

# Implementation Report on the 2018-2019 Cyclical Review of the Youth and Children’s Studies Program

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## INTRODUCTION

This is the first implementation report for the Youth and Children’s Studies cyclical review that took place in 2018-2019. For each recommendation, the full language from the External Reviewers’ Report has been included, along with the corresponding information about implementation from the Final Assessment Report. For each recommendation, the unit has provided an update on the progress or action made toward the implementation of that recommendation, followed by comments from the relevant dean(s) and the Program Review Sub-Committee. Taking into account the updates provided by the unit and the comments from the dean(s), the Program Review Sub-Committee will review the report and determine if all recommendations have been implemented satisfactorily or if a subsequent report will be required.

## RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION IN FINAL ASSESSMENT REPORT

### Full Recommendations from External Reviewers’ Report:

**Recommendation #1:** We recommend that the Program coordinator and faculty members find ways to communicate to the broader university community (internal and external) the ways in which the Program actively works to decolonize and Indigenize their programming. For example, the faculty might consider having CPAM create a Spotlight story to be disseminated on Laurier’s outward and inward facing web. Faculty might also consider conducting a small study to better understand the impact of their decolonizing strategies on student learning and development.

**Recommendation #4:** We recommend that faculty design a clear communication strategy between full-time and part-time faculty to facilitate part-time faculty knowledge of the programs overarching programmatic goals as related to individual course learning objectives. Such information could be disseminated in an annual part-time orientation session followed-up with full-time faculty assigned to mentor part-time faculty.

**Recommendation #13:** Provide program and other information to transfer students.

**Recommendation #14:** Create and deliver an annual presentation for all students to describe what is to come in terms of courses, or other opportunities, in the following academic year. Faculty could consider disseminating the information in a face-to-face format to help build community among students and in a webinar format to accommodate students who may not be able to attend the face-to-face session.

**Recommendation #20:** Considering the alignment of the Youth and Children Studies Program with careers in the field of education, we recommend Program faculty to consult with Laurier’s Faculty of Education to explore program partnership opportunities. For example, there could be synergy between the desire for a Youth and Children Studies master’s program and the current Master of Education program currently offered on the Waterloo campus. The Program might consider establishing regular meetings with persons in Administrative roles in the Faculty of Education (e.g., Dean, Associate Dean, Graduate Coordinator).

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<p><u>Enhanced Communication:</u></p> <ul style="list-style-type: none"> <li>- regarding how program works to decolonize and indigenize their programming (#1);</li> <li>- with CAS (#4);</li> <li>- with transfer students (#13);</li> <li>- with current students (#14);</li> <li>- with the Faculty of Education (#20)</li> </ul>	<p>Program Coordinator facilitates, with support from all YC faculty members</p>	<p>June 2020: new processes, webinar, workshops established.</p> <p>Review and refinement of these initiatives should occur annually after that</p>

### Unit Updates

**Recommendation #1:** YC continues to promote and uplift the work of the Office of Indigenous Initiatives and conducts joint recruitment presentations with Indigenous Studies. Since the cyclical review was conducted, ID and YC shared a program coordinator (2020-2021), and two members of the YC faculty continue to sit on the Indigenous Studies Program Coordinating Committee and on the Indigenous Studies Departmental Appointment and Promotion Committee. Several of our faculty members also collaborate on Indigenous-focused research and continue to coordinate speakers’ series with Indigenous speakers. We constantly endeavor to become better allies to Indigenous peoples on campus and in the community. For these reasons, we have preferred to continue the work of decolonizing alongside our Indigenous colleagues rather than publicly promote the work we have done in our program. Though we are proud of the model, we have developed, it evolves from our long-standing relationships with Indigenous colleagues, and we hesitate to put more labour on them by spotlighting our process through communications channels. We do continue to try to role-model allyship processes by highlighting this relationality in internal meetings and committees. To determine the impact of integrating 1.5 credits of Indigenous Studies into our core curriculum, we have integrated a question into our 4<sup>th</sup> year student survey that seeks to evaluate what students have learned from these courses. Results from the first cohort of 4<sup>th</sup> year students demonstrate that YC students have benefited tremendously from their experiences in Indigenous Studies courses. When asked: “On a scale of 1-5, where 1 is not at all and 5 is very much, how much has your understanding of Indigenous perspectives changed since starting your degree?”, 100% of students selected either 4 (24%) or 5 (76%). Qualitative comments included feedback like, “I was able to learn about information that I was never taught about in my previous education from Indigenous voices” and “I had no idea of Canada's history with Indigenous peoples before university. Let alone the snowball effect it has had on Indigenous children.” Since 2019, we have also seen an increase in the number of YC students who are doing a combined major in YC and Indigenous Studies (n=9) or minoring in Indigenous Studies (n=12). Before the implementation of the mandatory Indigenous Studies courses there were 3 combined majors and 2 minors.

**FLA Decanal Comments:** The Program is to be commended on their efforts to decolonize and Indigenize their curriculum. I agree with the approach that they have taken to continue the work of decolonizing alongside Indigenous colleagues, as opposed to publicly promoting efforts, which could very well lead to increased labour for those colleagues.

**Recommendation #4:** Since 2020, we have been fortunate to run our courses with CTF who have been active in the program for many years. Drs. Christine Lei, Stephanie Burgoyne, and Anette Chretien all have seniority in their respective courses and are familiar with the objectives and intent of the YC program. That said, in the year ahead, we will have new or newly returning CTF teaching in the program. We have developed a program-based webinar that highlights programmatic goals and objectives. We are hesitant to offer a CTF program orientation since contract faculty are not paid to participate in labour outside of their teaching responsibilities. With the addition of new CTF in Fall of 2022, we will continue to reach out to CTF to invite them for coffee with a full-time member of the program to answer any questions and to support those members in getting situated in YC. We also continue to invite CTF to Annual Retreats (though the retreat in Spring 2021 was cancelled due to COVID). Dr. Christine Lei also remains the CTF representative on the YC PCC.

**FLA Decanal Comments:** I agree with how the Program has addressed this recommendation.

**Recommendation #13:** In response to this recommendation, the program has developed a slideshow presentation that is sent out via email to all new 105 students. The presentation includes a series of links to resources for mature and transfer students across the university. These resources include supports for transitioning to university as a mature student, webinars for course registration, housing initiatives, social media contacts for off-campus students association (LOCUS), the LOCUS newsletter sign-up link, and a list of on-campus supports (i.e. writing centre, wellness centre, accessible learning etc.). In this email from the program coordinator, students are also encouraged to reach out to the program coordinator with any questions they might have. We continue to work closely with Academic Advising to meet the needs of individual 105 students. To this end, the PCC has ongoing conversations about how to tailor the program to the expectations of increasing numbers of 105 students.

**FLA Decanal Comments:** I agree with how the Program has addressed this recommendation.

**Recommendation #14:** To satisfy this recommendation, we have created presentations for 1<sup>st</sup> and 2<sup>nd</sup> year students detailing the program opportunities available for years 2 and 3 of the program. The presentations are available in webinar format for students who are unable to attend in-person information sessions held in YC100 and YC201. These presentations include course information for the following year and detail opportunities that students might avail themselves of to maximize their degrees (i.e. the CARE lab, certificate in non-profit career foundations etc.). These presentations are in addition to the multiple YC recruitment webinars and videos available on the WLU YouTube channel.

**FLA Decanal Comments:** I agree with how the Program has addressed this recommendation.

**Recommendation #20:** The program has continued to maintain conversations with Dr. Maria Cantalini-Williams, the Dean of Education, about potential synergies between Education and YC. Each year, Dr. Cantalini-Williams hosts a Q&A and information session for YC students interested in applying to the Laurier consecutive education priority consideration pool. In the past several years, the Dean and SEO have been in conversations about a potential Education program on the Brantford campus. At present, conversations about an Indigenous Education program are progressing between Six Nations Polytechnic and relevant Laurier stakeholders. YC has contributed to those conversations when requested and looks forward to the outcomes of the initiatives currently under

consideration. The program coordinator has also met with Dr. Cantalini-Williams to explore other potential partnerships between the two programs. The Dean of Education has worked with the YC program to promote the MEd degree to our students to highlight potential career options in Student Affairs and educational administration. Since a graduate program in YC is not currently feasible (as per the Dean’s response to the Cyclical Review), we look forward to future opportunities to collaborate with Education. As the Faculty of Education continues to develop their Teaching Option stream, YC has been in conversation about creating an automatic entry agreement for YC students, which Dr. Cantalini-Williams fully supports. The Teaching Option could also include YC300, our CSL course, as an embedded course in the slate of courses counted toward the Teaching Option. Lastly, three of our FT faculty members are also members of the newly formed Centre for Leading Research in Education (CLRiE), which provides our program with access to a number of opportunities related to education and research. We believe that all of the above initiatives demonstrate a commitment to the intent of this recommendation.

**FLA Decanal Comments:** The Program has clearly engaged in extensive consultation with the Faculty of Education about potential synergies and is encouraged to continue these discussions moving forward.

**Section Summary:** Since the 2018-2019 cyclical review, the program has undertaken many initiatives, outlined above, to satisfy this set of recommendations, all of which revolve around the theme of enhanced communication. We believe that the actions described, many of which represent ongoing initiatives that the program will continue to engage in, satisfy the recommendations made by the review committee to ensure that there is clarity around all aspects of the program.

**FLA Decanal Comments:** The program is commended on its efforts to address this series of recommendations. See specific responses above. From my perspective, the program’s efforts in these areas should be continued, but no further reporting is necessary.

**Program Review Sub-Committee Comments:** The committee appreciates the thoroughness of the program’s updates to each of the recommendations that fall into this broader category. The commitment that the program has demonstrated to the implementation of these recommendations through their actions described above is impressive, and the committee agrees with the FLA dean that no further reporting on any of the recommendations in this category is necessary.

**Full Recommendations from External Reviewers’ Report:**

**Recommendation #2:** To gather more information about whether the admissions requirements meet the needs of the program, it might be useful to analyze the grades of students who drop out of the program before year 2. Is the high attrition rate due to entry grades or other life circumstances (e.g., deciding to major in another field; move to another geographic location).

**Recommendation #8:** The Self-Study report highlighted a wish to gain student feedback from exiting students, in relation to program developments and student experience. This is to be encouraged.

**Recommendation #16:** We heard from Program support staff that students who have moderate risk of dropping out of the program due to grades or other factors do not get much explicit attention. We recommend exploring how MyDegree might help advisors identify students at moderate risk of exiting the

Youth and Children Studies program and identify opportunities to reach out to such students to better understand how the Program might retain them.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Retention Initiatives (in conjunction with FLA):  - review students grades and reach out to those at risk (#2 & #16))  - communicate with and get feedback from exiting and existing students (#8)  - present on program offerings each term (#14)	Program Coordinator facilitates, with support from all YC faculty members	June 2020: new processes, webinar, workshops established.  Review and refinement of these initiatives should occur annually after that

**Unit Update:**

**Recommendation #2:** Given this recommendation, the program reviewed the grades of students who dropped out of the program before year 2. We found that students who were leaving the program were doing so primarily to do other opportunities related to life experiences: changing programs, transferring to the Waterloo campus, or transferring to a different university. Some were unable to proceed due to familial or financial circumstances. During the pandemic, some students elected to withdraw as a result of life circumstances (parenting during online schooling, loss of employment, caregiving responsibilities etc.) or because of challenges with remote learning. The program has also worked with Academic Advising to communicate with program majors who are struggling early in the term. Faculty members file early alert reports (Advising) and Care reports (Wellness) when they are concerned about a student’s performance in their course or about a student’s mental health and wellness.

**FLA Decanal Comments:** The Program has taken necessary steps to gather information and address this recommendation. They are strongly encouraged to continue to work with Advising and the Associate Dean on retention efforts.

**Recommendation #8:** The program continues to gather feedback from 4<sup>th</sup> year students in relation to their experiences in the core YC courses, their CSL opportunities, their learning in Indigenous Studies courses, and their overall experiences of the program. The survey instrument is refined each year to capture ongoing developments in the program. The student survey is now available through Qualtrics, which allows students to give feedback online and provides clearer data for the program’s analysis. The survey is conducted with students in YC400 in both the Fall and Winter terms.

**FLA Decanal Comments:** I agree with how the Program has addressed this recommendation.

**Recommendation #16:** The Faculty of Liberal Arts, in collaboration with Academic Advising, has designed an email system that program coordinators and course instructors can adopt to reach out to 100 level students in

the interest of fostering retention. Academic Advising sends a list of YC majors enrolled in YC100 each term. Instructors in YC100 use this system to highlight the supports available to 1st year students in our programs and to reach out directly to provide support.

**FLA Decanal Comments:** Retention efforts are critical across the Faculty and University, and therefore the Program, like all others in the Faculty, are strongly encouraged to continue to work with Advising and the Associate Dean on retention efforts.

**Section Summary:** We believe that this set of recommendations made by the review committee was particularly important for helping the program to better understand student satisfaction and impediments to progression or retention in the program. We have acted on each of the recommendations related to this theme and believe that they have all been satisfactorily completed.

**FLA Decanal Comments:** The program is commended on its efforts to address this series of recommendations. See specific responses above. I do not see the need for the program to provide any further reporting on this series of recommendations.

**Program Review Sub-Committee Comments:** Similar to the previous set of recommendations, the committee is grateful to the program for its clear and action-oriented description of the changes that it has made to satisfy this set of related recommendations. All of the actions described address the intent of the recommendations made by the review committee, and no further reporting on any of them is required.

**Full Recommendations from External Reviewers' Report:**

**Recommendation #3:** We recommend that faculty members engage in a curriculum mapping exercise to align all courses with identified program goals. Engaging in such an exercise may help identify course descriptions that need to be modified to align with program goals. For example, during the review, faculty noted that the intent of YC100 was to have a global focus; however, the course description did not match this intent. A similar gap was noted in YC400 where faculty noted that the intent of the course was more closely aligned with a capstone type of course; however, the course description allows for “topics to vary from year to year.”

**Recommendation #7:** We recommend that as the Program faculty engage in a curriculum mapping exercise, that assessment methodologies also be examined to ensure that students are able to express their learning in a variety of ways, thus continuing to develop their flexibility in knowledge production and dissemination.

**Recommendation #11:** A concern we heard throughout the review was the need to have continuity across the curriculum. We recommend that the first course in the program, YC 100, and the last course, YC400, be taught by full-time faculty wherever possible. This may help bookend the student learning. The introduction of a further 400-level capstone or thesis class may also enhance the student experience.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Program Curriculum, Outcomes & Mapping	Program Coordinator facilitates, with support from all YC faculty members	Fall 2019

<ul style="list-style-type: none"> <li>- Ensure Program’s Learning Outcomes are reflected in calendar descriptions (as outlined in Curriculum map) (#3)</li> <li>- that assessment methodologies are reviewed regularly (#7);</li> <li>- that CAS are fully informed about the learning expectations of YC100 and the 400-level courses (#11)</li> </ul>		<ul style="list-style-type: none"> <li>- Annually at Spring Retreat</li> <li>- Fall 2019: Processes (rewritten calendar descriptions &amp; webinar) &amp; ONGOING for communication with CAS</li> </ul>
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**Unit Updates**

**Recommendation #3:** The faculty conducted a thorough curriculum mapping exercise in preparation for the cyclical review. Since the review, we have updated course descriptions and created alignments through curriculum updates in the calendar that better reflect the objectives of our program. For example, the calendar description for YC400 now reads, “This capstone course applies key concepts learned in the Youth and Children’s Studies program to issues facing young people and their communities. Students will demonstrate a mastery of scholarship, theory and research methods and use their analytical skills to solve problems in the field and the world. Students will also practice professional standards of communication, presentation, and conduct in preparation for postgraduate pathways.” Likewise, the YC100 course description also reflects a more global focus: “This course provides students with an introduction to the key issues and interdisciplinary approaches in the study of children and youth. Students will demonstrate knowledge of and the ability to distinguish between the sociological, biological, developmental, historical, and cultural contexts from local, national, and global perspectives.”

**FLA Decanal Comments:** The Program has taken the necessary steps to address this recommendation.

**Recommendation #7:** Due to the pandemic, the faculty have not been able to conduct an Annual Retreat to revisit our curriculum map and its alignment with our assessment methodologies. It is our intention, public health restrictions permitting, to complete another round of this exercise at an Annual Retreat held in the Spring of 2022. Our courses continue to offer a range of assessment approaches, which have become increasingly creative as we have had to shift to remote teaching. Our students are evaluated on written, oral, and creative assignments that range from policy papers to grant applications to the design and creation of toys and media.

**FLA Decanal Comments:** A silver lining of the pandemic is how remote teaching has opened new and creative possibilities for knowledge production and dissemination that faculty members in YC have taken advantage of. I am confident that the Program will continue to address this recommendation in a thorough manner as opportunities to gather increase.

**Recommendation #11:** Since the cyclical review, YC400 has been taught by full-time faculty. YC100 has been taught by full-time faculty wherever possible. When full-time faculty have not been available to teach YC100, the course has been taught by contract teaching faculty who have seniority and standing appointments in the course.

**FLA Decanal Comments:** I agree with how this recommendation has been and continues to be addressed.

**Section Summary:** The program believes that the actions described above satisfy the intent of the recommendations made by the review committee around the program curriculum. YC will continue to review its program learning outcomes and curriculum map on a regular basis and will complete a review of the alignment between its assessment methodologies and the curriculum map during the next year.

**FLA Decanal Comments:** I am pleased with how the Program has addressed this series of recommendations and do not need to see any further reporting on them. See specific responses above.

**Program Review Sub-Committee Comments:** The clear and thorough comments provided by the program indicate that considerable progress has been made on this set of recommendations related to the program’s curriculum. Given that there has been a considerable gap of time between the submission of this report and the committee’s review of it, it is uncertain whether the retreat referenced in response to Recommendation #7 has taken place or not. If not, the program is encouraged to complete this recommendation in the next year, but otherwise, no further reporting on this set of recommendations is required.

Full Recommendation from External Reviewers’ Report:		
<b>Recommendation #5:</b> The program should explore the costs and benefits related to introducing a certificate in Early Childhood Education in partnership with other institutions.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Explore pathways for students between the YC program and Conestoga’s ECE diploma, now in Brantford (#5)	Program Coordinator facilitates, with support from all YC faculty members	June 2022

**Unit Updates**

**Recommendation #5:** The program has spent time investigating this option and determined that the ECE pathway was not the most advantageous route for our students since many of our transfer students come in with the ECE diploma, but very few complete the ECE diploma after graduation. If we do have graduating students interested in the ECE diploma, they are encouraged to complete the fast-track (1 year) ECE program at Conestoga College in Brantford. This is a program developed especially for students with a related university degree and is a good fit for our students. The YC program has been working with Academic Development and Assessment to investigate new program pathways for YC students. We are currently exploring potential partnerships with Conestoga in Autism and Behavioural Science, and in Mental Health and Substance Use. The program has also connected with the Child Life Specialist program at McMaster to better prepare our students to be competitive in their graduate program. Based on these actions, we believe that this recommendation has been completed.

**FLA Decanal Comments:** I agree with the rationale of the Program and decision not to proceed on an ECE pathway.



**Program Review Sub-Committee Comments:** The committee is supportive of the direction that the program has decided to take with regard to this recommendation, a clear rationale for which has been provided. No further reporting is required.

<b>Full Recommendation from External Reviewers' Report:</b>		
<b>Recommendation #6:</b> The program could consider developing further online or blended courses. This could encourage part-time students to enrol.		
<b>Recommendation to be Implemented (from Final Assessment Report)</b>	<b>Responsibility for Implementation</b>	<b>Anticipated Completion Date</b>
Explore further online offerings as part of incoming Dean's FLA online strategy (#6)	Program Coordinator & Dean of FLA	June 2020

**Unit Update:**

**Recommendation #6:** In light of 24months of remote teaching through the pandemic, the program has learned a number of lessons about delivery models outside of the bricks and mortar classroom. While online courses remain expensive to develop, there are elements of remote teaching and learning that faculty are considering as we return to in-person learning. The online strategy referred to in the reviewers' report was not initiated by the Dean of FLA. We remain open to the possibility of developing more online or blended courses, especially as we receive more inquiries from 105 students about options for online learning. The development of online courses come at an expense to the Faculty of Liberal Arts; therefore, decisions about which courses to be developed as online offerings are not fully within the control of the program. When opportunities arise, YC will identify courses that would be strong candidates for online course development. At present, we are working with the Dean to create one new online course that has been approved for development in the 2023 cycle. In the meantime, the program continues to offer YC230 in an online format.

**FLA Decanal Comments:** I am pleased that the Program is developing an additional online course and encourage them to continue exploring potentials and possibilities for online and hybrid/blended courses with the incoming Dean. I believe that their actions satisfy this recommendation and that no further reporting is required.

**Program Review Sub-Committee Comments:** The committee understands that decisions around online course development need to be made collaboratively and strategically between the program and the dean. The committee echoes the dean's suggestion that the program raise the possibility of additional online course developments with the incoming dean. No further reporting is required.

<b>Full Recommendation from External Reviewers' Report:</b>
<b>Recommendation #12:</b> While faculty members are successful securing tri-council funding, we recommend that faculty also explore more other strategically differentiated research funding opportunities (e.g., through industry partners; community foundations).

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Diversify research funding opportunities and applications (#12)	YC Faculty with support from ORS	June 2021 (for initial check-in on progress)

**Unit Update:**

**Recommendation #12:** YC faculty continue to be successful in attracting research funding from a range of sources, including tri-council funding. Though there is only a single ORS staff member on Brantford campus, we appreciate the opportunities that ORS brings to our attention and the support they provide with applications. We believe that this recommendation represents an ongoing process that the YC faculty will continue to engage in.

**FLA Decanal Comments:** I am pleased with the success that faculty members in YC continue to have with attracting funding. I agree that this recommendation represents an ongoing initiative for the program, as opposed to something that can necessarily be ‘completed,’ but am confident that YC faculty will continue to engage with this recommendation, and therefore, do not need to see any further reporting on it.

**Program Review Sub-Committee Comments:** The committee agrees with the dean’s comments that diversifying research funding opportunities is not a one-off recommendation that can be completed, but that instead represents an ongoing initiative for the program to engage with. The committee is satisfied with the dean’s comments that the program will continue to pay attention to this recommendation, and no further reporting is required.

Full Recommendation from External Reviewers’ Report:		
<p><b>Recommendation #10:</b> In times where space is at a premium, we recommend seeking out creative solutions such as partnering with local agencies for space sharing. For example, to address the space problem with the CARE lab, we recommend partnering with the Brantford Library or YMCA to inquire about options to share space. This could be a possible solution considering the CARE Lab’s important role in creating University-Community connections.</p>		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Explore submitting space request for CARE lab with incoming dean (#10)	Program Coordinator/Dr. Law	June 2020

**Unit Update:**

**Recommendation #10:** During the pandemic, the CARE Lab has transitioned to an online model. Dr. Law continues to work with her students remotely, but due to public health restrictions, many of their community-based youth programs have been paused. As we return to in-person learning and as public health advises, Dr. Law will consult with her lab, community partners, and the new dean about space and how it might be used as restrictions lift.

**FLA Decanal Comments:** The Faculty of Liberal Arts in conjunction with the Faculty of Human and Social Sciences have been working together to secure more flexible research space across the campus. The Dean will continue to work with the Program and faculty members to address this need.

**Program Review Sub-Committee Comments:** It is understood that during the pandemic, space concerns were not as relevant to address, and the committee is happy to hear that there is a collaborative effort underway between the two Brantford faculties to secure more flexible research space on campus. The committee wishes the faculties good luck in this effort, and does not require the program to report on this further, but encourages it to continue to advocate for research space appropriate for its activities.

**Full Recommendations from External Reviewers' Report:**

**Recommendation #18:** Some faculty expressed concern about the increasing incidences of mental health issues among students. Faculty do not feel prepared to support students in this capacity. They are asking for more guidance when working with students with mental health concerns (e.g., how to support students who disclose mental health problems; where to direct students to get support). We recommend that Administration actively work to help faculty understand students' pathways to care (e.g., Laurier's Blue Folder; how to access academic emergency fund; reminder of faculty roles and responsibilities when faced with a student experiencing psychological distress). Dissemination of this information could be done through Divisional Council, or related faculty meetings.

**Recommendation #19:** Some faculty expressed the need to be provided more information and resources on how to accommodate students with accessible learning needs (e.g., visual impairment and creating AODA compliant materials). We recommend that Administration actively work to provide faculty with knowledge and resource to support teaching different abled learners.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Presentations to Faculty at Divisional Council: Mental Health Issues #18, Student Accommodations #19	Dean of FLA	May 2020, and perhaps annually

**Unit Updates**

**Recommendation #18:** The pandemic has had a negative impact on the mental health of students. The Wellness Centre has done an admirable job trying to meet student demand for services. This has also been true of support staff in the Office of Indigenous Initiatives, the Centre for Student Equity, Diversity, and Inclusion, the Gendered and Sexual Violence staff, and the Accessible Learning Centre. Faculty can file Care Reports when necessary. Continuing education on these support services in Divisional Council meetings would be helpful. Collaboration from the Dean of Students Office would also be useful.

**Recommendation #19:** The Accessible Learning Centre continues to support students who require accommodations. They offer several accessibility workshops. Likewise, Teaching and Learning offers the Introduction to Teaching in the Inclusive Classroom certificate, which is a very useful 5-part online module. The

Accessible Documents, Materials and Events website is also instructive on AODA compliance and inclusive classrooms. A yearly presentation at Divisional Council would be helpful as well.

**Summary:** The implementation of these recommendations is not specific to the YC program, but to the Faculty of Liberal Arts and the university as a whole. It is recognized that the pandemic has presented new challenges to students, faculty, and staff in relation to mental health, and that the university has strived to address this through programming and other forms of support. As we come out of the pandemic and university life slowly normalizes, the provision of these supports will continue to be important.

**FLA Decanal Comments:** The University and Faculty of Liberal Arts need to continue their efforts to ensure that critical information about support processes and pathways to care is disseminated and guidance on these matters is provided to faculty on a regular basis. This will be an ongoing process, but this recommendation can be considered completed for reporting purposes.

**Program Review Sub-Committee Comments:** The committee agrees with the comments provided by the program that these recommendations were not directed specifically to the program, but to the Faculty of Liberal Arts as a whole. The committee encourages the Faculty of Liberal Arts to ensure that access to information on the topics identified by the review committee are available to Liberal Arts faculty, either through Divisional Council or an alternative means. No further reporting on this recommendation is required from the YCS program.

<b>Full Recommendation from External Reviewers' Report:</b>		
<p><b>Recommendation #15:</b> We recommend communicating with CSL on the Waterloo campus to help coordinate CSL placements for students who reside closer to Waterloo than to Brantford. Some students noted that it was a hardship having to drive to Brantford for a short CSL placement if that was the only item on their schedule. Currently, the only option for students to have a CSL placement outside of the Brantford area is through a self-initiated placement.</p>		
<b>Recommendation to be Implemented (from Final Assessment Report)</b>	<b>Responsibility for Implementation</b>	<b>Anticipated Completion Date</b>
To engage in consultation within CSL so that student circumstances are taken into account when assigning placements	AVP Teaching & Learning (with EL and CD)	June 2020

**Unit Update:**

**Recommendation #15:** The CSL office has developed more opportunities for students to complete placements closer to home. During the pandemic, most placements have been remote by necessity. Since the last review, YC300 has become a full-year course, which provides students with more hours of community engagement and greater time for in-class reflection. Dr. Law, the full-time instructor of YC300, has been working with the CSL office to try to create better alignment between students and community partners, and to address student concerns about the number of placement hours required and balancing course loads. The YC program is very grateful for the hard work of the phenomenal CSL department and believes that the above actions have satisfied this recommendation.

**FLA Decanal Comments:** I am pleased with how this recommendation has been addressed and thank all for their hard work on it.

**Program Review Sub-Committee Comments:** From the comments provided by the program, it sounds like this recommendation has been addressed as best as it could have been during the pandemic when most placements were remote by necessity. It is encouraging to hear that YCS students living closer to Waterloo than Brantford have access to opportunities to complete their placements closer to home. This recommendation is considered completed.

## ADDITIONAL COMMENTS

**Unit:** Since the Youth and Children's Studies cyclical review in 2018-2019, the program has worked diligently to implement the recommendations of the reviewers. We have continued to Indigenize the program in partnership with the Indigenous Studies program. Part of this process includes exit survey questions with 4<sup>th</sup>-year students to gauge the impact of the required Indigenous Studies courses. The results of this survey demonstrate that the changes in the YC curriculum are having the desired impact on student learning and on students' understandings of Indigenous ways of knowing and being. We continue to foster relationships with our CTF, ensuring that they have access to YC webinars, build supportive connections with full-time faculty, and remain key members of our PCC. We have also developed presentations to retain and support 105 students, and to help guide students through each year of the YC program. YC continues to build partnerships and pathways with a particular focus placed on our relationships with the Faculty of Education. Ongoing curriculum mapping and alignment of course descriptions with desired learning objectives are built into our program retreat structure and continue to evolve with the program, our students, and their changing expectations. Our second online course is slated for development in 2023. The YC program believes that the reviewers' recommendations have all been satisfactorily implemented. We are grateful for the improvements that they have made to our program. YC continues to monitor and build upon these recommendations on an ongoing basis.

**FLA Dean:** I agree that all the reviewers' recommendations have been satisfactorily implemented by the Program and commend them on their hard work and efforts to address this extensive set of recommendations. I do not believe that any further reports are necessary.

**Program Review Sub-Committee:** The committee was sincerely impressed by the attentiveness of the YCS program to the implementation of the recommendations prioritized from its last cyclical review, and was especially appreciative of the clear and action-oriented way in which these changes and improvements were communicated in this report. It was obvious to the committee that the program is committed to continuous program improvement through the cyclical review process and otherwise. The committee wishes the program well in continuing to engage with the recommendations that came out of the last cyclical review, but does not require any further Implementation Reports to be submitted. The program's next cyclical review is scheduled to take place in 2025-2026.

**Subsequent Report Required: No**