

OFFICE OF THE FACULTY COUNCIL CHANGE TO EXISTING DEGREE or CERTIFICATE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Prior to completing this form, proponents are asked to consult Brittany Tuer, Assistant Director, Academic Standards and Policy Advisor, btuer@yorku.ca, for definitions of major versus minor modifications.

Completed Submission Deadline: [Click here to enter a date.](#)

Department:

Children, Childhood & Youth Program, Dept.
of Humanities

Contact:

Prof. Cheryl Cowdy,
Coordinator

Degree/Certificate Title:

Honours BA (Children, Childhood and Youth Program)

Stream (if applicable):

Effective Session for Change:

Term: (e.g., Fall; Winter; Summer)

Fall

Year:

2018

Minor Change Description: (e.g. what is the change requested, what does this change mean for the degree, certificate, etc.):

Following the 2015 cyclical program review, the Children's Studies program is submitting proposals to change its name to the Children, Childhood and Youth program and to create a distinctive rubric (CCY) for the program. It has also submitted new course proposals for the four core courses required of majors (two for minors).

Academic Rationale for Change:

Curricular Clarity and Renewal was identified as a priority for the program by the cyclical program review and in the Decanal Implementation Plan. The revised core courses institute greater clarity and coherence for the program's curriculum.

Please note: the Committee on Curriculum, Curricular Policy and Standards requires that degree or certificate requirements, as listed in the Undergraduate Calendar ([click here](#)), be included below in their entirety.

Please **denote additions in bold, blue, underlining, and strikethrough for deletions.**

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Example: Delete this text.</p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major or minor.</p> <p>All approved general education courses may count for general education credits; some may count for major credits; none may count as both. Students must achieve at least a grade of B (6.00) in AP/HUMA 1970 6.00 and AP/HUMA 2690 6.00 and AP/HUMA 3695 6.00 in order to be permitted to continue as a major in children's studies. Students must achieve at least a grade of B (6.00) in AP/HUMA 1970 6.00 and AP/HUMA 2690 6.00 in order to be permitted to continue in a minor in children's studies.</p> <p>Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course 	<p>Example: <u>Add</u> this text.</p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major or minor.</p> <p>All approved general education courses may count for general education credits; some may count for major credits; none may count as both. Students must achieve at least a grade of B (6.00) in <u>AP/CCY 1999 6.00 and AP/CCY 2999 6.00 and AP/CCY 3999 6.00</u> in order to be permitted to continue as a major in the Children, Childhood & Youth Program. Students must achieve at least a grade of B (6.00) in <u>AP/CCY 1999 6.00 and AP/CCY 2999 6.00</u> in order to be permitted to continue in a minor in <u>the Children, Childhood & Youth program.</u></p> <p>Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories

in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students must complete at least 42 credits in ~~children's studies~~, including:

- ~~AP/HUMA 1970 6.00;~~
- ~~AP/HUMA 2690 6.00;~~
- ~~AP/HUMA 3695 6.00;~~
- ~~AP/HUMA 4142 6.00 or AP/HUMA 4147 6.00;~~
- 18 additional credits chosen from the ~~children's studies~~ list of courses, including at least six credits at the 4000 level.

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (**Note:** students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Double Major Interdisciplinary (Linked) BA

The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies.

Major credits: students must take the 42 required credits in ~~children's studies~~ as listed above and at least 36 credits in the interdisciplinary program. Courses taken to meet ~~children's studies~~ requirements cannot also be used to meet the requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in ~~children's studies~~ and six credits in the interdisciplinary program. For further details on requirements, refer to the listings for specific Honours Double Major Interdisciplinary BA programs.

Note: in a double major program, a course may count only

- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students must complete at least 42 credits in [the Children, Childhood and Youth program](#), including:

- [AP/CCY 1999 6.00](#)
- [AP/CCY 2999 6.00](#)
- [AP/CCY 3999 6.00](#)
- [AP/CCY 4999 6.00](#)
- 18 additional credits chosen from the [Children, Childhood and Youth program's](#) list of courses, including at least six credits at the 4000 level.

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (**Note:** students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

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Note: in a double major program, a course may count only once toward major credit.

Honours Double Major Interdisciplinary (Linked) BA

The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies.

Major credits: students must take the 42 required credits in [the Children, Childhood and Youth program](#) as listed above and at least 36 credits in the interdisciplinary program. Courses taken to meet [Children, Childhood and Youth program](#) requirements cannot also be used to meet the requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in [Children, Childhood and Youth](#) and six credits in the interdisciplinary program. For further details on requirements, refer to the listings for specific

once toward major credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Minor credits: at least 30 credits including:

- ~~AP/HUMA 1970 6.00;~~
- ~~AP/HUMA 2690 6.00;~~
- at least six credits chosen from: ~~AP/HUMA 4142 6.00, AP/HUMA 4140 6.00, AP/HUMA 4145 6.00~~ or ~~AP/HUMA 4147 6.00;~~
- 12 additional credits chosen from the children's studies list of courses.

Note: at least six credits in the minor must be at the 4000 level.

Children's Studies Courses

Not all of the courses listed below will necessarily be offered in any given year. For more information, please consult the relevant supplemental calendars.

With the approval of the program coordinator, students may complete other courses for credit in children's studies. Subject to course exclusion and residency requirements, students may complete courses offered outside of the Faculty of Liberal Arts and Professional Studies for credit in children's studies.

- AP/CDNS 4200 6.0 (AP/MIST 4200 6.0)
- AP/EN 3032 6.00
- AP/EN 3171 3.00
- AP/EN 3173 3.00

Honours Double Major Interdisciplinary BA programs.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Minor credits: at least 30 credits including:

- [AP/CCY 1999 6.0](#)
- [AP/CCY 2999 6.0](#)
- at least six credits chosen from [AP/CCY 4140 6.00](#), [AP/CCY 4141 6.00](#), [AP/CCY 4142 6.00](#), [AP/HUMA 4145 6.00](#), or [AP/CCY 4147 6.00](#);
- 12 additional credits chosen from the CCY list of courses.

Note: at least six credits in the minor must be at the 4000 level.

Children's Studies Courses

Not all of the courses listed below will necessarily be offered in any given year. For more information, please consult the relevant supplemental calendars.

With the approval of the program coordinator, students may complete other courses for credit in children's studies. Subject to course exclusion and residency requirements, students may complete courses offered outside of the Faculty of Liberal Arts and Professional Studies for credit in children's studies.

- AP/CDNS 4200 6.0 (AP/MIST 4200 6.0)

- AP/EN 3174 3.00
- AP/FR 3340 6.00
- AP/GEOG 4700 3.00
- AP/HIST 1080 6.00
- AP/HIST 4051 6.00
- AP/HREQ 3961 3.00
- AP/HREQ 3964 3.00
- ~~AP/HUMA 2680 6.00~~
- ~~AP/HUMA 3103 6.00~~
- ~~AP/HUMA 3685 6.00~~
- ~~AP/HUMA 3690 6.00~~
- ~~AP/HUMA 3691 3.00~~
- ~~AP/HUMA 3692 6.00~~
- ~~AP/HUMA 3693 3.00~~
- ~~AP/HUMA 3694 3.00~~
- ~~AP/HUMA 3695 3.00~~
- ~~AP/HUMA 3697 3.00~~
- ~~AP/HUMA 3698 3.00~~
- ~~AP/HUMA 3699 3.00~~
- ~~AP/HUMA 3960 6.00 (cross-listed to: GL/SOSC 3608 6.00, AP/GL/GWST 2513 6.00)~~
- ~~AP/HUMA 4140 6.00~~
- ~~AP/HUMA 4141 6.00~~
- ~~AP/HUMA 4144 3.00~~
- ~~AP/HUMA 4145 6.00~~
- ~~AP/HUMA 4146 3.00~~
- ~~AP/HUMA 4147 6.00~~
- ~~AP/HUMA 4148 3.00~~
- ~~AP/HUMA 4149 3.00~~
- ~~AP/HUMA 4410 6.00~~
- ~~AP/HUMA 4824 3.00~~
- AP/LING 3210 3.00
- AP/MIST 4010 3.0
- AP/SOCI 3660 6.00
- AP/SOCI 4060 3.00
- AP/SOCI 4830 3.00
- AP/SOSC 1910 6.00 (cross-listed to: AP/HREQ 1910 6.00)
- AP/SOSC 2150 6.00
- AP/GL/GWST 3553 3.00
- FA/DANC 3370 3.00
- FA/DANC 3371 3.00 (replaced by FA/DANC 4369 3.0)
- FA/DANC 4375 3.00
- FA/DANC 4376 3.00
- FA/DANC 4369 3.00
- FA/THEA 3450 6.00
- FA/THEA 4334 6.00
- FA/THEA 4440 6.00
- GL/EN 3590 6.00
- GL/EN 3636 6.00
- GL/PSYC 3300 3.00
- GL/PSYC 3510 3.00
- GL/SOCI 3210 3.00
- HH/KINE 3340 3.00
- HH/KINE 3480 3.00
- HH/KINE 3530 3.00
- HH/KINE 4560 3.00
- HH/PSYC 2110 3.00

- AP/EN 3032 6.00
- AP/EN 3171 3.00
- AP/EN 3173 3.00
- AP/EN 3174 3.00
- AP/FR 3340 6.00
- AP/GEOG 4700 3.00
- AP/HIST 1080 6.00
- AP/HIST 4051 6.00
- AP/HREQ 3961 3.00
- AP/HREQ 3964 3.00
- [AP/HUMA 3103 6.00 \(cross-listed to AP/CCY 3103 6.00\)](#)
- [AP/HUMA 3685 6.00 \(cross-listed to AP/CCY 3685 6.00\)](#)
- [AP/CCY 3690 6.00 \(cross-listed to AP/HUMA 3690 6.00\)](#)
- [AP/CCY 3691 3.00 \(cross-listed to AP/HUMA 3691 6.00\)](#)
- [AP/CCY 3692 6.00 \(cross-listed to AP/HUMA 3692 6.00\)](#)
- [AP/ CCY 3693 3.00 \(cross-listed to AP/HUMA 3693 6.00\)](#)
- [AP/ CCY 3694 3.00 \(cross-listed to AP/HUMA 3694 6.00\)](#)
- [AP/ CCY 3697 3.00 \(cross-listed to AP/HUMA 3697 6.00\)](#)
- [AP/ CCY 3698 3.00 \(cross-listed to AP/HUMA 3698 6.00\)](#)
- [AP/ CCY 3699 3.00 \(cross-listed to AP/HUMA 3699 6.00\)](#)
- [AP/HUMA 3960 6.00 \(cross-listed to: AP/CCY 3960 6.00, GL/SOSC 3608 6.00, AP/GL/GWST 2513 6.00\)](#)
- [AP/CCY 4139 3.00 \(cross-listed to AP/HUMA 4139 3.00\)](#)
- [AP/CCY 4140 6.00 \(cross-listed to AP/HUMA 4140 6.00\)](#)
- [AP/CCY 4141 6.00 \(cross-listed to AP/HUMA 4141 6.00\)](#)
- [AP/HUMA 4144 3.00 \(cross-listed to AP/CCY 4144 3.00\)](#)
- [AP/CCY 4145 6.00 \(cross-listed to AP/HUMA 4145 6.00\)](#)
- [AP/CCY 4146 3.00 \(cross-listed to AP/HUMA 4146 6.00\)](#)
- [AP/CCY 4147 6.00 \(cross-listed to AP/HUMA 4147 6.00\)](#)
- [AP/HUMA 4148 3.00 \(cross-listed to AP/CCY 4148 3.00\)](#)
- [AP/HUMA 4149 3.00 \(cross-listed to AP/CCY 4149 3.00\)](#)
- [AP/CCY 4152 3.00 \(cross-listed to AP/HUMA 4152 3.00\)](#)
- [AP/HUMA 4410 6.00 \(\(cross-listed to AP/CCY 4410 3.00\)](#)
- [AP/HUMA 4824 3.00 \(cross-listed to AP/CCY 4824 3.00\)](#)
- AP/LING 3210 3.00
- AP/MIST 4010 3.0
- AP/SOCI 3660 6.00

- HH/PSYC 3500 3.00
- HH/PSYC 3520 3.00
- HH/PSYC 3630 3.00
- HH/PSYC 4010 3.00
- HH/PSYC 4010 6.00
- HH/PSYC 4460 6.00

- AP/SOCI 4060 3.00
- AP/SOCI 4830 3.00
- AP/SOSC 1910 6.00 (cross-listed to: AP/HREQ 1910 6.00)
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- HH/KINE 4560 3.00
- HH/PSYC 2110 3.00
- HH/PSYC 3500 3.00
- HH/PSYC 3520 3.00
- HH/PSYC 3630 3.00
- HH/PSYC 4010 3.00
- HH/PSYC 4010 6.00
- HH/PSYC 4460 6.00

Program Learning Outcomes:

Addition/ Removal of Courses

Please describe how each course being added or removed will contribute to the program learning outcomes. *Please note: Proponents are asked to specifically make reference to the Degree-Level Expectations for the program/degree when completing this section.*

Course Number and Title	Add or Remove the course from the program?	Is the course <u>Required</u> or <u>Optional</u> ?	How will this course contribute to the program learning outcomes?
AP/CCY 1999 6.00	Add	Required	<p><i>This is a core course required of all majors and minors in the Children, Childhood & Youth Program. It replaces HUMA 1970 6.00.</i></p> <p>Key Children, Childhood & Youth Program UUDLEs Upon completion of the Children, Childhood & Youth program, students are expected to demonstrate:</p> <p>Depth and Breadth of Knowledge</p> <ol style="list-style-type: none"> a. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the interdisciplinary, rights-based and child- and youth-centered field of Childhood and Youth Care. b. Gather, review, evaluate and interpret information relevant to the various aspects of the field, including representations of all kinds of children and youth as well as the lived experiences of children and youth. c. Apply transferable critical reading, writing, thinking and research skills to graduate studies and a range of careers. <p>Knowledge of Methodologies</p> <ol style="list-style-type: none"> a. Understand and identify appropriate research methodologies for working with children and young people. b. Demonstrate an application of appropriate research methods for working with children and young people through an independent research project (CCY 3999 and CCY 4999). c. Critically evaluate ethical frameworks for conducting research with children and young people d. Understand the theories that underpin the interdisciplinary field of Childhood and Youth Studies, including both qualitative and quantitative approaches. <p>Application of Knowledge</p> <ol style="list-style-type: none"> a. Review, present and critically evaluate qualitative and quantitative information for the purpose of: <ol style="list-style-type: none"> i. Understanding the lives of young people. ii. Debating current child- and youth-centred issues. iii. Analyzing representations of children, childhood, and youth, and their implications for actual children's lives. iv. Considering the perspectives of young people on issues relating to their lived experiences. b. Understand, internalize, and think critically about key issues in the field of Childhood & Youth Studies. c. Make critical use of scholarly reviews, evaluations of current and past practices, and primary sources. d. Apply theoretical learnings in activism, advocacy, and interactions with young people. <p>Communication Skills</p>

			<ul style="list-style-type: none"> a. Communicate information, arguments, and analyses: accurately and effectively; orally and in writing; at an advanced level; to a range of audiences (academic and non-academic, child and adult, public and private (government and non-government) b. Engage controversy productively c. Work with people of different cultures and belief systems. <p>Awareness of Limits of Knowledge</p> <ul style="list-style-type: none"> a. The limits to adults' own knowledge of children and youth. b. The limits to the abilities of adults to work effectively in "the best interests of" children and young people. c. The limits of adults', children's, and young people's understanding of "the best interests of" children and youth. d. Both the affordances and limits of children's rights discourses, the United Nations Convention of the Rights of the Child (UNCRC), and governmental and NGO policies about children and youth. e. The limits of research methodologies about children and young people. f. An awareness of the ways in which different cultures and discourses interpret the world and a respect for the uniqueness of each. g. Draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues. h. Use thoughtful self-reflection to advance a practice of continual learning. <p>Autonomy and Professional Capacity</p> <ul style="list-style-type: none"> a. Behaviour consistent with academic integrity, social responsibility, and the highest ethical standards as are demanded when working in the field of Childhood and Youth Studies. b. The ability to engage academic and non-academic audiences on a wide range of practical and theoretical issues relating to children and young people with confidence. c. Create a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others. d. Do original research and prepare original work within an academic and non-academic setting. e. Apply transferable reading, writing, critical thinking, analytical, and team-building skills in both personal and professional contexts.
AP/CCY 2999 6.00	Add	Required	<p><i>This is a core course required of all majors and minors in the Children, Childhood & Youth Program. It replaces HUMA 2690 6.00.</i></p> <p>Key Children, Childhood & Youth Program UUDLEs</p> <p>Upon completion of the Children, Childhood & Youth program, students are expected to demonstrate:</p> <p>Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> d. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the interdisciplinary, rights-based and child- and youth-centered field of Childhood and Youth Studies. e. Gather, review, evaluate and interpret information relevant to the various aspects of the field, including representations of all kinds of children and youth as well as the lived experiences of children and youth. f. Apply transferable critical reading, writing, thinking and research skills to graduate studies and a range of careers.

			<p>Knowledge of Methodologies</p> <ul style="list-style-type: none"> e. Understand and identify appropriate research methodologies for working with children and young people. f. Demonstrate an application of appropriate research methods for working with children and young people through an independent research project (CCY 3999 and CCY 4999). g. Critically evaluate ethical frameworks for conducting research with children and young people h. Understand the theories that underpin the interdisciplinary field of Childhood and Youth Studies, including both qualitative and quantitative approaches. <p>Application of Knowledge</p> <ul style="list-style-type: none"> e. Review, present and critically evaluate qualitative and quantitative information for the purpose of: <ul style="list-style-type: none"> v. Understanding the lives of young people. vi. Debating current child- and youth-centred issues. vii. Analyzing representations of children, childhood, and youth, and their implications for actual children’s lives. viii. Considering the perspectives of young people on issues relating to their lived experiences. f. Understand, internalize, and think critically about key issues in the field of Childhood & Youth Studies. g. Make critical use of scholarly reviews, evaluations of current and past practices, and primary sources. h. Apply theoretical learnings in activism, advocacy, and interactions with young people. <p>Communication Skills</p> <ul style="list-style-type: none"> d. Communicate information, arguments, and analyses: accurately and effectively; orally and in writing; at an advanced level; to a range of audiences (academic and non-academic, child and adult, public and private (government and non-government) e. Engage controversy productively f. Work with people of different cultures and belief systems. <p>Awareness of Limits of Knowledge</p> <ul style="list-style-type: none"> i. The limits to adults’ own knowledge of children and youth. j. The limits to the abilities of adults to work effectively in “the best interests of” children and young people. k. The limits of adults’, children’s, and young people’s understanding of “the best interests of” children and youth. l. Both the affordances and limits of children’s rights discourses, the United Nations Convention of the Rights of the Child (UNCRC), and governmental and NGO policies about children and youth. m. The limits of research methodologies about children and young people. n. An awareness of the ways in which different cultures and discourses interpret the world and a respect for the uniqueness of each. o. Draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues. p. Use thoughtful self-reflection to advance a practice of continual learning. <p>Autonomy and Professional Capacity</p> <ul style="list-style-type: none"> f. Behaviour consistent with academic integrity, social responsibility, and the
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			<p>highest ethical standards as are demanded when working in the field of Childhood and Youth Studies.</p> <ul style="list-style-type: none"> g. The ability to engage academic and non-academic audiences on a wide range of practical and theoretical issues relating to children and young people with confidence. h. Create a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others. i. Do original research and prepare original work within an academic and non-academic setting. <p>Apply transferable reading, writing, critical thinking, analytical, and team-building skills in both personal and professional contexts.</p>
AP/CCY 3999 6.00	Add	Required	<p><i>This is a core course required of all majors in the Children, Childhood & Youth Program. It replaces HUMA 3695 6.00.</i></p> <p>1. Depth and Breadth of Knowledge The Children, Childhood & Youth (CCY) program is inherently interdisciplinary and students in this course will draw on research methodologies developed in fields such as anthropology, children’s geographies, cultural studies, and sociology. As its own unique field, Childhood Studies advocates for child-centered research methodologies across disciplines. This course provides students the opportunity to develop applied research skills through experiential and applied education. In this course, students will develop knowledge and critical understanding of the applied research methods and methodological frameworks for conducting research with children and young people. As a goal of this course, students will develop the ability to: gather, review, evaluate and interpret information; and compare the merits of diverse research methods. The course will provide students an opportunity to use field methods in real-life settings such as in the community, on York campus, and in the classroom. Students will also analyze their research findings and present research proposals.</p> <p>2. Knowledge of Methodologies As this is a methods course, a mastery of child-centered methods and methodologies is the primary learning objective. Students will evaluate the appropriateness of different approaches using contemporary methods and methodologies. In the field of Childhood Studies, research with children and young people is crucial to understanding their cultures, positionalities, and lived experiences. Therefore, students in the CCY program must demonstrate their ability to develop and conduct research with children and young people.</p> <p>3. Applications of Knowledge Students in this course will develop their ability to review, present and critically evaluate qualitative and participatory child-centered research through critique of case studies, applied tasks both in and outside the classroom, and in-class modules. CCY students will be able to distinguish between two major discourses in the field of Childhood Studies which are research <i>with</i> children and youth vs. research <i>on</i> children and youth. In this course, students will learn a range of qualitative and participatory child-centred research techniques such as (but not limited to): peer-to-peer interviews; ethnography; observation; mapping; participant-observation; drawing; photo, film and new media; games and play research methods. A major component in this course is the research proposal which requires the use of scholarly sources, critical literature review, and the development of a research protocol.</p>

			<p>4. Communication Skills In this seminar course students will have the opportunity to develop their communication skills through course discussions, presentations and small group work. Students will develop their writing and critical thinking skills through course assignments and weekly assignments. Built-in experiential education opportunities include applying methods to the development of communication skills such as interviewing, leading group discussions, and presenting research findings. Students will communicate their final results through a scholarly research proposal.</p> <p>5. Awareness of Limits to Knowledge This course presents a variety of methodologies that are focused on qualitative and participatory child-centered research. Students are presented with case studies of research with children from diverse disciplines that do not follow a child-centered approach, thus highlighting the limitations of research within a particular field. Students are encouraged to problematize and analyze research from all disciplines that focus on children and young people, thus presenting an awareness of the limitations of knowledge and scope within research.</p> <p>6. Autonomy and Professional Capacity Learning child-centered research methods and creating a research proposal develops transferable skills and qualities for connecting and collaborating with communities, further study, grant applications, and employment. In particular, this course prepares students for their honors research project in their 4th year core CCY course. The skills developed focus on personal responsibility and accountability to their peers, faculty, program, and research participants and their families. This intensive, interactive course is unique in that students must work effectively with others, make complex decisions, consider their social responsibility, and manage their own learning, all skills that are transferable both in and outside the classroom.</p>
AP/CCY 4999 6.00	Add	Required	<p><i>This is a core capstone course required of all majors in the Children, Childhood & Youth Program. It replaces HUMA 4142 6.00 as a required course, which will be retained as an optional course for majors and one of the 5 required 4000-level courses available to minors</i></p> <p>1. Depth and Breadth of Knowledge As a 4th year capstone course, students will bridge theory and practice through concrete, applied, community-based research that will prompt them to reflect on the importance of ethical research with children using the theoretical knowledge they have gained in the CCY program. As its own unique field, Childhood Studies advocates for child-centered research across disciplines. This course provides students the opportunity to develop applied research skills through experiential and applied education. In this course, students will develop awareness and understanding of ethical protocols for working with minor-age participants, demonstrate applied research skills through the successful completion of a community-based research project, and mobilize knowledge through academic and community-based presentations and platforms. The course will provide students an immersive learning environment outside the classroom that develops a breadth of knowledge about the field of Childhood Studies through community-based experiential learning.</p> <p>2. Knowledge of Methodologies In the field of Childhood Studies, research with children and young people is crucial to understanding their cultures, positionalities, and lived experiences. Therefore, students in the CCY program must demonstrate their ability to conduct research with children and young people and apply the skills and knowledge of methodologies</p>

			<p>learned throughout their degree. In addition, students demonstrate their understanding of the ethical considerations of using child-centered methodologies in the field.</p> <p>3. Applications of Knowledge CCY students will be able to distinguish between two major discourses in the field of Childhood Studies which are research <i>with</i> children and youth vs. research <i>on</i> children and youth. Students will apply knowledge through: obtaining ethics clearance for their independent research project; recruitment of research participants; application of research methods in the field; obtaining qualitative research data; analysis of research data; presentation of findings in both community and academic settings.</p> <p>4. Communication Skills In this blended and/or online learning environment students will have the opportunity to develop their communication skills through: online discussion; fieldwork journals; research supervision meetings; working with research participants and community members including gatekeepers; academic and community based research presentations. Students will develop their writing and critical thinking skills through course assignments and weekly assignments. This course is unique in that it gives students the opportunity to learn various knowledge mobilization strategies. Drawing on these communication skills, students will disseminate research knowledge to both academic and community-based audiences.</p> <p>5. Awareness of Limits to Knowledge Students are encouraged to problematize and analyze research from all disciplines that focus on children and young people, thus presenting an awareness of the limitations of knowledge and scope within research. This course presents students with an understanding of the difficult and challenging terrain of qualitative research with children and young people and the limits of data in helping to understand society at large.</p> <p>6. Autonomy and Professional Capacity Conducting community-based research presents the opportunity for students to independently develop transferable skills and qualities for connecting and collaborating with communities, further study, and employment. The skills developed focus on personal responsibility and accountability to their peers, faculty, program, and research participants and their families. This intensive, interactive course is unique in that students must work effectively with others, make complex decisions, consider their social responsibility, and manage their own learning, all skills that are transferable both in and outside the classroom.</p>
AP/CCY 4139 3.00	Add	Optional	<p><i>This course was developed expressly for the Children, Childhood & Youth program. This should have been added to the list of approved CCY courses as part of the course approval process.</i></p> <p>Key Children, Childhood & Youth Program UUDLEs Upon completion of the Children, Childhood & Youth program, students are expected to demonstrate:</p> <p>Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> g. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the interdisciplinary, rights-based and child- and youth-centered field of Childhood and Youth Studies. h. Gather, review, evaluate and interpret information relevant to the various aspects of the field, including representations of all kinds of children and youth as well as the lived experiences of children and youth.

			<ul style="list-style-type: none"> i. Apply transferable critical reading, writing, thinking and research skills to graduate studies and a range of careers. <p>Knowledge of Methodologies</p> <ul style="list-style-type: none"> i. Understand and identify appropriate research methodologies for working with children and young people. j. Demonstrate an application of appropriate research methods for working with children and young people through an independent research project (CCY 3999 and CCY 4999). k. Critically evaluate ethical frameworks for conducting research with children and young people l. Understand the theories that underpin the interdisciplinary field of Childhood and Youth Studies, including both qualitative and quantitative approaches. <p>Application of Knowledge</p> <ul style="list-style-type: none"> i. Review, present and critically evaluate qualitative and quantitative information for the purpose of: <ul style="list-style-type: none"> ix. Understanding the lives of young people. x. Debating current child- and youth-centred issues. xi. Analyzing representations of children, childhood, and youth, and their implications for actual children's lives. xii. Considering the perspectives of young people on issues relating to their lived experiences. j. Understand, internalize, and think critically about key issues in the field of Childhood & Youth Studies. k. Make critical use of scholarly reviews, evaluations of current and past practices, and primary sources. l. Apply theoretical learnings in activism, advocacy, and interactions with young people. <p>Communication Skills</p> <ul style="list-style-type: none"> g. Communicate information, arguments, and analyses: accurately and effectively; orally and in writing; at an advanced level; to a range of audiences (academic and non-academic, child and adult, public and private (government and non-government) h. Engage controversy productively i. Work with people of different cultures and belief systems. <p>Awareness of Limits of Knowledge</p> <ul style="list-style-type: none"> q. The limits to adults' own knowledge of children and youth. r. The limits to the abilities of adults to work effectively in "the best interests of" children and young people. s. The limits of adults', children's, and young people's understanding of "the best interests of" children and youth. t. Both the affordances and limits of children's rights discourses, the United Nations Convention of the Rights of the Child (UNCRC), and governmental and NGO policies about children and youth. u. The limits of research methodologies about children and young people. v. An awareness of the ways in which different cultures and discourses interpret the world and a respect for the uniqueness of each. w. Draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues. x. Use thoughtful self-reflection to advance a practice of continual learning.
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			<p>Autonomy and Professional Capacity</p> <ul style="list-style-type: none"> j. Behaviour consistent with academic integrity, social responsibility, and the highest ethical standards as are demanded when working in the field of Childhood and Youth Studies. k. The ability to engage academic and non-academic audiences on a wide range of practical and theoretical issues relating to children and young people with confidence. l. Create a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others. m. Do original research and prepare original work within an academic and non-academic setting. <p>Apply transferable reading, writing, critical thinking, analytical, and team-building skills in both personal and professional contexts.</p>
AP/CCY 4152 3.00	Add	Optional	<p><i>This course was developed expressly for the Children, Childhood & Youth curriculum. This should have been added to the list of approved CCY courses as part of the course approval process.</i></p> <p>Key Children, Childhood & Youth Program UUDLEs</p> <p>Upon completion of the Children, Childhood & Youth program, students are expected to demonstrate:</p> <p>Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> j. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the interdisciplinary, rights-based and child- and youth-centered field of Childhood and Youth Studies. k. Gather, review, evaluate and interpret information relevant to the various aspects of the field, including representations of all kinds of children and youth as well as the lived experiences of children and youth. l. Apply transferable critical reading, writing, thinking and research skills to graduate studies and a range of careers. <p>Knowledge of Methodologies</p> <ul style="list-style-type: none"> m. Understand and identify appropriate research methodologies for working with children and young people. n. Demonstrate an application of appropriate research methods for working with children and young people through an independent research project (CCY 3999 and CCY 4999). o. Critically evaluate ethical frameworks for conducting research with children and young people p. Understand the theories that underpin the interdisciplinary field of Childhood and Youth Studies, including both qualitative and quantitative approaches. <p>Application of Knowledge</p> <ul style="list-style-type: none"> m. Review, present and critically evaluate qualitative and quantitative information for the purpose of: <ul style="list-style-type: none"> xiii. Understanding the lives of young people. xiv. Debating current child- and youth-centred issues. xv. Analyzing representations of children, childhood, and youth, and their implications for actual children's lives. xvi. Considering the perspectives of young people on issues relating to their lived experiences. n. Understand, internalize, and think critically about key issues in the field of

			<p>Childhood & Youth Studies.</p> <p>o. Make critical use of scholarly reviews, evaluations of current and past practices, and primary sources.</p> <p>p. Apply theoretical learnings in activism, advocacy, and interactions with young people.</p> <p>Communication Skills</p> <p>j. Communicate information, arguments, and analyses: accurately and effectively; orally and in writing; at an advanced level; to a range of audiences (academic and non-academic, child and adult, public and private (government and non-government)</p> <p>k. Engage controversy productively</p> <p>l. Work with people of different cultures and belief systems.</p> <p>Awareness of Limits of Knowledge</p> <p>y. The limits to adults' own knowledge of children and youth.</p> <p>z. The limits to the abilities of adults to work effectively in "the best interests of" children and young people.</p> <p>aa. The limits of adults', children's, and young people's understanding of "the best interests of" children and youth.</p> <p>bb. Both the affordances and limits of children's rights discourses, the United Nations Convention of the Rights of the Child (UNCRC), and governmental and NGO policies about children and youth.</p> <p>cc. The limits of research methodologies about children and young people.</p> <p>dd. An awareness of the ways in which different cultures and discourses interpret the world and a respect for the uniqueness of each.</p> <p>ee. Draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues.</p> <p>ff. Use thoughtful self-reflection to advance a practice of continual learning.</p> <p>Autonomy and Professional Capacity</p> <p>n. Behaviour consistent with academic integrity, social responsibility, and the highest ethical standards as are demanded when working in the field of Childhood and Youth Studies.</p> <p>o. The ability to engage academic and non-academic audiences on a wide range of practical and theoretical issues relating to children and young people with confidence.</p> <p>p. Create a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others.</p> <p>q. Do original research and prepare original work within an academic and non-academic setting.</p> <p>Apply transferable reading, writing, critical thinking, analytical, and team-building skills in both personal and professional contexts.</p>
AP/HUMA 1970 6.00	Remove	Required	This course will be retired and replaced by AP/CCY 1999 6.00
AP/HUMA 2680 6.00	Remove	Optional	This course will be retired.
AP/HUMA 2690 6.00	Remove	Required	This course will be retired and replaced by AP/CCY 2999 6.00
AP/HUMA 3695 6.00	Remove	Required	This course will be retired and replaced by AP/CCY 3999 6.00

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Confirmation of Consultation/Approval:

The Committee on Curriculum, Curricular Policy and Standards will not consider proposals that have not been approved by the Department/School responsible for offering the course.

Please ensure that all fields are filled below, and that appropriate consultation/approval documentation is attached.

Has consultation been completed? (please check) **Yes** **Not applicable**

Is evidence of consultation attached? (please check) **Yes** **Not applicable**

Departmental Curriculum Approval:

Cheryl Cowdy	Coordinator; Children, Childhood & Youth Program	May 11, 2017
<hr/> Name	<hr/> Position	<hr/> Date
Andrea Davis	Chair, Humanities	May 12, 2017
<hr/> Name	<hr/> Position	<hr/> Date
Click here to enter text.	Click here to enter text.	Click here to enter a date.
<hr/> Name	<hr/> Position	<hr/> Date



Friday, September 08, 2017

**OFFICE OF THE
UNIVERSITY
REGISTRAR**

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To Academic Standards, Curriculum and Pedagogy Committee:

Re: Proposal to Change the Name of the Undergraduate Program in Children's Studies to the Children, Childhood and Youth Undergraduate Program; Proposal to Establish a Distinctive Course Rubric for Courses in the Children, Childhood and Youth Undergraduate Program

I am supportive of the proposed change in name and the establishment of a distinctive course rubric for courses in the Children, Childhood and Youth Undergraduate Program (formerly Children's Studies) in Humanities, as described in the proposal from the Faculty of Liberal Arts and Professional Studies.

With minor details to be addressed in collaboration with the program, I confirm that the implementation of the proposed admission requirements have been reviewed and are within capacity.

Regards,

A handwritten signature in blue ink, appearing to read "Carol Altilia".

Carol Altilia, University Registrar



CONSULTATION

Academic Unit and Curriculum Representative Requesting the Consultation (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

Department/School:

Representative's Name:

Representative's Role:
 (e.g., Chair, UPD, Curriculum Designate, etc.)

Curriculum Proposal:

Is the full curriculum proposal being provided for the consultation? (Yes/No)

Please provide the following only if the full curriculum proposal is not being attached for the consultation:

What is the consultation regarding?
 (e.g., cross-listing, course credit exclusion, addition of a course to an existing program/certificate, etc.)

What course and/or certificate/degree/program is/are involved?

Faculty: **Rubric:** **Course #:** **Weight:**

Certificate/Degree/Program Title:

Stream (if applicable):

Please briefly describe what is being proposed:

e.g. A new cross-listing is being proposed between AP/EN 4009 6.00 (existing course) and AP/CLTR 4009 6.00 (new cross-listing).

Following the Children's Studies' first Cyclical Program Review in 2015, the program has undertaken a review of the program's curriculum in conjunction with the selection of a new program name - the **Children, Childhood and Youth Program** – and a special rubric: **CCY**. New course proposals have been created for the four core required courses in the program that establish greater coherence and clarity of the core curriculum: AP/CCY 1999, AP/CCY 2999, AP/CCY 3999 and AP/CCY4999. All other courses that originated from within the Children's Studies program will be assigned the CCY rubric and cross-listed to HUMA. All courses that originate from the Humanities program (AP/HUMA 3103 6.00, AP/HUMA 3960 6.00, AP/HUMA 4144 3.00, AP/HUMA 4148 3.00, AP/HUMA 4149 3.00, AP/HUMA 4410 6.0 and AP/HUMA 4824 3.00) will retain the HUMA rubric as their primary rubric and be cross-listed to CCY.

DATE: [Click here to enter a date.](#)

Academic Unit and Representative Being Consulted With (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

Department/School:

Humanities

Representative's Name:

Andrea Davis

Representative's Role:

(e.g., Chair, UPD, Curriculum Designate, etc.)

Chair

Curriculum Proposal & Consultation Feedback:

Does your academic unit support the proposed curriculum initiative provided and/or presented above by the proposal's proponent? (Yes/No)

Yes

Please provide detailed feedback regarding the proposal (as applicable):

The Department of Humanities supports these changes arising out of the 2015-2016 Cyclical Program Review process. We agree that they will make the current Children's Studies Program more coherent and responsive to the needs of students. There is no conflict with the Humanities Major or any other department program.