Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Using relevant media to communicate all manner of information related to a construction project
2. Analyze past performance of projects to predict and improve future projects
3. Manage projects in a compliant, safe, ethical and green manner
4. Apply management tools and concepts in the execution of construction projects
5. Recognize and value diversity of opinion, process and approach
6. Incorporate effective leadership strategies to form multidisciplinary and multicultural teams and work groups
7. Use the theories and practice of organizational behaviour and human resources to manage and develop people
8. Model and analyze technical problems by applying sound engineering and building science principles
9. Assess and apply business, accounting and financial principles
10. Assess and apply logistical concepts and practices in the management of time, cost and quality performance

Source: George Brown College, Proposal for Bachelor of Applied Technology (Construction Science and Management), May 2004 (NB: program name changed to Bachelor of Technology (Construction Management) January 14, 2013.

Generic Degree Level Outcomes

A degree program must meet the substantial and common set of learning outcomes for a Baccalaureate/Bachelor Degree: Honours set out by the Postsecondary Education Quality Assessment Board and the Ontario Qualifications Framework for postsecondary programs.

Learning outcomes in the core subjects/courses must provide exposure to increasingly complex theory at the degree level, enable graduates to meet or exceed requirements of the field of study and/or practice as well as of relevant professional or accrediting bodies, and remain consistent with Program Learning Outcomes - GBC T312 – Bachelor of Technology (Construction Management) MTCU 88201
similar programs in Ontario and other jurisdictions.
Degree programs require coherent and substantive ‘non-core’ course offerings in subjects which contribute to the achievement of a breadth of skills and knowledge beyond the core subject area, such as critical thinking and communication skills, knowledge of society and culture, etc.

**Baccalaureate/Bachelor Degree: Honours Standard**

**Depth and Breadth of Knowledge**

a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline

b. A developed understanding of many 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

c. A developed ability to:
   
   i. gather, review, evaluate, and interpret information

   ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline

d. A developed, detailed knowledge of and experience in research in an area of the discipline

e. Developed critical thinking and analytical skills inside and outside the discipline

f. The ability to apply learning from one or more areas outside the discipline

**Conceptual & Methodological Awareness/Research and Scholarship**

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to

a. evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques

b. devise and sustain arguments or solve problems using these methods

c. describe and comment upon particular aspects of current research or equivalent advanced scholarship

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**Communication Skills**

The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline

**Application of Knowledge**

a. The ability to review, present, and critically evaluate quantitative and qualitative information to
   i. develop lines of argument
   ii. make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study
   iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline
   iv. where appropriate, use this knowledge in the creative process

b. The ability to use a basic range of established techniques to
   i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information
   ii. propose solutions
   iii. frame appropriate questions for the purpose of solving a problem
   iv. solve a problem or create a new work

c. The ability to make use of scholarly reviews and primary sources

**Professional Capacity/Autonomy**

a. The qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring
   i. the exercise of initiative, personal responsibility, and accountability in both personal and group contexts
   ii. working reflectively with others
iii. decision-making in complex contexts

b. The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study

c. Behaviour consistent with academic integrity and social responsibility

**Awareness of Limits of Knowledge**

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 analysis and interpretations

*Source: Postsecondary Education Quality Assessment Board (PEQAB)*