

# TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW MONITORING REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Bachelor of Arts – Child and Family Studies	January 19, 2023	December 8, 2023

## PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
Urgent Curriculum Review, stemming from Recommendation 5 with implications to Recommendation 5,6,7,8,10, and 11	80%	CHFS Program Coordinator, Chair, and Dean	In Progress.  Proposed Curriculum changes were submitted Mar 2024 under one process framework where the direct message from the Dean was that a Major Modification LOI was not required. After several months, we were informed that an LOI was required. Once we were ready to submit the LOI, the new Program Mapping requirement was introduced, leading to further delays.  The CHFS Program Coordinator and sole faculty member has been on approved sabbatical leave from July 1, 2024, to present. Despite this, work on mapping the program has been continued by the CHFS Program Coordinator in consultation with the Chair and Centre for Teaching and Learning staff. We expect to submit the LOI with accompanying curriculum maps once the sabbatical leave has concluded.
Indigenous Commitments in CHFS stemming from Recommendation 3, with implications for Recommendations 1 and 5	80%	CHFS Program Coordinator, Chair, and Dean	In Progress.  While somewhat delayed, curriculum development has continued to be completed by the CHFS Program Coordinator during 2024-25, with key Indigenous content added/taught in the program, via modification of existing courses and addition of new courses, e.g., Children and Families: Risk, Resiliency, and Wellbeing (Bio-

psycho-social-spiritual models of care with core content including and expanding the Wiidooktaadyang micro-credential). These are currently required for all students and are part of our core programming.

In addition, several INDG courses have been proposed and will be included in our new Program Mapping. For example *INDG 2406 (Indigenous Families – Colonial Impacts & Contemporary Resources)*, *INDG 3106 (Indigenous Health & Wellness)* and electives like *INDG 2007 (Land as Home & Indigenous Well-Being)* will be included in the updated program maps.

Beyond this, TT interviews for a shared position with a focus on Indigenous, Child, and Youth Mental Health (shared with PSYC) are in progress, to be finalized May, 2025. Pending a successful search outcome, the successful candidate will help fulfill these IQAP recommendations.

## SUMMARY OF PROGRESS TO DATE

While the two recommendations noted above were specifically identified for this 2-year follow-up report, they have implications for all 11 recommendations (CHFS IQAP 2022 Implementation report). As outlined below, a great deal of progress has been made at the operational level for many of the recommendations. In many cases, these items are not mutually exclusive, and all support the core values and the foundation of the program.

- Program maps will be finalized in a meeting with Dean in May, 2025 and will be routed through the senate approval process 2025-26 (*Curriculum Review, and Recommendation 5*) – *this was a newly implemented process this year, not required in our previous submission*
- Curriculum revision and concentrations submitted under the previous academic review process(es) are currently being finalized for resubmission under the new curriculum review and approval process(es). In keeping with final program mapping, these will be submitted to ARCC once the preliminary approvals have been obtained. In direct response to reviewers, the groupings of elective courses based on categories of human development and learning and child and family wellbeing and social justice that formed the core of the original program are being discontinued (*Curriculum Review, and Recommendation 5*)
- Curriculum revisions to methodology courses to include Indigenous methodologies and ways of knowing has been completed (*Indigenous Commitments; Recommendation 3*)
- New curriculum with enhanced Indigenous perspectives have been offered over the past two years as topics courses - Children and Families: Risk, Resiliency, and Wellbeing (Bio-psycho-social-spiritual models of care with core content including and expanding the Wiidooktaadyang micro-credential); (*Indigenous Commitments; Recommendation 3*)
- Wiidooktaadyang material and micro-credential options embedded into current Placement courses, including 4205 and 4305 for graduating students (*Indigenous Commitments; Recommendation 3*)

- TT interviews for a shared position with a focus on Indigenous Child and Youth Mental Health (shared with PSYC) are in progress, to be finalized May, 2025. Start date 07.01.2025, pending successful search outcome. Will contribute to development of core curriculum related Indigenous Child and Youth Mental Health and teaching of existing curriculum (*Indigenous Commitments; Recommendation 3*)
- Exploration of expanding experiential learning opportunities for students, notably in the context of internships, co-op placements, and unpaid placements in the community sector has continued. This works has been supported by CHFS Program Coordinator – active member of the EL/WIL Committee 2024-25, and with continued responsibility for coordination of student practicum placements and agency partnerships during this time frame. This is also in keeping with the NU Strategic Plan (*Recommendation 6*)
- Further work was undertaken for CHFS certificates to become available to non-program students. Two updated certificates in Early Intervention and Applied Behaviour Sciences are now available to non-majors. We will continue to improve access to community-based learners (as per recommendation 7) as we move this work forward and secure program capacity. This is also in keeping with our NU Strategic Plan. Related, the CHFS Program Coordinator and Chair recently worked with the Office of Advancement to finalize the criteria for a new student award in this area (*The Mirjana Alimpic Award*). This award was generously established in memory of Mirjana Alimpic, graduate bookkeeper, and lifelong child development program supporter, dedicated to fostering growth of young individuals with focus on literacy and independence. Selected by CHFS Faculty in collaboration with the Nipissing Awards Office, this award will recognize a full time Nipissing student enrolled in the Child and Family Studies program who is completing the Early Intervention Certificate. (*Recommendation 7*)
- As per the reviewers’ direct recommendation, we will continue to explore ways to develop CHFS as a “more obvious and desirable pathway for careers beyond the education sector, such that a greater percentage of enrolled students aim for social and community service careers rather than education and teaching careers. This is particularly relevant given the dire human resource shortages in health and community service fields in the near North”. We have made partial progress towards this recommendation, with secured agreements that support transfer graduates from a wide range of Ontario college programs that support social and community service career options beyond the education sector. Current pathways do include Early Childhood Education and Educational Assistant, but also Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker, and Developmental Services Worker diploma programs (with a cumulative average of 70% or better), to enter directly into the BA Honours Specialization or Specialization in Child & Family Studies, with up to 45 credits awarded. Additional transfer credit is available for students who have completed post-graduate certificates such as Autism & Behavioural Science or Children’s Mental Health programs, receiving an additional 15 credits. Similarly, graduates of two-year Behavioural Science diplomas are eligible for 45 transfer credits, while graduates of three-year advanced Behavioural Science diplomas are eligible for up to 60 transfer credits. These pathways reflect our strong and long-standing focus on recognizing prior learning and supporting flexible, accessible degree completion options for a diverse range of students. This will come into focus more clearly with the finalization of our curriculum review/and program Map, as well as with the hiring of a new shared position with a focus on Indigenous Child and Youth Mental Health which would directly contribute to strengthening our presence across these sectors and Indigenous children/youth/families in particular (*Recommendations 3 & 8*).

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

- Move above-noted curriculum changes through the senate approval process in a timely manner. Continue to explore and tackle the remaining recommendations of the IQAP as appropriate and as summarized below.

#### CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

With the overarching objectives completed in 2025-26, we plan to tackle the remaining recommendations from the CHFS 2022 IQAP as applicable/follows:

Recommendations:

<p>1. The priority for this program is the hiring of additional tenure-stream faculty members. We strongly urge the University to follow through with the planned replacement hire in 2023/2024, and to consider at least one but ideally two additional tenure stream positions over the next two years.</p>	<p>In-Progress: As per above-noted, we are in the final stages for a position focused on Indigenous Child and Youth Mental Health shared with PSYC.</p>
<p>2. We urge the university to make available dedicated administrative support for this program. It is highly unusual for a program of this size to operate without any dedicated administrative support.</p>	<p>In-Progress: We understand from the Dean that a formal request has been made for administrative support around placements.</p>
<p>3. We strongly recommend strengthening the program's Indigenous-focused curriculum, including embedding this focus within the program learning outcomes, either by introducing a required course or by significantly increasing Indigenous-focused content, including Indigenous knowledges, across all courses in the curriculum, and notably in the research-related courses and those courses heavily influenced by psychology, since these fields often are centered on Western ways of knowing and white lived experiences.</p>	<p>In-Progress: As per above-noted with new courses, modification to existing courses, and TT recruitment with a focus on Indigenous Mental Health</p>
<p>4. We recommend strongly that there be further exploration of program delivery methods, including virtual and online delivery of courses, hybrid and blended learning opportunities, and intensive courses.</p>	<p>We have been consistently offering online and hybrid options to enhance our EDI and Accessibility efforts for students. Accessibility is a core value of the program with demonstrable benefit for current students and attracting prospective students, with efforts underway since the previous IQAP. While we have less hybrid options for students 2025-26 until the finalization of our program mapping, CHFS is still highly accessible to non-traditional learners, particularly through the establishment of articulated transfer pathways for college graduates.</p>
<p>5. We recommend that the grouping of elective courses based on categories of human development and learning and child and family wellbeing and social justice be discontinued, as these categorizations are out of step with current academic and professional practices.</p>	<p>In-Progress, subsumed under the Curriculum Review and new Program Mapping action items currently being finalized</p>
<p>6. We strongly recommend exploration of expanding experiential learning opportunities for students, notably in the context of internships, co-op placements, and unpaid placements in the community sector.</p>	<p>In Progress:  And in keeping with NU Strategic Plan.  CHFS Program Coordinator active member of the EL/WIL Committee 2024-25, and with continued responsibility for coordination of student practicum placements and agency partnerships.</p>
<p>7. We recommend that further consideration be given to the certificates offered as part of the program becoming available to non-program students and to community-based learners as part of a continuing education scheme.</p>	<p>In Progress:  Two updated certificates in Early Intervention and Applied Behaviour Sciences are now available to non-program - all NU - students.  We will improve access to community-based learners as we continue to move this work forward.</p>
<p>8. We recommend that consideration be given to further development of this program with a view of</p>	<p>In Progress:</p>

<p>becoming a more obvious and desirable pathway for careers beyond the education sector, such that a greater percentage of enrolled students aim for social and community service careers rather than education and teaching careers. This is particularly relevant given the dire human resource shortages in health and community service fields in the near North.</p>	<p>We have made partial progress towards this recommendation, with secured agreements that support transfer graduates from a wide range of Ontario college programs that support social and community service career options beyond the education sector. Current pathways do include Early Childhood Education and Educational Assistant, but also Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker, and Developmental Services Worker diploma programs (with a cumulative average of 70% or better), to enter directly into the BA Honours Specialization or Specialization in Child &amp; Family Studies, with up to 45 credits awarded. Additional transfer credit is available for students who have completed post-graduate certificates such as Autism &amp; Behavioural Science or Children’s Mental Health programs, receiving an additional 15 credits. Similarly, graduates of two-year Behavioural Science diplomas are eligible for 45 transfer credits, while graduates of three-year advanced Behavioural Science diplomas are eligible for up to 60 transfer credits.</p> <p>These pathways reflect our strong and long-standing focus on recognizing prior learning and supporting flexible, accessible degree completion options for a diverse range of students.</p> <p>This recommendation/goal for the program will continue to be developed and come into focus more clearly with the finalization of our curriculum review/and program Map and with the hiring of a new shared position with a focus on Indigenous Child and Youth Mental Health to strengthen our presence across these sectors.</p>
<p>9. We recommend that consideration be given to developing a research facilitation plan for the faculty members, in collaboration with the community professionals involved as instructors, to expand their impact through locally and regionally relevant knowledge generation.</p>	<p>Admin/University level commitment, capacity, and support is necessary. The program has come through a <i>dry</i> decade of limited to no support despite increasing/high student numbers, however we are optimistic that this might be remedied in the near future with the implementation of the new process for UG program review, which identifies a number of indicators focused on admin/university support requirements for research.</p>
<p>10. We recommend that the timelines for banking and deleting courses be accelerated considerably. Specifically, we do not recommend that the time between a course ceasing to be offered and then appearing on a banked courses list be five years, nor that it take five years on the banked courses list for a course to be deleted. This process could be significantly accelerated, and this would provide for greater clarity of the curriculum and its course offerings.</p>	<p>This may not be relevant with completion of the curriculum review/program map and streamlining of courses</p>
<p>11. This program could be enriched by the inclusion of international students, so long as there are support systems in place for international students to live well in the community and be academically successful.</p>	<p>CHFS curriculum and CHFS has played a central role in the development of the International Post Bacc Diploma in Health &amp; Social Impact</p>

## Dean's Response

Progress has been made on the recommendations identified in the review; however, implementation has been slower than anticipated due to a faculty member's sabbatical followed by a subsequent leave. With the recent cross-appointed hire, I am optimistic that work on these recommendations will resume. At the same time, I am mindful of balancing this individual's workload given the demands of starting a new position and establishing a research agenda.



Dr. Nathan Colborne  
Dean of Arts & Science