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

SELF-STUDY GUIDE 2025

CYC students on a field trip to the Dreamcatcher Nature Assisted Therapy Ranch, 30 minutes east of Edmonton, Alberta. This field trip was a component of the "Introduction to Animal Assisted Intervention" course.

Photo is the winning entry to the CYCEAB 2025 Photo Contest, submitted by Lakeland College student Princess Mhae Perez . The CYC program at Lakeland College achieved accreditation on February 17, 2021.

https://cycaccreditation.ca/

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Introduction

Accreditation explores the 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?** The accreditation activities and the site review are part of the process of answering this question.

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.

The intention of the Self-Study Guide is to assist a program team in analyzing 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 high-quality self-study of the program. This self-study is based on reflection of how the program implements the various elements being asked for in the multiple sections of the Self-Study Guide.

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) data gathering from current students, alumni, and employer and community partners via surveys, focus groups 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. It is recommended that you develop a project management tool for your self-study. There is a Self-Study Progress Map sample shown in Appendix C with recommended dates for completion of each section listed in the Self-Study Guide. In addition, there is a flow chart that outlines the entire accreditation process. It can be found on the CYCEAB website under the "Accreditation" tab.

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.

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 report 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 includes a "Standard" statement which outlines the minimum requirement specified by CYCEAB. Additionally, 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. Programs are invited to include additional documents to what is required in this list if the program believes the document helps to support or explain what is included in the narratives for **Engaging the Evidence.** For example, if a new strategy has been implemented for marketing the program, a program may choose to include the promotional flyer. Similarly, a program may include a student handbook if it is referenced as a source of information about student engagement activities.

- **Engaging the Evidence** – presents a series of questions or points for reflection and response that explore ways in which the program aligns with CYC practice values, goals, and competencies. It is essential that programs provide evidence of how they implement what is asked – how would one observe 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, it is essential that sufficient detail be provided in responses, based on the assumption that the reviewers know nothing about the program. Programs are asked to format their Self-Study Report submission to include each numbered question, followed immediately by the reflective response. This makes it easier for the completion of the Submission Review and for reviewers as they prepare for the site review.

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 explains and supports how the program is implementing what is asked are considered incomplete responses.

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 Report submission. In addition to the required documents on what should be done, reflective 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 the 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 is: a) an assessment of how the program is doing and b) immediate and long-term goals for ongoing improvement.

Section 1 – 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 needs to capture both the spirit and objectives of the program, giving future students a clear sense of purpose. 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 to work 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 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 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. Institution/faculty/department/program mission statements.

2. Academic calendar description of the program.

3. Descriptions of each of the program outcomes and the course sequences for the post-secondary credential.

4. Relevant data and information from surveys, focus groups, and other feedback methods and any 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* "coherence" between these and other elements of the program such as course titles, CYC-specific language or terminology used within the program, 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 (Scope of Practice – CCCYCA (cyc-canada.org)?

4. Identify the successes and strengths that have impacted the program's reputation within the profession.

5. Reflect on relevant data and information from surveys, focus groups, and other 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 and aligned with the post-secondary level credential for the applicant program. It is not necessarily the document the program used for its development. 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 British Columbia's CYC Education Consortium (A model for core curriculum and related outcomes to inform CYC education in British Columbia – 2018), Child and Youth Care Association of Alberta Certification Competencies (2024), Ontario Vocational Learning Outcomes, Quebec Psychoeducatoeur (for use by Quebec French language degree programs only), and CYC Mental Health Competencies (Stuart, Third Edition 2022).

What You Need

1.   Course and practicum syllabi.

2.   A chart showing the CYC competency/outcome framework 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 surveys, focus groups, and other feedback methods and any additional institutional data that is appropriate for this section.

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

Engaging the Evidence

6. In what ways do program and course learning outcomes align and/or not align with the selected CYC competency/outcome document? What strengths are identified? What gaps or challenges emerge?

7. What challenges occur as the program aims to meet their program outcomes while providing a rich educational experience? What successes have been experienced?

8. 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.

9. Explain the connection between theory and practice in relation to the CYC competencies/outcomes to which the program maps. What has been done to integrate practicum learning outcomes and theory-based course learning outcomes?

10. 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.

11. Describe the process to assist students in understanding the role of a Child and Youth Care professional.

12. Reflect on relevant data and information from surveys, focus groups, and other 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 surveys, focus groups, and other 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 CYC program's involvement. What is the impact on the program in terms of strengths and challenges?

13. Describe how the program evaluates advanced standing, transfer credit, and prior learning relevant to both CYC academic learning, diverse life experience, and CYC professional practice experience for both theory-based and practicum courses. Comment on both formal and informal processes and procedures.

14. Describe how information about advanced standing, transfer credit, and prior learning assessment are made available to both potential program applicants and current students.

15. 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?

16. Given prior learning applications in the program within the last five years, comment on trends, successes, challenges, and barriers.

17. How do program articulation, advanced standing, transfer credit, and prior learning assessment policies and practices demonstrate equity and transparency?

18. What processes are used to ensure articulation agreements maintain the core quality of CYC professional practice?

19. 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?

20. 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.

21. 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.

22. Reflect on relevant data and information from surveys, focus groups, and other feedback methods and any additional institutional data that is appropriate in this section.

1.4 Program Structure and Course Sequencing

STANDARD:

➢ 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, relational practice, self-care wellness, trauma-informed practice, mental health, Indigenous ways of knowing and being, Truth and Reconciliation, anti-oppressive practice, 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 wherein Child and Youth Care practitioners are employed, and which adheres to CYC ethical practice. There will be 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 accreditation 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. This includes, but is 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 including those on the Recommendation Panel to better understand the program. It validates the logic of the program composition, and it helps reviewers and members of 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 a minimum of 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:

- Carry CYC prefix/course numbering identifiers (where possible, depending on program/institution course naming requirements).

- Constitute core courses in the CYC credential.

- Be taught by a CYC faculty member.

- Align course outcomes directly with recognized CYC core competencies/outcomes.

- Include formal assessments that map to CYC core competencies /outcomes and Scope of Practice.

- Feature literature, where at least 80% is linked directly to excellence in CYC practice or authored by experts in the CYC profession, and clearly connected 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 clearly connected 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 numbered 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 general studies, liberal arts, arts and sciences, general education, or psychology, etc. These courses would:

- Carry CYC prefix/course numbering identifiers (where possible, depending on program/institution course naming requirements).

- Constitute core courses in the CYC credential.

- Be taught by a CYC faculty member.

- Align course outcomes directly with recognized CYC core competencies/outcomes.

- Include formal assessments that map to CYC core competencies /outcomes and Scope of Practice.

- Feature literature, where at least 80% is linked directly to excellence in CYC practice or authored by experts in the CYC profession, and clearly connected 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 meet 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 clearly connected 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 numbered responses in this section of the Self-Study.

<u>Bachelor's Degree:</u> 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 numbered responses in the Engaging the Evidence 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.

<u>Master's Degree:</u> 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* numbered responses in this section of the Self-Study.

<u>Doctorate Degree:</u> 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 numbered 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 they 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. Any variations for administrative or research-based practicums will require an explanation.

- 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. For practicums that occur in a virtual space, any variations to this supervision model will require an explanation.

- Formal in-person and one-on-one supervision and monitoring are 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 also be counted as hours in an additional, separate course 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 (e.g., 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 center 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 offered courses 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 those for 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 equity, diversity, inclusion, and belonging to support anti-racist and anti-oppressive practices 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 surveys, focus groups, and other feedback methods and any additional institutional data that is appropriate for this section.

Engaging the Evidence

23. Explain the process used to ensure the curriculum and program practices are delivered with a Child and Youth Care lens.

24. Describe how the program implements and integrates components of government or policy documents – such as decolonization, Indigenization, Truth and Reconciliation, anti-racism and anti-oppressive practice, diversity, equity, and inclusion – into coursework, professional discourse, and assessment. How are these efforts reflected at the program level and within classroom or learning spaces?

25. 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, anti-oppressive practice, technology, anti-racism, and counselling. Explain how student learning is assessed with respect to these topics.

26. Provide details and examples of how the program ensures that students become familiar with, and apply, the provincial/national association's Code of Ethics throughout their time in the program. For example, how is it woven into the curriculum – such as through case studies, ethical dilemmas, or role-playing exercises?

27. How are instructional hours/credits determined?

28. 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.

29. What is the process used to determine course sequencing across the years of the program?

30. 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.

31. 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.

32. Describe how the program addresses any unique circumstances that impact a student's ability to successfully achieve course outcomes.

33. 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?

34. 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 clearly connected to CYC learning outcomes?

35. Considering CYC practice is strengths-based and relational, explain how the coursework supports and maintains this focus throughout the program. Provide specific examples.

36. 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.

37. How has AI been used by faculty within their courses? Assessments? Elements of academic honesty? What measures have been taken to ensure its credibility?

38. Describe three course activities, assignments, or practices that you deem exemplary in your program and that you are most proud of and would love to showcase to others in CYC post-secondary education or the CYC profession.

39. Describe the delivery model for practicum courses.

40. Explain the process for international practicum experiences if such are provided by the program (e.g., student selection, site selection, supervision, etc.).

41. How many FTEs (full-time equivalents) are provided to manage practicum? How is the practicum process coordinated?

42. 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.

43. 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.

44. 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.

45. 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?

46. How does the program orientate and support practicum site supervisors who have no CYC education, with regards to the CYC profession, Scope of Practice, ethics, etc.? How are these individuals supported during the student's placement? How are they supported in the student evaluation process?

47. 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? How are professional and academic outcomes of practicum supported, distinguished, and evaluated during practicum experience?

48. Explain how the program manages the 80% direct contact expectation during times when exceptional circumstances warranted creative practicum arrangements. This might include what constitutes hours for students; what does the program do to manage placement settings that may not allow direct contact; and 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 the completion of their credential?

49. Explain the curriculum content, delivery methods, organization, instructor selection, etc. for seminars/classes (both co-curricular and pre-requisites) that coincide with practicum.

50. 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?

51. Reflect on relevant data and information from surveys, focus groups, and other 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 team'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 during the period the program is engaged in the accreditation process. This includes full-time, part-time/casual/interim (or the term used in your institution for the non-permanent and/or non-full-time faculty), practicum supervisors, etc.

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. Include how each faculty member is contributing to the development of the CYC profession (locally, provincially, nationally) and CYC post-secondary education? These details 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 most recent job posting if hiring has taken place in the past five years or is expected within the near future.

6. Institutional/program statement(s) for diversity in hiring practices.

7. Relevant data and information from surveys, focus groups, and other feedback methods and any additional institutional data that is appropriate for this section.

Engaging the Evidence

52. 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.

53. Describe the pedagogical practices central to the program and describe how they are taught and shared among faculty.

54. 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?

55. What strategic plans are in place to ensure sustainability and ongoing development of faculty expertise? What is in place for faculty, formally and informally, to engage in ongoing professional development, education, or training? What additional *work* are faculty expected to engage in to enhance their teaching?

56. How are faculty contributing to professional CYC practice at the provincial level? Nationally? Internationally?

57. In what ways do institutional policies and plans support or interfere with program needs for expertise?

58. Provide details of the institution's formative and summative evaluation of faculty and instruction. Provide summary data as available.

59. Describe the CYC program's specific engagement with the institution's hiring strategies when hiring for all CYC teaching positions.

60. 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 are the strengths of this practice? Challenges or barriers?

61. Reflect on relevant data and information from surveys, focus groups, and other 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. 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 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, feedback from relevant individuals and groups, 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 surveys, focus groups, and other feedback methods and any additional institutional data that is appropriate for this section.

Engaging the Evidence

62. 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.

63. Explain how relevant individuals or groups are involved in goal setting at the program level. Identify who is involved, when, and the nature of their participation.

64. Describe how progress toward goals previously set by the program are being measured or documented.

65. What are the strengths and challenges for growth and development of the planning, implementation, and evaluation of the program goals?

66. How do the program goals address the needs of the local CYC community and the larger CYC professional community? How does the program demonstrate leadership on professional discourse within the professional CYC community? Provide specific examples.

67. 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.

68. Reflect on relevant data and information from surveys, focus groups, and other 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 surveys, focus groups, and other 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?

69. What are the program's practices for recruiting a diverse student population?

70. 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?

71. 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?

72. 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?

73. 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.

74. How does the program orientate and support international students? Describe the additional resources required and the implications of these from both the CYC program and the institution's perspectives.

75. 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?

76. 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?

77. 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.

78. Explain how the program integrates professional and academic goals in the program including curriculum, professional discourse, community engagement, etc.

79. 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.

80. Describe institutional and program roles that facilitate student success in accessing support in the areas of academics, mental health, physical health, finance, and emergency services. How is this support accessed? Approximately how many students typically use these supports in a given academic year?

81. 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?

82. Explain the process for facilitating student membership in your provincial/national CYC association. What is the process for faculty membership?

83. How does the program ensure students are familiar with the provincial/national association competencies/outcomes for CYC professional practice?

84. 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?

85. What has been done to inform and promote CYCEAB accreditation to the CYC community (e.g., practicum sites, employers, advisory members, alumni) and current students?

86. Reflect on relevant data and information from surveys, focus groups, and other 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 for the two-year mark of accreditation, and it is to be submitted to the board via 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. Recommendations for improvement identified from a previous accreditation decision should be added to the QEP and addressed in progress reports.

The Quality Enhancement Plan will be needed when engaging in another cycle of accreditation. 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 surveys, focus groups, and other feedback methods and any additional institutional data that is appropriate for this section.

Engaging the Evidence

87. 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 Report was submitted. These types of additions and/or revisions would be added to your QEP after an accreditation decision and written feedback were 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.

88. 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?

89. If the CYC program was not previously accredited, review the goals and recommendations from the previous institutional program review. If you do not have a previous program review, 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.

90. Share two examples of "excellence in education" that demonstrate high quality in student instruction and learning and/or faculty teaching. This may include unique learning activities, assessments, partnerships for student learning experiences, and student initiatives.

91. Reflect on relevant data and information from surveys, focus groups, and other feedback methods and any additional institutional data that is appropriate in this section.

Section 2 – Gathering Feedback

Gathering meaningful data from relevant individuals and groups is important for it will provide you insight into various facets of your program, helping you to recognize areas of strength and those that may need improvement.

You are required to collect feedback from current students, alumni from the past five years, employment agencies, practicum sites, and advisory committees in your self-study submission.

Accreditation applicants, in consultation with the Accreditation Coordinator, will determine the best ways to collect feedback that is meaningful for your Self-Study Report. Two possibilities are surveys and focus groups. CYCEAB will provide mandatory questions for both these methods. These questions have been designed based on the feedback that will be needed for your responses in the various sections of the Self-Study Report.

Other options for collecting feedback can be discussed with the Accreditation Coordinator.

2.1   Online Surveys

If you use online surveys to collect information from relevant individuals and groups which include students, alumni from the past five years, employers, practicum supervisors, and community partners, you will be responsible for creating and distributing your own customized surveys that include the mandatory questions provided by CYCEAB. You will be required to add the Accreditation Coordinator as a collaborator or editor on your surveys granting them access in all stages of the survey process including the ability to view all feedback.

Surveys can be useful if designed in a way that allows you to manage data for deeper analysis that may prove valuable to the program, e.g., examining responses from first-year students compared to second-year or third year, or data based on graduation year.

Response Rates

For current students, if surveys can be completed during instructional time, a response rate of 90-100% can be expected.

Alumni contact information can be a challenge for contact information may be outdated and incorrect. Using social media, word of mouth, one-on-one communication, and posting on institutional and program websites may be of assistance.

For employer/practicum site surveys, the challenge is to get the survey to the right person. This will be the individual who interacts with or supervises the students/graduates directly, rather than the HR department for example, who may be the program's contact for multiple placements.

While CYCEAB does not identify the required minimum response rates, suggestions from various sources identify the target range for online surveys to be 30-45%. It is crucial that programs work with their own institutional research/analysis departments to determine acceptable ranges that allow them to use the data appropriately.

It is strongly suggested that programs include concrete steps to continuously seek feedback from these three groups in their Quality Enhancement Plan.

2.2   Focus Groups

You will be provided mandatory questions which will again inform your Self-Study Report submission.

Recommendations:

- Keep group sizes small (around 10-12). If there is a large group of participants, consider offering multiple sessions so that large numbers do not negatively impact participation.

- Keep groups to one demographic (current students, graduates, employers, etc.). If an individual is attending more than one focus group due to their role (e.g., an individual who is both alumni and an employer/practicum site supervisor), it is important their comments during the focus group refer to their role for that specific focus group. For example, alumni feedback should be shared at the alumni focus group, not in the employer/practicum site focus group.

- For student groups, students include participants from all academic years to capture diverse perspectives and experiences.

- For alumni groups, invite graduates from a range of graduation years to reflect different career stages.

- For employers/practicum sites, ensure sector diversity by including representation from schools, group care, family support, community-based services, recreation, and other relevant areas.

- Schedule adequate time to complete the necessary discussion, but not so long as to lose participants' focus (1-2 hours).

- Ensure objectives are defined prior to the focus groups. For example, send discussion questions to participants prior to the focus group. Ask follow-up questions if more information is required, or if something comes up that is unexpected.

- Be sure the facilitator(s) are comfortable with the questions to be asked and any scaffolding questions that may follow. You will want to make sure the questions asked are relevant to the various topics from the Self-Study and that the information received can be referenced within the Self-Study Engaging the Evidence questions.

- An option to provide written comments should be available to all participants. This allows those who did not speak during the focus group to share thoughts and ideas. It also allows for any "after thoughts" or "I forgot to say ..." to be shared following the session.

- In some cases, interested individuals are unable to attend the focus group. Facilitators can determine if written comments will be accepted from these individuals.

- Moderator should not be someone too connected to the group, for example an instructor should not facilitate a student or graduate group.

- Moderator role includes encouraging participation and interaction, keeping discussion on topic, managing group dynamics, and setting guidelines around respect and confidentiality.

- Online sessions should be recorded. Use the AI function to summarize notes for moderator review. In-person sessions should have someone in addition to the moderator to take detailed notes.

- If the focus group is held virtually, all participants should have their cameras on for the duration of the session. This allows facilitators to "see" who is participating and their level of involvement. It also helps to determine if facilitators need to change focus, etc. It is difficult to do this if the facilitator cannot see faces.

- Incentives for participation are at the program's discretion.

2.3   What to Include in Your Self-Study Report

In the Self-Study Report appendices, you will be required to identify the methods you used to collect feedback on your program (e.g., surveys or focus groups), size of each group, and the response rates. Also required in the Self-Study Report documentation are the online surveys and and/or the focus group questions.

You are required to include all feedback that you collect including that from current students, alumni from the past five years, employment agencies, practicum sites, and advisory committees in your self-study submission.

Section 3 – Pathway to Site Review

3.1   Final Check of Your Self-Study Report

Please ensure you have completed all numbered requirements of the "What You Need" and "Engaging the Evidence" sections as outlined in this Self-Study Guide. By reading section 3.5 of this guide, you will learn what the Accreditation Coordinator and assigned reviewers will be looking for in the submission review.

As programs have been encouraged to use the "What You Need" and "Engaging the Evidence" listings as checklists, all required information should be included in your Self-Study Report. No significant new information should be provided during the site review; it should be included in your Self-Study Report and its associated documentation.

3.2   Naming Your Files

When creating and naming the files that comprise your Self-Study Report including associated documents (i.e., appendices), it is important to name your folders and files in a way that will be compatible for uploading them to the CYCEAB file sharing platform and that will provide easy read access to reviewers and others requiring access to these files. It is important that names reflect the contents of the folder or file, e.g., course outlines.

On the file-sharing platform, folders are listed alphabetically before individual files. To improve organization, consider using numerical prefixes in filenames, as numbers are sorted ahead of letters.

3.3   Uploading Your Self-Study Report

When you are nearing the time to upload your Self-Study Report, please notify the Operations Manager and Senior Governance Officer (OM). The OM will then give you access to the CYCEAB file sharing platform. Please keep a back-up of your Self-Study Report and its associated documents.

The file storage and document collaboration platform help teams stay safe, secure, and connected in the cloud. The OM is the administrator, and they will grant you and/or your designate(s) access to a team-shared folder where you will upload your Self-Study Report and its associated documents or appendices. This folder will also house the Reviewers' Report and the Written Reply to the Reviewers' Reply when you reach this stage of the accreditation process.

This shared folder will have restricted access that will only include you and your designate(s), the Accreditation Coordinator, assigned reviewers, members of the Recommendation Panel, and board directors as required.

3.4   Assigning Reviewers

Please notify the Accreditation Coordinator and Operations Manager and Senior Governance Officer (OM) a couple of weeks prior to the completion and uploading of your Self-Study Report and associated documents. In your notification, please indicate a general timeframe for your future site review. The intent is to have the same reviewers who complete the submission review complete the site review.

With respect to qualifications, at least one reviewer will have completed a minimum of two CYCEAB site reviews. 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 - Doctorate
- Doctoral Degree Program - Doctorate

You will be provided with the names of these reviewers but not their contact information. This will come later in the accreditation process if these same reviewers are assigned to your site review.

These reviewers will not be assigned until you confirm they do not have a conflict of interest with your program or institution and the reviewers self-declaim they do not have any conflict of interest with your program or institution.

Conflict of interest arises when an individual has a close association with a program or institution that is being considered for accreditation and personal interests could interfere with professional interests. Conflict of interest arises when an individual has outside interests or gains advantage from working with an accreditation applicant or participating in collecting the information required to make an accreditation decision.

Reviewers will also be required to sign a confidentiality agreement that they will keep all information confidential.

3.5   Submission Review

When you have completed uploading your Self-Study Report including all folders and files, please notify the Accreditation Coordinator (AC) and Operations Manager and Senior Governance Officer (OM).

Timeline for the Submission Review

The general timeline is that the AC will communicate the results of the submission review to you within three weeks of your completing the uploading of the Self-Study Report and its associated documents to the file-sharing platform.

This timeline may take longer than originally expected due to unforeseen circumstances such as unexpected absences caused by illness or family emergencies.

Contact with Reviewers

Reviewers are not in direct contact with the accreditation applicant during the submission review.

Steps in the Submission Review

The steps in the submission review are as follows:

1. The OM grants the AC and assigned reviewers access to the applicant's folder and identifies what version of the Self-Study Guide to use. CYCEAB encourages reviewers to have the Self-Study Guide at their side when completing their part of the submission review. The OM also confirms whether the reviewers can complete their review within the scheduled timeframe and submit their results to the AC within ten business days.

2. The AC ensures the report meets the requirements in the "What You Need" section of the Self-Study Guide and that there is a response to every question outlined in the "Engaging the Evidence" sections. The AC does not read the responses nor check their quality.

3. Reviewers complete their responsibilities concurrent to step two above. Reviewers are not in direct contact with the accreditation applicant during the submission review.

4. The reviewers do not read the Self-Study Report with the same level of attention and detail which they will do to prepare for a site review. Their responsibilities include:
   a. Checking that each specific question has detailed reflective responses where the collective perspective from faculty becomes evident. The response should provide detail, CYC voice, and evidence of the link between theory and professional practice.

    b. Checking that sufficient detail is provided in responses, based on the assumption that they know nothing about the program.

    c. Identifying areas of concern so that if the initial submission review is not successful, accreditation applicants will know where they need to do more work.

5. Each reviewer communicates by email to the AC the results of their review or they ask the AC to proceed with a meeting. An email indicating that the submission review was successful from each reviewer's perspective can be brief and simple, but they must identify areas of concern in the email, if there are any.

6. Reviewers must agree unanimously whether the self-study report meets the requirements for a successful submission review. The AC and reviewers will meet to discuss results when there is no unanimous agreement or if there are areas of concern. They will clarify the next steps for the applicant which are to schedule the site review or complete a second revised submission.

7. If the submission review is successful, the AC will inform the accreditation applicant and the OM provides the assigned reviewers' contact information to the applicant. The applicant can now proceed with scheduling a site review with the reviewers. This will be the first time reviewers have been in direct contact with the applicant.

8. If the submission review is unsuccessful, the AC will inform the accreditation applicant by email that they have one opportunity to present a second revised version. The AC will identify to the accreditation applicant the omissions/revisions and areas of concern (as identified by the AC and the reviewers) that the accreditation applicant needs to work on prior to a second submission.

9. The accreditation applicant will complete a second version of the Self-Study submission (and supporting documents if necessary) and upload them to the CYCEAB file sharing platform. The applicant will keep version one on the site and indicate in the filename of the second version that it is version two.

    a. The accreditation applicant will inform the AC that they have uploaded version two.

    b. The AC repeats step 2.

    c. Reviewers repeat step 3 to ensure the accreditation applicant has addressed all areas of concern.

    d. Each reviewer will email the results of their second review to the AC. If there are still areas of concern or the reviewers are not in agreement that the applicant can proceed to a site review, the AC will schedule a meeting with the reviewers to discuss the results. Together the reviewers and the AC will determine whether it is a successful second submission review.

    e. If the second submission is successful, the AC will notify the accreditation applicant and discuss whether a new timeframe for the site review needs to be identified.

f.   Once reviewers have been confirmed for the general timeframe of a site review, the applicant can then collaborate with the assigned reviewers to schedule a site visit.

g.   If the second submission does not meet the requirements to proceed with the site review, the AC informs the Board of Directors who closes the accreditation process. The President advises the accreditation applicant by letter on behalf of the Board of Directors.

Appendices

APPENDIX A
Curriculum Mapping Template

APPENDIX B
Faculty Workload Template

APPENDIX C
Self-Study Progress Map

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

Course Number:	Course Credits:	
Course Name:		
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

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

APPENDIX C: Self-Study Progress Map

| Self-Study – Progress Map Ready, Set, Go | Section 1.1 Program Title, Mission, and General Outcomes Year One - October | Section 1.2 Competency/Outcome Identification and Validation Year One – November-January | Data Gathering and Analysis Ongoing |

This timeline is a guide based on a Self-Study submission at the end of June. Adjustments may need to be made based on the program's own schedule for completion. ~~completion.~~

Parking lot – for development of QEP Ongoing

| Data Gathering and Analysis Ongoing | Section 1.3 Transfer Coursework/Prior Learning Assessment Year One - April | Section 1.4 Program Structure and Course Sequencing Year One - January, February, March | Section 1.5 Faculty Qualifications Year One – December, January |

QEP - Quality Enhancement Plan

Parking lot – for development of QEP Ongoing

| Section 1.6 Program Goals Year One - May | Section 1.7 Program Integrity Year One - May | Section 1.8 Quality Enhancement Plan Year One - October through May | Edits to Draft Self-Study Report |

To complete the accreditation process in two years, it is best to submit the Self-Study Report no later than November of Year Two.

Internal Feedback on Self-Study Report

| Nearing the Finish Line After reading Reviewers' Report, provide written reply to report | Virtual Site Review Year Two - Fall Schedule and prepare for site review with reviewers and complete site review | Submission Review Year One - June Upload Self-Study Report to CYCEAB file sharing platform |