

FINAL ASSESSMENT REPORT

REPORT OF ACADEMIC STANDARDS COMMITTEE TO SENATE

March 5, 2013

PERIODIC PROGRAM REVIEW

CHILD AND YOUTH CARE

1. PROGRAM DESCRIPTION

Child and youth care is a practice-based discipline, with roots in psychology, sociology, medicine, social work, and education. In recent years Canada and Ontario have led the way in providing field specific education for child and youth care practice and research. The core practice domains are professionalism, interpersonal communications, applied human development, interventions, therapeutic relationships, understanding families and systems, and understanding the self as practitioner. The field of child and youth care is focused on research and practice which integrates developmental, preventative and therapeutic requirements into the life space of children, youth, families and communities. Practitioners work to design and implement programs and planned environments to support optimal growth in today's world. Ryerson is the only university in Ontario currently offering a degree in Child and Youth Care (as of June 2010). From a social justice perspective, students focus on building their ability to mentor and support troubled and marginalized children and youth.

The degree program in Child and Youth Care (CYC) was launched in 1989 and represented an early example of Ryerson offering a part-time degree completion program, articulated with the college system that was established in its own right, rather than being appended to an existing full-time program. Students completing a 3 year diploma in Child and Youth Work from an Ontario college could enter the direct entry program on a full-time or part-time basis. In 2006 the School of Child and Youth Care initiated the full-time Four year degree program. Students graduate with a Bachelor of Arts Child and Youth Care.

Purpose – The purpose of the School of Child and Youth Care is to provide accessible, quality education for child and youth care practitioners in the field and to contribute to the development of new knowledge in this discipline.

Vision – The School of Child and Youth Care strives to advance the discipline of child and youth care with a focus on promoting the rights and participation of children and youth through inclusive practice and advocacy for the highest standards of ethical practice and optimum quality of care.

Mission - The mission of the School of Child and Youth Care is to influence the quality of life for children and youth, through the education of child and youth care practitioners and the development of new knowledge in child and youth care practice. There are three inter-related aspects to this mission:

- To develop graduates who are recognized as leaders in the field;
- To contribute to the development of the knowledge base in child and youth care; and,
- To enhance the professional development of the practice field.

The Role of Experiential Learning - The CYC program is designed to further develop a student's knowledge of the theory and practice of working with children and youth through internships/placements with agencies in the field. In the full-time four-year program there are two internships, one at the second year level and the other at the third year level. Students are placed in a variety of settings such as mental health centres, educational facilities such as elementary and secondary schools, health delivery systems, resource centres, hospitals, residential care facilities, young offenders and correctional programs, and a variety of community-based programs.

The total enrollment of students in 2009-2010 was 345 full time and 211 part time. The School has experienced considerable growth in its staffing since the last program review that was undertaken in 2000. Much of this growth is a result of the introduction of the four year full-time program in 2006. The faculty resources in the School number 8 RFA and 15 CUPE. There are 3 staff and 12 Research Assistants/Teaching Assistants.

The 40-course program has 26 core required courses, 2 professional electives, 6 professionally related electives and 6 liberal studies electives. The School offers a Child and Youth Services minor. The School collaborates with the Chang School of Continuing Education to offer the Certificate in Residential Care for Children and Youth (RCCY) and a select number of online courses from the regular program are offered on a "tied" basis with the Chang School.

2. ADMISSIONS

Admission to Year 1: Full-time, Four-Year Program: Ontario Secondary School

Diploma (O.S.S.D.) or equivalent with a minimum of six Grade 12 U/M Courses, including Grade 12 U English with a minimum grade of 70 percent or higher. *Full and Part-time Direct Entry:* Three year College of Applied Arts and Technology (C.A.A.T.) diploma in Child and Youth Work with minimum of a 3.0/B/70% cumulative Grade Point Average. Individuals working in the field of child and youth care with the CYC diploma from an Ontario college and who meet admission requirements, may apply to enter the third year and complete the degree on a part-time basis.

3. PROGRAM LEARNING OUTCOMES OF THE SCHOOL OF CHILD AND YOUTH CARE

The School intends to develop practitioners with the balance of knowledge and practical skills required to effectively support children, youth and their families keeping in mind a commitment to societal needs and emerging trends in child and youth care.

Commitment to Social Justice - The School's strong commitment to social justice compels the program to pay special attention to the development of effective partnerships with Aboriginal communities, research that focuses on grassroots community issues, research that advances the professionalization of child and youth care practice, continuing development of alternative pathways that enable youth and adults from disadvantaged groups to access the program, greater penetration of the CYC program into remote areas of the province through expanded use of current and emerging technologies, and a continuing commitment to anti-racism, social inclusion and diversity in all its different manifestations through teaching, research and community service.

In order to achieve the areas of special attention noted above the School plans to:

1. Develop a Master's Degree in Child and Youth Care
2. Strengthen and enhance the quality of support and services available to students
3. Expand the research agenda of the school
4. Expand internationalization of the school
5. Build on the commitment to diversity in all areas of the school's activities
6. Expand Ontario government relations
7. Expand opportunities for interdisciplinary collaboration with other schools in the Faculty of Community Services and potentially other Faculties
8. Strengthen collaboration with college diploma programs in Child and Youth Care

The School has developed program level learning outcomes following the Ryerson Undergraduate Degree Level Expectations (UDLES). These include:

1. Self: CYC graduates will apply principles of reflective practice that ensure quality care to children and youth and enhance personal and professional development.
2. Professionalism: Graduates of the CYC program will exhibit a professional identity and ethical behaviour.
3. Communication: Graduates will use different communication strategies dependent on the circumstances and situations of the child, youth, and/or families that they serve and consistent with the requirements of the organization.
4. Human and Social Development: Graduates will thoughtfully apply appropriate theoretical constructs to practice with children, youth and families.
5. Systems Context: CYC graduates will have knowledge of the social contexts within which they work with children, families and communities and will be able to identify areas requiring change.
6. Relationships: Graduates will develop genuine caring relationships to influence optimal development in children and youth.
7. Interventions: Graduates design and undertake interventions based on critical assessment of evidence from theory, research, and practice.

As a result of the course by course analysis of the curriculum under the UDLES framework, it has become apparent that there is a need to systematically and within a well prescribed timeframe to begin a more intensive and structured process of updating all required courses. Also, in keeping with the School's Academic Plan, there is a strong commitment to internationalizing the curriculum;

promoting a greater understanding of diversity in all its manifestations and better serving Aboriginal communities through research and community based projects. Through the internship program offered to students in years 2 and 3 of the 4 year program it is expected that more emphasis will be placed on using these structured experiential learning opportunities to help meet key objectives. Specific findings from the curriculum mapping exercise were taken into account by faculty who reviewed all CYC courses to identify areas within the curriculum that needed to be reinforced or modified and where new initiatives would be effective. As well the curriculum mapping pointed out areas where there was redundancy, repetition and a lack of progression or complexity. These findings will become part of the curricular review.

4. SOCIETAL NEED

Those working in the field of child and youth care usually find themselves employed in a variety of educational services, healthcare, child welfare and children's mental health sectors, recreation programs or public administration. As noted by Statistics Canada, between 2005 and 2009, all four of these sectors achieved growth in employment. Educational services grew by 7.8%, health care and social assistance by 12.7%, information, culture and recreation by 5.66%, while employment in public administration grew by 5.6%. All four sectors experienced growth above the national average of 4.2%. While the growth in these sectors is not directly attributed to growth in child and youth work, it is a positive indication for the potential employment for graduates of Ryerson's Child and Youth Care program across a range of sectors.

5. ASSESSMENT OF EXISTING AND ANTICIPATED STUDENT DEMAND

Since its inception, the School of Child and Youth Care has seen continued demand for its program. In 2006, a total of 522 applications were received. This grew to 837 applications in 2011, which represents an increase of 60%. The ratio of applications to registrations for the School of Child and Youth Care increased from 7.2:1 in 2006/07, to 9.6:1 in 2007/08, 10.5:1 in 2008/09, 9.1:1 in 2009-10 and 8.8:1 in 2010-11. With the exception of the latest year this is higher than the Faculty of Community Services' average which has remained constant at approximately 9:1 for the same period. In 2006, there were 109 new students admitted including both the four year and year three direct entry full-time programs. This combined number grew to 123 in 2007, 126 in 2008 and 127 in 2009. The projected admission targets for both fall 2011 and Winter 2012 is 170 (96 in the full-time four year, 49 for the full-time year three direct entry and 25 for the part-time direct entry program). The mean entering average of newly-admitted students registered in first year who were admitted directly from an Ontario secondary school ranged from 76.2% to 79.5%.

A concern is not program demand but the quality of students applying, which has resulted in many students not being approved for admission. Another concern is converting offers of admission to acceptances. The number of students who do not accept an offer is greater than 50% of those approved for admission. These students are likely accepting offers from programs at other universities. The School needs to re-examine its application process to determine the best course of action.

Recruitment strategies to date appear to have been effective in generating applications. The School has a longstanding and well established relationship with the CYW programs in the Ontario colleges which constitute the sole source of students in the Direct Entry Program.

6. ENROLMENT, RETENTION AND GRADUATION DATA

The mean entering average for newly admitted students in first year was 76.2% for Fall 2006, 77.9% in 2007, 76.2% in 2008 and 77.7% for 2009. On average the School of Child and Youth Care's first year entering students had a mean average of approximately 3% less than the Faculty of Community Services, which had a range of 79% to 82.4%, and the University which had a range of 79.8% to 81.9%. The percentage of newly admitted students registered in the first year level on 1 November with a clear academic standing after one year fell from 68.2% in 2007/08 to 58.6% in 2009/10. By comparison the Faculty data for the same period was 78.6% in 2007/08 and 83% in 2009/10 and the University data was 66.8% in 2007/08 and 76.1% in 2009/10.

The retention rates for the full-time four year program were consistently below that for the Faculty of Community Studies in all years. The retention rate after one year ranged from 77.4% in 2006 to 71.2% in 2010 while the Faculty rate was 85.9% in 2006 and 88.5% in 2010. The retention rate for CYC students after two years ranged from 86.0% in 2006 to 62.7% in 2009 while the Faculty rate was 78.8% in 2006 and 82% in 2009.

The data on graduation rates of the 2006 cohort of new students in the full time program indicates that the graduation rate after five years was 61%. For the 2007 cohort of new students in the full time program the graduation rate after five years was 73%.

7. GRADUATE EMPLOYMENT DATA

Available data for the School of Child and Youth Care indicates graduates have been highly successful in finding employment, especially in a related field within 6 months after graduation with 100% of graduates finding employment. For three years (2001, 2005 and 2006), this number fell to 83% after two years of employment. In the Self Study survey of CYC graduates, 61% were currently working full-time in the CYC field, 5% were working part-time in the CYC field, and 17% were working in another field. 6% noted they were unemployed and 11% noted 'Other'. Most of those identifying 'Other' indicated that they were currently teaching.

Because the first full cohort of students for the Four Year Program graduated in June and October of 2010, additional employment data is not yet available for graduates of this new program.

8. ANALYSIS OF COMPARATOR PROGRAMS

Ryerson is the only university degree program of its kind in Ontario and recognized by the Ontario Association of Child and Youth Counsellors. In the Fall of 2011, Humber College introduced the first CYC degree program in the Ontario college system. Mount Royal University, Vancouver Island University, the University of the Fraser Valley, Douglas College, and Grant MacEwan University also have degree programs.

The University of Victoria established its program in 1974 and offers degrees at the bachelor's, master's and PhD levels. It is the most established and largest CYC degree program in English speaking Canada, offers a curriculum very similar to the one at Ryerson and also includes a strong internship component similar to Ryerson's.

Brock University, the University of Guelph and Mount St. Vincent University programs are also closely aligned with Ryerson – they all (including Ryerson) take a broad based approach that considers the individual child or youth within the context of the family, school, peer group and community. All four programs (Ryerson included) have interdisciplinary roots in psychology, sociology, education, cultural studies and criminology. In the upper years, the Ryerson program distinguishes itself by the emphasis placed on understanding children's rights, incident response for children and youth, and integrated case management.

All programs integrate field work (internships) with academic course work during the Fall and Winter terms. The University of Guelph, Brock University and Mount St. Vincent University explicitly state they view their programs as a feeder for students interesting in pursuing a teaching career.

9. SURVEY RESULTS

The student survey indicated that the career focus for current students was teaching, education support services, child welfare/social services, mental health, family support, and health/hospital. 84% of students agreed or strongly agreed that the CYC program was academically challenging and that workload demands were appropriate and 78% agreed or strongly agreed that the CYC program was of high quality. Student support services and research opportunities were noted as areas for improvement.

In the employer survey, respondents were asked to rate the satisfaction of employees who currently hold a degree in Child and Youth Care. Most respondents noted a satisfaction rate of very good (39%) or excellent (33%), with no score for lower satisfaction levels. Respondents were asked to identify two areas of specialization where they felt the demand for CYC practitioners was likely to increase over the next five years. The most noted area was mental health, followed by home based work and autism, then domestic violence, behavioural therapy for victims of abuse, residential programs, health care and learning differences. When asked to identify areas where the education of Child and Youth Care practitioners was deficient with respect to the needs in the field, the predominant issue appeared to be writing and report writing skills and lack of field practice. When asked if they would consider hiring a Ryerson Child and Youth Care graduate in the near future, 88% responded positively.

The graduate survey indicated that after completing their CYC degree, 26% of graduates went on to a Master's Program while 5% continuing on to a PhD program and 22% went to teacher's college. The other graduates continued or found work in the CYC field (62%), with 58% of this group indicating a new job. Over 45% indicated they received a promotion or pay increase following graduation and 12% indicated they entered private practice. Many graduates noted the great faculty, flexibility of the

program, knowledge gained, working with peers and meeting new people as positive. The least enjoyable part of the CYC Program dealt with general student issues such as studying for exams, tuition, travelling to class, bad weather, start time of classes and parking. Specific CYC program issues involved having to take elective courses not directly related to the field, and in a few cases, course workload.

From the responses to the faculty survey it appears that most faculty members are positive about how the School, the program and the students. CYC faculty members believe they are working in a collaborative and collegial program and feel their contributions are recognized. The biggest concerns expressed by the faculty involve resources, including staff resources, classrooms, meeting space, office space, and appropriate space for students to socialize and learn.

10. STRENGTHS AND WEAKNESSES OF THE PROGRAM

Strengths and weaknesses were identified through the surveys from all stakeholders.

Strengths

- Students (89%), graduates and staff agree that a strength of the CYC program is the friendly and professional faculty members who are current and knowledgeable in the field
- Students and graduates view the CYC program very positively, noting its flexibility, knowledge gained and working with peers
- Most students (90%) see the CYC program contributing to their professional development
- The CYC program is seen as academically challenging by students and graduates
- CYC faculty and instructors see the Program as successfully meeting its primary objectives
- The CYC degree has a positive impact on graduates' employment opportunities and/or salary achievement
- CYC enrolments have grown and applications are more than sufficient to maintain targets
- Students and graduates who had participated in a field placement were very positive about its impact on their development
- Agency respondents with practitioners holding a CYC degree were favourable towards it
- CYC faculty are linked to other Ryerson programs and CYC programs in other institutions (e.g. CAATs)
- CYC is partnered with The Chang School to deliver courses across Ontario
- CYC has raised over \$1.3 Million for student scholarships
- CYC faculty have been successful in acquiring research grants, thereby enhancing the academic standards of the Program.
- CYC part-time faculty are immersed in the field and practice which brings real life examples to the classroom

Weaknesses

- Some students and graduates noted a concern about the applicability and availability of elective liberal arts courses, as well as some pre-requisite courses
- A lack of space for students, especially a lounge, resource centre and study space results in no focal point for students to gather. This inhibits students' sense of belonging to the CYC

program and the University, which may be reflected by few graduates noting they would help with an Alumni Association.

- A lack of space in the main office creates problems for holding confidential discussions to assist students with specific personal issues
- Too few offices for instructors, which limit them in meeting with students one on one, thereby creating access concerns for students
- Concern about writing skills of CYC graduates was expressed by agencies/employers and CYC professors/instructors
- Some concern was expressed by students and graduates about the lack of organization at Ryerson and in the CYC office, to meet student needs and provide student advising, which was also noted by the faculty and staff
- The small staff complement was noted as a weakness in meeting service needs for students
- The complexity of the Ryerson system is a challenge for new students and can put barriers in place for staff to provide assistance
- Lack of resources to redevelop courses, especially on-line courses (e.g. major updates are overdue)
- Credibility of faculty to bring research grants to the University is negatively impacted by University administrative issues and unorganized processes which results in faculty spending large proportions of their total time on research administration issues, that could be spent on research, teaching and assisting students

11. PEER REVIEW TEAM REPORT

Senate policy 126 governing Periodic Program Reviews of undergraduate programs requires that a team of peers visit the University and report on their assessment of the program. The members of the PRT were Dr. Katherine Covell, Children's Rights Centre and Psychology, Cape Breton University; Dr. R. Brian Howe, Children's Rights Centre and Political Science, Cape Breton University; and Dr. Elaine Frankel, Ryerson University.

Program Identity

The primary strengths of the program noted by the PRT were collegiality, a positive learning community, student satisfaction, internships, multimodal course delivery, diversity of the student body, community connections, and a supportive teaching environment. The weaknesses of the program were the lack of space and resources, insufficient administrative staff and senior and full time faculty, lack of stakeholder participation, excess bureaucracy, the dual nature of the program associated with the program's efforts to teach both the practical and the theoretical course offerings, a lack of progression or complexity in specific areas which resulted in repeated teaching of similar content at similar levels of complexity and skills development, a lack of foundation courses in some areas, a lack of particular subject areas which should be part of a child and youth care program, a lack of choice of delivery mode, a lack of space in required courses, internship implementation, and admission requirements lacking a high school math credit nor any work experience.

Curriculum

The curriculum is very good in terms of the extent to which it is consistent with the University's commitment to active learning strategies, the range of courses offered, and the accessibility afforded by the variety of modalities of course offerings. The PRT found that there is a lack of some courses that would serve the student population well - in particular, a basic course on child development and one on developmental and behavior disorders. Also, consistent with the self-report, despite requirements for written work, there remains a concern among employers that graduates are insufficiently prepared for report writing. Given the stated importance of children's rights to the core mission of the program, there did not seem to be sufficient attention to their teaching, as indicated in course outlines. It may be helpful to add more research-based courses to the required curriculum given the desire to prepare students for graduate level education and readings in several courses need to be updated to reflect current research and thinking.

Resources

As noted, there appears to be a lack of resources. Insufficient space and inappropriate space compromise teaching and administration of the program. Workload for faculty is appropriate and the collaboration among faculty is exemplary. Workload appears to be excessive for administrative staff. Although the lack of a student lounge was noted in the self-study, students did not seem concerned about this and expressed satisfaction with the amount and type of space available to them.

Student Performance

Performance at the first year level is not as good as it might be. This could be improved with additional criteria for admission. However, there are benefits to the more open access of the program which should not be sacrificed. Student transitional difficulties and attrition are relatively high but faculty appear to respond very well to the challenges. The graduate rate and career placement rate is excellent. Importantly, students are motivated to excel by their respect for faculty and by their experiences in the program, and clearly, students are very engaged in the program as reflected in their comments about their experiences.

Student Experience

In interviews with the PRT students expressed strong, positive feelings toward faculty and staff and expressed a belief that the school is student-centered. Three issues emerged that are problems for students. One is the difficulty many experience getting into the required courses in a timely fashion, necessitating an additional year for completion of the program in some cases. The second is the lack of courses that provide foundational knowledge about healthy child development and that address the following areas of specialization for future planning: child life, child protection, autism spectrum disorder, and infant mental health. Third is the redundancy of information across courses. Students would have liked to have the information increase in depth and complexity rather than be repetitive at a superficial level. Overall, the quality of support provided students is excellent. Student facilities and study space are quite adequate and the library holdings are good.

Teaching

The two issues which stand out with regard to teaching are the disproportionate number of junior faculty and the disproportionate reliance on part-time faculty. If efforts are to be made to expand the program to include a master's level degree, then it would seem necessary to have faculty with a strong record of research (as evidenced in peer-reviewed publications), demonstrated ability to attract external funding, and the capacity to involve students in their research as assistants. Teaching loads at this time are very reasonable and faculty members appear to be enthusiastic and cooperative in their efforts to provide the best possible learning experiences to the students.

Major Areas of Concern

With the rapidity of growth, the program is remarkably successful and student satisfaction and success are high. It is an impressive accomplishment of which Ryerson University can be proud. In addition to challenges noted above, the PRT has some specific recommendations that may be considered:

1. Reassignment of space to improve the working conditions of the administrative staff.
2. The CYC has the opportunity to brand itself as the only children's rights-based program in the country. Given the increasing recognition of the importance of rights knowledge among practitioners and that rights are considered a core of the program, the PRT recommended more attention be given to the specific and overt incorporation of children's rights into all aspects of the CYC program, and the addition of a foundational course in the relevance of the UN Convention of the Rights of the Child and its applicability to all who work with or for children.
3. Students report significant frustration and inconvenience associated with lack of access to required courses. In addition, whereas the multimodality of course offerings is excellent, some students expressed their dislike of being required to take on-line rather than in-person classes.
4. Internships are successful but their implementation and support could be improved.
5. It may be helpful to delay the pursuit of the Master of Arts in CYC offering until such time as current space and faculty shortages are resolved. The hiring of senior PhDs with strong research records is recommended as is the provision of supports for research.
6. Whereas there is a good breadth of course offerings at this time, the PRT suggests each be reviewed and revisions take place to provide coherence and progressive learning and skills development and to fill important gaps – especially foundation courses in child development and children's rights.

The report from the internal examiner, Dr. Elaine Frankel, indicated that the breadth of the 4-year curriculum is a major strength and provides students with courses and internship experiences related to personal and professional development, therapeutic interventions, administrative leadership and research. The School may wish to consider providing more content related to child life, child protection, autism, and infant mental health. Foundational knowledge about healthy child development rather than development based in psychopathology is pivotal for work in these fields. The School should be cautious about taking any categorical approach to studying the special requirements of children. Rather this reviewer would recommend enhanced content should be given to understanding typical human growth and development (including infant development) within the socio-cultural ecology of the family, school and society. An additional strength of the program is its strong focus on therapeutic treatments.

An in-depth comparative investigation of the curriculum in each course is suggested to reduce redundancy that does not lead to greater depth of knowledge. An update of readings in several courses would also be advised to reflect current research on children with learning differences and infant mental health needs. Many students are employed in child protection services or go on to Faculty of Educations to teach in schools or work as educational interveners in schools. One gap in these courses is the apparent lack of discussion about interventions within inclusive care, educational and recreational environments.

An increase in the student complement has not been supported by an increase in faculty members, staff support or adequate office space. Support staff members have described the office and storage space as very small making it impossible to discuss confidential issues with students and resulting in an unsafe work environment for staff. As a new curriculum model is implemented at Ryerson, the need for accurate student advising is essential.

A goal of the School is to develop a Masters of Arts in CYC. This is a worthy path to follow since comparable bachelor degree programs are being instituted in Ontario. The School has faculty experienced in teaching at the graduate level, but more faculty members will need to be hired and supported in developing their research agendas. This should be a high priority of the School. Overall, the goals and objectives of the School of CYC are appropriate given the current climate of student satisfaction, societal need and government funding. Focus for the next developmental plan should be in three areas: (1) curriculum - reduce redundancies in some areas and expand content in others, (2) human and physical resources - work with the University to provide adequate space and student support, (3) faculty development for a Master's level program – expand complement of RFA faculty and support faculty research.

12. PROGRAM RESPONSE TO THE PEER REVIEW TEAM REPORT

Overall, the PRT report was supportive of the current focus and direction of the School and noted the following primary strengths:

- Collegiality
- Support for a positive learning community
- High student satisfaction
- Internships as an integral part of the curriculum
- Multi-modal course delivery model that accommodates full-time, part-time, campus based and distance learners
- Diversity of the student body
- Strong community connections and relationships
- Strategies for supporting the teaching environment by the use of guest speakers, actors, etc.

A further strength and a unique feature of the program is the close relationship and partnership the School has enjoyed with the various child and youth worker programs offered by the Ontario colleges. Graduates of these programs continue to represent a significant proportion of the students enrolled in the program.

The issues and concerns raised in the report were largely consistent with those identified by the School over the duration of the Program Review process and included:

- space and resource needs
- stakeholder participation
- student academic success and admission criteria
- the ratio of part-time to full-time faculty
- emphasis on practice within the context of interdisciplinary/inter-professional collaboration, informed and enriched by research activities and service to communities

As noted in the Peer Review Report, the curriculum is broad and varied. The School will be undertaking a thorough and comprehensive follow-up examination of the curriculum with a focus on reducing redundancy and gaining progressive complexity.

Careful consideration will be given to increasing the focus on children's rights and ensuring that internships at the 2nd and 3rd year levels provide optimal learning experiences for students and truly integrate theory learned in the classroom with experience gained from practice in the field.

Two significant course developments currently underway—one to update and redevelop a program elective on cultural diversity and the other to develop a program elective that looks at CYC practice from an Aboriginal perspective (with funding provided by the University's Aboriginal Education Council). Also, discussions have progressed with the Chang School of Continuing Education to develop a Child Life course in response to growing student interest.

Although the Peer Review Report notes the absence of courses in basic child development and developmental and behaviour disorders, the program does in fact include Psychology 302: *Child Development* in first year and Psychology 602: *Developmental Psychopathology* in second year. However, in recent times, the School has not formally reviewed with the Psychology Department the "fit" that these courses have with the curriculum. This issue will be raised in curriculum discussions.

Students enrolled in the Direct Entry Program do not undertake internships as part of their program of study. They receive extensive supervised field placements in their respective 3 year college programs. Therefore, the concerns regarding internships raised by the PRT do not apply to the 2 Year Direct Entry Program.

The observation about student frustration and inconvenience in accessing required, professionally related and Liberal Studies courses reaches beyond the parameters of the School and has University wide implications. Hopefully, these will be addressed through the Curriculum Renewal White Paper and may also create more opportunity to develop specialized courses in areas such as child protection, autism spectrum disorder and infant mental health. The White Paper places considerable emphasis on the development of writing skills; this should help address the concern raised in the Employer Survey

and reiterated by the Peer Review Panel that employers find that graduates are insufficiently prepared for report writing.

13. THE PRT REPORT- RESPONSE FROM THE DEAN

Ryerson's program review policy (IQAP) requires that Faculty Deans provide a response to the PRT report. The following comments are from the Dean of the Faculty of Community Services in response to the Child and Youth Care PRT Report.

The report identified the strengths of the program: collegiality, positive learning community, student satisfaction in relation to the support provided by the faculty and administrative staff, internship, multimodal delivery, diversity of the student body, community connections and supportive teaching environment. Teaching loads were seen as reasonable and faculty members appeared to be committed to providing the best possible learning environment for the students. Overall the quality of support provided to students was seen as excellent and student satisfaction was high. Students expressed strong positive feelings towards the faculty and staff of the school and felt that the school was student centered. The program received credit for its consistency with the university mission, the clarity of its strategic plan, although ambitious, and the thoroughness of the self-study process and documentation.

The Dean recognized the director, faculty members and the administrative staff School of Child and Youth care for their dedication to the students and for providing a rich educational experience for them as well as the field supervisors who contribute significantly to the student experience.

Availability of adequate physical space for the program is a challenge. Alternate space to relocate the school's administrative office has been requested, without much success. Recently the administrative office was reorganized to avoid direct exposure to the photocopier and to provide for some seating space for students who have to wait for their meetings with the director of the school. With the completion of the Health sciences Building, the plan is to relocate the administrative offices of the school to a more suitable location.

At the time of the PRT visit there were two unfilled Faculty positions in the school. Subsequently the school has made two excellent faculty appointments in the tenure stream. An approved Limited Term Teaching appointment was unfilled due to the lack of suitable candidates.

The faculty members of the school launched a curriculum review exercise at their retreat in June 2012. The curriculum mapping, completed as part of the program review had identified certain gaps in the curriculum. Along with these, the PRT's observations about the curriculum- the lack of fit between theory and practice courses, redundancies and repetitions as well as the lack of progressive complexity of the course offerings, lack of courses in some critical areas, insufficient offering of research methods and inadequate preparation for report writing- will all be addressed in the curriculum review.

The school is also committed to addressing the experience of the first year students to reduce the number of students on probation. Students will be encouraged to access the services of the Student

support team of the Faculty of Community services to address academic and personal issues that impact the students' ability to do well at the university.

14. DEVELOPMENT PLAN

Following the review of the strengths and weaknesses, the faculty and administrative team for the School of Child and Youth Care produced a development plan for the next five to seven years informed by the curriculum mapping exercise. The School of Child and Youth Care has identified the following Development Plan components:

- Curriculum Development
- Internationalization
- Student Engagement and Experience

Curriculum Development

- 1) Conduct a full review of how the proposed Accreditation Standards for Child and Youth Care mesh with the School's curriculum.
- 2) Drawing on the curriculum mapping using UUDLEs and taking into account the experience of the first class of the four year full-time program (started in 2006) a complete review of the curriculum will occur and then be updated every three years thereafter. The review will be done with input from all faculty members utilizing a facilitator, and existing courses would be reviewed for change and additional courses will be considered. Included will be the need for faculty support in the use of technology in the classroom and for developing curriculum that is inclusive by design. The School has considerable strength in the area of mental health and this is reflected across the curriculum. However, there is a gap in the area of therapeutic recreation. Faculty hiring in the areas of diversity, autism/developmental services and community/street/gang based care is needed to address the gaps in the practice domains of a CYC program.
- 3) To improve the communication skills of CYC students a review of existing courses will be conducted to identify offerings where student exposure to professional report writing and presentation skills can be augmented to meet the needs of practitioners working in the field. The School will seek input from the child and youth care agencies that support student internship placements to identify strategies for improving these communication skills.
- 4) Continue the pursuit for approval of the Letter of Intent for a new Master's in Child and Youth Care program.
- 5) Acquire resources to support faculty members to conduct major updates for existing courses, especially those delivered on-line.
- 6) Review the roles and responsibilities of administrative staff to ensure that high standards of academic and administrative support are provided to our students with support from the Human Resources department.
- 7) To reflect our commitment to diversity, new course development has occurred over the past year that has culminated in the redevelopment and updating of a program elective CYC 900: Diversity Issues for Children and Youth which has not been offered for several and the development of a new program elective CYC 905: An Aboriginal Perspective on CYC (developed with funding provided by the University Aboriginal Education Council).

8) Explore new partnership opportunities with the Chang School of Continuing Education that focus on areas of specialization that have been identified by students, graduates and employers for inclusion in our program, e.g. child life, child protection, working with children with autism spectrum disorders and engaging with First Nations communities from a CYC perspective.

Internationalization

9) The School will identify international placement opportunities for its students to provide new learning opportunities outside Canada.

10) The School will work with the Office of Undergraduate Admissions and Recruitment to identify opportunities to attract international students to the four year full-time program, which will enhance the experience of students to learn from different cultures.

11) The School will work with the Graduate Admissions office to identify opportunities to attract international students to apply to the future Master's in Child and Youth Care program, if and when it is approved.

Student Engagement and Enhanced Experience

12) To build student affiliation with the CYC program and Ryerson, the School will continue to advocate for the development of a CYC student lounge in the Sally Horsfall Eaton Building.

13) To provide better service to students and create an environment where students may discuss their issues in confidence, the School will advocate for additional space for a proper reception area, confidential meeting space and separate photocopier/storage space.

14) Current CYC students will be surveyed annually to identify student concerns and issues to be addressed by the School in the following term, where possible.

15) The School will profile students in its new blog (replacing the newsletter) and on its website to identify and celebrate student success. This will be done at least once annually and more often when resources are available.

16) Through CYC Connections, graduates of the CYC program and Direct Entry Students will be invited to act as student mentors, be guest speakers in the classroom and/or attend student information sessions.

17) Every effort will be made to increase opportunities for students to participate in research initiatives at both School and Faculty levels.

Addendum to the Development Plan

(a) There is a concern with the high number of students in first year who are put on probation or required to withdraw from the program. To address this concern a rigorous process for interviewing and follow-up with probationary students that involves the Director, Student Affairs/Internship Coordinator and Program Assistant has been put into place. The result should have a high number of probationary students able to achieve clear standing. A work study student will be recruited to record this data. Also, through CYC Connections, a student engagement initiative funded by the Dean, more emphasis is being placed on engagement of new students with more senior classmates in a mentoring capacity.

On the advice of Admissions, the NAR (non-academic requirement) component of the application process for those students in the 4 Year Program who were admitted in the Fall Term 2012 was removed. It is the view of Admissions that strong applicants to the program were being lost due to the delay in reviewing and assessing the NAR documentation. The entering average for new students is improving. Although grade point averages have been steadily increasing, the School continues to have a high number of academically at-risk students. There are numerous reasons for this and not the least of which is insufficient human resources. The School, despite the rapid growth, continues to function with a half time student advisor. Additionally, suitability and maturity to enter the field are keys to successful transition to practice. This readiness is important in the School particularly given that students have fewer hours of direct-care internship than their college counterparts with whom they compete for internship opportunities. Further retention data indicates that 2010/11 was the first year to see all academically qualified students remain in the Program after one year of study rather than transfer to another Ryerson Program.

(b) The profession of child and youth care inherently subsumes social justice inasmuch as advocacy, the promotion of children's rights and the mitigation of socio-economic, cultural and identity-based marginalization are fully integrated principles in the work of practitioners. The faculty have a long history of engaging in social justice initiatives. Any further emphasis on this strength would only divert attention from the essential work of building a full complement of faculty with expertise in the practice domains of CYC. Sub-specialization at this early juncture in the development of the School diverts resources needed to meet the essential components of a fully developed CYC program. The School lacks expert faculty in key domains that are also identified by employer responses such as diversity, autism/developmental services, street/gang/community and therapeutic recreation. The program has several gaps in the practice domains and filling these gaps have been long standing goals of the program and have formed the terms of the recent faculty recruitment searches.

(c) Child and Youth Care is strongly interdisciplinary as reflected in the wide selection of professionally related electives available to students, the interaction with students from other disciplines who are completing a Minor in Child and Youth Care (CYC students also complete minors in other allied programs), the composition of the faculty cohort who are drawn from different disciplines, and the active participation of the School on the FCS Inter-professional Education Committee and the Inter-professional Placement Project. The close collaboration with the college system that has been a highlight of the program since its inception in 1989 continues through membership on the Colleges' Provincial Coordinators' Committee and affiliation with colleges in the GTA, and in particular that feed students into the School's Direct Entry Program. The Development Plan needs to be considered within the context of collective learning outcomes and that includes participation of all members of the School. The School also needs to consider how to ensure that the faculty complement reflects diversity of the field and that of our student population. It is important that the School consider ways to be seen as an environment that supports inclusion and collaboration. An ongoing commitment to diversity is reflected in new course development work that has been undertaken over the past year.

(d) The information from the employer survey is consistent with the Mission of the School and the School level learning outcomes. The key is to persist with targeting domains of practice so that the School can first be a fully resourced program prior to diverting into sub-specialties based on current strengths.

15. ASC EVALUATION

The ASC assessment of the periodic program review of *BA* (Child and Youth Care) and its recommendations are as follows:

- 1) Plan and implement changes to the curriculum to address the concerns noted throughout in the program review report.
- 2) Continue to develop and implement strategies to improve the retention rate and academic performance of students.
- 3) Develop initiatives to address the issues that were raised in the self-study and by the PRT about writing skills and particularly report writing.
- 4) Expand the research agenda of the school including research opportunities for faculty and students.
- 5) Continue to work with the Provost's Office and the Yeates School of Graduate Studies to consider development of a Master's degree program in Child and Youth Care.

16. FOLLOW-UP REPORT

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Faculty of Community Services and the Provost and Vice President Academic by the end of June, 2014.

17. IMPLEMENTATION PLAN

i. Approval of the recommendations set out in the Final Assessment Report

The recommendations have been approved by the Dean and by Senate. Ryerson University's IQAP Policy 126 states: "Senate is charged with final academic approval of the Program Review."

ii. Responsibility for providing any resources made necessary by those recommendations

Ryerson University's IQAP Policy 126 states: "The Chair/Director and Dean are responsible for requesting any additional resources identified in the report through the annual academic planning process. The relevant Dean(s) is responsible for providing identified resources, and Provost is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within 2 budget years of the Senate approval. The follow-up report to Senate will include an indication of the resources that have been provided."

iii. Responsibility for acting on those recommendations

Ryerson University's IQAP Policy 126 states: "If the report includes a recommendation for approval of the program review, it will include a date for a required follow-up report to be submitted to the Dean and Provost on the progress of the developmental plan and any recommendations or conditions attached to the approval."

- iv. Timelines for acting on and monitoring the implementation of those recommendations
Ryerson University's IQAP Policy 126 states: "The initial follow-up report is normally due by June 30 of the academic year following Senate's resolution. The Provost may require additional follow-up reports."

18. REPORTING

- i. The distribution of the Final Assessment Report (excluding all confidential information) and the associated Implementation Plan, to the program, Senate and the Quality Council.
The Office of the Vice Provost Academic is responsible for distribution of the Final Assessment Report to all relevant parties.
- ii. The institutional Executive Summary and the associated Implementation Plan be posted on the institution's website and copies provided to both the Quality Council and the institution's governing body.
The Office of the Vice Provost Academic is responsible for posting the information on the Curriculum Quality Assurance website at www.ryerson.ca/curriculumquality. The information is provided to the Board of Governors on an annual basis.
- iii. Provide for the timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, of the scheduled monitoring reports.
The Office of the Vice Provost Academic is responsible for following up with the programs and their respective Deans to ensure the recommendations are implemented. The follow-up report is submitted to the relevant Dean(s) and the Vice Provost Academic for review.
- iv. Establish the extent of public access to the:
 - a) Information made available to the public for the self-study
Ryerson University's Senate Policies are available to the public through the Senate website www.ryerson.ca/senate. This includes:
Policy 110: Institutional Quality Assurance Process
Policy 126: Periodic Program Review of Graduate and Undergraduate Programs
 - b) Self-study report
The Final Assessment Report (excluding all confidential information) and the associated Implementation Plan is available on the Curriculum Quality Assurance website at www.ryerson.ca/curriculumquality
 - c) Report of the Review Committee
A summary of the Report of the Review Committee is contained within the Final Assessment Report.
 - d) Specified responses to the report of the Review Committee
A summary of the responses provided by the Dean and the program to the Report of the Review Committee is contained within the Final Assessment Report.

19. SCHEDULE

The next periodic program review for the Child and Youth Care program is scheduled for 2020/21.