

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

Recommendations: Summary and Summary List

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1.	1	CYC faculty review the overall curriculum framework	





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

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– EXCERPTED (RECOMMENDATIONS ONLY) –

2021 June 29

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

DOUGLAS COLLEGE COMPREHENSIVE REVIEW (C  
 RESPONSE FROM THE  
 OFFICE OF THE VICE PRESIDENT, ACADEMIC AND PROVOST  
 (FACULTY) (YOUTH CARE)  
 Youth Care, University of Victoria

Douglas College Administrative Policy A38: Program Review requires a followup plan be developed by the Vice President, Academic and Provost, in response to the Self Study and External Report.

FACULTY (Lead Dean/Associate Dean)	Applied Community Studies	
Department / Program	Child and Youth Care	
Date Submitted	November 2021	
External Review Panel (ERP)	1. Charlotte Serpa	
	2. Dr. Doug Magnuson	





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VicePresident, Academic and Provost

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Date