

**Statement of Intent**  
**PhD in Child and Youth Studies**  
**Department of Child and Youth Studies**  
**August 29, 2013**

The department of Child and Youth Studies (CHYS) will be celebrating its 20<sup>th</sup> Anniversary this November (2013). The department has grown from a small program with only a few faculty members to being the largest undergraduate program in the Faculty of Social Sciences and the 4<sup>th</sup> largest undergraduate department on campus as measured by declared majors (Head Count Enrolment Report, Fall 2012). The department is not only the largest in its faculty, it also attracts undergraduate students with at least 5% higher entrance grades than the rest of the faculty.

In 2001, the Department launched a Child and Youth Studies Master's degree program. This program has consistently met or exceeded enrollment expectations due to the high demand for the program, as well as the strong quality of the applicants. To date, over 58 students have successfully graduated from the program (not including 2013 graduates), with the majority of these students having completed the program within the expected time to completion. Roughly one in four of the students have gone on to pursue a Ph.D. elsewhere. Beyond these metrics, our Master's students have proven quite successful at winning internal and external awards.

All of this reflects very well on the quality of our multidisciplinary undergraduate and graduate programs. As a department, we have successfully matured both programs and have been able to foster success in both programs despite local and global challenges. Our department is now at peak maturity as well, with all of CHYS's 19 full-time faculty members having now obtained tenure. This is a vote for the strength of the department and its success in internal and external service, multidisciplinary teaching & research, and our exemplary support staff.

With this in mind, the department has decided to build on these strengths and continue its tradition of successful expansion by developing a PhD program in Child and Youth Studies. As we outline below, we believe that there is both a strong demand as well as a strong need for a multidisciplinary doctorate in child and youth studies. We believe that we have the capacity, if properly supported, to successfully mount a doctoral program that specifically addresses almost all of the goals of the University's 2012 Academic Plan. As leaders in Brock's undergraduate education, and strong participants in its graduate education, CHYS is now prepared to move forward with a PhD program that will further build and lead Brock's graduate education. We are therefore proposing a new Child and Youth Studies PhD program that:

- **Offers a flexible, multidisciplinary PhD program that caters to applied *and* academic students and faculty throughout the university**
- **Fits exceptionally well with Brock's 2014 Strategic *and* Academic Plans**
- **Brings in almost *a quarter of a million dollars* in revenue to the university**

**a) a brief description of the program, including a rationale for the degree nomenclature**

There is an increasing awareness of the importance of issues surrounding today's children and youth. From bullying to academics, mental health to immigration, war to gender issues, children and youth are facing multiple challenges. Understanding children, youth, and their networks of support will help shape the future of our communities, countries, and their citizens. Multiple surveys cite challenges to today's youth, from increasing rates of mental disorders, to bullying, to human rights issues, to basic aspects of child development, to actually defining childhood itself.

Child and Youth Studies is inherently multidisciplinary, a department that values and integrates multiple theoretical and methodological perspectives (including developmental psychology, clinical psychology, education, sociology, anthropology, criminology, and other disciplines). The department also engages in significant amounts of interdisciplinary and transdisciplinary research and teaching. This poses some challenges in designing a PhD program, as our department wants to encourage depth of knowledge without discouraging breadth or the free interchange of ideas between disciplines. We have therefore chosen to follow in the tradition of our Master's program by not designating specific fields of specialization for our PhD degree. We strongly feel that the construction of artificial fields could pose theoretical and social barriers that could limit our students' research and educational experiences. Instead, we view child and youth studies as a field in and of itself. We have therefore designed a flexible PhD degree program that embraces our department's multidisciplinary through course work and thesis research in a format that offers depth as well as breadth (see Table 1).

**Table 1. PhD Course Structure**

<b>PhD Year</b>	<b>Course Work</b>
1	Proseminar, Advanced Quant or Qual Mtds, Advanced Credit Banks 1 & 2, Thesis
2	Proseminar, Advanced Bank 3, Comprehensives, Thesis
3	<i>Proseminar, Teaching (optional)</i> , Thesis
4	<i>Proseminar, Teaching (optional)</i> , Thesis

The first required course for the PhD program will be the Proseminar course. We plan to merge our PhD students with our Master's students in a colloquium-based proseminar that promotes an internal research culture. This course will be a full-year pass-fail course where students are expected to participate in, as well as occasionally lead, discussions of research topics presented by our colloquium speakers. Students will be required to read additional research articles that are related to the required talks. We feel that building a research culture is critical for the success of our department's graduate efforts, and it should also pay dividends in our undergraduate program when undergraduates are able to witness peers actively engaging in the creation and sharing of new knowledge. The proseminar course will be required for the first two years, after which it will be an encouraged, but optional, course in order to allow students to focus primarily on their thesis research.

The next required course will be an Advanced Methods course in either quantitative or qualitative methods. Given that students will be required to already possess knowledge of both methods (see pg. 6) all students will possess a facility, or competence, with the methodology of multiple disciplines. At the PhD level, the depth of knowledge required in quantitative or qualitative methods is such that we expect students to only choose one of the two methodological directions. Of course, nothing would prevent a motivated student from taking both advanced methods courses, but we will only require one of the two. The chosen Advanced Methods course will be taken during the first year of the program.

Our remaining required courses are Advanced Credit courses. These courses are designed to meet CHYS's multidisciplinary mission by ensuring that students receive significant topical depth in each of the department's three banks: developmental (psychology), exceptionalities (applied), and sociocultural (anthropology, criminology, & sociology). These courses will go beyond the survey course nature of our MA 5P00 and 5P10 courses to provide actual in-depth knowledge on a particular area using one of the three aforementioned lenses. These courses are explicitly designed to be broad enough that they can be taught by multiple faculty members. They will contain significant theoretical and methodological depth that is intended to challenge and educate our PhD students. They are designed to be taught by multiple faculty members and to appeal to multiple students. Potential topics include: risk taking, gender, reading, violence, children's rights, transdisciplinarity, and children with special needs. Other university courses (internal or external) represent potential substitutions for these courses (assuming departmental approval). Two Advanced Credit courses will be taken during a student's first year, with the third course being taken in the student's second year in the program. This offers several benefits. First, it ensures that roughly 7.5 CHYS PhD students will be taking each course. Given that these courses will be open to the larger Brock graduate community (including CHYS MA students), we expect course enrollments of 8-10 students, which meets or exceeds the lower limit for faculty compensation for teaching a course (8). Second, it ensures an upper limit of 12-15

students, which we view as the maximum ideal number of students in a graduate course. Third, it spreads out some of the course work so that students are not overwhelmed in their first year, increasing retention and success rates.

During the second year of the PhD program students will be expected to complete their course work as well as their comprehensives. The CHYS PhD comprehensives are designed to measure breadth and depth in a way that reflects the diverse needs and talents of students and faculty. There are to be two comprehensive components, each representing 3-4 months of work. The first comprehensive component is a breadth component that will require the student to study a topic that is significantly different from their PhD topic. The second component will emphasize depth relating to the student's thesis topic. The specific format of each component is to be determined by the student in consultation with their committee, the graduate chair, and/or external individuals (for the breadth component). Students must choose two different formats from the following list:

- Literature survey & written/oral tests on that content
- Conducting research unrelated to one's thesis (including meta-analyses and reviews)
- Practical placements (including potential co-op placements)
- Teaching a CHYS undergraduate course

We believe that these comprehensive formats allow our program to accommodate a vast range of different student interests and talents. This open framework allows students with an applied focus to potentially experience a very different comprehensive than students with an academic focus. The ability to tailor comprehensives to individual students' needs represents a significant advantage to students of our proposed program over more rigidly designed comprehensives that would not suit the diverse anticipated needs of our students.

A final course offering will be a course on the Craft of Teaching. This course involves both lessons on pedagogy and teaching skills as well as actual teaching of undergraduate courses by our students. Given that one of the primary functions of academics is teaching, as well as the importance of strong oral presentation skills in almost any career, we feel that teaching is an essential component of the proposed program. Students who choose to teach a course as part of their comprehensives may also be enrolled in this course. It is therefore aimed at students who have at least completed the first year of their PhD program. Upon completion of this course, we plan to offer students the opportunity to replace their TA stipend with an instructional stipend, thus furthering their acquisition of teaching experience. It is important to note that by building this teaching experience into an integral part of our PhD program means that the usual CUPE seniority rules do not apply. Our students would thus have priority to teach courses that are not actively sought by tenured (or tenure-track) faculty.

It is worth repeating that research and teaching within the Department of Child and Youth Studies are incredibly diverse, both in the range of topics as well as methodologies. To accommodate this breadth without sacrificing the depth required for a PhD program we have decided to offer a flexible PhD that appeals to a broad range of student and faculty interests and/or talents. The basic structure revolves around one of two choices (see Table 2): a traditional 4-year Ph.D. that follows the completion of a Master's degree (internally or externally) and an accelerated combined Master's/PhD option that allows students to complete both degrees in five years rather than the six years usually required to complete a traditional PhD degree program.

**Table 2. Basic CHYS PhD Program Structure**

<b>Program Year</b>	<b>Traditional</b>	<b>Accelerated</b>
<b>1</b>	<b>MA 1</b>	<b>MA 1</b>
<b>2</b>	<b>MA 2</b>	<b>PhD 1 (no MA)</b>
<b>3</b>	<b>PhD 1</b>	<b>PhD 2</b>
<b>4</b>	<b>PhD 2</b>	<b>PhD 3</b>
<b>5</b>	<b>PhD 3</b>	<b>PhD 4</b>
<b>6</b>	<b>PhD 4</b>	

The traditional PhD program is aimed primarily towards academically inclined students. We feel that the extra time afforded by this degree allows students interested in an academic career sufficient time to build an academic portfolio of publications and presentations that are necessary for a competitive curriculum vitae. The current academic job market is fiercely competitive, so by allowing students extra time in the relatively safe shelter of a PhD program, we allow students the time required to have manuscripts written, reviewed, revised, and ultimately published. Our goal is not to rush students out the door as fast as possible, but rather to graduate students who possess C.V.'s that are competitive enough to succeed in the global job market.

The traditional PhD program serves as a natural entrance or exit point for students entering from other universities. This path is also ideal for students exiting our Master's program to pursue a PhD elsewhere, allowing both groups the opportunity to gain the educational breadth that is valued in some disciplines (e.g., Sociology). The traditional PhD option has been constructed to ensure that any duplication of effort from an incoming student's Master's education is minimal. It also allows for a clean pause point for students' entrance or exit from the

program or for a change in supervisors. While the latter is not a primary design feature of the traditional PhD, it is an important element in ensuring that our program offers students the flexibility that is required from a multidisciplinary approach. For example, a student may start with studying bullying for their CHYS MA using a psychological approach. This path might answer some research questions, but through the course of a student's research he/she uncovers important cultural factors that then raise new questions that are best studied using an anthropological methodology. The traditional PhD route allows this student to complete his/her Master's degree with their supervisor with expertise in the field of psychology before making a clean start in a PhD program with a new supervisor with a expertise in anthropology. Our traditional option thus allows us to both embrace and celebrate the truly multidisciplinary strengths of our department. Finally, the pause point included in the traditional approach should encourage appropriate graduate completion times and percentages.

On the other hand, the accelerated PhD option is designed primarily for applied students. Applied students (i.e., students not interested in an academic career) are less likely to depend upon the slow process of peer-reviewed publication to build an employable resume. Instead, they may benefit from entering the workplace sooner in order to gain the practical experience that is highly valued in applied settings. The accelerated PhD is also well situated to take advantage of the upcoming Clinical Diploma program to be offered at Brock University by allowing students to complete a Master's, PhD, and Clinical Diploma in only six years. The accelerated PhD could also appeal to some academic students who are particularly talented, motivated, and who qualify for the program (see below). Finally, the accelerated PhD could accommodate graduate students who possess a Master's degree in a disparate field. Rather than accumulating a large number of credits in the early years of their PhD, these students could quickly complete the first year of our Master's program before entering the PhD program. All students entering the accelerated program will have to qualify based on their grades, goals, the recommendations of their committee, and the permission of the graduate chair.

Our entrance requirements for our PhD will include three of the courses required in our MA: 5F01 (*quantitative & qualitative methods*), 5P00 (*psychological foundations*), 5P10 (*sociocultural foundations*). This ensures that all applicants will at least have some depth and exposure to different methodologies and theories. There will be four paths to entering the PhD (see Table 3).

**Table 3. CHYS PhD Entry Paths**

<b>Path</b>	<b>Traditional/Accelerated</b>	<b>Internal/External to CHYS</b>	<b>Additional Courses?</b>
<b>1</b>	<b>Traditional</b>	<b>Internal</b>	<b>No</b>
<b>2</b>	<b>Traditional</b>	<b>External</b>	<b>Yes (Balanced)</b>
<b>3</b>	<b>Accelerated</b>	<b>External</b>	<b>Yes</b>
<b>4</b>	<b>Accelerated</b>	<b>Internal</b>	<b>No</b>

In the first path, internal students complete the CHYS MA and apply for entrance to the CHYS PhD. These students will have the prerequisite entrance courses.

In the second path, external students with a Master's degree in a related field (e.g., psychology, sociology, anthropology) apply for entrance to the CHYS PhD. These students are likely to lack some of the required entrance courses and will have to take them in their first year of their PhD. However, in exchange, they are able to apply to transfer credits from their external MA in order to be excused from some of the other PhD required courses. So for example, a student with a MA in sociology might lack a course in quantitative methods and a course on psychological foundations. In this case, they would be expected to take half of 5F50 (auditing the other half) and 5P00. In exchange, if they had taken an advanced course in qualitative methods, as well as at least two in-depth courses on sociology and childhood (one of which would cover 5P10), they could then be excused from the Advanced Methods and one of the Advanced Credit courses (sociocultural bank). Thus, incoming students with related degrees will not be heavily penalized in terms of having to take extra courses. This is not only fair to the students, but it preserves the multidisciplinary nature of our program and is likely to increase its appeal to potential external applicants.

In the third path, external students with a Master's degree in an unrelated field (e.g., computer science, philosophy) will likely lack most of the prerequisite courses and will thus be strongly encouraged to obtain these courses via the accelerated program. Rather than take a large number of additional courses in the first year or two of the PhD program, these students will enroll in the first year of our MA program to obtain the necessary courses. As with all students, entrance to the accelerated program will require a successful application, but given their existing MA experience, this is not anticipated to be a problem for the vast majority of third path students.

Finally, in the fourth path students without a graduate degree apply to our MA program with the intent of applying directly to the PhD during the first year of their MA. Since they will acquire the required MA courses after MA year 1, additional courses are not required. For students who are accepted, they are then enrolled directly into the PhD after their first year of MA study. For students who are not accepted into the Accelerated path, they complete their Master's degree, at which point they can then apply for the traditional PhD (see the criteria listed on pg. 6).

Should a student leave the program prematurely (e.g., due to novel life events/commitments), the traditional path has a Master's degree as a natural end point. In the accelerated program, if a student has completed sufficient thesis work, they can challenge for a CHYS MA degree.

An important feature of our proposed PhD program is that it in no way minimizes the importance or the value of a CHYS MA degree. We anticipate that there will remain a strong demand for a terminal MA CHYS degree due to the strong applied demand from individuals interested in teaching, counselling, and other applied disciplines. We expect continued strong demand from those interested in diversifying the location of their graduate education. With the importance of preserving our current terminal MA in mind, we have set annual enrollment targets of 5 PhD students per year. This builds to a total of 20 PhD students in the program. As these students do not directly compete with MA students for most courses (see below for details), any potential negative impact on our MA program should be limited. Instead, we view the addition of PhD students to have a very positive impact on our MA program by serving as role-models and mentors for new, incoming students.

#### **b) details of the existing and new resources required to mount the program**

The successful execution of a CHYS PhD depends on both existing and new resources.

##### *Existing Resources*

Child and Youth Studies' current compliment of 19 full-time faculty members are already heavily invested in supporting graduate studies through our Master's degree program. This means that our faculty are already experienced in supervising graduate students. Many of our faculty are also engaging in graduate supervision and/or committee work outside of the department. This has allowed CHYS faculty to gain even greater experience supervising students, including PhD students. A CHYS PhD program will allow CHYS faculty to direct much of these energies and experiences internally rather than having to look outside of the department to meet these collaboration and career needs. We will also benefit from the experience and efforts of cross-appointed and/or adjunct members of the department who possess

graduate supervision experience. In this regard, the CHYS PhD proposal has a broad appeal within the Faculty of Social Sciences as it opens up potential PhD supervision opportunities to members of other departments who are interested in studying issues related to children and youth (e.g., sociology, geography). We would require any potential supervisors to apply for and obtain adjunct status, ensuring a degree of quality control and standardization of our graduate standards. This would still be much less restrictive than the requirements for PhD supervision in the Faculty's only current PhD program (offered by the Department of Psychology). We also plan to allow our students to potentially obtain some Advanced Course credits (see Table 1) from other internal and external graduate programs. Thus we feel that there are significant existing resources that predispose our department to being ready for a PhD program. It must be noted, however, that the successful mounting of a new PhD program cannot be completed drawing solely on existing resources.

### *New Resources*

In order to properly mount the proposed PhD program, the department requires additional resources. Any suggestion that we could simply draw on existing faculty to cover these commitments is not realistic. As mentioned in the introduction, we are the largest department in the Faculty of Social Sciences (4<sup>th</sup> overall in the university) in terms of majors. However, with our current faculty compliment of 19, we have the worst faculty/major ratio in the Faculty of Social Sciences by a significant margin (44 majors/faculty; HCER, 2012). We wish to emphasize that *the department will not proceed with the PhD program without adequate new resources*. We feel anything less than adequate resources would not be fair to either students or faculty. With that in mind, we estimate in addition to *significant* increases in non-scheduled teaching loads (due to supervisions, committees, and comprehensives), we will require an additional 7-half credit courses to mount the PhD (Proseminar x1, Advanced Methods x2, Advanced Credit x3, Craft of Teaching; see Table 1). We therefore require **TWO** full-time, tenure-track faculty positions along with appropriate staffing, equipment, and financial support to mount the program.

In support of this request we offer the budget in Table 4. Prepared by Sheila Smith (Finance, Faculty of Social Sciences), and it is based on the following assumptions:

- Actual enrolment = 20 (steady state) full-time students.
- All domestic, external accelerated students (1) offsets MA loss of internal acc. (1); *each non off-set internal accelerated that does not complete MA = one time \$30K hit/each; each international student offers a per/year increase of = \$10K*
- Tuition Revenue (Yr 1 = \$2,717.36 x 3 terms, Yr 2 = \$2,616.72 x 3 terms, Yr 3 = \$2,519.80 x 3 terms, Yr 4 = \$2,426.48 x 3 terms).
- PhD Expansion fund @ \$26,711 per FTE.
- Central Service Costs @ 42% calculated on Graduate Expansion funding only.
- 1/2 credit release increase for the Grad. Program Director.

- Computer and printer for Admin. Support.
- Net attrition = 0% as any losses are replaced by additional enrollments

**Table 5. CHYS PhD Projected Budget**

<b>Student Enrolment</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>
Entry Point 14-15	5	5	5	5
Entry Point 15-16		5	5	5
Entry Point 16-17			5	5
Entry Point 17-18				5
<b>TOTAL # of Students (Net Attrition =0%)</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>
Tuition Revenue	\$ 40,760	\$ 80,011	\$ 117,808	\$ 154,205
PhD Expansion Funding (\$26,711 x # FTE)	\$ 133,555	\$ 267,110	\$ 400,665	\$ 534,220
<b>Total Revenue</b>	<b>\$ 174,315</b>	<b>\$ 347,121</b>	<b>\$ 518,473</b>	<b>\$ 688,425</b>
Central service costs	\$ 56,093	\$ 112,186	\$ 168,279	\$ 224,372
<i>Fixed Costs</i>				
Faculty Tenure Track position	\$189,000	\$189,000	\$189,000	\$189,000
Benefits @ 17%	32,130	32,130	32,130	32,130
Administrative co-ordinator (17.5 hrs) - level J-1	21,653	21,653	21,653	21,653
Benefits @ 26%	5,630	5,630	5,630	5,630
Grad. Program Director (RTS addtl)	6,067	6,067	6,067	6,067
Equipment	2,500			2,500
<b>Total Fixed Costs</b>	<b>\$256,980</b>	<b>\$254,480</b>	<b>\$254,480</b>	<b>\$256,980</b>
<b>Surplus/(Deficit)</b>	<b>\$(138,758)</b>	<b>\$(19,545)</b>	<b>\$ 95,714</b>	<b>\$207,073</b>

As can be seen in this table, for the first two years of the PhD program, there will be a net cost to Brock University. However, as is equally apparent, by the time the program reaches its steady-state enrollment it will be generating roughly a **quarter of a million dollars** in revenue for the university! Thus a modest initial outlay by the university will be repaid handsomely in perpetuity. It may be noted that the salary costs may increase over time, but so should tuition and PhD funding. The one budget line that may require further explanation is the money added by students' teaching. In this case, students who have completed the PhD course in teaching may then opt to replace their TA stipend funding with the funding that accompanies course instruction. This saves us money by not having to hire a stipend to teach that course.

### c) an explanation as to how the program fits with the University's academic plan

The proposed Child and Youth Studies PhD program fits seamlessly with the University's academic plan, as well as its broader mission statements. As a general mission statement, Brock University is strategically focused on becoming a comprehensive university that is:

- Research-intensive in scholarship and creativity, and student-centered in teaching
- Strategically focused on graduate expansion and transdisciplinary in its intellectual reach
- International in its ethos and community-minded in its service

The current proposal definitely fosters research-intensive scholarship given that a PhD is the pinnacle of university education and student research training. Furthermore, a CHYS PhD naturally expands Brock's graduate potential, and as the department's oldest and largest multidisciplinary department, also strengthens Brock's transdisciplinary intellectual reach given the transdisciplinary initiatives by the department as a whole (e.g., CHYS 4F80) and by its faculty members. Finally, as will be commented on further in the next section, there is international demand for a PhD in Child & Youth Studies, and our degree will allow for both academic as well as community-oriented (i.e., applied) outcomes.

The proposal fits extremely well with Brock's 2014 Academic Plan. The first dimension of this plan, **research**, is significantly enhanced by the development of a CHYS PhD proposal. It is well known that PhD students enhance research productivity within a faculty (Lee & Bozeman, 2005). PhD students represent the final requisite stage in the formal education of an academic, and as such, students are much more capable of assisting with research, as well as developing novel research programs on their own. Their advanced written, oral, and research skills represent a welcome asset to any research program. The emphasis most PhD students place on research also helps to create a more pervasive culture of research throughout a department. We feel that both our MA and undergraduate students would benefit from having more contemporary peers serving as exemplars of knowledge creators.

Our current MA students have been successful in obtaining external funding, and we have little doubt that this would continue with our PhD students. Winning federal competitions for graduate scholarships elevates Brock's national research stature at the same time as it facilitates and promotes internal research. In a similar vein, all of the tri-council granting agencies have a bias towards funding research that promotes student training at all levels (versus just undergraduate or MA students). As calls for increased specialization echo through the upper echelons of academic discussion in Canada, increasing Brock's capacity to produce high-quality graduate students is certain to benefit the university as a whole as well as our faculty, department, and individual faculty members and students.

This leads to the second dimension of Brock's Academic Plan, which is to expand **graduate programming** in the University's areas of strength, particularly at the PhD level. The CHYS PhD is a perfect example of this. As already mentioned, Child and Youth Studies has grown to be one of the university's largest undergraduate programs, attracting some of its best students. As witnessed by our climbing entrance averages and number of external awards received by our undergraduate and graduate students, the CHYS MA has increasingly attracted a higher caliber of students, fulfilling yet another aspect of the academic plan. At the Master's level, CHYS has demonstrated its ability to not only continually meet its yearly quotas, but to attract increasing numbers of external and international students (in accordance with another aspect of the academic plan). With its flexible design structure, our PhD program is also aimed at meeting the criteria of expanding professional development opportunities for graduate students through professional training, internships and related community engagement activities. In particular, our accelerated program, our applied comprehensive options, and our fit with the Clinical Diploma all enhance the university's ability to provide professional training, internships, and community engagement. There are dozens of local and regional community partners who work with children, and who would deeply value and benefit from a more in-depth partnership with Brock's graduate students. Specific examples of community partners will be discussed below in Section e).

Finally, the graduate dimension of the academic plan calls for increased interdisciplinary and crossdisciplinary programming. As a department CHYS embodies interdisciplinarity and crossdisciplinarity as its core identity. The multidisciplinary advantage of Child and Youth Studies has proven tremendously advantageous to faculty and students at the undergraduate and Master's level and is a proven recruiting advantage at both levels. We have little doubt that with a PhD program CHYS can continue to serve as a successful example of how Brock exemplifies this new kind of research. Our PhD is explicitly multidisciplinary, and our course selections encourage interdisciplinarity, crossdisciplinarity, and transdisciplinarity in students' thinking, training, and research. Thus the proposed PhD is exceptionally well aligned with Brock's graduate objectives as outlined in the 2014 Academic Plan.

The third dimension of Brock's 2014 Academic Plan is **teaching**. A key focus of this dimension is to expand the number of multidisciplinary and interdisciplinary programs offered by Brock University. As we have already mentioned, Child and Youth Studies is a shining example of multidisciplinary and interdisciplinary teaching at the undergraduate and graduate level. By clearly stating our need for additional resources, and our unwillingness to proceed without them, the CHYS department is ensuring that the proposed PhD will not negatively impact our very successful undergraduate program. In fact, the benefits of a more systemic research culture within the department may improve the undergraduate experience. For example, our proposal for having graduate students teach certain courses is an improvement over the existing procedure of hiring stipends to teach our courses. Our plan has graduate students first serving as a TA for the course, then co-teaching it as part of the graduate teaching course, and then finally teaching the course independently. This process builds familiarity with the needs of the students and the demands of the course. While we are generally very pleased with our stipend instructors, this kind of intimate familiarity with our courses, led by individuals with a vested interest in the department, can only help enhance our undergraduate teaching.

The fourth and final dimension of Brock's 2014 Academic Plan is **community outreach**. The CHYS department is already very active in engaging with the local community. Each year roughly 500 CHYS and Concurrent Education undergraduate students receive placements through CHYS in local schools, NGOs, and child service organizations. A partial list of these organizations includes:

- Pathstone Mental Health
- The Learning Disabilities Association of Niagara (LDANR)
- Niagara Children's Centre
- Community Living
- District School Board of Niagara
- Niagara Catholic District School Board
- Big Brothers Big Sisters
- Child Advocacy Centre Niagara
- The Powerhouse Project
- Niagara Health System
- Public Health, Niagara Region
- United Way (e.g. the Niagara Recess Project)
- Bethesda Services
- Autism Ontario
- Niagara Resource Services for Youth (The RAFT)
- Ontario Early Years Centres
- Bethlehem Housing and Support Services

By including PhD students in this placement system we would significantly facilitate the transfer of knowledge from Brock to the local community given the greater expertise of PhD

students in comparison to undergraduates. This would help strengthen the capacity of the Niagara region to engage with children and youth in a whole host of different ways. We would also foster relationships amenable to future employment for our graduates, enhancing the success of our program and its graduates. These reciprocal relationships are indeed one of the foundations of the fourth dimension of the 2014 Academic Plan.

In summary, we feel that our proposed PhD program fits exceptionally well with Brock's academic plan. The very nature of an academic PhD program means that it will have a significant positive impact on the department, and thus Brock's, ability to conduct successful research and compete for funding. The proposed PhD program naturally fits with Brock's goal of expanding graduate education, particularly doctoral-level education. It also fits with the need for more multidisciplinary and interdisciplinary programming, both at the graduate level and at the level of undergraduate instruction. Finally, CHYS's significant existing roots with the local community will be enhanced and employed by the addition of graduate students who can form deep and important relationships with local child and youth partners.

**d) evidence of consultation with all academic units affected**

The proposed program is being developed by the Department of Child and Youth Studies, in consultation with the Offices of the Dean of Social Sciences and the Dean of Graduate Studies. Certification to this regard is provided in section f.

**e) evidence of student demand and societal need**

Of crucial importance to the success of our proposed PhD program is whether there is sufficient need and demand for it.

*Need For A CHYS PhD*

To begin with, Child and Youth Studies is a relatively new field in academia. When the CHYS department was launched at Brock nearly 20 years ago, there were only a handful of Child & Youth Studies departments in North America. Over the last 20 years this number has increased to over a dozen CHYS departments in Canada alone (19 if one includes Child and Youth Care programs). Our department was once more at the forefront of CHYS innovation when we introduced our Master's degree. Again though, other universities have since followed suit, to the point where a third of the departments with Child & Youth Programs now also offer a Master's degree.

These historical facts speak to two things. First, there is a strong and growing demand for Child and Youth Studies across Canada (as well as internationally). Secondly, while our

department has been at the forefront of this growing demand, other universities are quickly closing the gap. This means there is both a strong need as well as a strong motivation for continuing our trend of Brock CHYS leading programmatic innovation in our country. Our proposed PhD program would once more put Brock in the position of being a leader in this field.

Currently, there is only one PhD program related to CHYS in Canada. The University of Victoria has a small PhD program in Child and Youth Care. This is a small applied program that is much more limited than our proposed program in both its scope (early child care only) and its program size (it currently has 15 faculty but only 2 students). Globally, there are only 2 other universities that currently offer a doctoral degree in CHYS. These dynamics indicate that the timing is excellent from local, national, and international perspectives for Brock to demonstrate leadership and initiative within this field. This would certainly help attract international students and enhance Brock's international reputation, both of which are key elements of Brock's academic and strategic planning.

Beyond the academic community, there is an urgent need for CHYS doctoral students at the community level for many of our partners listed on page 13.

#### *Demand for a CHYS PhD*

Within the university, there is a paucity of doctoral programs in the Faculty of Social Science. The sole current PhD program, in Psychology, is quite successful but also very narrowly restricted in terms of external access. Our proposed PhD, by its very multi- and interdisciplinary nature, would welcome appropriate faculty access within the FOSS, as well as with other faculty groups within the university (e.g., Education, Biology, Applied Health, Classics). The CHYS PhD would therefore potentially help satisfy a range of faculty interests beyond those found currently amongst our department members. Our proposed program would also fit very well with the proposed clinical diploma program by expanding and sharpening its focus on children and youth.

Amongst students, there exists a strong demand for a CHYS PhD. When we surveyed our current group of 1<sup>st</sup> year CHYS MA students, 9/10 expressed a strong desire to continue into a CHYS PhD program. The figure of 90% demand has grown over the years from an estimated past average of 50%. As in the previous section, this illustrates again both the current demand as well as the trend for an increasing demand for our Child and Youth programs. Already a quarter of our MA graduate students have gone on to pursue a PhD elsewhere, and this number would almost certainly increase if students had the option of continuing on in a program that interests them and that fits with their interests (currently outgoing students have to sacrifice a multidisciplinary perspective by applying to a unidisciplinary program like psychology or sociology).

We also expect to attract even more external candidates than our current MA program (that has an increasing track record of attracting such candidates). We believe that many potentially gifted applicants are currently dissuaded from applying to our Master's program because they know that it will lead to two things. First, they will have to leave at the end of their Master's, regardless of how enjoyable and productive their time here was. Second, a CHYS MA does not align perfectly with most unidisciplinary PhD programs, meaning that they will likely have to expend more effort in obtaining a PhD than if they had initially applied to that unidisciplinary program. By allowing our students to obtain a PhD through our department, we encourage the retention of qualified internal students as well as attract greater numbers of strong external candidates who are confident in their ability to obtain a PhD without having to move or take extra course work. In fact, we have already been contacted regarding admission to our proposed program from internal and external applicants! The latter seem to have heard of the program by word of mouth and have expressed an interest in its starting date. Thus, we feel very confident that there is a strong need and demand from students.

What are the potential outcomes for students with a PhD in Child and Youth Studies? The possibilities include (but are not limited to): academics, clinical work, education, social work, private and government advocacy, and legal work. We feel that our flexible program allows students to tailor their doctoral education to their desired outcomes (see Table 6). In Table 6, outcomes are bolded if they represent a high expected percentage of students within a career path and italicized if they represent a low expected percentage of students within a career path.

**Table 6. Career Outcomes for CHYS Graduate Students**

<b>Career Field</b>	<b>Terminal MA</b>	<b>Traditional PhD</b>	<b>Accelerated PhD</b>
Academics	<i>Yes</i>	<b>Yes</b>	<i>Yes</i>
Education	<b>Yes</b>	<i>Yes</i>	Yes
Clinical/Counseling	Yes	<i>Yes</i>	Yes
NGO/Consulting	Yes	<i>Yes</i>	Yes
Legal/Advocacy	Yes	<i>Yes</i>	Yes

As can clearly be seen, our graduate program caters to a wide range of career fields. We predict that for our PhD the academic career path will be the most popular. A graduate of our program should be able to compete for employment not only in Child & Youth Studies departments, but also in departments for which their multi- and interdisciplinary (or transdisciplinary) education prepares them for. For example, a PhD student who graduates after studying bullying from an evolutionary perspective in rural Dominica might be suited to apply for a faculty position in not only Child & Youth Studies, but also child-focused or methodologically-focused positions in Anthropology, Biology, or Psychology. We feel that this versatility amongst our graduates will represent a significant advantage in the academic job market.

- f) certification from the relevant Dean(s) that the new degree/major is an appropriate and desirable addition to the academic program of the University. For new undergraduate programs the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program will reside. For new graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties**

## MEMORANDUM

**To:** Dr. Tony Volk  
Department of Child & Youth Studies

**From:** Dr. Michael Plyley, Dean   
Faculty of Graduate Studies

**Subject:** Letter of Intent - New Graduate Program,  
PhD in Child and Youth Studies

**Date:** September 6, 2013

**This Memorandum will confirm that the Faculty of Social Sciences (through the Department of Child and Youth Studies) has consulted with me as the Dean of Graduate Studies on the development of a Letter of Intent for a new graduate program – PhD in Child and Youth Studies.**

**This memo will also confirm that I have read the Letter of Intent that has been submitted to the Academic Review Committee. The proposed program represents a new and needed program within Graduate Studies at Brock, i.e., an additional PhD program in the Faculty of Social Sciences. Importantly, it provides the faculty within the Department of Child and Youth Studies with the opportunity to work with graduate students at the doctoral level, and to further researcher in areas pertaining to children and youth, both from theoretical and practical perspectives. This program fulfills Brock's current strategic pillar - to foster excellence in research, scholarship and creativity (through the strategic objectives: to foster a culture of leadership and excellence in research, scholarship and creative activity; and to enhance Brock's research and scholarly reputation and profile), and additionally will help in attracting high quality graduate students to the University to conduct research in this area.**

**Lastly, this memo will confirm that I fully support the development of this program.**

**MEMORANDUM**

**To:** Murray Knuttila, Provost and Vice-President, Academic

**From:** Ingrid Makus, Acting Dean, Faculty of Social Sciences

**Date:** September 18, 2013

**cc:** Tony Volk, Department of Child and Youth Studies  
Diane Dupont, Associate Dean of Graduate Studies and Research,  
Faculty of Social Sciences  
Mike Plyley, Dean, Faculty of Graduate Studies  
Tom Dunk, Dean, Faculty of Social Sciences (on leave)

**Re:** **Decanal Certification of the LOI for a PhD Program in Child and Youth Studies**

Please accept this memorandum as certification that the Ph.D. Program in Child and Youth Studies is an appropriate and desirable addition to the academic program of the University. The program is well-conceived and is consistent with the Faculty of Social Sciences strategic plan and the University's strategic plans. In particular, it furthers Strategic Mandate Agreement objectives of developing graduate programs that help to differentiate Brock University and show it to be a leader in the development of innovative programming that serves student demands, community needs and fosters excellence in research and scholarship. There is only one other program similar to this in Canada and only two others globally.

This memo confirms support for the development of this program. It also recognizes that additional fiscal start-up resources must be provided by the University for its development.



IM/fn

- g) any participating department(s)/centre(s) must provide evidence indicating the extent to which they are prepared to contribute**

# CONNAUGHT PUBLIC SCHOOL

28 PRINCE STREET, ST. CATHARINES, ONTARIO L2R 3X7

TELEPHONE 905-682-6609

FAX: 905-682-5881

*Education since 1915*

September, 26<sup>th</sup>, 2013

To Whom It May Concern,

I, Deb McLean, am writing on behalf of Connaught School to express an interest in working with PhD students from Brock University Child and Youth Studies' proposed program. Our school currently has a successful partnership with Brock and CHYS with regards to undergraduate 2<sup>nd</sup> year and upper year students. We are interested in the possibility of pursuing a similar relationship with regards to PhD students. We believe that Child and Youth Studies PhD students could be a great help to our school/programs. In return, we would offer valuable practical experience and networking opportunities. Such a partnership would not only benefit Brock and our school/programs, but also the larger regional community.

In past years, we have been very lucky to have the CHYS 2P15 students with us: I feel their contribution to our school has been positive and meaningful for not only the Brock students, but especially for our Connaught students. This year, I have the pleasure of working closely with twenty-two CHYS 3P92 students. I am their Site Supervisor. I cannot tell you how impressed I am with the quality of Brock students and their vast experiences working with children and youth of all ages. They are bringing with them excellent suggestions, positive enthusiasm and vibrant energy to the Connaught students and teachers. I feel that Brock PHD students would bring another level of experience, maturity and meaningful learning experiences to our students. Having the PHD students work closely with our students and our teachers will allow us to strengthen programming and learning for our most neediest of student, of which we have numerous. Over half of our population not only live below the poverty line, but also live with mental health and/or learning issues.

If you have any questions or concerns about our proposed support for a PhD program offered by Child and Youth Studies, please feel free to contact me.

Sincerely,



Deb McLean

Learning Resource Teacher

Connaught Public School



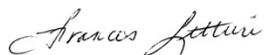
September 25, 2013

To Whom It May Concern,

I am writing on behalf of Big Brothers Big Sisters, St. Catharines Thorold & District to express an interest in working with PhD students from Brock University Child and Youth Studies' proposed program. Our organization currently has a successful partnership with Brock and Child and Youth Studies with regards to undergraduate second year students. We are interested in the possibility of pursuing a similar relationship with regards to PhD students. We believe that Child and Youth Studies PhD students could be an asset to our organization. In return, we would offer valuable practical experience and networking opportunities. Such a partnership would not only benefit Brock and our organization, but also the larger regional community.

We at Big Brothers Big Sisters have developed a unique and educational partnership with 2nd year students attending Brock. This relationship is beneficial to everyone as students have the opportunity to participate in School based mentoring programs and gain valuable front line experience working with at risk children and youth. Big Brothers Big Sisters has a memorandum of understanding partnership agreement with sixty schools, both, elementary and high schools in the District School Board and Catholic District School Board of Niagara. Big Brothers Big Sisters has many opportunities for PhD students within our organization through networking, program facilitation and fundraising initiatives. PhD students would be an asset to the organization by providing insight, research and program development.

If you have any questions or concerns about our proposed support for a PhD program offered by Child and Youth Studies, please feel free to contact me. Sincerely,



Frances Lettieri

Director of Services

Big Brothers Big Sisters of St. Catharines, Thorold and District

Phone: 905-646-3230, Ext #22

Email: [frances.lettieri@bigbrothersbigsisters.ca](mailto:frances.lettieri@bigbrothersbigsisters.ca)

Web: [www.bbbsmentors.ca](http://www.bbbsmentors.ca)

Author: Tony Volk

Date: September 27, 2013