



**CHILD AND YOUTH CARE EDUCATIONAL ACCREDITATION
BOARD OF CANADA**

Self-Study Guide

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Section 1 - Introduction

This Self-Study Guide is intended primarily to be a guide for a program to analyze how well they are doing in providing education to students within their Child and Youth Care (CYC) program. One of the most important activities for success throughout this accreditation process is a high-quality self-study of the program.

The Child and Youth Care Educational Accreditation Board of Canada (CYCEAB) wants to encourage both responsiveness to common interests and curricular/practice innovation. CYCEAB does have a standard, or rather a question in service to a standard: **Does the CYC post-secondary program educate well the practitioners who serve children, youth, and families?** The accreditation activities and the site review are part of the process of answering this question.

We believe at least three ideas are crucial to CYC education, even if they are operationalized differently across CYC programs. First, CYC programs integrate academic and personal development goals in the curriculum. This distinguishes CYC professional practice degrees from pure child and youth studies degrees, for example. Second, practicum experiences and goals are aligned and integrated with the academic curriculum. This reflects the experiential education history of CYC. Third, the ethics of practice are integrated into the academic curriculum and guide how the program operates.

The core materials to be used for the self-study are a) completed program review if it has already been completed; b) student, alumni, and employer surveys; c) institutional/program data and documentation that supports the narrative; and d) a quality enhancement plan. If the program does not conduct or require a program review, consult with the Accreditation Coordinator of CYCEAB to discuss ways to proceed in the absence of this document.

The self-study is the foundation of the CYCEAB accreditation process. This reflects the intent to respect the individual character and context of each CYC post-secondary education program. It is divided into eight sections – the first seven are specific to components within a post-secondary CYC education program while Section 1.8 requires the development of a Quality Enhancement Plan (QEP) for ongoing, continuous improvement. Each section is divided into the following categories:

- **Overview** – explains the rationale for the category and typically provides some background information.
- **What You Need** – outlines the required documentation to be collected and submitted as appendices to support the self-study narrative.
- **Engaging the Evidence** – presents a series of questions for reflection and response that explore ways in which the program aligns with CYC practice values, goals, and competencies.

At the completion of the accreditation process, CYCEAB is looking for a clear articulation of alignment and an enhanced awareness of ways to improve the program fit with the demands of CYC practice. The outcome of your self-analysis will be a) an assessment of how you are doing and b) immediate and long-term goals for ongoing improvement.

Section 2 - Self-Study

The Self-Study Report should be organized using the categories 1.1 through 1.8 as described in the following pages. “What You Need” describes the required documentation which is to be collected and submitted as appendices in the Self-Study Report and “Engaging the Evidence” provides details on the required narrative. It is highly recommended that programs use the “Engaging the Evidence” bullets as a checklist to ensure completion of all required components within each section.

1.1 Program Title, Mission, and General Outcomes

Overview

The education and training of CYC practitioners will have a clear program title related to a program mission declaring the aim of the educational program itself. This title should describe for any prospective student what it is that the program is endeavoring to achieve. The program title will be readily identifiable as related to the profession of CYC in a local, regional, national, and international context. **If the program does not have a program level mission statement and outcomes, these should be developed prior to or as part of engaging in the process of accreditation.**

The title, definition, and mission will be compatible with a definition of CYC that can be defended. There are layers of explanations, beginning with regulatory purposes but also including for example, provincial and/or national professional associations and/or the Canadian Council of Child and Youth Care Association’s (CCCYCA’s) descriptions and additional purposes chosen by the program. Other explanations include community standards, community impacts, measurable outcomes, and specializations. The outcomes encourage: a) a focus on preparing graduates for the scope of practice required or expected in the province/country; b) transparency with the students; and c) analysis of the coherence of the program leading to credentials. Credentials that can be accredited by CYCEAB include:

- Diploma: Programs that usually prepare individuals for working directly with children, youth, and their families. In Canada, the length of these varies and they include advanced and accelerated diplomas.
- Bachelor’s Degree: Programs including post-diploma/degree completion tracks that prepare individuals for working directly with children, youth, and families. These programs may also include components of program design and evaluation, management, clinical work, and preparation for advanced degrees related to clinical intervention and research.
- Master’s Degree: Programs/options that prepare individuals for career advancement that involve advanced CYC practice, post-secondary teaching, research, program development, policy development, systemic change, and advocacy.
- Doctorate Degree: Programs/options that prepare individuals for post-secondary teaching and/or research.

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Only institutions legally authorized under applicable provincial/national law to provide post-secondary credentials and that are recognized by the appropriate provincial/national body are considered. For institutions outside of Canada, these would be programs with equivalent regulatory approval.

What You Need

- Institutional/faculty/department/program mission statements.
- Descriptions of each of the program outcomes and the course sequences for the post-secondary credential.
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

Engaging the Evidence

- Describe the program title, mission, and general outcomes that align with reference to a literature and tradition in CYC work.
- Explain how the program title, mission, and outcomes align with each other and with CYC literature. Which literature? Describe the “internal coherence” between these and other elements of the program.
- How is the program positioned in relationship to a CYC “scope of practice?”
- What successes and strengths has the program’s reputation experienced within the profession?
- Reflect on relevant data and information from CYCEAB surveys and any additional institutional data as appropriate in this section.

1.2 Competency Identification and Validation

Overview

The assessments related to competency identification and validation should be connected to those domains of CYC practice identified by the program. It is required that the program identify one core CYC competency framework and the onus is on the program to demonstrate alignment. Articulation agreements and membership in a provincial CYC association, alone, do not provide evidence of alignment. Further, **it is expected that creative, rigorous, and practical tools for evaluating these competencies are developed and shared.**

There are several CYC competency frameworks in circulation, including those from: BC CYC Education Consortium, Child and Youth Care Association Alberta Certification Competencies, Manitoba Comprehensive Competency Based Training, Ontario Vocational Learning Outcomes, Quebec Psychoeducateur, CYC Mental Health Competencies (Stuart, 2013), and Child and Youth Care Certification Board, Inc.

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What You Need

- Course and practicum syllabi.
- A chart showing the CYC competency framework used in the program and demonstrating alignment with course outcomes. A sample “Curriculum Alignment to Competency Framework” can be found at the following link: [SAMPLE](#).
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

If the items above do not explain where competencies are practiced and taught in the curricula and student experience, please provide the additional materials that do provide an explanation.

Engaging the Evidence

- How do program and course learning outcomes align with the selected CYC competency document? What are the strengths and weaknesses of this alignment?
- Identify strengths and gaps that emerge when aligning course and program outcomes to CYC competencies of practice.
- In what ways do the program outcomes and competencies align and/or not align? What challenges occur in covering the territory of the competencies while also providing a rich educational experience? What successes have been experienced?
- Describe the curriculum pathway and program supports that engage and encourage students to explore their personal and professional values. Comment on the congruence of course practices used to evaluate the personal growth and development of students.
- Describe how student learning is evaluated in practicum. What is the role, if any, of CYC practitioners in this evaluation?
- Explain the relationship between practicum and classroom-based learning (connection between theory and practice) in relation to the CYC competencies to which the program maps.
- Describe the alignment between assignment evaluation strategies and methods and CYC practice in terms of recognizing diversity, privilege, inter-subjectivity, and the use of a strengths-based approach.
- Reflect on relevant data and information from CYCEAB surveys and any additional institutional data as appropriate in this section.

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1.3 Transfer Coursework/Prior Learning Assessment

Overview

The aim in this section is to document the program's decision-making processes on transfers from other programs and acceptance of professional experience in lieu of coursework. CYC diploma and accelerated diploma programs, articulated or collaborative undergraduate degree programs, and undergraduate degree completion programs have mechanisms in place to determine how previous education is recognized and to assess the relevance of previous education to the portion of the program recognized for prior learning. Prior learning assessment follows a standardized process that provides recognized credit for work experience and prior learning when transfer credit is not possible.

What You Need

- Policies related to the transfer of credits and assessment of advanced standing procedures relevant to internal and external applicants. This should include articulation and transfer agreements for accepting students into your program from other programs and/or institutions.
- Policies related to prior learning assessment.
- Articulation and transfer agreements for program graduates who wish to apply to other institutions.
- An indication of entry points for direct entry from a CYC diploma into a degree or other advanced admission pathways, particularly as this applies to shorter "fast track" or accelerated programs of study.
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

Engaging the Evidence

- Describe how the program evaluates prior learning relevant to both CYC academic learning, diverse life experience, and CYC professional practice experience. Comment on both formal and informal processes and procedures.
- Describe how information about advanced standing, transfer credit, and prior learning assessment are made available to both potential program applicants and current students.
- Comment on the ways in which assessments acknowledge and honour practice wisdom while ensuring the mastery of foundational knowledge. Specifically:
 - Describe the process for assessing theory-based courses for advanced standing, transfer credit, or prior learning.
 - Describe how hours in practicum courses are assessed for advanced standing, transfer credit, or prior learning.

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- Describe the process to ensure advanced standing and transfer credit assessments are kept current. How does the program communicate changes and/or revisions to the curriculum with articulation/advanced standing partners?
- Given recent (within the last five years) prior learning applications in the program, comment on trends, successes, challenges, and barriers.
- How do program articulation/advanced standing, transfer credit, and prior learning assessment policies and practices demonstrate equity and transparency?
- What processes are used to ensure articulation agreements maintain the core quality of CYC practice?
- In what ways does the program facilitate the integration of transferring students via articulation agreements or advanced standing into the classroom or the program when these students may be “out of sync” with the traditional program pathway?
- Describe how students from “feeder” credentials (non-CYC diplomas, degrees), via transfer or articulation agreements into the applicant program, are vetted to ensure their professional and personal philosophy align with CYC professional practice, identity, ethics, etc.
- Describe how students who transferred into the CYC credential with a non-CYC credential or non-CYC courses are supported throughout their program of studies to develop a focused CYC lens, identity, etc.
- Reflect on relevant data and information from CYCEAB surveys and any additional institutional data as appropriate in this section.

1.4 Program Structure and Course Sequencing

Overview

The aim of CYCEAB is to support and encourage comprehensive thought about the composition of the program, reflecting its history and innovation in educational practices. As such, this section focuses on aligning program structure and the sequencing of the courses with knowledge and skills associated with competent professional CYC practice.

It is expected that the CYC curriculum is organized around specific learning outcomes for students which link student learning to the promotion of excellence in CYC education, scholarship, and practice. These learning outcomes reflect the values, knowledge, and skills that CYC students are expected to acquire and demonstrate upon completion of the CYC program and are applicable in CYC practice with children, youth, families, groups, organizations, and communities. CYC post-secondary programs use learning outcomes for students in designing and delivering their curricula and practicum. The lists on the following pages represent recommended core courses for each level of post-secondary credential, which one would expect represent those learning outcomes that would lead to excellence in CYC education including, but not limited to, child and adolescent development, diversity, inclusive practice, self-care wellness, trauma informed practice, mental

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health, Indigenous studies, Aboriginal perspectives, Truth and Reconciliation, technology, racism, and counseling.

Any variations from these collections and sequences of courses need to be explained. This helps the reviewers and Recommendation Panel to better understand the program, it validates the logic of the program composition, and it identifies to reviewers and the Recommendation Panel where the program might be innovating and/or responding to local needs.

Diploma: Programs shall be equivalent to at least 20 single semester/term courses, each averaging 36 hours. Not all institutions will divide their coursework in the same manner and the information below represents the categories that diploma programs should use to describe their curriculum.

It is expected that a minimum of 80% of all courses in the CYC credential are CYC specific, rather than considered within the realm of “generic”, “liberal arts”, “arts and sciences”, “general education”, or “psychology”, etc. departments. These courses would include the following:

- CYC prefix/course numbering identifiers (where possible, depending on program/institution course naming requirements).
- Be considered a core course in the CYC credential.
- Be taught by a CYC faculty member.
- Course outcomes that are directly linked to recognized CYC core competencies.
- Formal assessments that are directly linked to CYC core competencies and Scope of Practice.
- 80% of their literature resources would be comprehensive and recognized as linked directly to excellence in CYC practice, or authored by experts in the CYC profession, and interconnected to CYC learning outcomes.
- If there is a behavioural-focused course in the first year of studies within the credential, subsequent courses in years two and beyond must scaffold to relational practice.

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A maximum of 20% of courses in the CYC credential may not fit the above criteria, but these courses would include the following:

- Outcomes related to the CYC profession.
- Resources that are recognized as linked directly to excellence in CYC practice, or authored by experts in the CYC profession, and interconnected to CYC learning outcomes.
- Presentation of CYC perspectives in the course content to ensure application to the CYC profession.

Foundations of Child and Youth Care Practice	1-3 courses
Communications and Counseling (both oral and written)	2-3 courses
Therapeutic Activities and Group Work	1-3 courses
Family Studies	2-3 courses
Theory While theory may include study in other disciplines such as psychology and sociology, as well as Child and Youth Care, it is recognized that theory is also embedded throughout the curriculum.	1-2 courses minimum
Practicum	750 hours minimum
Advanced Diploma Practicum An advanced diploma designation is defined by the specific institution granting such a credential (not CYCEAB) and must have additional coursework beyond the Diploma level (typically 2 years) and the Advanced Practicum hours. It is noted that the minimum practicum hours for an advanced diploma are higher than those expected for a bachelor's degree as a bachelor's program has greater breadth and depth in theory versus direct service delivery.	900 hours minimum
Generalist Courses	1-3 courses

NOTE: If a program varies from the above listing, it is expected that any variation(s) be detailed within the *Engaging the Evidence* bullet responses in this section of the Self Study.

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For Bachelor's, Master's and Doctorate Degree programs the following apply:

It is expected that a minimum of 75% of all courses in the CYC credential are CYC specific, rather than considered within the realm of “generic”, “liberal arts”, “arts and sciences”, “general education”, or “psychology” etc. departments. These courses would include the following:

- CYC prefix/course numbering identifiers (where possible, depending on program/institution course naming requirements).
- Prefix/course numbering identifiers.
- Be considered a core course in the CYC credential.
- Be taught by a CYC faculty member.
- Course outcomes that are directly linked to recognized CYC core competencies.
- Formal assessments are directly linked to CYC core competencies and Scope of Practice.
- 80% of their literature resources would be comprehensive and recognized as linked directly to excellence in CYC practice, or authored by experts in the CYC profession, and interconnected to CYC learning outcomes.
- If there is a behavioural-focused course in the first year of studies within the credential, subsequent courses in years two and beyond must scaffold to relational practice.

A maximum of 25% of courses in the CYC credential may not fit the above criteria, but these courses would include the following:

- Outcomes related to the CYC profession.
- Resources that are recognized as linked directly to excellence in CYC practice, or authored by experts in the CYC profession, and interconnected to CYC learning outcomes.
- Presentation of CYC perspectives in the course content to ensure application to the CYC profession.

NOTE: If a program varies from the above listing, it is expected that any variation(s) be detailed within the *Engaging the Evidence* bullet responses in this section of the Self Study.

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Bachelor's Degree: Major programs/options shall be a minimum of 40 single semester/term courses averaging 36 hours and shall meet the following minimum requirements:

Foundations of Child and Youth Care Practice	1-3 courses
Communications and Counseling - both oral and written	2-3 courses
Therapeutic Interventions and Group Work - at least one is upper level	2-4 courses
Family Studies	2-4 courses
Theory - at least one is upper level Theory courses with content and outcomes linked directly to CYC core competency frameworks and Scope of Practice.	2-4 courses minimum
Practicum	750 hours minimum
Research and Evaluation - could include thesis work	2-4 courses
Liberal Arts/Generalists - at least one is upper level	4-6 courses
Professional Electives/Specialization	2-4 courses

NOTE: If a program varies from the above listing, it is expected that any variation(s) be detailed within the *Engaging the Evidence* bullet responses in this section of the Self Study.

Appropriate laboratory activities shall be included in the program/option and a reasonable balance shall be maintained between the practical application and theoretical exploration. There shall be evidence of appropriate sequencing of courses in each major program/option to ensure advanced level courses build upon concepts covered in beginning level courses.

Master's Degree: Major programs/options shall be equivalent to 10 single semester/term courses and shall meet the following minimum requirements:

Research Methods	2-4 courses
Communications and/or Therapeutic Intervention	2-4 courses
Professional Theory Theory courses with content and outcomes linked directly to CYC core competency frameworks and Scope of Practice.	3-6 courses
Major Research Project/Thesis/Practicum	2-4 courses

NOTE: If a program varies from the above listing, it is expected that any variation(s) be detailed within the *Engaging the Evidence* bullet responses in this section of the Self Study.

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Doctorate Degree: Major programs/options shall be equivalent to a combined total of 15-20 single semester/term courses including the dissertation requiring independent research and an oral defense. The program shall meet the following minimum requirements:

Research Methods	2-4 courses
Professional Theory Theory courses with content and outcomes linked directly to CYC core competency frameworks and Scope of Practice.	2-4 courses
Dissertation	5-7 courses

NOTE: If a program varies from the above listing, it is expected that any variation(s) be detailed within the *Engaging the Evidence* bullet responses in this section of the Self Study.

The context for the evidence and justification of the program curriculum should be a standard for CYC professional preparation rather than institutional policy. That is, variations can be explained and defended in terms of educational and practice goals for graduates.

Practicum Requirements

Practicum is considered a principal component of CYC education because the integration of knowledge, values, and skills in the context of practicum is a critical and distinctive aspect of CYC education. It is recognized that practicum may be identified under different terms such as field work, field placement, internship, etc. The name given for these experiences is not of consequence, but it is expected practicum will include the following components:

- The practicum will occur in a professional setting that employs Child and Youth Care Workers and adheres to CYC ethical practice as defined by the provincial or national CYC association(s).
- A minimum 80% of the hours of practicum within the CYC credential must be dedicated to direct service engagement with children, youth, and/or families based on relational CYC practice involving engagement with a young person and/or families in 1-1, small group, or large group programming. This can be in-person contact or virtual contact, but demonstration of direct service delivery is required.
- Learning outcomes are clearly identified for successful course completion of practicum.
- Student engagement in critical reflective practice for professional and personal growth is encouraged.
- Students are required to apply theory from classroom-based courses to practicum experiences.
- Formal in-person 1-1 supervision from within the practicum setting is provided to the student with guidance and written feedback.

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- Formal in-person 1-1 supervision and monitoring is provided by faculty from the post-secondary institution to the student in the practicum setting.
- The evaluation process of the student's skills and knowledge within the practicum are directly connected to the identified learning outcomes and will include a combination of student input, feedback from the supervisor(s) within the practicum setting, and evaluation assessment by the faculty supervisor.
- Practicum hours may include group seminars where students process their practicum experience for personal critical reflection, leading to self and group member learning, providing these seminars are not separate courses within the curriculum.
- Practicum must have adequate supervision for student learning facilitated by a CYC faculty member. All supervision must focus on reflective practice linking theory to the student's present practicum experiences.
- The CYC faculty are expected to meet weekly with students to anchor foundational learning for praxis.
- Child and Youth Care (CYC) practicum (inclusive of terms such as field work, field placement, internship, etc.) is an essential experiential component of the CYC credential. Due to the situations such as the COVID-19 pandemic, post-secondary programs may be required to be creative to provide such practicum opportunities. Student and community safety is paramount. CYCEAB realizes adaptations to the traditional practicum may be necessary. As programs consider these adaptations, they should centre on the following: CYC learning outcomes, CYC core competencies, and/or CYC vocational standards. As public health recommendations allow in your geographical area, the standard for CYCEAB accreditation will continue to require 80% of the practicum hours to be direct engagement with children, youth, and families.
- Volunteer experience, if considered as a part of the CYC practicum curriculum, must demonstrate a direct connection with specific practicum course learning outcomes; have clear, direct agency supervision and CYC program monitoring components; and include an evaluation component which can build on accountability.

What You Need

- Create a matrix/table/chart of all courses offered to demonstrate the sequence of courses by term and year, credits/contact hours for each course, and the alignment of outcomes to content delivery and evaluation methods. A sample "Curriculum Mapping" document can be found at the following link: [SAMPLE](#). A "Curriculum Mapping Template" can be found in Appendix A. Programs may use the template if one is not available within your own institution/department.

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- All course outlines, including practicum courses, ensuring inclusion of specific, measurable outcomes; assessment measures/course assignments used to determine student mastery of the outcomes; textbooks/resources; and evaluation criteria for assignments.
- A list of electives in the program and any interdisciplinary electives used to support CYC emphases and interests.
- A course-by-course listing of the textbook(s) and all additional/supplemental resources used for course delivery. If using the template as noted above, there is a column where this information would be included.
- Descriptions of relevant concentrations, minors, or foci.
- Institutional and program statements for addressing racism in program curricula and in learning spaces.
- Institutional policies for Truth and Reconciliation and any additional government or policy documents requiring implementation for the CYC program at the post-secondary level.
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

Engaging the Evidence

- How does the program implement and integrate components of government or policy documents (e.g., Truth and Reconciliation) into coursework, professional discourse, and assessment?
- Describe the ways in which racism is addressed in the CYC curricula and in learning spaces used for CYC courses.
- Provide details to where in the curriculum the outcomes linked to topics including child and adolescent development, diversity, inclusive practice, self-care wellness, trauma informed practice, mental health, Aboriginal perspectives, Truth and Reconciliation, technology, racism, and counseling are included and the methods for assessment/evaluation of these.
- How are instructional hours determined and what is the process used to set up course sequencing?
- If your program has courses offered by different departments and/or taught by non-CYC faculty, describe how this interdisciplinarity strengthens CYC instruction, student learning, and the CYC scope of practice within your program. Explain any challenges this may present.

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- Comment on the alignment between the program structure, curriculum content, and course sequencing in relation to the course listings above.
- How is it determined when course sequencing, curricular changes, or revisions are needed? What is the process for changing or revising curriculum? Who is involved and for what purpose? How does institutional process/policy impact this? Describe any mandated requirements for ongoing assessments of the program.
- Describe the rationale supporting the designation of pre-requisite and co-requisite courses.
- What has been done to integrate practicum learning outcomes and theory-based course learning outcomes?
- Explain how the program meets the components of the practicum experience (e.g., hours) in the course listing chart above.
- During practicum experiences, how does the CYC faculty fulfill the role of direct supervision of student progress? How often and in what form do they communicate with students? How does this align with the requirement statements above for practicum seminar supervision/support by a CYC faculty member?
- How does the program “orientate” and support non-CYC educated individuals who provide the supervision to students from the practicum site perspective to the CYC profession, Scope of Practice, ethics, etc.? How are these individuals supported in the student evaluation process?
- What are the elements of the assessment process (assessments, frequency, variety, etc.) for practicum experiences? How are the assessments designed around the philosophies of CYC practice?
- Explain how the program manages the 80% direct contact expectation during such times as a pandemic (or other crisis event). This might include how hours for students are recorded to ensure they have the hours needed; what the program does to manage placement settings that may not allow direct contact or need to close so the student loses their opportunity to complete hours; what the program’s back-up plans are. What alternatives does the program have for students who are unable to achieve the “direct contact” hours with regards to completion of their credential?
- Explain any seminars/classes that coincide with practicum.
- Describe the process for recruiting and retaining practicum sites. What happens when a site is no longer an option for hosting practicum students, either by their choice or a decision made by the CYC program?
- How many FTEs (full-time equivalents) are provided to manage practicum? How is the practicum process coordinated?

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- Articulate how the program meets all the bulleted statements/criteria outlining requirements of the practicum experience.
- How are professional and academic outcomes of practicum supported, distinguished, and evaluated during practicum experience?
- Describe the delivery model for practicum courses.
- What are the criteria for evaluating the success of practicum?
- Describe the structure of supervising students in practicum experiences, including whether there are co-curricular courses, whether practicum staff also teach, etc. and the structure of both practicum and academic supervision.
- Describe how the program addresses any unique circumstances that impact a student's ability to successfully achieve course outcomes.
- How are resources (e.g., textbooks, readings, etc.) used to support the most recent philosophies and ideologies of CYC practice? How are they connected to the competency framework and linked to the course's learning outcomes?
- How does the program meet the expectation that 80% of literature resources used in the course are comprehensive and recognized as linked directly to excellence in CYC practice, or authored by experts in the CYC profession, and are interconnected to CYC learning outcomes?
- Considering CYC practice is based on strengths-based and relational practice, explain how the coursework supports and maintains this focus throughout the program.
- If there is a behavioural-focused course in the first year of studies within the credential, describe how the program scaffolds to relational practice in courses in subsequent years.
- Reflect on relevant data and information from CYCEAB surveys and any additional institutional data as appropriate in this section.

1.5 Faculty Qualifications

Overview

Successful completion of a CYC credential implies graduates possess some expertise about children and youth and an identity, values, and ethics about that expertise. This section requires a review of individual and collective expertise and commitment among faculty in delivering the education experience.

Expertise and commitment are usually acquired through post-secondary credentials, practice experience, research, and study. Ideally all four are implicated. Expertise is an individual accomplishment as well as a collective accomplishment. Please consider the match between

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individual instructors and the courses they teach and how the program's collective expertise is shared with students.

Please consider the adequacy of faculty to a) meet institutional expectations for instruction, service, and research; b) ensure professional expertise in the CYC field aligns with course content, and c) sustain a CYC community in which students participate.

Faculty qualifications will include an emphasis upon the extent, currency, and pertinence of a) academic preparations, b) direct professional experience within the CYC scope of practice, c) membership and participation in appropriate professional organizations/associations, and d) scholarly activities.

Diploma Programs: The minimum academic qualification for a faculty member is a bachelor's degree. Individual institutions may require higher minimum academic qualifications. It is required that within the faculty complement, faculty members possess CYC-specific post-secondary academic qualifications and subject matter expertise within the CYC scope of practice. Faculty are expected to participate in and are required to possess membership in the provincial/national Child and Youth Care Association.

Bachelor's Degree Programs: The minimum academic qualification for a faculty member is a master's degree. Individual institutions may require higher minimum academic qualifications. It is required that within the faculty complement, faculty members possess CYC-specific post-secondary academic qualifications and subject matter expertise within the CYC scope of practice. Faculty are expected to participate in and are required to possess membership in the provincial/national Child and Youth Care Association.

Master's Degree Programs: The minimum academic qualification for a faculty member is a PhD or EdD in a discipline closely related to the faculty member's instructional assignment. Membership and participation in the provincial/national Child and Youth Care Association is expected. Active professional involvement and scholarly activity in Child and Youth Care is expected.

Doctorate Degree Programs: The minimum academic qualification for faculty is a PhD or EdD in a discipline closely related to the faculty member's instructional assignment, and an active research program contributing to the knowledge base in Child and Youth Care is required. Membership and participation in the provincial/national Child and Youth Care Association is expected. Active professional involvement and scholarly activity in Child and Youth Care is expected.

What You Need

- Curriculum vitae for all faculty including contract/sessional/casual faculty (or whatever term applies to non-permanent/non-full-time faculty members).
- A chart that identifies all faculty members, their academic credentials, and their teaching assignments for the current academic year. Note any unique teaching assignments in addition to the typical yearly assignments. A "Faculty Workload Template" can be found in Appendix B. Programs may use the template if one is not available within their own institution/department.

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- Narratives describing community practice activities and CYC professional association activities of individual faculty over the past three years. These may be included in the faculty CVs.
- A written statement from each faculty member (all full time, casual, part time, practicum supervisors, etc.) answering, “Identify your alignment with the foundations of CYC professional practice.”
- A copy of the last job posting if hiring has taken place in the past five years.
- Institutional/program statement(s) for diversity in hiring practices.
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

Engaging the Evidence

- Comment on the fit between the faculty complement’s professional profile and the suggested professional alignment outlined in the *Overview* above. Provide evidence of how the program faculty complement reflects the professional practice context of your community.
- Describe the pedagogical practices central to the program and describe how they are taught to and shared among instructors.
- How are instructor teaching assignments matched to courses, individually and as a group? What are strengths? What are the areas for continued development to align with CYC professional practice expectations?
- What strategic plans are in place to ensure sustainability and ongoing development of faculty expertise?
- In what ways do institutional policies and plans support or interfere with program needs for expertise?
- Provide details of the institution’s evaluation of instructors. Provide summary data as available.
- What is in place – formally and informally – or faculty to engage in ongoing professional development or training and development?
- How are faculty contributing to the development of the CYC profession and CYC post-secondary education? Be specific.
- Describe CYC practice or professional engagement with the institution’s hiring strategies.

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- How has the institution/program's statement(s) for hiring a diverse faculty/employee complement been demonstrated in recent hiring practices within the CYC program? What have been the strengths of this practice? Challenges or barriers?
- Describe the pedagogical practices central to the program and describe how they are taught to and shared among instructors.
- Describe how instruction is evaluated and if it was not provided above, please provide summary data about course evaluations.
- Reflect on relevant data and information from CYCEAB surveys and any additional institutional data as appropriate in this section.

1.6 Program Goals

Overview

The focus here is on the program's curricular and professional goals to enhance the quality of the CYC post-secondary credential being offered. The curricular goals will include plans for responding to the evolving landscape of professional CYC practice as it relates to the changing needs, interests, and priorities of the communities served by the program.

These program goals will include the collective goals related to the ongoing efforts to improve professional practice and contribute to the development of the CYC profession. These are different than the mission statement, etc. in section 1.1 of this Self-Study Guide. The focus of attention in this section is specifically on how the program determines where its resources and efforts are directed in its daily activities to provide excellent CYC education.

Information about program goals may be gathered from various sources, e.g., quality enhancement/continuous improvement activities; stakeholder feedback and information about curricular components such as practicum, committee agendas and minutes; and strategic planning documents.

What You Need

- Provide materials that adequately describe the program's past and present curricular and professional goals and the plans for achieving those goals, including those where partial progress may have already been achieved.
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

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Engaging the Evidence

- Describe the program's goal(s) and action steps toward building the profession of Child and Youth Care.
- How are stakeholders involved in goal setting? Identify which stakeholders are involved and the nature of their participation.
- How is progress toward goals previously set by the program being measured or documented?
- What are the strengths and challenges/areas for growth and development of the planning, implementation, and evaluation of program goals?
- How do the program goals address the needs of the local CYC community and the larger CYC professional community?
- How does the program demonstrate leadership on professional discourse within the professional CYC community?
- Comment on the alignment between the program's goals relative to changes and trends in CYC practice and community needs.
- Review the goals and recommendations from your previous institutional program review and/or Quality Enhancement Plan (QEP.) If you do not have a previous program review or QEP, refer to goal setting processes your program has previously engaged in. How successful was the program in acting on those? Explain the progress and challenges.
- Reflect on relevant data and information from CYCEAB surveys and any additional institutional data as appropriate in this section.

1.7 Program Integrity

Overview

This section of the Self-Study Guide acknowledges that policies, procedures, and practices are constantly addressed to ensure program integrity, currency, and quality. Considering the complexity of weaving academic rigour with practicum performance and student-industry suitability, programs devote ongoing considerable time and resources to ensure quality management of the program.

Like other self-study and review processes in allied occupations, these implementation elements include motivation and counselling of students, ethics, and admission requirements.

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What You Need

- Student services policies and practices such as, but not limited to, student recruitment strategies, admission policies, student support services, etc.
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

Engaging the Evidence

- What are the program's practices for recruiting a diverse student population?
- What are the academic admission criteria for incoming students? How are applicants screened based on academic standards? How well is this working? What are the challenges you experience with this? What evidence do you have that your criteria are distinguishing between qualified and unqualified candidates?
- What are the professional admission criteria for incoming students? How are applicants screened based on professional standards? How well is this working? What are the challenges you experience with this? What evidence do you have that your criteria are distinguishing between qualified and unqualified candidates?
- After admission, what formal and informal procedures are used to address concerns about a student's professional suitability? If a student is deemed professionally unsuitable, what formal and informal procedures are used to remove or counsel that student? Describe the success and challenges you have with this.
- What are the non-negotiable academic and professional standards that students must meet? Be specific.
- In the past two years, how many students left the program because of a failure to meet academic standards? Explain.
- In the past two years, how many students left the program because of a failure to meet professional standards? Explain.
- Provide a narrative that explains how the program a) builds community in the CYC program and b) supports student participation in professional activities and scholarly activity. Provide examples of your successes.
- Describe how the program helps students consider professional and personal options in the field. This may include formal opportunities and informal efforts to encourage reflexivity and reflection.
- Explain how the program integrates professional and academic goals in the program.
- Describe some of the challenges faced by students in the program and how faculty and staff respond. Be specific. Explain in what ways these responses are congruent with CYC professional practice standards.

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- Describe how professional practice ethics are practiced, modelled, and taught. Be specific.
- How do you facilitate student membership in your provincial/national CYC association? Faculty membership?
- How do you ensure students are familiar with the provincial/national association competencies?
- How do you ensure students' familiarity with and application (e.g., situational case studies, ethical dilemmas, etc.) of the provincial/national association's Code of Ethics throughout the students' time in your program?
- How does the CYC Code of Ethics (provincial, national, etc.) weave through your curriculum?
- How have you been able to successfully resolve situations with students that involved ethical practices/values/behaviours? What resources were you able to use? What happens when such situations are not successfully resolved?
- Describe institutional support services that are in place to assist students in being successful. Who provides these supports? How many students typically use these supports in a given academic year?
- Reflect on relevant data and information from CYCEAB surveys and any additional institutional data as appropriate in this section.

1.8 Quality Enhancement Plan

Overview

The Quality Enhancement Plan (QEP) provides an opportunity for post-secondary Child and Youth Care programs to focus on ongoing program development and enhancement in alignment with professional practice. As such, after reviewing all sources of information (refer to your responses within previous sections 1.1 to 1.7) and following the rich discussion and reflective thoughts that occurred, the next step is to look ahead. The next five years can be used to implement and test processes that will foster program development and enhancement.

Recommendation on areas for improvement can be outlined in a chart format. A sample "Quality Enhancement Plan" can be found at the following link: [SAMPLE](#). If the institution wishes to use a different format, please consult with the Accreditation Coordinator.

Institutions seeking re-accreditation will be expected to engage in the full self-study process upon re-application in addition to providing a detailed summary of the progress, achievements, challenges, etc. from their previous accreditation application's Quality Enhancement Plan.

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What You Need

- Previous Quality Enhancement Plan if the program was previously accredited by CYCEAB.
- Progress Summary Report if the program was previously accredited by CYCEAB.
- Refer to the narrative developed for sections 1.1 to 1.7 of this self-study for areas that have been identified to require further attention, development, revision, maintenance, etc.
- Consider all supporting documentation included as appendices under *What You Need* in sections 1.1 to 1.7.
- Relevant data and information from CYCEAB surveys and any additional institutional data as appropriate for this section.

Engaging the Evidence

- Develop a Quality Enhancement Plan (QEP) for continuous improvement for the CYC program covering the upcoming five- to seven-year period. Include specific actions, persons responsible, measurements, dates, etc. You will be expected to add in any required conditions based on your accreditation approval by CYCEAB. You may also add in recommendations that you determine are actionable from the site review discussions that occurred after this self-study was submitted. These types of additions/revisions would be added to your QEP after an accreditation decision and written feedback is provided. It is acknowledged that moving forward, some actions planned at this time may change, new actions plans may take precedence in the future, revisions may be necessary, etc.
- It is expected that programs will formally review their QEP annually so that an overview of the implementation of the plan can be provided at the program's next application for accreditation. While this annual review is not required to be submitted to CYCEAB, programs are required, at the two-year mark of accreditation being granted, to provide a written update to the CYCEAB (through the Accreditation Coordinator) of the progress on their QEP. A sample "Program Progress Report Summary" can be found at the following link: [SAMPLE](#).
- It is strongly suggested that the program's own annual review of their QEP be kept on record by the program for future reference and submitted as supporting documentation when re-accreditation with CYCEAB is sought.
- If the CYC program was previously accredited by CYCEAB, detail the progress on the QEP developed for the previous accreditation application, which will have been your plan for continuous improvement to this date. How was the program able to action the steps planned? What were the successes? What were the challenges? What components were added? Revised? How is this previous plan aligned with the QEP being developed as part of this self-study?

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APPENDICES

SELF-STUDY GUIDE- APPENDIX A: CURRICULUM MAPPING TEMPLATE

SECTION 1.4 OF SELF-STUDY GUIDE

Course Number:		Course Name:	
Calendar Description	Learning Outcomes	Required Text/Resources	
Alignment With Competency Framework	Typical Evaluation	Typical Course Content and Topics	

Click on the following link to see a curriculum mapping sample: [SAMPLE](#).

SELF-STUDY GUIDE- APPENDIX B: FACULTY WORKLOAD TEMPLATE

SECTION 1.5 OF SELF-STUDY GUIDE

Program Title Full-time Faculty Member	Teaching Assignment – Academic Year 20xx Fall=F Winter=W Summer=S	Comments/Special Circumstances
<i>Example</i> Name	Courses	List of releases, special projects, other responsibilities assigned beyond teaching (e.g., Department Head)
Program Title Sessional Faculty Member	Teaching Assignment Academic Year: 20xx	Comments/Special Circumstances