

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

Site Review Guide

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SITE REVIEW GUIDE

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Section 1 – Overview of Accreditation

Accreditation in Child and Youth Care (CYC) is intended to help post-secondary CYC diploma and degree programs focus attention on accountability to children, youth, and families. It also focuses attention on accountability to students and the community of CYC professionals and educators. Accreditation activities are a supplement to typical institutional program review processes, which usually focus on university and college expectations and interests. The focus of Child and Youth Care Educational Accreditation Board of Canada (CYCEAB) accreditation is on expectations in CYC professional education.

The CYCEAB accreditation process is founded on respect for regional variation and CYC as a multidisciplinary field in which a range of theoretical orientations and competency models exist. The accreditation process for CYCEAB is intentionally non-prescriptive in comparison to some accreditation standards for other disciplines. However, there are requirements in the sections of the CYCEAB Self-Study Guide that are set as minimums or are stated as required components. Programs must provide evidence of meeting such standards and for all components within the *Engaging the Evidence* sections of the Self-Study Guide.

The criteria for accreditation include a program's ability to demonstrate:

- Alignment with established models from the CYC literature.
- Educational standards that are consistent with the theoretical orientation of the program and address CYC competencies that are articulated and measurable.
- Engagement in educational practices that provide graduates with the knowledge and skills they need to respond to the needs of children, youth, and families in their local context.

For the CYCEAB, the intent of the data gathering process is to help the applicant program meet a standard of excellence. The CYCEAB acknowledges that because there are multiple standards of excellence, it is difficult for accreditation standards, written as strict prescriptive criteria, to keep up with this diversity. Additionally, there are multiple ways to measure excellence, and the desire is to respect the variety of ways of doing so. CYC post-secondary education programs serve communities with a wide variety of interests, practices, and professional opportunities so this accreditation process must take into consideration elements such as geographical and regional uniqueness, program specialties, credential differences, and unique professional CYC practice components that may be present.

CYC curricula across diploma and degree programs have some common language, pedagogies, and content, yet there are also substantive differences. In recent years, CYC educators have responded to increasing and varied professional opportunities and interdisciplinary content. Additionally, many CYC programs are differentiating themselves from each other. Thus, comparisons between programs around the world reflect both common practices and some important differences.

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The CYCEAB wants to encourage both responsiveness to common interests and curricular/practice innovation. CYCEAB has a standard, or rather a question in relation to a standard: **Does the CYC post-secondary program educate practitioners well who serve children, youth, and families?** The accreditation activities and the site review are part of the process of answering this question.

As CYC programs look to gather information about the accreditation process, they likely have questions and desire more information. The CYCEAB has FAQs (Frequently Asked Questions) posted on the CYCEAB website that will address much of this. The CYCEAB has also created a flowchart to illustrate the process for accreditation of post-secondary CYC programs from start to finish. This flowchart can be found on the CYCEAB website under the “Accreditation” tab as well. This is used by the CYCEAB for all advisement and support to programs undergoing accreditation and by programs directly as they move through the accreditation process.

Further, as a CYC post-secondary program examines its readiness to proceed in the accreditation process, there is a checklist (Part I of the application form) that encourages the examination of various components of the process prior to proceeding with the accreditation application. Once a program has applied and the application is accepted for accreditation, the program is then referred to as “Applicant” in the details of the accreditation process.

Section 2 - The Site Review

An applicant program in the site review stage of the CYCEAB accreditation process has submitted their Self-Study Report and all supporting documentation and has received a “green light” from the Accreditation Coordinator which indicates all Self-Study sections have been completed. This Self-Study Report represents extensive reflection by the CYC faculty complement, often involving the program’s administration and supporting departments who assist with providing content, reference documents, institutional reports, policies, survey data, etc.

The Self-Study Guide can be found on the CYCEAB website and completion of the Self-Study Report is essential for moving to this next stage of the accreditation process – the site review. Upon examination, it is evident that the various sections within the Self-Study Guide require programs to refer to and collect documents, survey data, and possibly institutional and/or program policies, etc. as part of the *What You Need* requirements. This content, referred to as appendices within the Self-Study Report, are uploaded to the CYCEAB SharePoint site by the program. They are used by the faculty complement to respond to and provide a detailed, comprehensive narrative to the *Engaging the Evidence* bullets in each section of the Self-Study Guide. These responses require considerable reflection on the program’s practices and policies as they provide extensive information about the various components of the post-secondary CYC program. The compiled responses to each of the eight sections (1.1 to 1.8) provide the content of the Self-Study Report, which is also uploaded to the SharePoint site. All these documents are used by the Recommendation Panel in making their recommendation on accreditation to the Board of Directors.

All site reviews are conducted virtually using the technology platform of the applicant program.

A. Recruitment of Reviewers

The recruitment of reviewers for CYCEAB is an ongoing process. A position description can be found on the CYCEAB website under the “Opportunities” tab.

All reviewer applications must be forwarded to the CYCEAB office as identified on the website. These applications are then forwarded to the CYCEAB HR Committee for review and then are presented by the Chair of the HR Committee to the Board of Directors at the next scheduled board meeting for review and approval.

Reviewers engage with an accreditation applicant program to gain an understanding of the current activities of the CYC program undergoing accreditation. Reviewers provide a written report to the CYCEAB, which is then used by the Recommendation Panel to inform their decision making on accreditation.

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The CYCEAB Reviewer's primary responsibilities include:

- Becoming familiar with all accreditation documents found on the CYCEAB website and ensuring they are aware of all that is required for the site visit and review.
- Reviewing the applicant program's submitted Self-Study Report prior to the site review to fully understand the operations and details of the program in relation to the posed question: *Does the CYC post-secondary program educate practitioners well who serve children, youth, and families?* Key to this is ensuring a thorough review of all supporting documents required in sections 1.1 to 1.8 of *What You Need* of the Self-Study Guide. It is important that all questions listed in *Engaging the Evidence* have a detailed, complete narrative which provides clarity into the operations of the program and that reviewers identify any gaps in information to the accreditation applicant.
- Engaging with the CYC program seeking accreditation and ensuring all components of the site review are completed. Refer to Section 2E for site review requirements.
- Completing a virtual site visit of the CYC program seeking accreditation.
- Interviewing focus groups such as program faculty, students, and community stakeholders invested in the CYC program.
- Reviewing evidence submitted by the CYC program explaining each accreditation process input.
- Reviewing accreditation output data gathered by the program.
- Reviewing the CYC program's Quality Enhancement Plan to ensure congruence between program mission statement, goals, programs inputs, and program outputs.
- Producing a written summative report to the CYCEAB for consideration towards the final accreditation decision.
- Providing a verbal report to the Recommendation Panel, summarizing their findings from the site review as they align with the program's Self-Study Report.
- Participating in conversations with the Recommendation Panel and CYCEAB as needed.

The CYCEAB Reviewer is accountable to:

- Maintain confidentiality of all information (written and verbal) associated with the applicant program's Self-Study Report and site review. Signing of the CYCEAB Confidentiality Agreement is required.
- Compile a detailed written report, within the CYCEAB process timelines, following the format as per Appendix A.
- Be available to the CYCEAB to clarify any issues that may arise in the process or provide information as required.
- Meet with the Recommendation Panel to answer questions and provide clarity where required.

Interested reviewer applicants are required to submit a CV and cover letter to the CYCEAB office for consideration. The following items must be clearly articulated within the submission:

- A statement outlining the applicant's reason for applying to become a CYCEAB Accreditation Site Reviewer.
- An educational background with a clear relationship to a recognized tradition of child and youth care.
- Demonstrated familiarity with issues relevant to post-secondary education quality assurance and/or program review.
- Experience with other accreditation processes and supervisory or management experience in a recognized CYC service setting are considered assets.

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- Familiarity with technology and formats used for completing virtual site reviews.
- A member of good standing in their professional Child and Youth Care association.

Please read the position description on the website to ensure all requirements are addressed in the application.

As there are a range of credentials (e.g., Diploma, Bachelor's Degree, Master's degree, Doctorate) that post-secondary programs provide, reviewers must have the minimal level of education that would be required by the applicant program for faculty teaching in their program. This would include typically the following:

- Diploma Program - Bachelor's degree, Master's degree preferred
- Bachelor's Degree Program - Master's degree
- Master's Degree Program - PhD
- Doctoral Degree Program – PhD

B. Ethics and Confidentiality

The CYCEAB policy manual includes material about the accreditation process. Board-approved reviewers, including members of the Recommendation Panel, sign confidentiality agreements after they are recruited.

C. Selection Process of Reviewers for the Site Review

Once the Self-Study Report is completed, the applicant program uploads it to the CYCEAB SharePoint site for a check by the Accreditation Coordinator. Once the applicant program and the CYCEAB Office Manager are notified by the Accreditation Coordinator to proceed to the review stage, the applicant identifies a timeframe when they can host the site review. The CYCEAB Office Manager then, based on the dates provided by the applicant and the geographic criteria, secures two reviewers who have been selected from a list of reviewers approved by the CYCEAB Board of Directors. The Office Manager notifies the applicant of the names of the reviewers and provides contact information.

One reviewer must work and live outside of the applicant program's geographical region as defined by CYCEAB in its bylaws. Bylaws can be found on the CYCEAB website. The second reviewer may be from any geographical region. Potential conflict of interest will be checked with the assigned reviewers in advance of their assignment by the CYEAB Office Manager. Should the program applicant want to identify a potential conflict of interest with any reviewer, they are encouraged to contact the Office Manager.

Applicant programs communicate directly with reviewers to schedule the dates of the site review at a time convenient to both the applicant and reviewers. The applicant then notifies the Accreditation Coordinator of the dates of the site review.

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D. Considerations for Arranging a Virtual Site Review

The following elements should be considered when arranging a virtual site review:

- The applicant program needs to communicate with reviewers in advance of the review to start to get to know each other and speak about uncertainties anyone may be experiencing. It is important to build a good rapport with the reviewer team to facilitate open and honest conversations and to create the “team experience” that will result in an effective site review.
- Determining the schedule for the review is likely best done through discussion between the applicant program and reviewers.
- Consider the schedule: full days versus conducting the review in multiple blocks of time over a week (Monday to Friday time period). Distributing the sessions over a week allows for easier rescheduling if there is a technology issue for one has only to reschedule one meeting versus a half or full day. It also eliminates the potential that reviewers will be “online” for seven or more hours per day for consecutive days, thus avoiding technology/screen time fatigue.
- Consider technology options. The applicant program must be familiar with the technology they will be using to host the site review. It may be best to employ the same technology used for students.
- The applicant program needs to communicate to the reviewers what technology will be utilized/needed. This includes any specific computer or technology requirements. Testing of technology is recommended with both reviewers prior to the site review to problem solve, troubleshoot, etc.
- Time zones/sequencing must be considered when setting the schedule, e.g., working with students, stakeholders, alumni, staff, etc. As reviewers may have different time zones than the applicant program, a full day schedule may be difficult to coordinate.
- Both reviewers need to be copied on all email communications and involved in all discussions about the program and site review.
- Technology that allows all participant faces to be seen is best. This way the reviewers can see everyone’s face and will know who has participated, asked questions, remained silent, etc.
- The applicant program needs to include in the site review schedule, spaces for reviewers to hold private meeting times so the reviewers may debrief, complete notetaking, etc.
- Reviewers, prior to the various focus group meetings, will want to compile an agreed-upon list of questions and identify who will ask what to ensure the sessions run smoothly,
- How will the virtual tour be conducted, and will it be in real time or recorded? Assessing the “classroom” and student space is tricky to do virtually. Applicant programs will need to have a way to provide a virtual tour of the learning spaces, etc.
- For the applicant program, how can you make the review as authentic as possible, allowing reviewers to understand the student culture?

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E. The Site Review

The site review will be scheduled by the applicant in collaboration with the reviewers. In some cases, it is possible that the site review will be scheduled at the same time as the program review. If so, the Accreditation Coordinator may assist with the details of the review and the reporting formats.

Once the reviewers are secured, they will receive access to the CYCEAB SharePoint site where the applicant program's Self-Study Report and all supporting documents are published. It is the reviewer's responsibility to thoroughly review these documents prior to the site review. It is suggested that this involves a review of the Self-Study Guide prior to reviewing the applicant program's self-study submission. It is important that the reviewers read the Self-Study Guide that was in place during the time when the applicant wrote their Self-Study Report. The most current version of the guide and ones applicable to others undergoing accreditation can be found on the CYCEAB website. Reading the Self-Study Guide will help the reviewers to note the components to be further explored during the site review and formulate questions to be asked about the Self-Study Report and with each group during the site review, etc.

The focus of the site review is on identifying the evidence that confirms adequate articulation of educational practices in the context of the CYC discipline, as well as to confirm the successful adoption of these practices. An accredited program must also demonstrate ongoing self-assessment, therefore active engagement in quality enhancement activities is required.

The site review helps the applicant and the CYCEAB Board of Directors consider issues that might be difficult to assess in other ways. Other accreditation bodies describe these as the "intellectual atmosphere, the morale of the faculty and students, the caliber of the staff and student body... and the character of the work that is performed" in the program. (Reference: Abet.org)

The site review is the culmination of many months of work on the part of the applicant program. Participants may be nervous, even anxious, that the site review go well. It will be important to convey a spirit of support for their hard work. In the CYCEAB accreditation model, the site review is not an inspection, trial, or examination. In this spirit, applicant programs are asked to share with the reviewers their program strengths and shortcomings and a plan for building upon the strengths and improving shortcomings. This may be information that is not publicly available and for some programs, not known outside of the program.

During the site review, the reviewers must remember that not everyone with whom they meet will have access to all the information provided to the reviewers. If unclear about who knows what and who has seen which documents, check with the applicant program directly. The reviewers may find it useful to have "front-stage" and "back-stage" conversations. These are conversations about issues that are identified within the materials and about which the reviewers will review and report, as well as conversations that everyone agrees will be limited to the "room you are in." Pay attention to the audience.

Cultivate a conversation in the spirit of inquiry. Reviewers will want to be able to ask hard questions in a spirit of collaboration with the applicant program rather than a spirit of examination. Issues may arise about which the reviewers have strong opinions. If opposed to some practices, the reviewers will have to quickly decide whether these issues are relevant and important to the accreditation. If they are, it is important that the applicant program hear about them during the site review rather than being surprised to see it later in the Reviewers' Report.

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It is important for the reviewers to look for confirming and disconfirming evidence of their observations and insights. Asking faculty, staff, students, graduates, and other stakeholders is one way to help with this. Some questions for reviewers to keep in mind include the following:

- Compare the program to common practices in CYC higher education. How does the program differentiate itself from others, and what are the reasons for this?
- How do faculty and staff explain the relationship between their program mission, program implementation, and a theoretical or research tradition? What evidence is there for the internal validity of these components? How do faculty and staff provide evidence for the external validity of these components?
- How can explicit and implicit standards of excellence be discerned for a) service to children, youth, and families and b) quality of the education? What are those standards? How are they measured/evaluated in the program?

The site review is to include the following components:

- Separate meetings, typically scheduled for 90 minutes each, scheduled by the applicant program with specific groups who have a vested interest in the accreditation process, including but not limited to the following:
 - Faculty/staff including full time, casual, part time, practicum supervisors, etc.
 - Administration including Chair/department head(s), the Dean, and potentially the Provost/VP Academic and/or President
 - A representative group of current students from all years of the program
 - A representative group of graduates/alumni from the previous 3-5 years
 - Community stakeholders such as employers and/or practicum sites, advisory committee members, etc.
 - Support services/departments such as Student Services, supporting course or resource providers, etc.
- A virtual tour (live or recorded) and/or photos of facilities.
- A review of supporting resources provided by the applicant.
- A summary presentation by the reviewers of the key findings of the site review, presented to faculty and administration.

In all cases, the site review must be scheduled during a regular academic term when students and faculty/staff are available.

A virtual site review is best conducted over a week with various sessions scheduled over several days to meet the time zone and scheduling challenges for participants. It is expected that all sessions be completed within one work week (Monday to Friday). The reviewers may want to participate in planning the site review schedule and in helping the applicant program identify participants who will be most informative. This is particularly worthwhile with students and community representatives.

It is the responsibility of the applicant program to set up and troubleshoot all technology requirements prior to the site review. To help in this process, it is **strongly** suggested that a test session be scheduled between the applicant and the reviewers in advance of the site review.

It is critical that reviewers demonstrate the skills necessary to create open, honest conversations for it is easy to avoid substantive issues in conversation during meetings. There will likely be some pressure on participants to say nice things. There is nothing wrong with this and the alternative to “nice things” is not “bad things.” The alternative is “substantive.” Thus, the reviewers’ facilitation

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and consultation skills will be tested to set the tone and agenda for each meeting. For the meetings with students, graduates, and stakeholders, it is expected that faculty or a designate introduce the reviewers at the start of the gatherings, but that the faculty/staff do not attend nor participate in these meetings.

At the conclusion of the site review, the reviewers are to facilitate a presentation for the applicant program's faculty and administration (as they are available) that summarizes the collective conversations. It may be useful to have a visual for this, which should be very concrete as the immediate goal is to provide the applicant with a summary of the reviewers' interpretations and solicit the program's reactions, comments, clarifications, and corrections. Further, reviewers will want to solidify the program's commitment to participating in program improvement activities outlined in the Quality Enhancement Plan section of the Self-Study Report. The items to be included in this presentation are:

- *Introduction*
First and crucial to this presentation, the reviewers are expected to thank the applicant program, and all involved, for the time and effort put forth to organize and host the site review. Then, review the characteristics of the program that make it unique, interesting, and anything else that may help the applicant program and the Recommendation Panel better understand the applicant program and the Reviewers' Report. This should include a conversation with those present about their operationalization of CYC; that is, what is their working understanding of CYC practice and values?
- *Program Strengths*
Program strengths will be described in the program review or Self-Study Report. Those elements do not need to be repeated at this time. Instead, focus on additional elements observed or obtained from the site review participants.
- *Program Challenges*
There is no need to repeat material that is already described in the documents provided by the applicant program. Instead, discuss program challenges with those present so that the reviewers and those present fully understand these, and there is a sharing of ideas on how the applicant program may improve. Reviewers must be clear and straightforward about any additional items identified during the site review, for example, challenges that typically arise may have to do with resources, staffing needs, student recruiting, and/or administrative support. Sometimes these issues are identified in reviews to help the applicant program advocate for themselves.
- *Plan for Continuous Improvement*
The plan for continuous improvement will be a conversation about what the applicant program has already been doing and what they intend to do moving forward to improve/enhance educational services. This will include reviewers' suggestions about how to efficiently and effectively do this.

Two sample site review schedules follow. One is for a four- or five-day review, which would occur over one work week (Monday to Friday) and the other is a two-day review. It is important that the applicant program discuss the length of the site review (2 vs 4 vs 5 days) and the schedule when securing reviewers.

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Prior to the site review, the applicant program provides a link to reviewers for the virtual tour of learning facilities, institutional buildings, support services, other departments, etc. In cases of live virtual tours, time will need to be allotted within the schedule or coordinated outside of the schedule with the reviewers.

Note the following:

- Typically, each meeting session should be scheduled for approximately 90 minutes. However, allowance should be provided within the schedule to allow for extended time in case meetings exceed the scheduled 90 minutes.
- As previously stated, it is expected that for meetings with students, graduates, and stakeholders, a faculty member or designate should be present to introduce the reviewers at the start of the meeting, but the individual does not remain nor participate in these meetings.

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SAMPLE #1 – Five-Day Accreditation Site Review Schedule		
Times		
Day #1 of site review		
	Reviewers and applicant program	Applicant host to provide a live virtual tour if a recorded tour was not provided in advance of the site visit.
	Reviewers and faculty including full-time, casual, part-time, practicum supervisors, etc.	Reviewers' session with applicant program's faculty team.
	BREAK	Preparation/documentation time.
	Reviewers and administration including Chair/department head(s) Dean, and possibly the Provost/VP Academic and/or President	Applicant program host to do welcome then leaves the session. This meeting may or may not include faculty members at the reviewers' discretion.
Day #2 of site review		
	Reviewers with a representative group of graduates/alumni from the previous 3-5 years	Applicant program host to do welcome then leaves the session.
	BREAK	Preparation/documentation time.
	Reviewers and agency/external stakeholder representatives such as employers and/or practicum sites, advisory committee members, etc.	Applicant program host to do welcome then leaves the session.
	Reviewers	Preparation/documentation time.
Day #3 of site review		
	Reviewers and current students from all years of program	Applicant program host to do welcome then leaves the session.
	BREAK	Preparation/documentation time.
	Reviewer and other departments including Student Services, supporting course or resource providers, etc.	Applicant program host to do welcome then leaves the session. This meeting may or may not include faculty members at the reviewers' discretion.
Day #4 of site review		
May separate out any of the above so that there is only one meeting in a day vs. two.		
Day #5 of site review		
	Reviewers, faculty, and administration	Summary discussion/presentation by reviewers.

Note: It is important to build “breaks” into the schedule to allow reviewers to regroup and refresh.

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SAMPLE #2 – Two-Day Accreditation Site Review Schedule		
Times		
Day #1 of site review		
	Reviewers and applicant program	Applicant host to provide a live virtual tour if a recorded tour was not provided in advance of the site visit.
	Reviewers and faculty including full-time, casual, part-time, practicum supervisors, etc.	Reviewers' session with applicant program's faculty team.
	Reviewers and other departments including Student Services, supporting course or resource providers, etc.	Applicant program host to do welcome then leaves the session. This meeting may or may not include faculty members at the reviewers' discretion.
	Reviewers	Preparation/documentation time.
	Reviewers and agency/external stakeholder representatives such as employers and/or practicum sites, advisory committee members, etc.	Applicant program host to do welcome then leaves the session.
	Reviewers	Preparation/documentation time.
Day #2 of site review		
	Reviewers and current students from all years of program	Applicant program host to do welcome then leaves the session.
	Reviewers and program graduates/alumni from the previous 3-5 years	Applicant program host to do welcome then leaves the session.
	Reviewers	Preparation/documentation time.
	Reviewers and administration including Chair/department head(s) Dean, and possibly the Provost/VP Academic and/or President.	Applicant program host to do welcome then leaves the session. This meeting may or may not include faculty members at the reviewers' discretion.
	Reviewers	Preparation/documentation time.
	Reviewers, faculty, and administration	Summary discussion/presentation by reviewers.

Note: It is important to build “breaks” into the schedule to allow reviewers to regroup and refresh.

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F. Reviewers' Report Following the Site Review

Within four weeks of the site review, the reviewers submit the Reviewers' Report (template found in Appendix A) to the Accreditation Coordinator for a quality check to ensure all components of the report are complete. If revisions are required, the reviewers will be notified by the Accreditation Coordinator and the revised report is resubmitted within an agreed upon timeline. If any extended delay is expected, the Accreditation Coordinator informs the Office Manager of CYCEAB who then conveys this to the applicant program.

Once the final version of the Reviewers' Report is received by the Accreditation Coordinator, it is forwarded by the Accreditation Coordinator to the CYCEAB Office Manager for final formatting and proofreading. Clarification from the reviewers may be needed on specific content pieces and significant changes will be done in collaboration with the reviewers. The CYCEAB Office Manager forwards the final report to the applicant program and notifies the Recommendation Panel of a pending review. The Reviewers' Report is also uploaded at this time by the CYCEAB Office Manager to the program's folder on the CYCEAB SharePoint site.

The Reviewers' Report is one of the documents that the Recommendation Panel uses in making their recommendation to the Board of Directors.

It is important to remember that the reviewers' role is NOT that of the accreditation decision-maker. The reviewers:

- Clarify interpretations of information provided by the applicant program in the Self-Study Report for the benefit of the Recommendation Panel.
- Cultivate the spirit of program improvement in program faculty and staff.
- Apply one's own experience to the interpretation of the program's accreditation activities and documentation provided and provide guidance from that experience.
- Observe and listen for characteristics of the program that are not easily captured in program documents.
- Provide to the applicant program and within the Reviewers' Report, additional interpretations of the program that were not included elsewhere.
- Represent CYCEAB and the field of professional CYC education.

G. Reviewers' Verbal Report to the Recommendation Panel

Refer to Section 4 – Recommendation Panel.

H. Invoicing for Reviewer Stipend

The CYCEAB pays a stipend to all reviewers. Each reviewer submits independently their invoice for payment (template found in Appendix B) directly to the CYCEAB Office following their verbal report to the Recommendation Panel.

Reviewers are required to securely destroy all documentation they have compiled that is linked to the applicant program's accreditation process including all notes taken to prepare for the site review, all notes during the site reviews, documentation for the presentation to the Recommendation Panel, and all other documentation needed to complete the accreditation review. It is best to do this following the board decision on accreditation which will be communicated to reviewers via email by the CYCEAB Office Manager.

Section 3 – Applicant Program’s Response to the Reviewers’ Report

While reviewers are not involved directly with the applicant program beyond this point, it is important to know that the applicant program is required to provide a written response to the Reviewers’ Report (template is found in Appendix C) within four weeks of receiving the Reviewers’ Report from CYCEAB.

The focus of the response to the Reviewers’ Report is to highlight the things the reviewers did not mention in their report and/or respond to outstanding challenges or concerns.

Once completed, the Applicant Program’s Response to the Reviewers’ Report is submitted by the applicant program via email to the CYCEAB Office Manager.

The Applicant Program’s Response to the Reviewers’ Report is one of the documents that the Recommendation Panel uses in making their recommendation on accreditation to the Board of Directors.

Section 4 – Recommendation Panel

The Recommendation Panel is comprised of three individuals who are CYCEAB-approved reviewers and who have been appointed to the panel under the authority of the CYCEAB Board of Directors. When there may be a conflict of interest for an individual on the Recommendation Panel, the individual will not participate as a member of the Recommendation Panel and an alternate will be selected.

The CYCEAB Office Manager provides members of the Recommendation Panel access to the applicant program's folder on the secured SharePoint site. Within the folder, accreditation documentation can be found including the Reviewers' Report, Applicant Program's Response to the Reviewers' Report, and the Self-Study Report, and all supporting documentation.

The Recommendation Panel schedules a virtual meeting with the reviewers at a convenient time for all to participate. The purpose of this meeting is for the reviewers to provide a verbal summary to the Recommendation Panel regarding the findings from the site review. Open communication is encouraged during this time to ensure all questions of the Recommendation Panel members are answered and that information is provided as necessary and available.

The three focus points of the reviewers' verbal presentation to the Recommendation Panel are to:

- Provide an overview of the site review.
- Identify the key strengths and challenges in each of the four sections from the Reviewers' Report.
- Explain the key recommendations provided to the program based on the site review.

Additionally, reviewers will be expected to provide further details or clarification and answer questions of the Recommendation Panel.

The Recommendation Panel members meet virtually to review and discuss the reports and documentation submitted as well as consider the verbal information provided by the reviewers. The Recommendation Panel, as a group, makes a recommendation on accreditation of the applicant program to the CYCEAB Board of Directors. The panel completes a report for the board (template in Appendix D).

The recommendation would be one of the following:

- Accredited
- Deny Accreditation

The Recommendation Panel Report must be submitted to the CYCEAB Board of Directors by email to the CYCEAB office within four weeks of the Recommendation Panel members receiving all applicant program's documentation.

The CYCEAB pays a stipend to all Recommendation Panel members. Once the report of the Recommendation Panel has been submitted, Recommendation Panel members each submit their invoice for payment (sample template found in Appendix B) directly to the CYCEAB office.

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Recommendation Panel members are required to securely destroy all documentation they have compiled that is linked to the applicant program's accreditation process including all notes used to prepare for discussions, all notes from meetings/discussions, and other documentation needed to make the recommendation to the Board of Directors. It is best to do this following the board decision on accreditation which will be communicated to them via email by the CYCEAB Office Manager.

Section 5 – Board Decision

The recommendation regarding an applicant program's accreditation status from the Recommendation Panel is presented as an agenda item at the next regularly scheduled meeting of the CYCEAB Board of Directors.

The CYCEAB Board of Directors makes the final decision regarding accreditation. Discussion occurs and the decision is made via a formal motion. In some cases, additional information may be requested by board members prior to a final decision being made – either from the reviewers, Recommendation Panel members, or the applicant program. In such cases, the final decision may be delayed beyond the first board meeting where the accreditation recommendation is discussed.

The accreditation decision is one of the following:

- Accredit
- Deny Accreditation

The final decision regarding a program's accreditation status is relayed by the CYCEAB President to the applicant program.

The CYCEAB will provide programs that have successfully completed the accreditation process with a formal letter, a certificate, and a statement of accreditation that must not be altered when communicating accreditation status. Programs can choose not to display the pre-approved statement and certificate of accreditation but must not in any way alter them.

A program may appeal the board's decision following the process as outlined in the CYCEAB Policy and Procedure Manual.

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APPENDICES

APPENDIX A

Template for Reviewers' Report

APPENDIX B

Sample Invoice Form (for Reviewers and Recommendation Panel to Use in Claiming Stipend)

APPENDIX C

Template for Applicant Program's Response to the Reviewers' Report

APPENDIX D

Recommendation Panel Memo and Report Form

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APPENDIX A

TEMPLATE FOR REVIEWERS' REPORT

Please use the following format for the Reviewers' Report that will be sent to the applicant program. Ensure responses to each of the following sections are included. In all sections, refer to evidence/documentation provided within the Self-Study Report and documentation provided by the program including data from surveys of students, graduates, and employers and information gathered during the site review. It is required that the report include the following two components for each section:

- Innovations/Strengths
- Recommendations

1. In what ways does the program enculturate students in the practice values of the CYC profession?

Consider the following:

- Is the program title, definition, and mission compatible with CYC provincial and national descriptions/context?
- What CYC Competency Framework is the program based on? What is the decision behind the framework chosen?
- How well aligned are the program-wide learning outcomes, individual course objectives, and competency model?
- How do the teaching methodologies and assessment practices demonstrate/address the CYC competencies within the classroom and practicum/internship?
- How are professionalism and ethics that guide the CYC profession modelled and addressed?
- How does the program integrate professional and academic goals for their students?
- In what ways do faculty and students practice professional CYC discourse?

2. In what ways does the program structure and course sequencing demonstrate that it is accomplishing the purposes of pre-service education and clinical experiences, engaging in professional development, promoting and conducting inquiry, and providing exemplary education for CYC students?

Consider the following:

- How is the program unique in incorporating the foundational CYC content into their curriculum?
- What electives are provided in the program that enhance and support CYC education?
- What is the program's process for securing practicum placements?
- How are professional and academic goals of practica supported, distinguished, and evaluated during practica experience?
- How does the program ensure quality CYC supervision is in place?
- What is the overall structure of the practicum experience and how are the CYC program competencies identified and assessed?

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- What is the rationale of the program’s sequencing of courses and designation of pre-requisite and co-requisite courses?
 - What are the policies, procedures, and process for curricular revision?
 - What program and institutional support services are in place to assist in student success (e.g., student association, loans, international education, library, financial aid, etc.)?
3. What evidence is there that rigor and innovation are combined in the instruction and curriculum of the program?

Consider the following:

- Describe the evidence of faculty professional CYC experience/development, participation, and membership in applicable professional organizations and scholarly activities that promote the field of CYC.
 - How do faculty ensure high quality instruction and academic rigour?
 - How is time made available to support instructors functioning as a learning community?
 - What are examples of instructors exhibiting caring and high expectations?
 - How is student suitability determined? How is problematic student behaviour addressed?
 - What policies and procedures does the program have in place to ensure prior learning is accurately assessed?
 - What educational pathways/opportunities are available for students to continue their studies through transfer agreements? How does the program maintain these agreements and seek out potential new agreements?
4. What evidence is there of ongoing assessment of the efficacy of the program?

Consider the following:

- What evidence is there that sufficient resources are available to support the ongoing work of the program?
- How does the program conduct ongoing quality enhancement?
- How does the assessment, planning, implementation, and evaluation of program goals occur?
- How are stakeholders identified and involved in the process?
- How does the program address the needs of the students, the community, the program, and the CYC profession?
- How does the program utilize the feedback from student, graduate, and stakeholder surveys in developing continuous quality enhancement for program improvement?
- What is the program’s advisory council structure, role, and process in program improvement?

You may have additional sections to add based on the uniqueness of the program. Feel free to do so as needed, ensuring that you also report on the “Innovations/Strengths” and “Recommendations” in these sections.

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APPENDIX B

SAMPLE INVOICE FORM

Insert name

INVOICE

Street Address
Town, Province and Postal Code
Phone Number

DATE:
INVOICE #
FOR:

Bill To:
CYC Educational Accreditation Board
c/o Lethbridge College
3000 College Drive South
Lethbridge, AB T1K 1L6
403-393-5409

DESCRIPTION	AMOUNT
TOTAL	\$ -

Provide email address for direct deposit.

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APPENDIX C

APPLICANT PROGRAM'S RESPONSE TO THE REVIEWERS' REPORT

Name of Applicant Institution:

Date Reviewers' Report was received:

Date this report is submitted to CYCEAB:

Considering the components of the Reviewers' Report, please feel free to provide a summary response or add additional information or clarification as necessary within the appropriate sections as outlined below:

Section 1: Program's CYC practice

Comment on your program's perspective regarding the reviewers' information on how your program enculturates students in the practice values of the CYC profession. Provide any additional evidence or clarifying information as necessary.

Section 2: Program Structure

Comment on your program's perspective regarding the reviewers' information on how your program's structure and course sequencing demonstrates that it is accomplishing the purposes of pre-service education, clinical experiences, engaging in professional development, promoting and conducting inquiry, and providing exemplary education for CYC students. Provide any additional evidence or clarifying information as necessary.

Section 3: Course Content

Comment on your program's perspective regarding the reviewers' information on how your program's rigor and innovation are combined in the instruction and curriculum of the program. Provide any additional evidence or clarifying information as necessary.

Section 4: Program Efficacy

Comment on your program's perspective regarding the reviewers' information on how your program helps support the ongoing assessment of the efficacy of the program. Provide any additional evidence or clarifying information as necessary.

Section 5: Recommendations

Comment on your program's perspective regarding the recommendations listed by the reviewers. Provide any additional evidence or clarifying information as necessary.

Section 6: Additional Information

Please add any information not already provided above or in the Self-Study Report you submitted that may help the Recommendation Panel reach a decision.

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APPENDIX D RECOMMENDATION PANEL MEMO AND REPORT FORM



MEMO

To: The Recommendation Panel

From: President
Child and Youth Care Educational Accreditation Board of Canada

Date: <insert date>

Re: Instructions for Submitting Your Recommendation

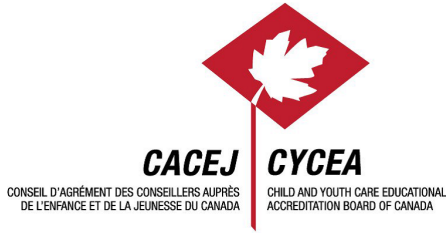
Attached you will find a one-page form which we are asking you to use in submitting your final recommendation for accreditation.

The intent of this phase of the accreditation process is not that your panel evaluate or restate the findings of the Reviewers' Report. It is rather that, as recognized experts in our field, you consider the site reviewers' descriptions of the program and the data submitted by the applicant program and make a recommendation on whether the program should be accredited at this time.

The two major criteria for your decision should be the degree to which the program demonstrates alignment with current CYC principles and practices and the level of rigor of the pre-service program provided for students. We hope you will spend the bulk of your time discussing these two principles and how they apply for the program under review at this time. We therefore are not asking for a lengthy report, rather a few key comments that summarize your deliberations and support your final recommendation.

We appreciate your willingness to serve on the Recommendation Panel. Your contributions are vital to this process and will contribute significantly to promotion of excellence in CYC education in Canada.

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REPORT OF THE RECOMMENDATION PANEL

Program Under Review: <insert name>

Dates of Committee Meetings: <date>

Members for the Current Review: <list members>

Representative Completing This Form: <name>

1. Please comment briefly on the following findings:

- Alignment with the field
- Rigor of the quality of CYC education
- Adequacy of the Continuous Improvement Plan

2. Indicate the overall recommendation of the committee:

- Accredited with Recommendations for Improvement
- Deny Accreditation

Specify:

Signature _____ Date _____