



CHILD AND YOUTH CARE EDUCATIONAL ACCREDITATION BOARD OF CANADA

# Self-Study Guide

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# Table of Contents

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## **SECTION 1 – INTRODUCTION** **3**

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## **SECTION 2- SELF-STUDY** **5**

1.1	PROGRAM TITLE, MISSION, AND GENERAL OUTCOMES	5
1.2	COMPETENCY IDENTIFICATION AND VALIDATION	6
1.3	TRANSFER COURSEWORK/PRIOR LEARNING ASSESSMENT	8
1.4	PROGRAM STRUCTURE AND COURSE SEQUENCING	9
1.5	FACULTY QUALIFICATIONS	13
1.6	PROGRAM GOALS	16
1.7	PROGRAM INTEGRITY	17
1.8	QUALITY ENHANCEMENT PLAN	19

If you wish to print this self-study guide, blank pages have been inserted to facilitate printing two-sided copy.

As well, a larger left margin has been provided so that you can make notes if you wish.



# Introduction

**T**he self-study guide is intended, first and foremost, to be a guide for your own analysis of how well you are doing. The most important purpose, activity, and criteria for success at accreditation is a high-quality self-study of your own program.

The core materials you will use for the self-study are: a) the program review; b) your quality enhancement plan; and c) student, alumni, and employer surveys. Please see the website, at [cycaccreditation.ca](http://cycaccreditation.ca) for more information about these.

If your institution does not conduct or require a program review, consult with the Accreditation Coordinator of the Child and Youth Care Educational Accreditation Board of Canada (CYCEAB) about how to manage the accreditation process.

The self-study is the foundation of the CYCEAB accreditation process. Relying on the self-study as the foundation for accreditation reflects the intent to respect the individual character and context of each Child and Youth Care (CYC) education program. As such, you will find that rather than a list of prescriptive standards, the self-study questions ask you to consider ways in which the program aligns with CYC practice values, goals, and competencies that are important for your purposes.

On occasion, it may be necessary in the self-study that you report where the program fits within suggested ranges or approaches to program organization. These ranges are offered as suggestions based on CYC competency models and professional standards of practice. By no means do these suggestions represent the only way of demonstrating program competencies. If the program uses a different model or does not fall within the range suggested in the self-study guide, then describe the model or circumstances commenting on how the model aligns with your understanding or community context of Child and Youth Care.

At the completion of the accreditation process, we are looking for a clear articulation of alignment and an enhanced awareness of ways you might continue to improve the program fit with the demands of CYC practice.

The outcome of your self-analysis will be: a) an assessment of how you are doing and b) immediate and long-term goals for improvement.

We believe at least three ideas are crucial to CYC education, even if 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.

## Self-Study

The self-study report should be organized using the categories 1.1 through 1.8 as described in the following pages. “What You Need” describes the required documentation which is often included 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

#### *Statement of Intent*

The education and training of CYC practitioners will have a clear program title related to a program mission declaring the aim of the educational program itself. This title should describe for any prospective student what it is that the program is endeavoring to achieve. The program title will be readily identifiable as related to the profession of CYC in a local, regional, national, and international context.

#### *Input Description*

The title, definition, and mission will be compatible with a definition of CYC that can be defended. There are layers of explanations, beginning with regulatory purposes but also including, for example, provincial 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; b) transparency with the students; and c) analysis of the coherence of the program leading to credentials.

- **Diploma:** Programs that usually prepare individuals for front-line positions working with children, youth, and families. In Canada, the length of these varies and they include advanced and accelerated diplomas.
- **Bachelor’s Degree:** Programs including post-diploma/degree completion tracks that prepare individuals for working directly with children, youth, and families. These programs may also include components of program design and evaluation, management, clinical work, and preparation for advanced degrees related to clinical intervention and research.

- Master’s Degree: Programs/options that prepare individuals for career advancement that involves advanced clinical practice, post-secondary teaching, and/or research.
- Doctorate Degree: Programs/options that prepare individuals for post-secondary teaching and/or research.

Only institutions legally authorized under applicable provincial law to provide beyond the secondary credentials and that are recognized by the appropriate provincial body are considered. For institutions outside of Canada, these would be programs with appropriate regulatory approval.

***What You Need***

- Institutional/faculty/department mission statements.
- Descriptions of each of the program outcomes and the course sequences for the post-secondary credential.

***Engaging the Evidence***

- Describe the program title, mission, and general outcomes to be defended in reference to a literature and tradition in CYC/youth work.
- Explain how the program title, mission, and outcomes align with each other and with the literature. Which literature? Is there “internal coherence” between these and other elements of the program?
- How is the program positioned in relationship to a "scope of practice?"

**1.2 Competency Identification and Validation**

***Statement of Intent***

The assessments related to competency identification and validation should be connected to those domains of CYC practice identified by the program and relevant to the local purposes. It is intended that this guideline be flexible in response to varying competency frameworks and in response to local needs and interests. Further, it is expected that creative, rigorous, and practical tools for evaluating these competencies are developed and shared.



### ***Input Description***

There are several competency frameworks in circulation, including those from: BC CYC Educators' Competencies; Child and Youth Care Association Alberta Certification Competencies; Manitoba Comprehensive Competency Based Training; Ontario Vocational Competencies; Quebec Psychoeducateur; CYC Mental Health Competencies (Stuart, 2013); and Child and Youth Care Certification Board, Inc. In your province there may be additional expectations, and there are also competencies related to specializations in some programs such as early childhood, child life, or work with persons who have disabilities. These frameworks are typically long lists, and programs typically devote considerable effort to organizing competencies inside the curriculum.

### ***What You Need***

- Course and practica syllabi.
- The competency framework used in the program.

If the two items above do not explain where competencies are practiced and taught in the curricula and student experience, and this information is not included in the program review, please provide the additional materials that do provide an explanation.

### ***Engaging the Evidence***

- How do program and course learning outcomes align with the selected CYC competency document? What are the strengths and weaknesses of this alignment?
- If the program does not map to an existing CYC competency document, please identify the CYC practice competencies against which the program outcomes are measured.
- Identify strengths and gaps that emerge when aligning course and program outcomes to CYC competencies of practice.
- In what ways do the program outcomes and competencies align and/or not align? What challenges do you face in covering the territory of the competencies while also providing a rich educational experience?

- Comment on the curriculum pathway and program supports that engage and encourage students to explore their personal and professional values. Consider and comment on the congruence of course practices used to evaluate the personal growth and development of students.
- How is student learning evaluated in practicum? What is the role, if any, of CYC practitioners in this evaluation?
- Comment on the relationship between practicum and classroom-based learning in relation to the CYC competencies to which the program maps.
- Comment on 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.

### **1.3 Transfer Coursework/Prior Learning Assessment**

#### ***Statement of Intent and Input Description***

The aim here is to document the program's decision-making processes on transfers from other programs and acceptance of professional experience in lieu of coursework. 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. These are helpful in the review process because they highlight what the program values.

#### ***What You Need***

- Policies related to the transfer of credits and assessment of advanced standing procedures relevant to internal and external applicants.
- Articulation and transfer agreements for program graduates who wish to apply to other institutions.

### ***Engaging the Evidence***

- Describe how the program evaluates prior learning relevant to both CYC academic learning, diverse life experience, and CYC professional practice experience. Make sure to comment on both formal and informal processes and procedures.
- Describe how information about advanced standing and prior learning assessment is made available to both potential program applicants and current students.
- Comment on the ways in which assessments acknowledge and honour practice wisdom while ensuring the mastery of foundational knowledge.
- What are the barriers to prior learning assessment within the program?
- Given recent prior learning applications in the program, please comment on trends, successes, challenges, and possible barriers.
- How do program advanced standing, transfer credit, and prior learning assessment policies and practices demonstrate equity and transparency?
- In what ways does the program facilitate the integration of advanced standing students into the classroom or the program when these students are “out of sync” with the traditional program pathway?

## **1.4 Program Structure and Course Sequencing**

### ***Statement of Intent***

The aim of CYCEAB is to support and encourage: a) comprehensive thought about the composition of the program reflecting its history and b) 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.

The following list represents general expectations for the kinds of course content included in CYC programs such as group work, family work, practicum, a mix and integration of theory and practice, and so forth. The specific courses should not be interpreted as concrete requirements for the program. Use them as examples.

**SELF-STUDY GUIDE**

The variations from these collections of courses and these sequences of courses need to be explained. This helps the Reviewer better understand the program, it validates the logic of the program composition, and it identifies to Reviewers where the program might be innovating and/or responding to local needs.

Diploma: Programs shall be equivalent to at least 20 single semester courses averaging 36 hours each. An advanced diploma designation will be provided to programs with more than the minimum and who meet the requirements for advanced practicum/internship hours. Not all institutions will divide their coursework in the same manner and the information below represents guidelines that programs can use to describe their curriculum

Foundations of Child and Youth Care Practice	1-3 courses
Communications and Counseling (both oral and written)	2-3 courses
Therapeutic Activities and Group Work	1-3 courses
Family Studies	2-3 courses
Theory*	1-2 courses minimum
Practicum/Internship	750-899 hours
Advanced Practicum/Internship	900-1500 hours
Generalist Courses	1-3 courses

\* 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.

\*\* An advanced diploma designation must have additional coursework beyond the Diploma level (typically 2 years) and the Advanced Practicum/Internship hours.

**SELF-STUDY GUIDE**

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

Foundations of Child and Youth Care Practice	1-3 courses
Communications and Counseling (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)	2-4 courses minimum
Practicum/Internship	750-1500 hours
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

\* While theory may include study in other disciplines such as psychology and sociology, as well as Child and Youth Care, theory is also embedded throughout the curriculum.

Appropriate laboratory activities shall be included in the program/option and a reasonable balance shall be maintained between the practical application and theoretical exploration. There shall be evidence of appropriate sequencing of courses in each major program/option to ensure advanced level courses build upon concepts covered in beginning level courses.

Master’s Degree: Major programs/options shall be equivalent to 10 single semester courses) and shall meet the following minimum/maximum foundation requirements:

Research Methods	2-4 courses
Communications and/or Therapeutic Intervention	2-4 courses
Professional Theory	3-6 courses
Major Research Project/Thesis/Practicum	2-4 courses

## SELF-STUDY GUIDE

Doctorate Degree: Major programs/options shall be equivalent to a combined total of 15-20 single semester courses including the dissertation requiring independent research and an oral defense. The program shall meet the following minimum/maximum foundation requirements:

Research Methods	2-4 courses
Professional Theory	2-4 courses
Dissertation	5-7 courses

### *Input Description*

The context for the evidence and justification should be a standard for professional preparation rather than institutional policy. That is, variations can be explained and defended in terms of educational and practice goals for graduates.

### *What You Need*

- A list of courses offered. Most programs have a matrix or table that provides an easy way to understand the sequence of courses, by year and term. Please include the number of credits /units and contact hours for each course.
- A list of electives in the program and any interdisciplinary electives used to support CYC emphases and interests.
- Descriptions of relevant concentrations, minors, or foci.
- A description of the rationale supporting the designation of pre-requisite and co-requisite courses.
- An indication of entry points for direct entry from CYC diploma into degree or other advanced admission pathways, particularly as this applies to shorter “fast track” or accelerated programs of study.

### *Engaging the Evidence*

- Comment on the alignment between the program structure, curriculum content, and course sequencing in relation to the suggested foundation described above.
- How are instructional hours determined and what is the process used to set up course sequencing?

## SELF-STUDY GUIDE

- What is the process and intent of sequencing review? Who is involved and for what purpose?
- How is it determined when 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.
- What work has been done to integrate practicum learning goals and course learning goals?
- Explain any seminars/classes that coincide with practicum.
- Specific measurable competencies/outcomes shall be identified for each course along with the assessment measures used to determine student mastery of the competencies. This data will include course assignments and evaluation of those assignments as well as practicum evaluation.
- How many FTEs (full-time equivalents) are provided to manage practicum? How is the practicum process coordinated?
- How are professional and academic goals of practicum supported, distinguished, and evaluated during practicum experience?
- What are the criteria for evaluating the success of practicum?
- If it was not provided above, please describe the basic structure of supervising practicum, including whether there are co-curricular courses, whether practicum staff also teach, and the structure of both practicum and academic supervision.

### 1.5 Faculty Qualifications

#### *Statement of Intent*

Successful completion of a CYC credential implies graduates possess some expertise about children and youth and an identity, values, and ethics about that expertise. This section requires a review of individual and collective expertise and commitment among faculty and instructors in delivering the educative experience.

Expertise and commitment are usually acquired through degrees, practice experience, research, and study. Ideally all four are implicated. Expertise is an individual accomplishment as well as a collective accomplishment. Please

consider the match between individual instructors and the courses they teach and how the program's collective expertise is shared with students.

***Input Description***

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) professional experience, (c) membership and participation in appropriate professional organizations, and (d) scholarly activities.

Diploma Programs: The minimum academic qualification for a full-time faculty member is a bachelor's degree. Individual institutions may require higher minimum academic qualifications. It is desirable that at least one academic credential be in Child and Youth Care. Individual institutions may be willing to substitute a combination of education, experience, and other qualifications. Membership and participation in the provincial Child and Youth Care Association is expected.

Bachelor's Degree Programs: The minimum academic qualifications for tenure track and full-time faculty members is a master's degree. Individual institutions may require higher minimum academic qualifications. It is desirable that at least one academic credential be in Child and Youth Care. Individual institutions may be willing to substitute a combination of education, experience, and other qualifications. Membership and participation in the provincial Child and Youth Care Association is expected.

Master's Degree Programs: In addition to the bachelor's degree requirements, a PhD in a discipline closely related to the faculty member's instructional assignment is required. Membership and participation in the provincial Child and Youth Care Association is expected. Active professional involvement and scholarly activity in Child and Youth Care is expected.

Doctorate Degree Programs: In addition to the Master's degree requirements, a PhD 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 Child and



Youth Care Association is expected. Active professional involvement and scholarly activity in Child and Youth Care is expected.

***What You Need***

- Curriculum vitae for all faculty including contract or sessional faculty. These should include current courses taught in the program.
- Narratives describing community practice activities and CYC professional association activities of individual faculty over the past three years.
- A copy of the last job posting if hiring has taken place in the past five years.
- Data and information from CYCEAB surveys and any institutional data.

***Engaging the Evidence***

- Comment on the fit between the faculty team professional profile and the suggested professional alignment. Provide evidence of how the program faculty team reflects the professional practice context of your community.
- Please describe the pedagogical practices central to the program and describe how they are taught to and shared among instructors.
- How well matched are instructors and courses, individually and as a group? What are strengths and weaknesses in the instructional expertise of faculty?
- What is the strategic plan for acquiring, augmenting, and/or replacing expertise?
- In what ways do institutional policies and plans support or interfere with program needs for expertise?
- Provide details of the institution's evaluation of instructors. Provide summary data as available.
- Describe activities – formal and informal – used to help instructors improve their teaching.

- How are faculty contributing to the development of CYC? Be specific.
- Describe CYC practice or professional engagement with the institution's hiring strategies.
- Describe the pedagogical practices central to the program and describe how they are taught to and shared among instructors.
- Describe how instruction is evaluated; and if it was not provided above, please provide summary data about course evaluations.
- Reflect on data and information from CYCEAB surveys and any institutional data.

## **1.6 Program Goals**

### ***Statement of Intent***

The focus here is on the program's curricular and professional goals. 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.

Additionally, the program's goals will include the collective goals related to the ongoing efforts to improve professional practice and contribute to the development of the CYC profession.

### ***Input Description***

Information about program goals may be gathered from various sources; e.g., quality enhancement/continuous improvement activities, information about curricular components such as practicum, committee agendas and minutes, and strategic planning documents.

### ***What You Need***

Please provide the materials that adequately describe the program's curricular and professional goals and the plans for achieving those goals, including those where partial progress may have been achieved. As well, include the program's goal toward building the profession of CYC.

### ***Engaging the Evidence***

- How are stakeholders involved in goal setting? Identify which stakeholders are involved and the nature of their participation.
- How is progress toward goals being measured or documented?
- How do the program goals address the needs of the local community and the CYC professional community?
- What are the strengths and weaknesses of the planning, implementation, and evaluation of program goals?
- Review the goals and recommendations from the previous program review. How successful was the program in acting on those? Explain the progress and challenges.
- Comment on the alignment between the program's goals relative to changes and trends in CYC practice and community needs.

## **1.7 Program Integrity**

### ***Statement of Intent***

This area of the study acknowledges that policies, procedures, and practices are at work to maintain quality. Considering the complexity of weaving academic rigour with practicum performance and student-industry suitability, there is considerable energy devoted in an ongoing way to quality management of the program.

### ***Input Description***

Like some self-study and review processes in allied occupations, these implementation elements include motivation and counselling of students, ethics, and admission requirements.

### ***What You Need***

- Data will be available from the student, graduate, and employer surveys about their experiences and perceptions.
- Institutional records and data.

***Engaging the Evidence***

- What are the program's practices for recruiting a diverse student body?
- What are the academic admission criteria for incoming students? How do you screen applicants based on academic standards? How well is this working? What evidence do you have that your criteria are adequately distinguishing between qualified and unqualified candidates?
- Describe the strengths and weaknesses of your policies and practices for screening applicants?
- What are the professional admission criteria for incoming students? How do you screen applicants based on professional standards? How well is this working? What evidence do you have that your criteria are adequately distinguishing between qualified and unqualified candidates?
- After admission, what formal and informal procedures are used to address concerns about a student's professional suitability?
- When a student is deemed professionally unsuitable, what formal and informal procedures are used to remove or counsel that student out of the program?
- What are the non-negotiable academic and professional standards that students must meet? Be specific.
- In the past two years, how many students left the program because of a failure to meet academic standards? Explain.
- In the past two years, how many students left the program because of a failure to meet professional standards? Explain.
- Provide a narrative that explains how the program: a) builds community in the CYC program and b) supports student participation in professional activities and scholarly activity.
- Describe how the program helps students consider professional and personal options in the field. This may include formal opportunities and informal efforts to encourage reflexivity and reflection.
- Explain how the program integrates professional and academic goals in the program.

- Describe challenges faced by students in the program and how faculty/staff respond. Explain in what ways these responses are congruent with CYC professional practice standards.
- Describe how professional practice ethics are practiced, modelled, and taught. Please be specific.
- Describe in detail two recent and successful cases of how ethical issues with students were addressed. Explain what helped to make each situation successful. Details that violate confidentiality and anonymity should not be included.
- Describe in detail one recent case in which the attempt to address the ethical issue with a student did not succeed or was less successful than hoped. Describe the challenge and what was learned. Details that violate confidentiality and anonymity should not be included.

## **1.8 Quality Enhancement Plan**

### ***Statement of Intent***

The Quality Enhancement Plan provides an opportunity for post-secondary Child and Youth Care programs to focus on ongoing program development and enhancement in alignment with professional practice. As such, after reviewing all sources of information (see previous sections) and following the rich discussion and reflective thoughts, the next step is to look ahead. The next five years can be used to implement and test process that will foster program development and enhancement.

### ***Input Description***

Recommendation on areas for improvement can be outlined in a chart format, an example of which is provided on the following page. If your institution wishes to use a different template, please consult with the Accreditation Coordinator.

Institutions seeking re-accreditation will be expected to engage in the full self-study process in addition to providing a detailed summary of the progress, achievements, challenges, etc. from their previous accreditation application's Quality Enhancement Plan.

# <NAME OF INSTITUTION AND PROGRAM>

## Quality Enhancement Plan

Quality Enhancement Themes & Corresponding CYCEAB Accreditation Model Sections	Objectives	Action Plan	Persons Responsible	Timeframe Dates (e.g., month, year)
A. In response to opportunities identified in the self-study section 1.1 <i>Program Title, Mission, Outcomes</i>	Revise program description	CYC coordinator will conduct a literature review of how Child and Youth Care is defined in similar programs offering CYC education.	CYC Coordinator	September 20xx
		Review the Council of Canadian Child and Youth Care Associations definition and scope of practice for CYC practice.	CYC Program Advisory Committee	September 20xx
		Develop a revised program description, which reflects the unique and specialized focus of our immediate region, in consultation with the Program Advisory Committee.	Registrar	September 20xx
		Submit the necessary program change documents to the registrar for final approval and update the program description in the institution’s calendar. Share the new description with Student Recruitment and Advancement to ensure advertising material is updated.	College Advancement	September 20xx
B. In response to opportunities identified in the self-study section 1.2 <i>Competency Identification and Validation</i>	Dissemination of 5 program-wide learning outcomes	Insert 5 program-wide learning outcomes in all CYC course outlines.	CYC Coordinator	September 20xx
		Consult with College Advancement to include the 5 CYC program-wide learning outcomes with promotional material (website, brochures, etc.).	College Advancement	September 20xx