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

SITE REVIEW 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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Overview of Accreditation

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 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 in respect of 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 standards identified in sections 1.1 through 1.8 of the CYCEAB Self-Study Guide that are set as minimums or are stated as required components. Programs must provide evidence of meeting these standards by providing a narrative response for all components within the **Engaging the Evidence** sections of the Self-Study Guide. In addition, programs must provide supporting documentation identified in the **What You Need** listings.

For CYCEAB, the intent of data gathering during the accreditation process is to help the accreditation applicant demonstrate alignment to a standard of excellence. CYCEAB acknowledges that because there are multiple measures 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.

Section 1 – 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.

The CYCEAB Operations Manager and Senior Governance Officer (OM) provides the accreditation applicant with contact information for the reviewers. The applicant then works directly with the reviewers to schedule the site review. The applicant notifies the Accreditation Coordinator (AC) and OM 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 AC may assist with the details of the review and the reporting formats. It is important to note that the elements of the site review, as outlined in this document, must occur even if coordinated with another review format, and CYCEAB reviewers must facilitate the identified focus groups to gather needed information.

Preparation for a Site Review

It is each reviewer's responsibility to thoroughly review the Self-Study Report including the 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. Recent 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:

- 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.

- Separate meetings typically allotted 90 minutes each. These meetings are scheduled by the applicant program with specific groups who have a vested interest in the accreditation process and outcome. 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 the following:
  - Faculty/staff including full time, casual, part time, practicum supervisors, etc.
  - Administration including chair/department head(s), 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.
  - Relevant individuals and groups such as employers and/or practicum sites, advisory committee members, etc.
  - Support services or departments such as Student Services, supporting course or resource providers, etc.
  - Core accreditation faculty lead or core faculty team near the end of the schedule.

- A faculty member or designate is expected to introduce the reviewers at meetings with students, graduates, and other relevant individuals and groups but the individual does not remain nor participate in these meetings.

- 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 video conferencing platform that will be used and any other communication methods such as online chats, etc. The applicant will be responsible for all scheduling. Video 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.

- Time zones must be considered when setting the schedule. For example, there is a four-hour time difference between those living in British Columbia and those living in the Maritimes.

- To ensure consistent messaging, communications from the accreditation applicant must include both reviewers, not just one.

- 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, faculty, and 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 four 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. However, a two-day site review, if agreed upon by all involved, is an option.

Within the site review schedule, the accreditation applicant needs to include blocks of time for reviewers to hold private meetings so the reviewers may debrief, complete notetaking, etc.

Two sample site review schedules follow. One is for a five-day review, which would occur over one work week (Monday to Friday) and which could be customized to four days. The other is a two-day review. It is important that the accreditation applicant discusses the length of the site review and the schedule with reviewers (two days versus four to five days), before the schedule is finalized.

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 relevant individuals and groups 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 versus two.	
	Core accreditation faculty lead or core faculty team	This is a reviewer-led meeting.
	Day #5 of site review	
	Reviewers, faculty, and administration	Summary discussion/presentation by reviewers.

SAMPLE #1 – FIVE-DAY ACCREDITATION SITE REVIEW SCHEDULE

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 relevant individuals and groups 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.
	Core accreditation faculty lead or core faculty team	This is a reviewer-led meeting.
	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 confirming the successful adoption of these practices. The site review provides reviewers with the opportunity to explore further, during conversations they will have with relevant individuals and groups, 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. This is not the appropriate time to introduce information to the reviewers that should have been included 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 context of CYCEAB accreditation, the site review aims to foster dialogue and understanding, distinguishing it from only 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 backstage conversations. These are conversations about issues that are identified within the materials and about which the reviewers 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 individuals and

groups 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 other relevant individuals and groups, it is expected that a faculty member or a designate will introduce the reviewers at the start of the gatherings, but that the faculty and program staff do not attend or 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 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 2 – Reviewers' Reporting Requirements

Reviewers' Report

As explained earlier in the guide, 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. It is important that reviewers keep this front of mind.

The Reviewers' Report should comment on the evidence of how the program meets the standards outlined in 1.1 through 1.8 of the Self-Study Guide. Refer to the evidence provided within the Self-Study Report and its supporting documentation and include feedback gathered during the site review.

Reviewers are required to complete their report according to the structure outlined in Appendix A. This includes considering the questions identified under each standard. Each question requires consideration but not necessarily an individual answer. Additional comments should be made as reviewers see fit.

Reviewers submit their report to the Accreditation Coordinator (AC) no later than four weeks following the site review. If a short extension is required, the reviewers should contact the AC and the Operations Manager and Senior Governance Officer (OM).

Upon submission of the Reviewers' Report, the AC reviews the report to ensure that it meets the requirements outlined in the Site Review Guide and as identified in the reporting structure in Appendix A. If revisions are required, the AC will notify the reviewers. Reviewers will send the revised report within an agreed timeline to the AC. If an extended delay is expected, the AC informs the OM who then conveys this to the applicant program.

Once the final version of the Reviewers' Report is received by the AC, it is forwarded by the AC to the OM for final formatting and proofreading. Clarification from the reviewers may be needed if the OM has questions or recommends significant changes to ensure clear and effective communication. The OM uploads the final report to the CYCEAB official file sharing site and alerts the accreditation applicant and the reviewers.

The AC and the OM work towards having the Reviewers' Report available to the accreditation applicant within two to three days of receiving the report from the reviewers. This may be impacted by vacations or other unexpected absences.

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 pay attention to 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 AC and OM. Accreditation applicants now communicate directly with the Operations Manager and Senior Governance Officer and the Accreditation Coordinator if they wish.

Reviewers' Verbal Report to the Recommendation Panel

Refer to Section 4 – Recommendation Panel.

Invoicing by Reviewers

CYCEAB pays a stipend to reviewers. Each reviewer independently submits their invoices for payment directly to the Operations Manager and Senior Governance Officer. See a sample invoice form in Appendix B.

The first stipend is for payment upon completion of the submission review. The second stipend is for payment following the reviewers' verbal report to the Recommendation Panel. Reviewers may choose to invoice for both the submission and site reviewers at the same time. However, invoicing for the site review cannot be submitted until the Recommendation Panel has met with the reviewers.

Reviewers are required to securely destroy all documentation that is not on CYCEAB's file sharing platform, and which is linked to an applicant's accreditation process, including all notes and documentation. It is best to do this following the board's decision on accreditation which will be communicated to reviewers via email by the Operations Manager and Senior Governance Officer.

Section 3 – 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 required reporting structure 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 and Senior Governance Officer. 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 4 – 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 and Senior Governance Officer 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 Reply 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 to the Recommendation Panel of the findings from the site review. 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 eight 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:

- Grant Accreditation
- Deny Accreditation

The Recommendation Panel must submit their report to the Operations Manager and Senior Governance Officer (OM) within four weeks of receipt by CYCEAB of the Applicant Program's Written Reply 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 OM. A sample invoice 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 OM.

Section 5 – 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 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:

- Grant Accreditation
- 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 will be sent to all accreditation applicants when they reach the board decision stage of the accreditation process. For those programs who achieve accreditation status, they will also receive an accreditation statement, the CYCEAB logo, and an accreditation certificate. The accreditation applicant and post-secondary institution member must not alter these documents or statements.

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

Appendices

APPENDIX A
Required Structure for Reviewers' Report

APPENDIX B
Sample Invoice Form (for Reviewers and Recommendation Panel to Use in Claiming Stipends)

APPENDIX C
Required Structure for Applicant Program's Written Reply to the Reviewers' Report

APPENDIX D
Recommendation Panel Memo and Report Form

Appendix A – Required Structure for Reviewers' Report

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. It is important that reviewers keep this front of mind.

Reviewers are required to use the following format and content for the Reviewers' Report that will be sent to the accreditation applicant. They must comment on the evidence of how the program meets the standards outlined from 1.1 through 1.8 of the Self-Study Guide, referring to the evidence provided within the Self-Study Report and its supporting documentation. Feedback gathered during the site review should also be included.

Introduction

Reviewers can write a customized introduction as they see fit.

Standards

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.*

Reviewer Summary

Consider the following:
- In what ways is the program title, definition, and mission compatible with CYC provincial and national descriptions/context?
- What evidence is there that program outcomes are aligned with CYC professional practice?
- What evidence demonstrates the program's alignment to the Council of Canadian Child and Youth Care Associations' Scope of Practice?

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

1.2 Competency/Outcome Identification and Validation

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

Reviewer Summary

Consider the following:
- 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 experiences?
- Provide evidence of students' personal identity as a CYC professional.

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

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.

Reviewer Summary

Consider the following:
- How effective are the policies and procedures in ensuring that 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?
- Describe the impact of students who enter the program via transfer agreements, acceptance from non-CYC post-secondary credentials, or prior learning on the student community identity.

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

1.4 Program Structure and Course Sequencing

Standards

☐ The CYC program curriculum is organized around specific learning outcomes for students, reflecting the values, knowledge, and skills that CYC students are expected to acquire and demonstrate upon completion of the CYC program, and which are applicable in CYC practice with children, youth, families, groups, organizations, and communities.

☐ The CYC program meets the CYCEAB-recommended core course listing specific to the credential offered, which represents learning outcomes that lead to excellence in CYC education. These include but are not limited to child and adolescent development, diversity, inclusive practice, 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 that employs Child and Youth Care practitioners and 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.

Reviewer Summary

Consider the following:
- Provide evidence on how the program maintains currency with CYC issues and trends as well as with post-secondary education needs?
- How is the program unique in incorporating foundational CYC content into their curriculum?
- If electives are provided in the program, how do they enhance and support CYC education?
- How does the program ensure students are placed in high quality practicum settings?
- How are professional and academic goals of practicum supported, distinguished, and evaluated?
- How does the program ensure quality CYC supervision is in place for practicum experiences?
- What is the rationale of the program's sequencing of courses and designation of pre-requisite and co-requisite courses?
- How effective are the policies, procedures, and processes for curricular revision?
- How are the components of CYC professionalism and ethics taught, modelled, and demonstrated throughout all terms of study?
- How does the program integrate professional and academic goals for their students?
- In what ways do faculty and students practice professional CYC discourse?
- What evidence is there that sufficient resources are available to support the ongoing work of the program?
- What evidence is there that rigor and innovation are combined in the instruction and curriculum of the program?

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

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.

Reviewer Summary

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 faculty functioning as a learning community?
- What are examples of faculty exhibiting caring and high expectations?

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

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.

Reviewer Summary

Consider the following:
- How do the assessment, planning, implementation, and evaluation of program goals occur?
- How are relevant individuals and groups identified and involved in the goal-setting 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 students, graduates, and other relevant individuals and/or groups in developing continuous quality enhancement for program improvement?
- What is the program's advisory council structure, role, and process in program improvement?

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

1.7   Program Integrity

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

Reviewer Summary

Consider the following:
- What is the link between the admission criteria, student retention, and student success?
- How is problematic student behaviour addressed?
- 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.)?
- How are students supported in finding employment and/or furthering their education upon graduation?
- How effective are the supports for international students?
- How prepared are graduates for CYC employment?
- In what ways does the program enculturate students in the practice values of the CYC profession?

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

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.

Reviewer Summary

Consider the following:
- How does the program conduct ongoing quality enhancement?
- Comment on the adequacy of the Quality Enhancement Plan.
- What evidence is there of ongoing assessment of the efficacy of the program?
- As a reviewer, what aspects of "excellence in education" caught your attention?

Innovations/Strengths (identify and explain as appropriate)

Recommendations (identify and explain as appropriate)

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 - Structure for Applicant Program's Written Reply to the Reviewers' Report

Name of Applicant Program and Institution:

Submission Date of Reply to CYCEAB:

Writer of this Report and Their Position:

Considering the components of the Reviewers' Report, you are invited to provide a summary response or add additional information or clarification as necessary within the appropriate sections as outlined below. Include comments on innovations/strengths and recommendations. If you have no comments in a particular section, please indicate so.

- Section 1: Program Title, Mission, and General Outcomes
- Section 2: Competency/Outcome Identification and Validation
- Section 3: Transfer Coursework/Prior Learning Assessment
- Section 4: Program Structure and Course Sequencing
- Section 5: Faculty Qualifications
- Section 6: Program Goals
- Section 7: Program Integrity
- Section 8: Quality Enhancement Plan

Additional Comments

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

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.
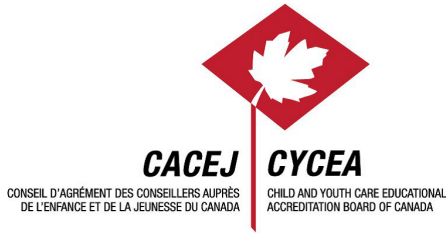
The intent of this phase of the accreditation process is not that your panel evaluate or restate the findings of the Reviewers' Report. It is that, as recognized experts in CYC education, you consider the reviewers' descriptions of the program and the data collected for the program review and make a 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

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

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:

   • Grant Accreditation

   • Deny Accreditation

   Specify:

Signature_____Date_____