SITE REVIEW GUIDE
2023

CACEJ | CYCEA

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

CHILD AND YOUTH CARE EDUCATIONAL
ACCREDITATION BOARD OF CANADA

www.cycaccreditation.ca
587-220-7557

This guide provides information about the accreditation process once the Self-Study Report has been submitted for review. To see a snapshot of the entire accreditation process, from the initial expression of interest through to decision by the Board of Directors on accreditation, please refer to the Accreditation Process Flowchart found on the CYCEAB website.

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Photo on cover page is a winning entry in the
2022 CYCEAB Photo Contest and it was submitted by
Sheridan College in honour of National Reconciliation Day.   PAGE 2

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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 or goal setting processes, which usually focus on university and college expectations and interests. **The focus of the Child and Youth Care Educational Accreditation Board of Canada (CYCEAB) accreditation is on expectations in CYC professional education.**

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/outcomes that are articulated and measurable.
- Engagement in educational practices wherein graduates have the knowledge and skills to respond to the needs of children, youth, and families in their local context.

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/outcome 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 by providing a narrative response for all components with the **Engaging the Evidence** sections of the Self-Study Guide.

For CYCEAB, the intent of the data gathering during the accreditation process is to help the accreditation applicant demonstrate alignment to 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. 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 takes into consideration elements such as geographical and regional uniqueness, program specialties, credential differences, and unique professional CYC practices.

CYC curricula across diploma and degree programs have 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. As a result, many CYC programs are differentiating themselves from each other. Thus, comparisons between programs around the world reflect both common practices and significant differences.

CYCEAB wants to encourage both responsiveness to common interests and curriculum and practice innovation. CYCEAB has a standard, or rather a question in relation 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.

Section 1 – Reviewers

Assignment of Reviewers

Once the accreditation applicant is approaching the time to submit their Self-Study Report, they must provide a general scheduling block for a site review to the Operations Manager and Senior Governance Officer (hereinafter referred to as the Operations Manager or manager). The manager, in consultation with the Chair of the Human Resources Committee, will assign two board-approved reviewers to the accreditation applicant.

The manager provides the names of the reviewers to the accreditation applicant before the submission review and the contact information following the submission review. Upon a successful submission review, the accreditation applicant works directly with the reviewers to schedule the site review on dates that are convenient to both the applicant and the reviewers.

By providing the names of the assigned reviewers to the accreditation applicant prior to the submission review, the applicant will thus have an opportunity to declare a conflict of interest should they perceive one exists. This declaration would be made to the Operations Manager.

Assigned reviewers, as well, are to self-declare conflicts of interest in advance of their assignment to the Operations Manager.

As per the Policy and Procedure Manual, a conflict of interest *arises when such a member or individual may advance outside interests or gain advantage from an accreditation decision. A conflict can occur when a company or person has a vested interest -- such as money, status, knowledge, relationships, or reputation -- which puts into question whether their actions, judgment, or decision-making can be unbiased.*

The Operations Manager, when assigning the reviewers, ensures they meet the criteria outlined in the Policy and Procedure Manual and that they are potentially available during the timeline identified by the accreditation applicant. Should one or both reviewers not be available when scheduling the site review, the manager will select board-approved reviewers to take their place.

With respect to qualifications, one reviewer will have completed a minimum of two CYCEAB site reviews and they will work with a second reviewer who has less or equal experience with the CYCEAB accreditation process. One reviewer will teach or practice the CYC profession outside of the accreditation applicant's geographical region as defined by CYCEAB bylaws. The second reviewer can teach or practice the CYC profession in any of the three regions defined by CYCEAB bylaws.

As there are a range of post-secondary credentials (e.g., Diploma, Bachelor's Degree, Master's degree, Doctorate), reviewers must have the minimal level of education that would be required by the accreditation applicant 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

Reviewers will be required to sign the Confidentiality Agreement to protect the identity of the accreditation applicant and their institution and not share publicly any information provided by the accreditation applicant.

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* menu item.

The CYCEAB reviewer's primary role is to engage with the accreditation applicant to determine how the Child and Youth Care post-secondary program educates practitioners who serve children, youth, and families and to provide this information to CYCEAB for decision-making purposes. Responsibilities include the following:

- Become familiar with all accreditation documents found on the CYCEAB website and ensure they are aware of all that is required for the site review.
- Complete the submission review in collaboration with the Accreditation Coordinator to determine whether the Self-Study Report and supporting documentation meet the requirements needed to progress to the site review stage.
- Review the applicant program's Self-Study Report through the lens of preparing for the site review. It is important that reviewers understand the operations and details of the program in relation to the posed question: **How does the CYC post-secondary program ensure quality in the delivery of education and training for those who serve children, youth, and families?** Key to this is also ensuring a thorough review of all required supporting documents identified under **What You Need** in sections 1.1 to 1.8 of the Self-Study Guide.
- Engage with the CYC accreditation applicant and ensure all components of the virtual site review are completed. Refer to Section 3 for site review requirements.
- Produce a written summative report to CYCEAB for consideration towards the final accreditation decision, using the report template provided.
- Provide a verbal report to the Recommendation Panel summarizing the findings from the site review as they align with the program's Self-Study Report.
- Engage with the Recommendation Panel and the Board of Directors as needed.

Interested applicants for reviewer positions are required to submit a cover letter and a CV or resume 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.
- Familiarity with technology and formats used for completing virtual site reviews.
- A member of good standing in their professional Child and Youth Care association.

Preferred candidates are those who have experience with other accreditation processes and supervisory or management experience in a recognized CYC service setting.

Section 2 – Submission Review

The 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.

An accreditation applicant proceeds to the site review stage of the CYCEAB accreditation process following a successful submission review of the Self-Study Report and its supporting documentation. The review is completed by the CYCEAB Accreditation Coordinator and assigned reviewers.

The Accreditation Coordinator and assigned reviewers are given secure digital access to all accreditation documentation which includes the Self-Study Report and associated appendices. The reviewers must be familiar with the appropriate version of the Self-Study Guide and Site Review Guide prior to the submission review. The appropriate version of each of the accreditation documents is dated the year of the applicant's application.

A successful submission review will mean that the Self-Study Report meets the:

1. Requirements in the **What You Need** sections of the Self-Study Guide.
2. Requirements of each numbered item in the **Engaging the Evidence** sections. This means that it is evident that extensive reflection has contributed to a detailed, comprehensive narrative for each numbered item.

If the Accreditation Coordinator and assigned reviewers deem that the Self-Study Report has met the requirements for the accreditation applicant to progress further in the accreditation process, the Accreditation Coordinator will advise the applicant that their submission was successful. The accreditation applicant can now move to the site review stage.

If the submission review reveals that further information is required in the Self-Study Report, the Accreditation Coordinator will advise the accreditation applicant that they have an opportunity to revise the report and submit it for a second review. The AC will advise the accreditation applicant on the areas requiring revision.

If the second submission is successful and it has changed the timeframe for the site review, the accreditation applicant must provide a new scheduling block of dates to the Operations Manager. The manager will then confirm the availability of the reviewers or if required, assign one or two new board-approved reviewers for the site review.

If the second submission does not meet the requirements outlined in the Self-Study Guide, the Accreditation Coordinator will advise the CYCEAB President and the Operations Manager. A letter under the President's signature will then be sent via email to the accreditation applicant informing them that their Self-Study Report does not meet the requirements for them to proceed to the Site Review stage, and consequently their accreditation application has been closed. Accreditation applicants can appeal the decision, or they can re-apply for accreditation according to CYCEAB application deadlines. This ends the responsibility of the reviewers for this specific accreditation application.

Section 3 – Site Review

After a successful submission review, and the assigned reviewers are in place, the accreditation applicant can proceed to the site review stage of the accreditation process. The site review is when the reviewers engage directly with an accreditation applicant to gain a deeper understanding of the current activities of the CYC program undergoing accreditation.

The CYCEAB Operations Manager provides the accreditation applicant with the contact information of the reviewers. The applicant then works directly with the reviewers to schedule the site review. The applicant notifies the Accreditation Coordinator of the dates of the site review.

It is possible that the site review will be scheduled at the same time as an institutional program review if programs are aligning the two processes. If so, the Accreditation Coordinator may assist with the details of the review and the reporting formats.

Preparation for a Site Review

It is the reviewer's responsibility to thoroughly review the Self-Study Report and supporting documentation prior to the site review. It is important that the reviewers read the version of the Self-Study Guide dated the year the applicant submitted their application for accreditation. Relevant versions of the Self-Study Guide and the Site Review Guide can be found on the CYCEAB website. Reading the Self-Study Guide will help the reviewers identify the areas to be further explored during the site review and formulate questions to ask each focus group during the site review. It is important for the accreditation applicant to understand that the site review is not the time to share important details of the program that answer the **What You Need** and **Engaging the Evidence** sections of the Self-Study Report.

Site Review Components

The site review is to include the following components:

- Separate meetings typically allotted 90 minutes each, which are scheduled by the applicant program with specific groups who have a vested interest in the accreditation process. Allowance should be provided within the schedule to allow for extended time should meetings exceed the scheduled 90 minutes.
- Meeting groups should include, but not be limited to, 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 faculty member or designate is expected to introduce the reviewers at meetings with students, graduates, and other stakeholders, but the individual does not remain nor participate in these meetings.
- A virtual tour (live or recorded). Photos of facilities may be useful as well. 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.
- A summary presentation by the reviewers of the key findings of the site review, presented to faculty and administration.

Arranging a Virtual Site Review

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

- The accreditation applicant needs to communicate with reviewers in advance of the site review, after the submission review has been successfully completed. This helps them 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 a *team experience* that will result in an effective site review.
- The accreditation applicant must identify with the reviewers the online web conferencing platform that will be used and any other communication methods such as online chats, etc. The applicant will be responsible for all scheduling.
- Time zones must be considered when setting the schedule. For example, there is a four-hour time difference between those living in BC and those living in the Maritimes.
- To ensure consistent messaging, communications from the accreditation applicant must include both reviewers, not just one.
- Web conferencing is best so participants can see one another. Also, the reviewers will be able to see those who are actively engaged and those who are not.
- 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.
- The accreditation applicant must consider how best to conduct a virtual tour. Will it be in real time or recorded? How does one provide a virtual tour that will help reviewers assess the learning and student spaces?
- The accreditation applicant must consider how to make the review as authentic as possible, allowing reviewers to understand the student culture.

Scheduling the Site Review

The accreditation applicant and reviewers, together, finalize the schedule for the site review. In all cases, the site review must be scheduled during a regular academic term when students and faculty/staff are available. 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 expected that the virtual site review will be completed within one work week (Monday to Friday). This will help address scheduling challenges and time zone differences. Distributing the sessions over three to five days allows for easier rescheduling should it be necessary. It eliminates reviewers being *online* for seven or more hours per day for consecutive days, thus avoiding fatigue.

The accreditation applicant needs to include in the site review schedule, spaces for reviewers to hold private meeting times so the reviewers may debrief, complete notetaking, etc.

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 accreditation applicant discusses the length of the site review (2 vs 4 vs 5 days) and the schedule with reviewers, before the schedule is finalized.

SAMPLE #1 – FIVE-DAY ACCREDITATION SITE REVIEW SCHEDULE		
Times	**NOTE: It is important to build breaks into the schedule to allow reviewers time to regroup and refresh.**	
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 representative group of 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.

Times	SAMPLE #2 – TWO-DAY ACCREDITATION SITE REVIEW SCHEDULE	
	NOTE: It is important to build breaks into the schedule to allow reviewers time to regroup and refresh.	
	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 representative group of 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.

The Site Review

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. It provides reviewers the opportunity to explore further, during conversations they will have with various stakeholders, the information provided in the Self-Study Report and specifically what the information means with regards to student learning and engaging in the move to professional practice. It is an expansion of what the reviewers have already learned through reading the Self-Study Report. It is **not** a time to provide the reviewers first-time information which could not be found in the Self-Study Report. 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 reviewers 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 accreditation applicant. Participants may be nervous, even anxious, that the site review goes well. Programs may fear the site review is a judgement on their program. 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. Instead, 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 reviewers are unclear about who knows what and who has seen which documents, they must check with the accreditation applicant directly. The reviewers may find it useful to have *frontstage* 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.

Reviewers are encouraged to cultivate a conversation in the spirit of inquiry. Reviewers will want to ask hard questions in a collaborative rather than examination style. 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 learn about them during the site review rather than being surprised to see them later in the Reviewers' Report.

It is important for the reviewers to identify 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?

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 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 available faculty and administration 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 1.8) 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, they review the characteristics of the program that make it unique, interesting, and any other attributes 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 there is mutual understanding and 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, e.g., 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.

Section 4 – Reviewers' Reporting Requirements

The Reviewers' Report

Reviewers submit the Reviewers' Report to the Accreditation Coordinator no later than four weeks following the site review. The Accreditation Coordinator reviews the report to ensure that it meets the requirements outlined in the Site Review Guide. See report template in Appendix A. If revisions are required, the reviewers will be notified by the Accreditation Coordinator, and they will send the revised report within an agreed upon timeline. If an extended delay is expected, the Accreditation Coordinator informs the Operations Manager 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 Operations Manager for final formatting and proofreading. Clarification from the reviewers may be needed on significant grammar changes and how well specific content pieces read. The reviewers will be consulted on any recommended significant changes. The Operations Manager uploads the final report to the CYCEAB official file sharing site and alerts the accreditation applicant and the reviewers.

The Accreditation Coordinator and the Operations Manager work towards having the Reviewers' Report available to the accreditation applicant within two to three days of receiving the report from the Reviewers.

The Reviewers' Report is one of the primary 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 accreditation applicant in the Self-Study Report for the benefit of the Recommendation Panel.
- Cultivate the spirit of program improvement in program faculty and staff.
- Apply their 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 the applicant program with additional interpretations of the program that were not included elsewhere. This information will be included in the Reviewers' Report.
- Represent CYCEAB and the field of professional CYC education.

The reviewers are not involved directly with the applicant program after submission of their report to the Accreditation Coordinator and Operations Manager. Accreditation applicants now communicate directly with the Accreditation Coordinator or the Operations Manager.

Reviewers' Verbal Report to the Recommendation Panel

Refer to Section 6 – Recommendation Panel.

Invoicing by Reviewers

CYCEAB pays a stipend to all reviewers. Each reviewer independently submits their invoices for payment directly to the CYCEAB office. See invoice template in Appendix B.

The first invoice is for payment upon completion of the submission review. The second invoice is for payment following the reviewers' verbal report to the Recommendation Panel.

Reviewers are required to securely destroy all documentation that is linked to an applicant's accreditation process, including all notes and documentation. It is best to do this following the board decision on accreditation which will be communicated to reviewers via email by the Operations Manager.

Section 5 – Accreditation Applicant's Written Reply To Reviewers' Report

The accreditation applicant is required to provide a written reply to the Reviewers' Report within four weeks of receiving the report from CYCEAB. See report template in Appendix C.

The focus of the *Written Reply to the Reviewers' Report* is to highlight information that the reviewers did not include in their report and/or respond to outstanding challenges or concerns. Acknowledgement of reviewer comments regarding strengths, concerns etc. is encouraged.

Once completed, the *Written Reply to the Reviewers' Report* is submitted by the applicant program via email to the Operations Manager. This report is one of the primary documents that the Recommendation Panel uses in making their recommendation on accreditation to the Board of Directors.

Section 6 – Recommendation Panel

The Recommendation Panel is comprised of three board-approved reviewers who have been appointed to the panel under the authority of the CYCEAB Board of Directors. Should there be a conflict of interest for a member of the Recommendation Panel, an alternate board-approved reviewer will be selected.

The CYCEAB Operations Manager provides members of the Recommendation Panel access to the specific accreditation applicant's records on the file sharing site. Records will include the Reviewers' Report, Applicant Program's Written Response to the Reviewers' Report, 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 of the findings from the site review to the Recommendation Panel. Open communication is encouraged during this time to ensure all questions of the Recommendation Panel are answered and that all necessary and available information is provided.

The 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.
- Provide further details or clarification as required 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 Board of Directors using the report template found in Appendix D.

The recommendation would be one of the following:

- Accredit with Recommendations for Improvement
- Deny Accreditation

The Recommendation Panel must submit their report to the CYCEAB office within four weeks of receipt by CYCEAB of the *Applicant Program's Written Response to the Reviewers' Report*.

CYCEAB pays a stipend to all Recommendation Panel members. Once the panel's report has been submitted, Recommendation Panel members submit their invoice for payment directly to the CYCEAB office. A sample template can be found in Appendix B.

Recommendation Panel members are required to securely destroy all documentation that is linked to the applicant program's accreditation process. This includes the notes and 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 Operations Manager.

Section 7 – Board Decision

The CYCEAB Board of Directors makes the final decision regarding accreditation.

The Recommendation Panel's report is presented to the Board of Directors, in confidence, for discussion at the next regularly scheduled board meeting.

Accreditation decisions are made via a formal motion and are usually made during the meeting where the agenda item first arises. When additional information is required, or a meeting must be scheduled with the Recommendation Panel and/or reviewers, the decision may be deferred to the subsequent regularly scheduled board meeting.

The accreditation decision is one of the following:

- Accredit with Recommendations for Improvement
- Deny Accreditation

The final decision regarding a program's accreditation application is relayed by the CYCEAB President to the primary accreditation applicant contact, preferably via phone.

A formal decision letter with an accreditation statement and the CYCEAB logo will be subsequently sent to the accreditation applicant followed by an accreditation certificate. The accreditation applicant and post-secondary institution member must not alter the accreditation statement and certificate.

An accreditation applicant may appeal the board's decision following the process as outlined in the CYCEAB Policy and Procedure Manual.

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 Written Reply to the Reviewers' Report

APPENDIX D
Recommendation Panel Memo and Report Form

APPENDIX A
Template for Reviewers' Report

Please use the following format for the Reviewers' Report that will be sent to the accreditation applicant. Ensure responses to each of the following sections are included. In all sections, refer to evidence/documentation provided within the Self-Study Report and its supporting documentation. Include data from surveys of students, graduates, and stakeholders 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/outcome 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/outcome model?
   - How do the teaching methodologies and assessment practices demonstrate/ address the CYC competencies/outcomes within the classroom and practicum/ internship?
   - How are professionalism and ethics that guide the CYC profession modelled and demonstrated?
   - 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 practicum 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?
   - If electives are provided in the program, how do they enhance and support CYC education?
   - What is the program's process for securing practicum placements?
   - How are professional and academic goals of practicum supported, distinguished, and evaluated during practicum experience?
   - How does the program ensure quality CYC supervision is in place for practicum experiences?
   - What is the overall structure of the practicum experience and how are the CYC program competencies/outcomes identified and assessed in these experiences?

- 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, international education, library, financial aid, health services, 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 at the local, provincial, and national levels.
   - 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 other stakeholder surveys/feedback methods in developing continuous quality enhancement for program improvement?
   - What is the program's advisory council structure, role, and process in program improvement?
   - Comment on the adequacy of the Quality Enhancement Plan given the information provided in the Self-Study report.

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.

APPENDIX B
Sample Invoice Form

Insert name

INVOICE

Street Address   **DATE:**
Town, Province and Postal Code   **INVOICE #**
Phone Number   **FOR:**

Bill To:
CYC Educational Accreditation Board of Canada
via email at admin@cycaccreditation.ca

587-220-7557

DESCRIPTION	AMOUNT
	TOTAL $ -

Provide email address for direct deposit.

APPENDIX C
Accreditation Applicant's Written Reply to the Reviewers' Report

Name of Applicant Institution:
Date Reviewers' Report Was Received by Accreditation Applicant:
Submission Date of Reply 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.

APPENDIX D
RECOMMENDATION PANEL MEMO AND REPORT FORM

CACEJ | CYCEA
CONSEIL D'AGRÉMENT DES CONSEILLERS AUPRÈS | CHILD AND YOUTH CARE EDU
DE L'ENFANCE ET DE LA JEUNESSE DU CANADA | ACCREDITATION BOARD OF C/

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. This recommendation will be forwarded to the Board of Directors for the accreditation decision.

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 that, as recognized experts in CYC education, you consider the reviewers' descriptions of the program and the data collected for the program review and make a recommendation on whether the program should be accredited at this time.

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

Please connect with the reviewers assigned to this accreditation application so that you can hear first-hand about the results of their site visit and clarify information as required. Please note that reviewers do not recommend whether the program should be accredited or not.

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.

Attachment
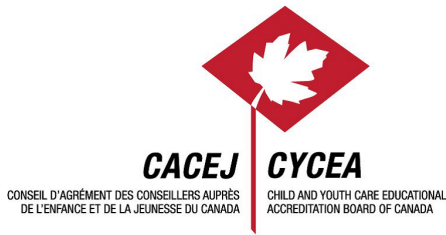
REPORT OF THE RECOMMENDATION PANEL

Program Under Review: <insert name>

Dates of Panel 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 recommendation of the panel:

    • Accredit with Recommendations for Improvement

    • Deny Accreditation

    Specify:

Signature_____Date_____