to put to use the assorted things learned, how to see the relevance, how to sort out a jumble: these are deep skills.</p>

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4. Communication Skills	<p>-Individualized Studies expects a student to write a thesis, or otherwise assemble the fruits of four years of inquiry. To do this, the student will need clarity of structure and good expository skills.</p>	<p>-plan a thesis and carry it out, with all the communication skills that such a project entails. (Note that some theses do not take the form of a standard essay. A film script, an exhibition with its catalogue, a photographic essay with commentary, for instance, would require their own communicative skills).</p>	

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<p>5. Awareness of Limits of Knowledge</p>	<p>-The Individualized Studies project, by its nature, pushes students up against what they themselves do not know and, not rarely, confronts them with the limitations of the disciplines to which they turn as they assemble a project.</p>	<p>-have some ability to discriminate between fruitful and fruitless inquiry and some ability to test the yield of lines of work. "Some" is appropriate, in a BA. Mature scholars with decades of work behind them continue to struggle with these same issues.</p>	

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<p>6. Autonomy and Professional Capacity</p>	<p>-Autonomy is at the core of Individualized Studies. If it accomplishes nothing else, it liberates students to find their own way.</p> <p>-Professional capacity is harder to pin down, as the lines of study are so varied. Since students must negotiate with scholars all across the university, just to work their way into courses for which they lack conventional training, the program inculcates responsibility and self-direction in very healthy ways.</p>	<p>-One objective is autonomy.</p> <p>-Another is self-awareness and knowledge of one's capacities and limitations.</p> <p>-A third is flexibility.</p> <p>-A fourth is judgment.</p> <p>-A fifth is an open mind.</p>	