

# SELF-STUDY GUIDE 2023



**CACEJ** | **CYCEA**

CONSEIL D'AGRÈMENT DES CONSEILLERS AUPRÈS  
DE L'ENFANCE ET DE LA JEUNESSE DU CANADA

CHILD AND YOUTH CARE EDUCATIONAL  
ACCREDITATION BOARD OF CANADA

[www.cycaccreditation.ca](http://www.cycaccreditation.ca)  
587-220-7557

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## Section 1 – Introduction

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 or goal setting 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.

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 CYC program. One of the most important activities for success throughout this accreditation process is a high-quality self-study of the program. This self-study is based on reflection of how the program is implementing the various elements being asked in the multiple sections of this Self-Study Guide.

CYCEAB has a standard, or rather a question in service to a standard: **How does the CYC post-secondary program ensure quality in the delivery of education and training for those 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, although 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 include a) a program review if it has been completed; b) student, alumni, and stakeholder surveys or other methods of formalized feedback; c) institutional/program data and documentation that supports the narrative; and d) a quality enhancement plan or other form of program goal planning.

There will be programs who have completed an institutional program review in the years immediately prior to engaging in the CYCEAB accreditation process, and others who have not. Still others will align their program review with the accreditation process and coordinate the two to run parallel, and there may be some programs who complete the CYCEAB accreditation in place of the program review.

While it is not essential that there has been a recent institutional program review, it is important to note that information from institutional reviews provides background and support to what is required by CYCEAB. What is essential is that the program has at least four years of graduates in which the curriculum meets the CYCEAB requirements outlined in section *1.4 Program Structure and Course Sequencing* of the Self-Study Guide.

The self-study is the foundation of the CYCEAB accreditation process. It reflects the intent to respect the individual character and context of each CYC post-secondary education program. The self-study is divided into eight sections. The first seven sections are specific to components within a post-secondary CYC education program while Section 1.8 requires the development of

a Quality Enhancement Plan (QEP) which addresses 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. It is essential that in this section, programs provide evidence of how they implement what is asked – how would one “see” this within the curriculum, learning spaces, evaluation methods, interactions among program/institutional faculty and with students, etc. Further, as the reviewers will be unfamiliar with the program’s operations, policies, and practices, etc., it is essential that sufficient detail be provided in responses, based on the assumption that the reviewers know nothing about the program.

**NOTE:** It is essential that programs use the listings as checklists in both *What You Need* and *Engaging the Evidence*. This ensures that all numbered items in the *What You Need* section are included as appendices and all numbered items in *Engaging the Evidence* include a detailed narrative. Links to documents without a narrative that explain and support how the program is implementing what is asked are considered an incomplete response.

CYCEAB’s accreditation process is unique as compared to many other disciplines due to the reflective nature of the narrative required for the Self-Study submission. Not only the documents which provide evidence on what *should* be done are required, but additional reflection to provide the evidence of how and what is being implemented within the program is necessary. Reflective practice is essential in this process and requires program faculty to be both leading and fully engaged in the discussions initiated by the ***Engaging the Evidence*** questions. The collective perspective from faculty becomes evident in responses for it provides detail, CYC voice, and evidence of the link between theory and professional CYC practice.

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 the self-analysis will be a) an assessment of how the program is doing and b) immediate and long-term goals for ongoing improvement.

## Section 2 – Self-Study

The Self-Study Report should be organized using 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.

### 1.1 Program Title, Mission, and General Outcomes

#### Standard

The CYC program has a clear program title related to a program mission and linked directly to program outcomes aligned with CYC professional practice.

#### Overview

The education and training of CYC practitioners will have a clear program title related to a program mission declaring the purpose 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 and mission will be compatible with a definition of CYC that can be defended. There are layers of explanations, beginning with regulatory purposes, 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 programs 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.

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**

1. Institutional/faculty/department/program mission statements.
2. Descriptions of each of the program outcomes and the course sequences for the post-secondary credential.
3. Relevant data and information from CYCEAB surveys/feedback methods and additional institutional data that is appropriate for this section.

### **Engaging the Evidence**

1. State the program title, mission, and general outcomes and describe how they align with each other and to a literature and tradition in CYC work. Describe the *internal coherence* between these and other elements of the program such as course titles, CYC-specific language or terminology, program culture, etc.
2. Identify what CYC literature supports the outcomes listed in #1.
3. How is the program positioned in relationship to a CYC Scope of Practice?
4. Identify the successes and strengths that have impacted the program's reputation within the profession.
5. Reflect on relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate in this section.

## 1.2 Competency/Outcome Identification and Validation

### Standard

The CYC program curriculum will demonstrate alignment with a current, relevant CYC competency/outcome framework.

### Overview

The assessments related to competency/outcome identification and validation should be connected to those domains of CYC practice identified by the program. It is required that the program identify the most recent version of one core CYC competency/outcome 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.

There are several CYC 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 Psychoeducatoeur, CYC Mental Health Competencies (Stuart, Third Edition 2022), and Child and Youth Care Certification Board, Inc.

### What You Need

1. Course and practicum syllabi.
2. A chart showing the CYC competency/outcome framework used in the program and the alignment with course outcomes. A sample *Curriculum Alignment to Competency Framework* can be found at the following link: [SAMPLE](#).
3. Relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate for this section.

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

### Engaging the Evidence

1. In what ways do program and course learning outcomes align and/or not align with the selected CYC competency/outcome document?
2. Identify strengths and gaps that emerge when aligning course and program outcomes to CYC competencies of practice.
3. What challenges occur as the program aims to meet their program outcomes while providing a rich educational experience? What successes have been experienced?



4. 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.
5. Describe how student learning is evaluated in practicum. What is the role, if any, of CYC practitioners in this evaluation?
6. Explain the relationship between practicum and classroom-based learning (connection between theory and practice) in relation to the CYC competencies/outcomes to which the program maps.
7. 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.
8. Reflect on relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate in this section.



## 1.3 Transfer Coursework/Prior Learning Assessment

### Standard

The CYC program follows established policies and processes to determine how previous post-secondary education, work experience, and prior learning are recognized within the program.

### Overview

The purpose of 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

1. 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 the program from other programs and/or institutions.
2. Policies related to prior learning assessment.
3. Articulation and transfer agreements for program graduates who wish to apply to other institutions.
4. An indication of entry points for direct entry from a CYC diploma into degree or other advanced admission pathways, particularly as this applies to shorter *fast track* or accelerated programs of study.
5. Relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate for this section.

## Engaging the Evidence

NOTE: If what is asked in the following questions is the responsibility of another institutional department, explain the program's involvement. What is the impact on the program in terms of strengths and challenges?

1. 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.
2. Describe how information about advanced standing, transfer credit, and prior learning assessment are made available to both potential program applicants and current students.
3. Describe the process for assessing theory-based courses for advanced standing, transfer credit, or prior learning.
4. Describe how hours and outcomes in practicum courses are assessed for advanced standing, transfer credit, or prior learning.
5. 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?
6. Given prior learning applications in the program within the last five years, comment on trends, successes, challenges, and barriers.
7. How do program articulation/advanced standing, transfer credit, and prior learning assessment policies and practices demonstrate equity and transparency?
8. What processes are used to ensure articulation agreements maintain the core quality of CYC practice?
9. 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?
10. Describe how students from *feeder* credentials (non-CYC diplomas or degrees), via transfer or articulation agreements into the applicant program, are vetted to ensure that their professional and personal philosophy aligns with CYC professional practice, identity, ethics, etc.
11. 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.
12. Reflect on relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate in this section.

## 1.4 Program Structure and Course Sequencing

### Standards

- The CYC program curriculum is organized around specific learning outcomes for students, reflecting the values, knowledge, and skills that CYC students are expected to acquire and demonstrate upon completion of the CYC program, and which are applicable in CYC practice with children, youth, families, groups, organizations, and communities.
- The CYC program meets the CYCEAB-recommended core course listing specific to the credential offered, which represents learning outcomes that lead to excellence in CYC education. These include but are not limited to child and adolescent development, diversity, inclusive practice, self-care wellness, trauma-informed practice, mental health, Indigenous ways of knowing and being, Truth and Reconciliation, technology, anti-racism, and counselling.
- The CYC program curriculum includes practicum courses (inclusive of terms such as field work, field placement, internship, work integrated learning, etc.) as essential experiential components of the CYC credential. These will occur in a professional setting that employs Child and Youth Care practitioners and adheres to CYC ethical practice, with formal learning outcomes and formal one-to-one in-person supervision for student learning facilitated by a CYC faculty member, focusing on reflective practice linking theory to the student's present practicum experiences.

### 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 that 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 a 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 health, Indigenous ways of knowing and being, Truth and Reconciliation, technology, anti-racism, and counselling.

**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 helps reviewers and the Recommendation Panel understand where the program might be innovating and/or responding to local needs.

**For Diploma programs the following apply:**

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 the following departments: general studies, liberal arts, arts and sciences, or psychology, etc. These courses would:

- Have CYC prefix/course numbering identifiers (where possible, depending on program/institution course naming requirements).
- Be core courses in the CYC credential.
- Be taught by a CYC faculty member.
- Have course outcomes that are directly linked to recognized CYC core competencies/outcomes.
- Have formal assessments that are directly linked to CYC core competencies/outcome and Scope of Practice.
- Have 80% of their literature resources that are 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 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 Counselling (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 two 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.

**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 the following departments: general studies, liberal arts, arts and sciences, general education, or psychology, etc. These courses would:

- Have 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.
- Have course outcomes that are directly linked to recognized CYC core competencies/outcomes.

- Have formal assessments that are directly linked to CYC core competencies/ outcomes and Scope of Practice.
- Have 80% of their literature resources that are 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.

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

Foundations of Child and Youth Care Practice	1-3 courses
Communications and Counselling - 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/outcome framework 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 they 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/outcome framework 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.

**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/outcome framework 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, work integrated learning, etc. The name given for these experiences is not of consequence, but it is expected that practicum will include the following components:

- The practicum will occur in a professional setting that employs Child and Youth Care practitioners. It 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 one-on-one, small group, or large group programming. This can be in-person contact or virtual contact, but a 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 and one-on-one supervision from within the practicum setting is provided to the student with guidance and written feedback.
- Formal in-person and one-on-one 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. However, these seminar hours, when counted as practicum hours, cannot be separate courses within the curriculum.
- Practicum must have adequate supervision for student learning facilitated by a faculty member who is a CYC. 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.
- Due to extraordinary situations such as the COVID-19 pandemic, post-secondary programs may be required to be creative in providing 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/outcomes, and/or CYC vocational standards. As public health recommendations allow in the accreditation applicant's 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

1. Create a 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.
2. 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.
3. A list of electives in the program and interdisciplinary electives used to support CYC emphases and interests.
4. 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.
5. Descriptions of relevant concentrations, minors, or foci.
6. Institutional and program statements for addressing anti-racism in program curricula and in learning spaces.

7. Institutional policies for Truth and Reconciliation and any additional government or policy documents requiring implementation for the CYC program at the post-secondary level.
8. Relevant data and information from CYCEAB surveys/feedback methods and additional institutional data that is appropriate for this section.

### **Engaging the Evidence**

1. How does the program implement and integrate components of government or policy documents into coursework, professional discourse, and assessment including Truth and Reconciliation, anti-racism, etc.?
2. Provide evidence of dedication and transformative efforts towards anti-racism, diversity, equity, and inclusion at the institutional level. The program level. In the classroom/learning spaces.
3. Provide details to where in the curriculum the outcomes are linked to topics including child and adolescent development, diversity, inclusive practice, self-care wellness, trauma-informed practice, mental health, Indigenous ways of knowing and being, Truth and Reconciliation, technology, anti-racism, and counselling. Explain how student learning is assessed with respect to these topics.
4. How are instructional hours determined and what is the process used to set up course sequencing?
5. If the 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 the program. Explain the strengths and challenges this may present.
6. Comment on the alignment between the program structure, curriculum content, and course sequencing as stated in the CYCEAB course listing chart (specific to the credential outlined on the previous pages).
7. 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.
8. Describe the rationale supporting the designation of pre-requisite and co-requisite courses. If this is the responsibility of another institutional department, explain how the CYC program is involved in determining pre-requisites and co-requisites.
9. Describe how the program addresses any unique circumstances that impact a student's ability to successfully achieve course outcomes.

10. How are resources such as textbooks, readings, etc. used to support the most recent philosophies and ideologies of CYC practice? How are they connected to the competency/outcome framework and linked to the course's learning outcomes? What process is used to ensure these resources are current and relevant?
11. 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?
12. Considering CYC practice is based on strengths-based and relational practice, explain how the coursework supports and maintains this focus throughout the program.
13. 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.
14. What has been done to integrate practicum learning outcomes and theory-based course learning outcomes?
15. Describe the delivery model for practicum courses.
16. How many FTEs (full-time equivalents) are provided to manage practicum? How is the practicum process coordinated?
17. Explain how the program meets the hours requirement of the practicum experience as specified in the CYCEAB course listing chart that is specific to the credential as outlined in the previous pages.
18. Articulate how the program meets the bulleted statements outlining requirements of the practicum experience – professional setting, direct contact, reflective practice, evaluation, etc. – found on the previous pages under the **Practicum Requirements** heading.
19. Describe the process of reflective practice that students engage in within both theory courses and practicum experiences throughout their period of studies. What are the expectations for faculty supporting students with this growth? Provide specific examples of how this is facilitated for students.
20. 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 found on the previous pages under the **Practicum Requirements** heading for practicum seminar supervision/support by a CYC faculty member?

21. How does the program orientate and support non-CYC educated individuals who provide the practicum site-specific 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?
22. What are the elements of the assessment process (assignments, evaluation, frequency, variety, etc.) for practicum experiences? How are the assessments designed around the philosophies of CYC practice?
23. Explain how the program manages the 80% direct contact expectation during times such as the recent pandemic. This might include what constitutes hours for students; what does the program do to manage placement settings that may not allow direct contact; what happens when a placement setting closes and the student loses their opportunity to complete hours. What alternatives does the program have for students who are unable to achieve the *direct contact* hours with regards to completion of their credential?
24. Explain the curriculum content, delivery methods, organization, instructor selection, etc. for seminars/classes (both co-curricular and pre-requisites) that coincide with practicum.
25. 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?
26. What are the criteria for evaluating the success of practicum? How are professional and academic outcomes of practicum supported, distinguished, and evaluated during practicum experience?
27. Reflect on relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate in this section.

## 1.5 Faculty Qualifications

### Standard

Faculty in the CYC program possess academic credentials and professional experience directly aligned with the CYC Scope of Practice. Membership and participation in CYC professional organizations/associations, scholarly activities, and supporting a CYC student community are essential.

### Overview

Successful completion of a CYC credential implies graduates possess expertise about children, youth, and families 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 educational experience.

Expertise and commitment are usually acquired through post-secondary credentials, practice experience, research, and study. Expertise is an individual accomplishment as well as a collective accomplishment. Programs are asked to consider the match between 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

1. Curricula vitae or resumes for all those who have teaching assignments.
2. A chart that identifies all those who have teaching assignments, their academic credentials, and their teaching assignments for the current academic year. Note unique teaching assignments in addition to the typical yearly assignments. A *Faculty Workload Template* can be found in Appendix B.
3. 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 curriculum vitae or resume.
4. A written statement from each person holding a teaching or practicum assignment that answers the question, *Identify your alignment with the foundations of CYC professional practice.*
5. A copy of the last job posting if hiring has taken place in the past five years.
6. Institutional/program statement(s) for diversity in hiring practices.
7. Relevant data and information from CYCEAB surveys/feedback methods and additional institutional data that is appropriate for this section.

### Engaging the Evidence

1. Describe the fit between the instructional complement's professional profile and the suggested professional alignment outlined in the **Overview** above. Provide evidence of how the program teaching positions reflect the professional practice context of the community.
2. Describe the pedagogical practices central to the program and describe how they are taught and shared among faculty.
3. How are faculty teaching assignments matched to courses, individually and as a group? What are the strengths? What are the challenges? What are the areas for continued development to align with CYC professional practice expectations?



4. What strategic plans are in place to ensure sustainability and ongoing development of faculty expertise?
5. In what ways do institutional policies and plans support or interfere with program needs for expertise?
6. Provide details of the institution's formative and summative evaluation of faculty and instruction. Provide summary data as available.
7. What is in place for faculty, formally and informally, to engage in ongoing professional development, education, or training?
8. How are faculty contributing to the development of the CYC profession (locally, provincially, nationally) and CYC post-secondary education? Be specific.
9. Describe the CYC program's specific engagement with the institution's hiring strategies when hiring for all CYC teaching positions.
10. How has the institution/program's statement(s) for hiring a diverse faculty complement been demonstrated in recent hiring practices within the CYC program? What have been the strengths of this practice? Challenges or barriers?
11. Reflect on relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate in this section.

## 1.6 Program Goals

### Standard

The CYC program implements actions to achieve curricular and professional goals that have been developed using data and feedback from various sources which are focused on enhancing the CYC post-secondary credential offered.

### 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 program goals are different than the mission statement, etc. in section 1.1 of this Self-Study Guide. The focus of attention in this section is 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 and committee agendas and minutes, and strategic planning documents.

### What You Need

1. Provide materials that adequately describe the program's curricular and professional goals from the past five to seven years and the plans for achieving those goals, including those where partial progress may have already been achieved.
2. Relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate for this section.

### Engaging the Evidence

1. Describe the program's goals and action steps toward building the profession of Child and Youth Care. Explain how these have changed or stayed the same over the past five to seven years.
2. Explain how stakeholders are involved in goal setting. Identify which stakeholders are involved, at what times, and the nature of their participation.
3. Describe how progress toward goals previously set by the program are being measured or documented.

4. What are the strengths and challenges for growth and development of the planning, implementation, and evaluation of the program goals?
5. How do the program goals address the needs of the local CYC community and the larger CYC professional community?
6. How does the program demonstrate leadership on professional discourse within the professional CYC community? Provide specific examples.
7. Comment on the alignment between the program's goals relative to changes and trends in CYC practice and community needs. Provide specific examples over the past five to seven years.
8. Review the goals and recommendations from the previous institutional program review and/or Quality Enhancement Plan (QEP) if previously accredited. 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.
9. Reflect on relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate in this section.

## 1.7 Program Integrity

### Standard

The CYC program implements policies, procedures, and practices to ensure program integrity, currency, and quality.

### Overview

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

### What You Need

1. Relevant departmental policies and practices that impact the student experience such as, but not limited to, student recruitment strategies, admission policies, student support services, finance, etc.
2. Relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate for this section.

### Engaging the Evidence

**NOTE:** If what is asked in the following questions is the responsibility of another institutional department, explain the program's involvement. What is the impact on the program in terms of strengths and challenges?

1. What are the program's practices for recruiting a diverse student population?
2. 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? What evidence do you have that your criteria distinguish between qualified and unqualified candidates?
3. 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 the program experiences with this? What evidence do you have that your criteria distinguish between qualified and unqualified candidates?

4. 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 for the program.
5. What are the non-negotiable academic and professional standards that students must meet? Be specific. How are these relayed to students? How are they enforced?
6. In the past three to four years, how many students left the program because of a failure to meet academic standards? Explain. What options do these individuals have to return to the program in the future if they desire?
7. In the past three to four years, how many students left the program because of a failure to meet professional standards? Explain. What options do these individuals have to return to the program in the future if they desire?
8. Provide a narrative that explains how the program a) builds community within the CYC program and b) supports student participation in professional activities and scholarly activity. Provide examples of your successes.
9. Describe how the program helps students consider professional and personal options in the CYC profession. This may include formal opportunities and informal efforts to encourage reflexivity and reflection.
10. Explain how the program integrates professional and academic goals in the program including curriculum, professional discourse, community engagement, etc.
11. Describe 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.
12. Describe institutional support services that enhance student success. Who specifically provides this support? How many students typically use these supports in a given academic year?
13. Describe how professional practice ethics are practiced, modelled, and taught throughout the curriculum, in interactions, in assessments, etc. Be specific.
14. How does the program ensure students' familiarity with and application of the provincial/national association's Code of Ethics throughout the students' time in your program, e.g., situational case studies, ethical dilemmas, role playing?
15. How is the CYC Code of Ethics (provincial, national, etc.) woven throughout your curriculum? Be specific; provide examples.

16. How has the program successfully resolved situations with students that involved ethical practices, values, and behaviours? What resources were you able to use? What happens when such situations are not successfully resolved?
17. Explain the process for facilitating student membership in your provincial/national CYC association. What is the process for faculty membership?
18. How does the program ensure students are familiar with the provincial/national association competencies/outcomes for CYC professional practice?
19. How does the program support students in their employment searches pending graduation? What is done to support students looking to further their CYC education after they have completed their credential?
20. Reflect on relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate in this section.

## 1.8 Quality Enhancement Plan

### Standard

The CYC program develops, implements, and annually reviews a five-to-seven-year Quality Enhancement Plan for continuous improvement based on the CYCEAB Self-Study. Additional program development components aligned with program and/or institutional goals beyond CYCEAB requirements may be included. Reporting of progress via a written update to the CYCEAB will occur at year two of accreditation being granted.

### 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. Looking ahead is important after reviewing all sources of information provided in sections 1.1 through 1.7 and following the rich discussion and reflective thoughts that occurred. The next five to seven years can be used to implement and test processes that will foster program development and enhancement. A sample *Quality Enhancement Plan* can be found at the following link: [SAMPLE](#).

It is expected that programs will formally review their QEP annually so they can report on the progress made on their QEP. This progress report is required at the two-year mark of accreditation, and it is to be submitted to the CYCEAB Accreditation Coordinator. A sample *Program Progress Report Summary* can be found at the following link: [SAMPLE](#).

It is also expected that the program's annual review of their QEP will be kept on record by the program for future reference and submitted as supporting documentation when re-accreditation is underway.

The Quality Enhancement Plan will be needed when seeking re-accreditation for accreditation applicants are expected to provide a detailed summary of the progress, achievements, challenges, etc. from their QEP while engaging in the full self-study process.

### What You Need

1. Previous Quality Enhancement Plan (QEP) if the program was previously accredited by CYCEAB. A plan created for institutional program reviews, peer reviews, or other governing bodies may be included where the CYCEAB QEP does not exist.
2. Progress Summary Report if the program was previously accredited by CYCEAB.
3. Relevant data and information from CYCEAB surveys/feedback methods and any additional institutional data that is appropriate for this section.



## Engaging the Evidence

1. 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.** It is expected that you will also add recommendations that you determine are actionable from the site review discussions that occurred after the self-study was submitted. These types of additions/revisions would be added to your QEP after an accreditation decision and written feedback was provided. It is acknowledged that moving forward, some actions planned at this time may change, new action plans may take precedence in the future, revisions may be necessary, etc.
2. If the CYC program was previously accredited by CYCEAB, detail the progress made on the QEP developed for the previous accreditation application. 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?

## **Appendices**

APPENDIX A  
Curriculum Mapping Template

APPENDIX B  
Faculty Workload Template

**APPENDIX A: Curriculum Mapping Template**  
**Section 1.4 of Self-Study Guide**

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

**APPENDIX B: Faculty Workload Template**  
**Section 1.5 of Self-Study Guide**

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