CRPO Program Review & Recognition Process

Preparing to Submit an Application

Applying for program recognition is a serious undertaking requiring a significant time commitment. The process to complete an application is usually a collaborative effort involving senior program faculty who, collectively, are familiar with all aspects of the program. Your team may find it helpful to carefully consider the kinds of information required for the program submission, in advance, and to develop a plan for identifying the necessary information and completing the application.

You are encouraged to read the instructions found on the online account and the recommendations below before commencing the application as a guide to complete the application for submission and review.

General Recommendations/Tips

These points should be kept in mind while completing the entire application:

a. Programs will not be asked to provide supplemental information during the review process. Unless supporting documentation is included using the "Reference uploaded document" tool, or provided via hyperlink, it will not be considered. Content that is not part of the application at the time of submission may result in reviewers reporting a lack of evidence in the program to satisfy the requirements.

b. Only one program can be reviewed per application.

c. When referencing websites, ensure content will remain unchanged following submission. Alternatively, provide a printed version of the page as supporting evidence.

d. Use specific page references or other descriptors to direct reviewers to content that addresses the specific questions in the application. Avoid referencing entire websites or documents.

e. Programs are reviewed based on how they are currently being delivered. Prospective programs and new content that has not been offered before cannot be reviewed to receive approval in advance. Also, out-of-date information must not be included.

f. In order to ensure nothing is missing from the submission, and responses to the application questions are clear, it is strongly recommended that the entire application be reviewed by someone who was not involved with completing it.

Program Recognition Application-Specific Notes

The following section-specific information should be considered when completing the application.

Program Information

Clearly specify the full degree/diploma/certificate earned through the program, including the relevant stream, focus, or concentration. This information should match what appears on transcripts sent to the College.

When listing hours of education and training in each course, do not include direct client contact or clinical supervision. These hours should be reported by graduates when they apply for registration and cannot be double counted.

Organizational Attributes

If the program has not had at least two cohorts graduate as of the application date, provide an explanation to provide context for reviewers.

Key Program Components

If the program admits students using a Prior Learning Assessment & Recognition process (PLAR), programs must provide details about the process, how potential students are evaluated, and quantify how frequently PLAR has been used by the program.

Program Alignment with Registration Regulation

Please see general notes above for completing the application form.

Clinical Experience

When describing clinical experience gained as part of completing a program, please ensure that hours of education and training are not counted as direct client contact or clinical supervision hours. These activities cannot be double-counted.

When counting direct client contact hours, exclude role-playing activities completed in the program. While these are useful learning activities, only actual sessions with clients and clinical supervision connected to actual client sessions are eligible for consideration for registration purposes.

Competency Mapping Tool

In completing the Competency Mapping Tool, programs must demonstrate how the program's learning activities enable students to develop the key entry-to-practice competencies found in the tool. This is done by providing specific evidence based on the content found in the program.

To assist review of the referenced content, page numbers **must** be included for the supporting documents to locate the learning activities. Excerpts of lengthy documents may be uploaded and referenced, as long as it is clear exactly where the excerpt comes from. A program may also choose to highlight relevant passages of text for reference.

If the program has elective courses or streams, the Mapping Tool should reflect how a student would be enabled to develop the entry-to-practice competencies with each elective or stream that is available. Carefully consider whether course/learning activities are needed to demonstrate how the program enables development of the competencies or could they be excluded from the application.

Focus should be directed to description of activities that contribute to competency development, not to describing the competencies or their importance. Specific content must be identified with supporting documentation that verifies a claim that a competency is addressed rather than just stating that a competency is addressed in a course.

When referencing supporting documentation, the following questions should be considered:

a. Is it the most recent version?
   The application process involves reviewing the program as it is currently delivered, so the content should be reviewed to avoid using out-of-date versions of documents. If the document has not been revised in the same calendar year the program application is reviewed, a note should be made indicating that content has not changed.

b. Is it complete?
   If a document references content that is relevant to competency development and that is not yet finalized or may be distributed to students in class, this content should be provided in the application. Ensure that supporting documents provide a description of learning activities, not just the title of the activity.

c. Is it clear?
   Documents should have a consistent level of detail and structure, and any extracts should provide their source to identify the content's place in the program.

Additional Resources

College staff can provide information about the review and recognition process, as well as technical support should any difficulties be encountered when completing the application. However, staff cannot provide assistance with mapping content to entry-to-practice competencies, recommend how to answer questions, or state whether a response will be satisfactory.

The review and recognition process was developed to allow programs to maintain the approaches found in their traditions and modalities and prevent standardization of curriculum. This means that a sample application cannot be provided. For assistance in completing the application, programs are encouraged to consult faculty members and other colleagues who have experience with developing education and training programs.