Table 3.1 – Program Learning Objectives

(1) Program Learning Objectives (PLOs) By the end of the program students will be able to:	(2) How are Program Learning Objectives Achieved? The program learning objectives align with the curriculum, specific courses and assessment methods / activities in the following ways:	SOSC 1430	SOSC 2800	SOSC 3800	SOSC 4600	SOSC 3801	SOSC 4605	OTHER IDS ELECTIVES	REGIONAL FOCUS	CONCENTRATION	AREA OF CONCENTRATION	INTERNSHIP / STUDY ABROAD
1. Depth & Breadth of Knowledge Identify, describe, compare, demonstrate, evaluate and/or analyze:												
1.1 - developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in IDS, as well as in two specialized areas of the discipline.	1.1 - Three of core courses in the IDS program (SOSC 1430, 2800 and 4600), as well as a number of elective courses, address, at various levels: • The conceptual foundations of the field of IDS, including key concepts, theories, and methods of inquiry used by scholars to interpret development discourse and practice; • The institutional practices of development, including models of economic and human development, policies, and other forms of micro development intervention; • The roles of development actors, such as states, multilateral bodies, corporations, and civil society, in processes of change and development; The structural, cultural and social factors and the systems of knowledge and power that condition development outcomes, including opportunities for alternative development practices.	I	R		M			Y			Y	
1.2 - developed understanding of many of the major fields of study in IDS, including, how these fields intersect with fields in related disciplines.	1.2 - SOSC 1430 provides an introduction, advanced further in SOSC 2800 and 4600, to a number of fields in IDS, many of which directly interact with fields in related disciplines. Such is the case with the assessment and measurement of development (where one of the related disciplines is Statistics), its History and evolution, Environment and development, Gender and development, Political Economy of development, Economics and Finance of development, and so on. A number of these fields and associated disciplines are pursued in two	I	R		M			Y	Y		Y	

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	other core courses (2800 and 4600) and in elective courses, and in particular in the two areas of concentration.										
1.3 - developed ability to: i) gather, review, evaluate and interpret information; and	1.3 – i) This is the LO of a core course, SOSC 3800 – Development Studies Research Methods.	I	R	M				Y		Y	
ii) compare the merits of alternate hypotheses or creative options, relevant to two of the major fields in IDS	ii) This LO is achieved through the two areas of concentration (chosen from the six available: Culture; Diasporas and Migration; Environment; Gender; Political Economy; and Politics, Governance & Policy).									Y	
1.4 - developed, detailed knowledge of and experience in research in an area of IDS	1.4 – The focus of SOSC 3800 is research methods and techniques used in IDS, focusing on practical issues and problems of researching development policies, programs and projects. The evaluation includes the preparation of a group research project proposal. The capstone course in the program, SOSC 4600 - Advanced Seminar in Development Studies – normally includes the elaboration of a research paper. Of the 18 credits required in two areas of concentration, at least 6 must be at the 4000 level, a level that typically requires engaging with research in one fashion or another.		R	M				Y		M	
1.5 - developed critical thinking and analytical skills inside and outside the IDS discipline	1.5 – This is an across-the-curriculum LO, as the program provides a systematic and critical study of the IDS field. Analytical skills, including skills in the areas of critical thinking, reading and writing, are emphasized across the curriculum, starting with SOSC 1430. The inherent interdisciplinary nature of IDS means many of these skills transfer to related disciplines (for example, encouraging students to critically think about analyses of development arising in the Economics discipline).	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1.6 - ability to apply learning from one or more areas outside the discipline	1.6 – This is inherent across the curriculum, according to the interdisciplinary nature of the studies. Students will apply knowledge arising from disciplines such as Economics, Statistics, Political Science, Women's Studies, Sociology, Environmental Studies, Public Policy, International Relations and Security Studies, and so forth. They will	I	R		M			Y		Y	

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	also pursue, in depth, two areas of concentration, with the majority of the courses being from other programs, thus systematizing knowledge arising from other disciplines.										
2. Knowledge of methodologies											
2.1 - Demonstrate an understanding of methods of enquiry in IDS, including basic quantitative, qualitative and participatory research methods, to evaluate the appropriateness of different approaches to solving development problems;	2.1 – As mentioned in 1.4, the focus of SOSC 3800 is research methods and techniques used in IDS. The course revisits research methods commonly used in the Social Sciences, focusing on applied research methods and evaluation practices, both through qualitative and quantitative methodologies. It also familiarizes students with the process of conducting a research, developing an intervention project or a program proposal – from delineating the objectives, the design process, until envisioning the strategy of implementation and assessment.		I	M							
2.2. - devise and sustain arguments about contemporary development topics through the use of theory, evidence and logic; and	2.2. – In lower level courses, students draw upon the skills learned to develop sustained arguments and solve development problems. For example, the tutorial sections in both SOSC 1430 and 2800 allow for active student participation in verbal argumentation. Forms of assessment include term papers, research essays, book reviews, tutorial participation, and exams. In upper level courses, students are expected to provide for more detailed and sophisticated argumentation, as expressed in their class participation and in their written submissions, drawing on a broader set of conceptual and methodological tools.	I	R		M			Y		Y	
2.3 - describe and comment upon particular aspects of current research or equivalent advanced scholarship in IDS.	2.3 – Especially in fourth year classes, greater emphasis is placed upon enabling students to comment upon advanced scholarship in the field of IDS (critique, policy implications, further directions for research, etc.), with particular attention to the relationship between the theory and practice of development, as well as the tensions between structure and agency.	I	R		M			Y	Y	Y	

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3. Application of Knowledge											
3.1 - The ability to review, present and critically evaluate qualitative and quantitative information to: i) make sound judgments in accordance with the major theories, concepts and methods of the IDS field ii) move beyond comprehension of abstract concepts and theories to appreciate their applicability; where, when and how it is appropriate to use them. iii) develop the capacity to use knowledge to solve problems, to generate ideas and to test evidence in the field of IDS. iv) critically understand the language of development professionals, including accessing and evaluating documents from a variety of development agents (e.g., governments, international institutions, social organizations, and donor agencies). 3.2 - The ability to use a range	The application of knowledge is emphasized across the IDS curriculum. Starting with the introduction to IDS in SOSC 1430, students are socialized to an approach where concepts, theories and methods are studied with the purpose of understanding, and ultimately impacting on, actual processes of global and local cultural, social, economic, political and ecological transformation. From the outset the complex relationship between development theory and practice is a focal point of the curriculum, for example, analyzing the role, approaches and impacts of various development actors, as well as various forms of intervention, through research, policy, regulation, activism, political action, etc. These skills are honed in particular in upper-level core and area of concentration courses. For example, SOSC 3800 provides tools to develop familiarity with the process of preparing funding applications for development research. Two new additions to the curriculum, a revamped SOSC 3801 - Understanding	I	R	R	M	Y	Y	Y		Y	Y

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of established techniques to: i) make critical use of scholarly reviews and primary sources. ii) developed creative faculties to ask questions, generate ideas, and test theories. iii) evaluate development policy as carried out, or advocated by development agents, and assess the design, planning, and implementation of development interventions; iv) put together and implement a development research and/or delivery proposal. v) engage in a direct experience in a Global South country to critically assess knowledge gained in the program.	Planning and Management for Development – and a new offering in 2015-16, SOSC 4605 – IDS Placement Course, are taught by a development practitioner, with the entirety of the course curriculum focused on the practice of development in the nonprofit sector. Although the program does not require so, it encourages and supports students to engage in an international experience, either study-abroad that provides academic credit, or an international internship that does not.										
4. Communication Skills											
4.1 - The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	4.1. - IDS courses provide students with a range of opportunities to develop effective communication skills which are essential to work in the field of development or to pursue graduate studies. Oral communication: • Class participation is required in most courses, including core courses. • Class and tutorial presentations. • Tutorial and seminar participation.	I	R	R	M	Y	Y	Y	Y	Y	Y

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	• Individual discussion with tutors and course directors. Written communication: • Short writing assignments (such as literature reviews, review questions, short essays, responses, project proposals, progress reports, etc.) are required in virtually all courses. • A number of courses also require longer essays (research essays, developed project proposals, policy briefs, take-home exams, funding proposals, etc.), particularly in upper-level courses. • Some courses utilize Moodle discussion boards. • Students engage in email communication with peers, teaching assistants and course directors. • Students have access to the services of the Centre for Academic Writing.										
4.2 - Develop communication skills necessary to operate in the development sector and to present contemporary development topics to diverse audiences.	4.2 – The majority of the types of communication listed above relate to a) development-related content of one type or another or b) those necessary to operate in the development sector. Specific courses with a professional orientation (such as 3801 and 4605, mentioned above and taught by a development practitioner) are exclusively oriented to the latter category.	I	R	R	M	R	M	Y			Y
4.3 - Develop cross-cultural and linguistic communication skills necessary to operate in non-Western contexts in a culturally appropriate manner.	4.3 - Cross-cultural and linguistic communication skills are not formal requirements of the program. Still, the IDS classrooms are extremely diverse in terms of background (gender, ethnic, religious, national, cultural, etc.), and course directors encourage an environment of respect, tolerance, and openness to difference and diversity. All course directors have had direct experience working in a Global South context. Students are encouraged, but not required, to go overseas in study-abroad and internship opportunities.	Y	Y	Y	Y	Y	Y	Y			Y
5. Awareness of limits of knowledge											

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An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to development knowledge, and how this might influence analyses and interpretations.	Course directors, and the readings they assign, articulate the limits of development knowledge and the importance of non-expert forms of knowledge. They emphasize that development is not a neutral term and that embedded in development knowledge are particular values, normative assumptions, and interests that are expressed in practices and policies that tend to delegitimize other forms of knowledge and to marginalize local perspectives on development. They also articulate the extent to which knowledge in the field of development is embedded in Western values and normative understandings. Courses expose students to a diversity of experiences in the Global South to show the serious shortcomings of one-size-fits-all explanations of developmental change and of often-common attempts in the field of development to universalize development understandings and solutions. Courses also aim to show how representations about target populations and development interventions are themselves culturally informed and normatively based, and derived from particular systems of knowledge and power. Students are encouraged to reflect on the extent to which their own cultural values and location in a myriad of intersecting axes of difference may shape their assessment of development issues and outcomes.	I	R		M	Y	Y	Y			Y
6. Autonomy and professional capacity 6. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:											
6.1 - the exercise of initiative,	6.1 – These skills are gained in multiple forms in virtually all the	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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personal responsibility and accountability in both personal and group contexts;	components of the program.										
6.2 - working effectively with others;	6.2 – The medium size of the program and the availability of tutorials in large classes encourages close acquaintance of the students with tutors, course directors and their peers. Several courses require group assignments. Many students form informal study groups, including Facebook pages to interact in regards to their studies.	Y	Y	Y	Y	Y	Y	Y			Y
6.3 - Be prepared for lifelong learning, able to plan and manage their own learning and to identify and address their own learning needs in changing circumstances.	6.3 – All program components emphasize qualities and transferrable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility, decision-making, communication, conflict resolution, and so on. These qualities and skills are emphasized in experiential education components that the program is developing, particularly in the upper division, such as the placement course (SOSC 4605).	I	I	Y	Y	Y	Y	Y	Y	Y	Y
6.4 - Demonstrate the capacity to become engaged citizens through the exercise of personal responsibility, ethical decision-making and leadership and behavior consistent with social responsibility, awareness and appreciation of social and cultural diversity, and commitment to social justice, equity and human rights.	6.4 – The program emphasizes these values and how they may be expressed in development theory and practice; as such, they are embedded in courses' pedagogical approach, methods, and content.	Y	Y	Y	Y	Y	Y	Y			Y