

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE  
Cyclical Review of the undergraduate programs  
in Childhood and Youth Studies  
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate programs in Childhood and Youth Studies are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The undergraduate programs in Childhood and Youth Studies reside in the Institute of Interdisciplinary Studies, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Co-Director of the Institute of Interdisciplinary Studies, the Dean of the Faculty of Arts and Social Sciences and in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on September 24<sup>th</sup>, 2020.

**Childhood and Youth Studies**  
**Unit Response to External Reviewers' Report & Action Plan**  
**Programs Being Reviewed: Undergraduate Programs**

**Note: This document (excluding the categorization and unit response column) is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.**

**Introduction & General Comments**

The Childhood and Youth Studies program was pleased to receive the Reviewers' very positive External Reviewers report on Friday, February 21, 2020. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Action Plan (Section B) which have been created in consultation with the Dean(s).

The program faculty wish to acknowledge the unique timing of this program review, which occurred in the first year of our implementation of a major modification that was strategically undertaken to enhance student learning and expand educational and career opportunities for our students. The decision to overhaul the program was made after the cyclical program review process was initiated based on the faculty self-study, and the major modification occurred in the middle of this process, ultimately delaying the external reviewer visit. Therefore, in many cases, the reviewers suggested continuation or maintenance of action items already in place, as our improvement efforts are just beginning. The reviewers identified many of the same challenges and opportunities that we have already been working on as a program faculty. We found the reviewers' insights particularly helpful in that they affirmed our own assessment of the program and, for the most part, supported goals that we are already working toward.

For each recommendation one of the following responses must be selected:

**Agreed to unconditionally:** used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

**Agreed to if additional resources permit:** used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

**Agreed to in principle:** used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

**Not agreed to:** used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

**Calendar Changes**

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

## UNIT RESPONSE AND IMPLEMENTATION PLAN

### Programs Being Reviewed:

External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? ( Y or N)
<p>1. We recommend that additional curriculum be developed in the area of texts directed to young people and produced by young people, including not only print texts, such as books, but also film, digital texts, video games, social media and other media texts.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>Y</i></p>
<p>2. We recommend that the program develop a common understanding of what the essential requirements of the Childhood and Youth Studies program are.</p>	<p><i>Ongoing program development and assessment work to be addressed during program meetings.</i></p>	<p><i>Program Faculty – Co-Director will facilitate.</i></p>	<p><i>Ongoing beginning September 2020</i></p>	<p><i>N</i></p>
<p>3. We recommend that the program be established as a Department within FASS.</p>	<p><i>Discussion with Dean regarding support for department structure.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>Y</i></p>

<p>4. We recommend that the program assess its faculty complement and plan for additional teaching and mentoring resources to help address issues of workload and maintain a high level of educational experience for students. In light of the ratio of majors to core faculty members, the high caps in senior courses, and the need to incorporate further courses in cultural studies, it seems evident to us that the program needs more faculty resources.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>
<p>5. We recommend scheduling more time for meetings with the program faculty during the site visit of reviewers, including allowing time for individual meetings with any faculty member who wishes to meet with reviewers separately from the group. In order to accommodate this, and to allow reviewers more time to discuss the drafting of the report, we recommend extending the visit to include a full second day.</p>	<p><i>Review and make changes in CPR process.</i></p>	<p><i>Office of Vice-Provost</i></p>	<p><i>N/A</i></p>	<p><i>no</i></p>
<p>6. We recommend that faculty members include in-depth writing experiences as course assignments as much as possible and maintain rigour in terms of course content and required readings.</p>	<p><i>Discussion with Dean regarding potential support for additional resources and request to facilitate writing support at the faculty/ university</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>
<p>7. We recommend that more seminar courses (perhaps under the Special Topics in Child Studies or Advanced Topics in Child Studies rubrics) with course caps of 20 be developed for third and fourth-year students.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>Y</i></p>

<p>8. We recommend that the faculty continue to establish and formalize relationships with different community partners to allow for more diverse experiential learning opportunities, including in the area of policy development and analysis pertaining to children and youth.</p>	<p><i>n/a – already in process. Faculty are already working with FASS staff and community partners to expand experiential learning activities and increase the number of practicum placements, including virtual/digital placements given the situation with COVID.</i></p>	<p><i>Program faculty teaching experiential learning courses, including practicum.</i></p>	<p><i>Ongoing – already in progress</i></p>	<p><i>N</i></p>
<p>9. We recommend that the program ensure that all interested students are able to enrol in opportunities for experiential learning and that the program consider making two such opportunities available to Honours students.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p> <p><i>Encourage faculty to work with the FASS experiential learning coordinator.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>
<p>10. We recommend that the program consider adding more study in the history of childhood and youth, in order to give students a better understanding of the range of assumptions about young people they encounter in their experiences with “real” children.</p>	<p><i>N/A -already in process</i></p>	<p><i>Program Faculty</i></p>	<p><i>Ongoing</i></p>	<p><i>Y</i></p>
<p>11. We recommend that the program maintain a commitment to foundational learning in the several disciplines that constitute the curriculum.</p>	<p><i>n/a already in process</i></p>	<p><i>Program Faculty</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>

<p>12. We recommend that regular opportunities to consult faculty members from other units in the University who contribute CHST courses to the program be developed.</p>	<p><i>Discussion with Dean, FASS chairs and directors regarding potential strategies.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>
<p>13. We recommend that the program add some components to the Honours program that would further distinguish this route from the General program, such as, for example, making the Honours Research Project a more visible and valued option in the program and developing a Teaching Apprenticeship course for Honours students.</p>	<p><i>We don't feel action is needed on this item. We are already working on strategies to attract more students into the Honours Thesis and will continue to do this. The reviewers didn't ask us about these strategies.</i></p>			
<p>14. We recommend that the program maintain a list of electives offered in other programs at Carleton that are of relevance to students majoring in Childhood and Youth Studies and that support and enhance the core curriculum of the program.</p>	<p><i>Co-Director will ask unit administrator to compile a list of complementary courses and share the list with students.</i></p>	<p><i>Co-Director/ Unit Administrator</i></p>	<p><i>Sept. 2020</i></p>	<p><i>N</i></p>
<p>15. We recommend that the program consider making French a requirement, given the program's location in the Capital Region.</p>				
<p>16. We recommend that program faculty continue to develop rubrics by which to measure student satisfaction.</p>	<p><i>Discussion with OIRP regarding ways to evaluate and respond to student experience.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>

<p>17. We recommend that program faculty continue to develop rubrics by which to test learning outcomes and achievement of degree-level expectations.</p>	<p><i>We have already begun working on assessing learning outcomes and will continue to develop these measures.</i></p>	<p><i>Program Faculty</i></p>	<p><i>October 2020</i></p>	<p><i>N</i></p>
<p>18. We recommend that program faculty respond to student demand for more in-depth career counselling, including exploring the possibility of having Carleton University's Career Services Office facilitate sessions or job fairs targeted to students in the program; further emphasising the program's practicum component; and building further connections with community partners and future employers in the region.</p>	<p><i>Discussion with Career Services to determine what supports can be provided. Discussion with Dean/Chairs and Directors to determine capacity for support at the faculty level.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>
<p>19. We recommend that the program consider appointing an Experiential Learning Coordinator as this aspect of the program is further developed.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>
<p>20. We recommend that the program institute a formal system of mentoring for junior faculty.</p>	<p><i>Discussion with Dean and FASS chairs and directors regarding need for a formal mentoring system.</i></p>	<p><i>Co-Director</i></p>	<p><i>September 2020</i></p>	<p><i>N</i></p>
<p>21. We recommend that program faculty integrate students into their research programs in the form of RA appointments, co-authorship, etc., as their research programs become more established.</p>	<p><i>No action is needed. We are already doing this and the culture of the program supports this.</i></p>			



22. We recommend that faculty members seek opportunities to supervise Postdoctoral Fellows.	<i>Discussion with Dean regarding the feasibility of this goal and what resources would be necessary to facilitate this.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
---	--	--------------------	-----------------------	----------