### Degree Level Expectations, Learning Outcomes, Indicators of Achievement and the Program Requirements that Support the Learning Outcomes

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Learning Outcomes</th>
<th>Indicators of Achievement</th>
<th>Relevant Courses and academic requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Depth and breadth of knowledge</strong></td>
<td>A systematic understanding of knowledge and a critical awareness of current problems in the field of urban and regional planning</td>
<td>Completion of a core of six courses and a field of concentration including a foundation course, project and two options.</td>
<td>See “Depth and breadth of knowledge” columns in the attached SURP Curriculum Map</td>
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<td><strong>Research and scholarship</strong></td>
<td>A conceptual understanding and methodological competence that:</td>
<td>Completion of a research methods stream including required courses in qualitative methods, quantitative methods and three modules. Preparation of a research proposal that is peer-reviewed by faculty Preparation of a Master’s thesis that is examined by faculty or a Master’s research report that is examined by an external professional planner.</td>
<td>See “Research and scholarship” columns in the attached SURP Curriculum Map, especially SURP- 812: Qualitative Methods SURP- 819: Quantitative Methods SURP- 800: Research Proposal SURP- 898: Masters Report SURP- 899: Masters Thesis</td>
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<td><strong>Application of Knowledge</strong></td>
<td>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting</td>
<td>Preparation of a professional-quality report on a current planning project in a group, and Individual preparation of a Master’s thesis or a Master’s research report.</td>
<td>See “Application of Knowledge” columns in the attached SURP Curriculum Map, especially SURP- 823/4/5/6/7 Project courses SURP- 898: Masters Report SURP- 899: Masters Thesis</td>
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| Professional capacity/autonomy | The qualities and transferable skills necessary for practice as a professional planner  
The exercise of initiative and of personal responsibility accountability; and  
Decision-making in complex situations; and  
The intellectual independence required for continuing professional development;  
The ethical behaviour consistent with academic and professional integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and  
The ability to appreciate the broader implications of applying knowledge to particular contexts | Preparation of a project report by a self-managed interdisciplinary group.  
Interaction with clients and a professional coach in the group project course  
Completion of university module on research ethics;  
Course lectures on planning ethics by leading professional planners.  
Professional internship between first and second year for most students  
Introduction to the Canadian Institute of Planners and other professional organizations | See the “Professional capacity/autonomy” column in the attached SURP Curriculum Map, especially  
SURP- 812: Qualitative Methods  
SURP- 823/4/5/6/7 Project courses  
SURP- 893: Internship |
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<td>Communication Skills</td>
<td>The ability to communicate ideas, issues and conclusions clearly in written, oral and graphic form</td>
<td>Short papers, presentations, briefing notes, drawings, op-ed articles, research essays and a report or thesis.</td>
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| Awareness of limits of knowledge | Understanding of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines | Frequent course exposure to ideas from cognate disciplines; numerous group projects; multi-disciplinary project teams and international experience opportunities. | See the “Collaborative Problem Solving Skills” column in the attached SURP Curriculum Map and  
SURP- 810: ST (Multiculturalism)  
SURP- 831: ST (International)  
SURP- 827: International Project |