

**Child and Youth Care Degree – Comprehensive Program Review
Self-Study Recommendations (excerpted)
16th November 2020**

Recommendations: Summary and Summary List

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1.	1	CYC faculty review the overall curriculum framework to ensure alignment with recent developments in CYC post-secondary education (including feedback concerning gaps in curriculum), along with updating specific curriculum guidelines (including attention to course content, assessment methods, outcomes, class size, pre-requisites, contact hours, and UT transferability).	Underway (assigned to CYC Curriculum Framework Committee)
2.	2	CYC Faculty to review overall competencies, general employability skills, and scaffolding of concepts and skills, while reducing duplication throughout the curriculum framework to identify improvements that need to be made.	Underway (assigned to CYC Curriculum Framework Committee)
3.		CYC faculty to review & update current specializations, identify potential new college-partnerships, including the possibility of an advanced research methods course as a part of overall curriculum framework review.	Underway (assigned to CYC Curriculum Framework Committee)
4.	3	CYC program to develop comprehensive and current list of practicum organizations, supervisors, and contact information in order 1) for faculty to develop a plan to expand practicum partnerships in underutilized CYC areas of practice/organizations, 2) to determine appropriate level of practicum experience for student, 3) to assess supervisor needs, and 4) for faculty to keep track of eligibility requirements, and other essential tracking information.	Initiate in 2021 (assign to CYC Practicum Redesign Committee & Program Advisor)
5.		CYC faculty will create a practicum preparation course, to ensure pre-placement requirements are met, including but not limited to: goal setting, student mentorship opportunities, applied ethics, wellness & self-care, and safety planning.	Initiate in 2021 (assign to CYC Curriculum Framework & Practicum Redesign Committees)
6.		Faculty Curriculum Framework Committee to consider joining CYCC 1240 and CYCC 2440 practicum into the 2 nd year curriculum framework, update the curriculum	Initiate in 2021 (assign to Curriculum Framework &

		guidelines, and consider the operational needs of students, sites, and faculty in terms of practicum scheduling to allow for the greatest number of practicum agency scheduling needs.	Practicum Redesign Committees)
7.		CYC Work Integrated Learning project faculty will secure practicum agreements with host agencies across BC in communities not served by a post-secondary CYC diploma.	Underway & completion by mid-2021 (assigned to WIL faculty)
8.		CYC faculty to develop feasible practicum feedback-loop to obtain continuous feedback from sites.	Initiate in 2021 (assign to CYC Practicum Redesign Committee)
9.	4	CYC program and FACS administration to consider options and solutions to increase flexibility in registration and course trajectory for students.	Underway (Coordinator & Deans in discussion)
10.		Support the development of a fully-online CYC diploma, including developing practicum partnerships across the province, such that students may remain in their home communities to complete their diploma credential.	Underway (work assigned to faculty)
11.		CYC program to meet with all internal stakeholders to review plans to deliver online diploma such that the College can plan fully to meet all student needs remotely.	Faculty & Program Advisor to meet with College Services in early Winter 2021
12.		CYC faculty to review typical costs of books/course packs throughout the degree and make recommendations for faculty to follow and for the program advisor to be able to communicate expected costs to students.	Underway (Program Advisor to advise Faculty at Winter 2021 meeting for discussion)
13.	5	Students are prepared and encouraged to complete the certification process upon graduation.	Underway (Pilot underway in Fall 2020 CYCC 4410 Practicum)
14.		Create clear academic pathway from BA in CYC to teacher education programs in lower mainland and share with prospective and current students.	Initiate in 2021
15.	6	Ensure wide dissemination of newly changed admission requirements to CYC Program Guidelines for September 2021 entry (October 2020+ application) to various internal and external stakeholders (e.g. academic advising, student services, future students, PAC, CYCECBC, guidance counsellors, etc.) and track applications and student success to observe outcomes.	Underway (Coordinator and PA meeting with various stakeholders in Summer/Fall 2020)
16.	7	Track CYC CAF registration interest and determine whether there is demand to open additional courses.	Underway

17.		Work with the Faculty Dean to update, expand, and formalize informal (sending & receiving) block transfer articulation agreements at the 3 rd year entry level.	Initiate in 2021
18.		Create online bridging module resource for 3 rd year bridging students who enter the CYC program without a CYC diploma.	Pending Approval
19.		Taking direction from Douglas College's PLAR policy, review CYC PLAR procedure with the CYC Education Consortium of BC membership, including update & making easily available clear guidelines as to CYC students' eligibility, process, and procedure.	Underway (assigned to faculty subcommittee in Fall 2020)
20.		CYC to review PAC membership and procedures to ensure compliance with College policy and current representation of CYC field.	Implement Winter 2021
21.	8	CYC to pursue CYC Accreditation with the CYC Educational Accreditation Board of Canada.	Faculty to consult with CYCEABC beginning in 2021
22.		CYC faculty to discuss involvement in CYC Association of BC, including faculty representative, student involvement, and incorporation of activities into curriculum framework.	To discuss at department faculty meetings, Winter 2021
23.		Consider faculty team-wide effort to become CYC-P certified with the North American CYCCB with the aim of both solidifying team CYC identity as well as modeling professional certification for students, supported by the operational budget for certification costs.	To discuss at department faculty meetings, Winter/Summer 2021
24.		Explore and pursue CYC faculty group professional development opportunities for anti-oppressive/anti-racist and decolonizing & indigenization of educational practices.	Underway (discussion at department faculty meetings, initiated Fall 2020)
25.	9	CYC faculty to determine a sustainable process and mentorship model, which could include monthly mentorship meetings or using professional development or accountable time to match new faculty with existing faculty to assist in the ongoing onboarding process.	To discuss at upcoming faculty meeting, Winter 2021
26.		Prioritize Indigenous and BIPOC-identified faculty scholars during upcoming faculty postings, while looking at institutional support for retention.	Tasked to Hiring Committee
27.		Explore informal recruitment models, including liaising with Canada's CYC graduate programs (University of Victoria & Ryerson University).	To discuss at department faculty meetings, Fall 2021
28.		Faculty team will consult each other on preferred workload distribution process to ensure it is meeting the needs of the students' best interests and faculty expertise.	To discuss at upcoming faculty meeting, Winter 2021

29.	10	The CYC program will meet with ATS/CEIT to review plans for online diploma to review needs and to ensure sufficient support.	Faculty and Deans will meet with ATS/CEIT in Winter 2021
30.	11	The CYC program will review its operational budget to ensure it is intentionally being allocated to program needs including organizational membership, mileage, curriculum resources, honoraria for guest speakers, field trips, purposeful marketing, etc.	Coordinator and Deans will review in Winter/Summer 2021

Summary of Strengths, Accomplishments, Weaknesses, Limitations, and Opportunities for Growth and Renewal

The CYC program prides itself in its relationships with its BC and Canadian CYC counterparts, pursuit of a relevant and meaningful curriculum framework, spectrum of experiential and authentic learning opportunities, and strong employment prospects for its graduates. This program review provided the opportunity to identify weakness and limitations, which generally fell into two categories: the operational delivery including filling seats for the part-time/flex cohort as well as curriculum gaps which include faculty interest in professional development in social justice pedagogy. With new programs and partnerships in progress, we foresee many opportunities for growth and renewal of the CYC degree, many of them underway at the time of this report’s submission. While its many entry and exit points are not without operational challenges, the students journeying through the CYC degree from and to diverse educational and professional backgrounds is of great strength, not only for the composition of the classroom (and influence on quality of learning), but also for the greater public’s benefit, including our most important but too often unnamed stakeholder: the children, youth, and families our students go on to provide care, and so as to change the conditions in which they live and systems that provide that care.



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– EXCERPTED (RECOMMENDATIONS ONLY) –

2021 June 29

Child & Youth Care Review, Douglas College

**Charlotte Serpa
Humber Institute of Technology and Advanced Learning**

**Doug Magnuson
University of Victoria**

CYC faculty has identified an impressive list of goals; these are reasonable and supported by the data. The 30 recommendations listed in the comprehensive program review report also aligned with the informal information provided by students and faculty during interviews. The 30 recommendations and program goals reflect current themes and trends in post-secondary Child and Youth Care education across Canada.

1. The Douglas Child and Youth Care program will continue to benefit from the ongoing alignment of curriculum, the standards and recommendations of the Child and Youth Care Education Consortium of British Columbia, The Child and Youth Care Certification Board and the standards outlined in the CYCEAB self-study guide.
2. The program is organized in a straightforward Canadian manner. Within this structure there is room for innovation in traditional and new courses. Courses such as *Perspectives in International and Community Development* illustrate this. We would encourage Douglas College to assist faculty with course development: course release and expertise.
3. There are 700 practicum hours noted. An advanced diploma in CYC has a standard of 900 hours and a Bachelor degree 750 in the CYCEAB Self Study Guide. 80% of these hours are required to be direct engagement with children, youth and families.
4. During the student interviews it was suggested that more support for students entering in third year is required, specifically with regard to catching up to current CYC theory and academic skills such as writing and research. It was also

mentioned that there were noticeable differences between the “Aboriginal stream” and the regular curriculum.

5. Douglas’ faculty are extraordinarily well qualified on two fronts. ...There is also an unusually high number of faculty with or pursuing advanced degrees beyond the masters. In Canadian higher education there is a lot of competition for candidates for faculty positions who possess good practice experience and academic qualifications. There is also competition for candidates from under-represented populations. These are challenges that can be overcome with good support from the institution. These dual goals for faculty hires--practice experience and academic qualifications--should not be set aside for the sake of filling a position. ...Although degrees beyond the MA/MS are attractive to colleges, it is not clear that the Phd or Ed.D contribute to the effectiveness of teaching faculty. These are specialist degrees, in specializations that are often remote from CYC practice and from CYC teaching. We recommend that faculty be supported if they decide to pursue the Phd but that it should not be an expectation.
6. The addition of a Full-Time Practicum Coordinator to work on creating and maintaining community partners offering CYC practicum sites and experiences is recommended, since experiential learning and practice are significant components of the CYC profession and the Douglas College program.
7. Recommendation # 26 in the program review addresses a need to prioritize BIPOC identified faculty and scholars during upcoming faculty searches, while looking at institutional support for retention. This was echoed in both our faculty and student interviews.
8. [Program faculty want] to increase the importance of informal education and experiential learning, even in an institution of higher learning. The faculty is working on its partnerships with community agencies, especially related to practica, which is both traditional and also a site for innovation.
9. [Program faculty also want] to extend innovative educational practices to include the impact on and participation of children, youth, and families. Teaching students and practitioners to assess their performance in field settings is increasingly important.

The faculty have identified numerous improvements they would like to make in the curriculum/program. These are exciting ideas; the faculty are ambitious, and there is an opportunity for the program and Douglas College to do innovative work.



**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: *Program Review* requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	<i>Applied Community Studies</i>	
Department / Program	Child and Youth Care	
Date Submitted	November 2021	
External Review Panel (ERP)	1. Charlotte Serpa 2. Dr. Doug Magnuson	Professor, Humber Institute of Technology and Advanced Learning Professor, School of Child and Youth Care, University of Victoria
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (<i>specify below</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (<i>specify</i>) 	
Date of last Comprehensive Review	2018	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE	<p>The external reviewers spoke positively of the program, the “well qualified faculty” and the importance of the program having integrated CYC theory with practice. They noted specifically that CYC graduates have “opportunities for employment in the fields of formal and informal education” and the program “is well positioned to provide the requisite educational experiences, especially experiential education.” They commented that Douglas College CYC faculty are “leaders in experiential learning innovation.”</p> <p>The external reviewers were supportive of all 30 initiatives recommended in the program self-study report and they provided one additional recommendation.</p> <p>The VPA commends CYC faculty for providing a comprehensive, thoughtful and detailed self-study.</p>	



All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No [The VPA&P supports all 30 self-study recommendations]
All External Report recommendations accepted?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No [The VPA&P does not support the recommendation to create a new position to manage practicum placements]
<p>VPA's RECOMMENDATIONS</p> <p>In particular, CYC should focus on the following:</p>	<p>The VPA requests that the Faculty Dean and/or Associate Dean work with the Program Coordinators to finalize an implementation/action plan for all 30 of the recommendations outlined in the program self-study. Priority areas for the Child and Youth Care Degree will include:</p> <ol style="list-style-type: none"> 1. The development of new program content (done in the context of the review of the curriculum framework currently underway) to better align programming with other post-secondary CYC programs. Also, to create additional academic pathways for graduates and an expanded list of UT-transferable course offerings. It will be important to examine educational practices and CYC curriculum from the perspective of indigenization. 2. The VPA&P does not support the external reviewers' recommendation to create a new position to manage/support practicum placements at this time, noting that there are other employee positions and mechanisms available to assist with student placement. Also, there are other initiatives that can potentially improve management of experiential activities including development of a comprehensive database of historical/current practicum placements (i.e., as recommended in the program self-study). The information held on the proposed data-base would assist faculty in identifying available practicum sites, matching students with sites, and developing under-used areas for practicum. 3. The CYC Work Integrated Learning project (WIL) recognized the need to create a fully-online CYC diploma to support students who wish to, or need to, remain in their home communities. This is especially relevant for the parts of Canada where communities are not currently served by post-secondary institutions with a CYC diploma. Work is currently taking place within the CYC program to prepare courses for online delivery and develop practicum partnerships across province. <p>As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its Implementation and Action Plan (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>
Next scheduled PR (5 – 7 years):	2026



A handwritten signature in blue ink, appearing to be "S. Smith".

Vice President, Academic and Provost

March 25, 2022

Date