

**Legal Studies: Program Learning Outcomes**

Program Learning Outcomes	Undergraduate Degree Level Expectations (UDLE)	How the Program Design & Requirement Elements Support the Attainment of Student Learning Outcomes	Learning Outcome: Method of Assessment
<p>1. Acquire and express an understanding of how the law operates, including:</p> <ul style="list-style-type: none"> <li>• Grasp of structural elements of law</li> <li>• A plural understanding of law</li> <li>• Critical perspectives on the forms and functions of law</li> <li>• Critical attention to how the lens of law illuminates social phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• Depth and breadth of knowledge</li> <li>• Conceptual and methodological awareness/research and scholarship</li> <li>• Awareness of limits of knowledge</li> </ul>	<p>(a) mandatory courses on the basics of the legal system:</p> <ul style="list-style-type: none"> <li>• Introduction to Legal Studies</li> <li>• Public Law</li> <li>• Private Law</li> <li>• Legal Theory</li> </ul> <p>(b) mandatory and optional courses with in-depth study of selected areas of law, including:</p> <ul style="list-style-type: none"> <li>• Family law</li> <li>• Immigration and refugee law</li> <li>• Labour and employment law</li> <li>• Information and privacy</li> <li>• International law</li> <li>• International human rights</li> </ul> <p>(c) clusters of courses in:</p> <ul style="list-style-type: none"> <li>• Law and diversity (gender/sexuality; aboriginal issues;</li> </ul>	<p>Students are assessed through a variety of methods, including:</p> <ul style="list-style-type: none"> <li>• Participating in online discussions</li> <li>• Completing staged writing assignments</li> <li>• Presenting in groups</li> <li>• In-class group work and roundtable sessions</li> <li>• Preparing reflective writing assignments</li> <li>• Making online/electronic discussion posts</li> <li>• Taking personal field trips (i.e., to the local courthouse) and writing on the experience</li> <li>• Writing traditional examinations</li> </ul>

		<p>race/ethnicity; disability)</p> <ul style="list-style-type: none"> <li>• Interdisciplinary approaches (sociology, philosophy)</li> <li>• Broad topical approaches (globalization, technology)</li> </ul>	
<p>2. Apply acquired knowledge (as outlined above) to interpret legal phenomena and developments from a variety of critical perspectives</p>	<ul style="list-style-type: none"> <li>• Depth and breadth of knowledge</li> <li>• Conceptual and methodological awareness/research and scholarship</li> <li>• Communication skills</li> <li>• Application of knowledge</li> <li>• Professional capacity/autonomy</li> <li>• Awareness of limits of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory courses in 1<sup>st</sup> year: Political Science, Introduction to Social Policy, Introductory Psychology, Introductory Sociology, and Social Problems</li> <li>• Assignments on critical analysis of legal phenomena in all our courses – from simpler problems in the initial years of study to more complex in upper years</li> <li>• 4<sup>th</sup> year mandatory integrating project course or an honours thesis</li> <li>• An option to complete a practicum placement at a community organization in 4<sup>th</sup> year</li> </ul>	<p>Students are assessed through a variety of methods, including:</p> <ul style="list-style-type: none"> <li>• Completing case briefs</li> <li>• Conducting socio-legal literature reviews</li> <li>• Undertaking case studies</li> <li>• Participating in online and in-class discussions</li> <li>• Completing staged writing assignments</li> <li>• Drafting legal memoranda</li> <li>• Presenting in groups</li> <li>• Engaging in oral advocacy exercises</li> <li>• Linking course themes with current affairs (identifying multiple legal perspectives)</li> <li>• Undertaking reflective writing exercises</li> <li>• Posting comments online</li> </ul>

			<ul style="list-style-type: none"> <li>• Taking a personal field trip and writing a reflection on it</li> <li>• Engaging in role-play (e.g., use of drama and simulations)</li> <li>• Doing the 'Three-Minute Thesis'</li> <li>• Engaging in collaborative wikis</li> <li>• Locating images online to depict course themes</li> <li>• Writing traditional examinations</li> </ul>
<p>3. Conduct legal and interdisciplinary research and interpret research results</p>	<ul style="list-style-type: none"> <li>• Depth and breadth of knowledge</li> <li>• Conceptual and methodological awareness/research and scholarship</li> <li>• Communication skills</li> <li>• Application of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> year mandatory courses: Research Methods and Legal Research Methods</li> <li>• Clusters of courses on interdisciplinary approaches (e.g., Sociology of Law, Philosophy of Law, Cultural Studies of Law)</li> <li>• General electives, which allow students to take cross-program offerings (e.g., courses from criminology, communications or psychology)</li> <li>• Requirement to undertake research in either academic</li> </ul>	<p>Students are assessed through a variety of methods, including:</p> <ul style="list-style-type: none"> <li>• Completing case briefs</li> <li>• Doing hands-on legal research</li> <li>• Reading cases/scholarship</li> <li>• Drafting legal memoranda</li> </ul> <ul style="list-style-type: none"> <li>• In 4<sup>th</sup> year, mandatory integrating project course or an honours thesis which present students with opportunity to test and strengthen acquired research skills as well as develop original ideas</li> </ul>

		literature and/or caselaw, legislation or international legal documents for all our writing assignments	based on the results of that research
4. Communicate effectively in written, spoken and visual form with both academic audiences and members of the general public	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Application of knowledge</li> <li>• Professional capacity/autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory courses Introduction to Communications in 1<sup>st</sup> year and Persuasion in 3<sup>rd</sup> year</li> <li>• Use of guest speakers, videos, webcasts of court hearings or conference presentations in our classes as examples of effective communication</li> <li>• Diverse assignments in all of our courses helping students develop and enhance their written, oral, debating and other skills</li> <li>• Assignments and examples that encourage students to think “outside the box” in devising best way to get their message across (e.g., use of artistic expression to portray an issue studied in a course)</li> </ul>	<p>Students are assessed through a variety of methods, including:</p> <ul style="list-style-type: none"> <li>• Presenting articles</li> <li>• Presenting in groups</li> <li>• Engaging in oral advocacy exercises</li> <li>• Engaging in role-play (e.g., use of drama and simulations)</li> <li>• Leading class discussions</li> <li>• Listening to, meeting, and interacting with guest speakers</li> <li>• Painting a picture or writing a song to portray a theme or issue in the course</li> <li>• Participation in a practicum</li> <li>• In 4<sup>th</sup> year, mandatory integrating project course or an honours thesis which allows students to demonstrate their cumulative skills through</li> </ul>

		<ul style="list-style-type: none"> <li>• ADR courses focusing on active listening, understanding of the other party's interests and other negotiation and mediation techniques</li> </ul>	both written and oral communication
5. Recognize and demonstrate an appreciation of diverse perspectives	<ul style="list-style-type: none"> <li>• Application of knowledge</li> <li>• Professional capacity/autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory courses in 1<sup>st</sup> year: Political Science, Introduction to Social Policy, Introductory Psychology, Introductory Sociology, and Social Problems</li> <li>• Mandatory course Legal Theory in 2<sup>nd</sup> year</li> <li>• Clusters of courses in law and diversity as well as interdisciplinary approaches</li> <li>• Incorporation of diverse perspectives in content of our courses, class discussions and assignments</li> </ul>	<p>Students are assessed through a variety of methods, including:</p> <ul style="list-style-type: none"> <li>• Engaging in oral advocacy exercises</li> <li>• Engaging in role-play (e.g., use of drama and simulations)</li> <li>• Leading class discussions</li> <li>• Conducting socio-legal literature reviews</li> <li>• Participating in online and in-class discussions</li> </ul>
6. Develop and demonstrate strong work and professional ethic that approaches problems with enthusiasm and intellectual rigor	<ul style="list-style-type: none"> <li>• Professional capacity/autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum provides one of the best opportunities for students to demonstrate their integrity and ethics in a real-life setting</li> <li>• Required Leadership and Administration course in 4<sup>th</sup> year</li> </ul>	<ul style="list-style-type: none"> <li>• Requirement to write a reflection and make a presentation on practicum experience</li> </ul>

<p>7. Cultivate and strengthen capacity to engage in analysis, reasoning, and critical self-reflection.</p>	<ul style="list-style-type: none"> <li>• Depth and breadth of knowledge</li> <li>• Conceptual and methodological awareness/research and scholarship</li> <li>• Application of knowledge</li> <li>• Professional capacity/autonomy</li> <li>• Awareness of limits of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Requirement of having at least one writing assignment – short or long – in all of our courses</li> <li>• At every year level: designation of at least one of our courses as an intensive writing course</li> <li>• In ADR specialization: clusters of substantive and mediation courses (e.g., Family Law + Family Mediation) to enhance the connections between substantive knowledge and ADR skills</li> </ul>	<ul style="list-style-type: none"> <li>• Progressively increasing sophistication of assignments: from short essays in 1<sup>st</sup> year to a major research paper in 4<sup>th</sup> year</li> </ul>
---	--	---	---