# Private Career College Documents

## Background

The CRPO process for recognizing education and training programs has been reviewed by the Ministry of Training, Colleges, and Universities (MCTU) and deemed to satisfy their requirements for private career college (PCC) registration related to assessment by subject matter and adult education expert assessments. This means that programs that are subject to the PCC registration requirements can request a letter from CRPO to submit as part of their application for registration with the MCTU.

CRPO continues to maintain an arms-length distance from both the program recognition process, which is facilitated by a third-party contractor, and the PCC application process. In the interest of efficiency and in order to support programs in achieving designation as Private Career Colleges, CRPO will receive documents related to the Subject Matter Expert and Adult Education evaluation process for the purpose of applying for PCC designation through the MTCU. This process was approved by the Registration Committee on October 11, 2018.

Applicants who are required by the MCTU to register as a private career college will need to provide a number of documents in addition to the materials required by CRPO for program recognition. Programs may submit required documentation as outlined below. Staff will review submissions for completeness only.

For additional information about registering as a PCC, please visit the MTCU [website](http://www.tcu.gov.on.ca/pepg/audiences/pcc/superintendent/factsheet3_3rdpty-prog_assessment_092016.html).

## Instructions

Please compile the attachments in a single PDF document in the order listed below.

Please label each document as “Attachment 1”, etc. If there are multiple documents submitted for an attachment, please label them as “Attachment 1.1”, etc.

Certain attachments are marked “If applicable” or “Optional”. If the attachment does not apply to your program, please include a page that states that the attachment is not applicable, so that we will know the attachment was intentionally omitted.

If an attachment is part of a larger file (e.g. a Student Manual), please only include the relevant excerpt.

Please refer to the rubrics provided on page 3 through 6 for information on how the policies discussed in Attachments 14 through 17 are evaluated.

## Required Documents

Attachment 1: Program fees breakdown

If applicable, Attachment 2: Additional fees

Attachment 3: A sample of the credential

Attachment 4: Analysis of the labour market need

Attachment 5: Job ads

If below those required, Attachment 6: Specific admission requirements

Attachment 7: Liability insurance for the campus

If applicable, Placement: Attachment 8: A copy of the agreement between the placement host and the college with the verification of placement sites from employers to a number equal to 50% of the figure listed on the Maximum single class size, on employer/host letterhead

*As this document is likely to change depending on practicum site, it is optional to provide as part of the application package.*

Attachment 9: The information/instruction/orientation package that will be given to the placement host

*As this document is likely to change depending on practicum site, it is optional to provide as part of the application package.*

Attachment 10: Progress/attendance sheets to be completed by the host

*As this document is likely to change depending on practicum site, it is optional to provide as part of the application package.*

Attachment 11: Skills passport

Attachment 12: Liability insurance for the placement site

*As this document is likely to change depending on practicum site, it is optional to provide as part of the application package.*

Attachment 13: Scholarship/bursary policy

Attachment 14: Advanced standing policy

Attachment 15: Policy on students’ access to qualified instructors outside the classroom

Attachment 16: Grading policy (including requirements for re-examinations and repeating failed subjects)

Attachment 17: Policy on measures to mediate a student’s failure to complete a placement satisfactorily

## Policy on Advanced Standing

A policy of grantingadvanced standing to adult learners for their previous learning, whether through formal or informal educational means, offers students the opportunity to begin a program of study at a level that appropriately recognizes their prior learning and ensures that they do not unnecessarily repeat successful learning activities in a program of study.

MTCU 14 Advanced Standing Policy:

* Specific Advanced Standing Policy
* No specific Advanced Standing Policy

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DOMAIN | 3 | 2 | 1 | 0 |
| Previous relevant education | Full accounting of relevant education | Degree progressionaccounted for | Only degreeprerequisites are waived | Not observed in policy |
| Experiential learning related to program of study | More than 51% course credit within program | Less than 50% course credit within program | Allowed for entry to program; no course credit within program | Not observed in policy |
| Transfer of credit | Transfer of credits between institutions with no limit | Transfer of credits between programs in the same institutiononly | Only degreeprerequisites are transferrable | Not observed in policy |
| Request procedure | Procedure user friendly | Procedure clear | Request procedure unclear | Not observed in policy |
| Review procedure | Procedure standardized | Procedure clear | Review procedureunclear | Not observed in policy |
| Communication of advanced standing findings | Communication clear and timely | Communication clear | Observed in practice | Not observed in policy |
| Appeal procedure | Procedure clearly articulated | Procedure generally articulated | Procedure exists | Not observed in policy |

## Policy on Students’ Access to Qualified Instructors Outside the Classroom

A policy that articulates access to qualified instructors outside the classroom is of particular importance to adult learners. Characteristics common to the success of adult learners include open feedback and sharing of experiential/prior learning components of current learning; consolidation of learning through conversation and interactive processes; and time to digest new information. These characteristics often lead learners to seek out access to qualified instructors beyond the classroom setting.

MTCU 15 Access Outside Classroom Policy:

* Observed
* Not observed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DOMAIN | 3 | 2 | 1 | 0 |
| Office Hours of Instructors in proximity to class time | Extensive hours in proximity to class time | Limited hours in close proximity to class time | Limited hours not in close proximity to class time | No policy observed |
| Non-office hour access | Multiple opportunities for multiple points of access | Multiple opportunities for single point of access | Limited opportunity for single point of access | No policy observed |
| Flexible access (e.g., e-mail, in-person, video-conferencing) | Extensive flexibility  | Flexible access | Inflexible access | No policy observed |
| Access accommodations for adult learners  | Access linked to needs of part-time and evening students | Access linked to majority of student schedules | Access not linked to student schedules | No policy observed |

## Grading Policy (including requirements for re-examinations and repeating failed subjects)

For adult learners in a psychotherapy education program, two recognized grading systems are relevant: a standard grading system used for the academically-based programming; and a competency-based grading system used for courses in which satisfactory acquisition of defined skills, knowledge and attributes as articulated in the entry-to-practice competency profile is the basis of evaluation and grading.

MTCU 16 Grading Policy:

* Observed
* Not observed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DOMAIN | 3 | 2 | 1 | 0 |
| Formative assessments | Diverse systematic measures | Single systematic measure | Single measures without  | No formative assessments |
| Summative assessments | Diverse systematicmeasures | Single systematic measure | Non-systematic summative measures | No summative assessments |
| Principles of Adult Learning | Consistent | Mostly consistent  | Variably consistent | No principles evident |
| Principles of Fair Assessment | Consistent | Mostly consistent | Variably consistent | No principles evident |
| Re-examination Options | Diverse / contextualized / individualized | Available consistently with context | Available often with context | Not available  |
| Grading system includes temporary grades | “incomplete”, “in progress” and “compulsory withdrawal”grades available with final grade appeal | “incomplete”, “in progress” and “compulsory withdraw” grades available  | “withdraw” and “compulsory withdraw” grade available  | Not available |
| Dual grading | Academic and competency grading available | Competency grading only | Standard academic grading only | Not available |
| Repeat of Course Options | Considers diversity and individuality within standardized approach | Standardized, advertised approach | Restrictively available | Not available |

## Policy on Measures to Mediate a Student’s Failure to Complete a Placement Satisfactorily

The competency-based clinical supervision process within a psychotherapy practicum is designed to consolidate and integrate theory and professional practice. Policies regarding unsatisfactory completion of practica must take into account fair assessment processes related to educational and professional goals of the educational program (to prepare students for registration as entry-to-practice practitioners) and the characteristics of adult learners.

MTCU 17 Mediation of Placement Failure Policy:

* Observed
* Not observed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DOMAIN | 3 | 2 | 1 | 0 |
| Feedback and Extension of Practicum Experience Option | Available | Criteria clear and publicized | Criteria for option vague | Not available |
| Academic Probation Option | Available | Criteria clear and publicized | Criteria for option vague | Not available |
| Voluntary Withdrawal / Deferral Option | Available | Criteria clear and publicized | Criteria for option vague | Not available |
| Clinical Supervision Option | Available | Criteria clear and publicized | Criteria for option vague | Not available |
| Interview Process  | Available | Criteria clear and publicized | Criteria for option vague | Not available |
| Appeal Process | Criteria for option specifically linked to competency grading | Criteria for option generalized or partially linked to competency grading | Criteria for option highly restrictive or not linked to competency grading | Not available |