Fair Registration Practices Report

Audiologists and Speech-Language Pathologists (2011)

The answers that you submitted to OFC can be seen below.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions Act (FARPA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

Provision of Information About Registration Practices (1 / 13)

Describe how you make information about registration practices available to individuals applying or intending to apply for registration. Specify the tools used to provide information, and the manner in which you make that information available, current, accurate and user friendly in each of these subcategories:

a) steps to initiate the registration process

*** SAME AS LAST YEAR ***

Information regarding the steps to initiate the registration process is available from the following sources:

1. CASLPO's Website - CASLPO's application guidelines provide information to individuals applying or intending to apply for registration regarding the steps to initiate the registration process. Application Packages are available online in the Registration Section of CASLPO's website.
2. Individual Emails - College staff will respond to emailed queries regarding the steps to initiate the registration process.
3. Phone Calls - College staff will respond to phone calls regarding the steps to initiate the registration process.
4. In-person Appointments and Walk-in Customer Service - College staff will provide information to individuals applying or intending to apply for registration regarding the steps to initiate the registration process and will also provide an application package.

b) requirements for registration

*** SAME AS LAST YEAR ***

Information regarding the College's requirements for registration is available from the following sources:

1.CASLPO's Website - CASLPO's application guidelines provide information to individuals applying or intending to apply for registration regarding requirements for registration. Application Packages are available online in the Registration Section of CASLPO's website.
2.Individual Emails - College staff will respond to emailed queries regarding the requirements for registration.
3.Phone Calls - College staff will respond to phone calls regarding the requirements for registration.
4.In-person Appointments and Walk-in Customer Service - The Manager of Registration Services will provide

information to individuals applying or intending to apply for registration regarding the requirements for registration through in-person appointments or walk-in customer service.

c) explanation of how the requirements for registration are to be met, such as the number of years of schooling required for a degree to be deemed equivalent to an Ontario undergraduate degree, length and type of work experience, credit hours or program content

*** SAME AS LAST YEAR ***

Information providing an explanation of how the College's requirements for registration are to be met is available from the following sources:

1. CASLPO's Website - CASLPO's application guidelines provide applicants with an explanation regarding how requirements for registration are to be met.
2. Individual Emails - College staff will respond to emailed queries to explain how requirements for registration are to be met.
3. Phone Calls - College staff will respond to phone calls to explain how requirements for registration are to be met.
4. In-person Appointments and Walk-in Customer Service - The Manager of Registration Services will explain how requirements for registration are to be met through in-person appointments or walk-in customer service.

d) any education or practical experience required for registration that must be completed in Ontario or practice that must be supervised by a member of the profession who is registered in Ontario

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information regarding CASLPO Mentoring Program for Initial Practice Registrants is provided from the following sources:

1.CASLPO's Website - Information regarding the College's Mentoring Program is available online under the Mentoring Program section of the College's website .
2.Individual Emails - College staff will respond to emailed queries regarding CASLPO's mentoring program.
3.Phone Calls - College staff will respond to phone calls regarding CASLPO's mentoring program.
4. In-Person Appointment and Walk-In Customer Service – The Manager of Registration Services will provide information regarding CASLPO mentoring program through in-person appointment and walk-in customer service.

e) requirements that may be satisfied through acceptable alternatives

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information about requirements that may be satisfied through acceptable alternatives is provided from the following sources:

1. Website – Application package provides information regarding acceptable alternatives for a completed Form C: Registration/Certification/License Verification and Form D: Reference Request and to contact the Manager of Registration Services regarding the submission of a statutory declaration if the applicant is unable to provide the College with the necessary academic documents.
2. Individual Emails – The Manager of Registration Services will provide information regarding requirements that may be satisfied through acceptable alternatives .
3. Phone Calls – The Manager of Registration Services will provide information regarding requirements that may be satisfied through acceptable alternatives.
4. In-Person Appointment and Walk-In Customer Service – The Manager of Registration Services will provide information regarding requirements that may be satisfied through acceptable alternatives.

f) the steps in the assessment process

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information about the steps in the assessment process is provided from the following sources:

1. Website – CASLPO's Application Package provides the applicant with information regarding the steps in the assessment process.
2. Individual Emails – College staff respond to individual emails regarding the steps in the assessment process.
3. Phone Calls – College staff will respond to telephone calls regarding the steps in the assessment process.
4. In-Person Appointment and Walk-In Customer Service – The Manager of Registration Services will provide information to individuals though in-person appointment and walk-in customer services regarding the steps in the assessment process.

g) the documentation of qualifications that must accompany each application; indicate which documents, if any, are required only from internationally trained applicants

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information regarding the documentation of qualification that must accompany each application from the following sources:

1. Website – Information regarding the documentation that must accompany each application is provided in CASLPO's Application Package. An Application Package for internationally trained applicants is available and indicates additional documents required only from internationally trained applicants..
2. Individual Emails – College staff will respond to queries regarding the documentation that must accompany each application.
3. Phone Calls – College staff will respond to telephone calls regarding the documentation that must accompany each application.
4. In-Person Appointment and Walk-In Customer Service – College staff will provide information to individuals though in-person appointment and walk-in customer services regarding the documentation that must accompany each application.

h) acceptable alternatives to the documentation if applicants cannot obtain the required documentation for reasons beyond their control

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information regarding acceptable alternatives to the documentation if the applicant cannot obtain the required documentation for reasons beyond their control is available from the following sources:

1. Website – Application package directs the individual applying for registration to contact Manager of Registration Services regarding the submission of a statutory declaration if the individual is unable to obtain the required academic documents due to due to exceptional circumstances (i.e. war, political hardship, loss of records, closure of schools).
2. Individual Emails – Upon request, the Manager of Registration Services will provide information regarding the submission of a statutory declaration.
3. Phone Calls – Upon request, the Manager of Registration Services regarding the submission of a statutory declaration.
4. In-Person Appointment and Walk-In Customer Service – The Manager of Registration Services will provide information regarding the submission of a statutory declaration.

i) how applicants can contact your organization

*** SAME AS LAST YEAR ***

Information regarding how applicants may contact the College is available from the following sources:

1. CASLPO's Website - CASLPO's application guidelines provide applicants with staff contact information and website also has a contact us section.
2. Individual Emails - College staff respond to emails providing information regarding how applicants can contact the College.
3. Phone Calls - College staff will respond to phone calls to explain how requirements for registration are to be met.
4. In-person Appointments and Walk-in Customer Service - Individuals who are meeting with the College for the first time will receive a business card from the Manager of Registration Services which provides the College's contact information.

j) how, why and how often your organization initiates communication with applicants about their applications

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information regarding how, why and how often CASLPO initiates communication with the applicant about their application is available from the following sources:

1. Individual Emails - The College will email an applicant to indicate that their application of registration has been received. The email will also indicate whether the application is complete. Applicants with incomplete applications will be notified as outstanding documents arrive. Once the application is complete the College will contact the applicant to indicate that the review process has begun. If the applicant has not submitted their registration form and fees, the College will contact the applicant to remind the applicant that these documents must be submitted at least one week before their intended employment start date. The College will contact the applicant via email when their certificate of registration is issued.

2. Phone Calls - If the applicant does not have an email address, contact regarding their application is made via telephone.

3. Regular Mail - Where an application is referred to the College's Registration Committee for review, the applicant is contacted in writing via registered mail.

k) the process for dealing with documents provided in languages other than English or French

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information regarding the process for dealing with documents provided in languages other than English or French is available from the following sources:

1. Website - The Application Package provides information to the applicant regarding providing translations to the College.

2. Individual Emails - College staff will provide information to the application regarding providing translations to the College.

3. Phone Calls - College staff will respond to questions regarding providing translations via telephone.

4. In-person Appointments and Walk-in Customer Service - College staff will provide information regarding providing translations during an in-person appointment or walk-in services regarding the College's registration process.

l) the role of third-party organizations, such as qualification assessment agencies, organizations that conduct examinations or institutions that provide bridging programs, that applicants may come into contact with during the registration process

*** SAME AS LAST YEAR ***

Information regarding the role of third-party organizations that the applicant may come in contact with during the registration process is available from the following sources:

1. Website - The Application Package for Internationally educated applicants provides information regarding the role that third-party organizations play in terms of whom the applicant may come into contact with during the registration process.

2. Individual Emails - College staff will respond to questions regarding role of third-party organizations that the applicant may come into contact with during the registration process.

3. Phone Calls - College staff will respond to questions regarding the role of third-party organizations that the applicant may come into contact with during the registration process.

4. In-person Appointments and Walk-In Customer Service - College staff will provide information regarding the role of third-party organizations that the applicant may come into contact with during the registration process.

m) any timelines, deadlines or time limits that applicants will be subject to during the registration process

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information regarding timelines, deadlines or time limits that applicant will be subject to during the registration process is available from the following sources:

1. Website - The Application Package provides information regarding timelines, deadlines or time limits that applicant will be subject to during the registration process.

2. Individual Emails - College staff provide information regarding timelines, deadlines or time limits that applicants will be subject to during the registration process.

3. Phone Calls - College staff will provide information regarding timelines, deadlines or time limits that applicants will be subject to during the registration process.

4. In writing - The College's Registrar and the College's Registration Committee will provide information regarding timelines, deadlines or time limits that the applicant will be subject to during the registration process when notifying the applicant of the referral of their application to the Registration Committee for review and when an order is made by the Registration Committee regarding an application.

n) the amount of time that the registration process usually takes

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information regarding the amount of time that the registration process usually takes is available from the following sources:

1. Website - The Application Package provides information regarding the amount of time that the registration process usually takes.

2. Individual Emails - College staff will provide information regarding the amount of time that the registration process usually takes via email.

3. Phone Calls - College staff will provide information regarding the amount of time that the registration process usually takes via telephone.

4. In-person Appointment and Walk-In Customer Service - College staff will provide information regarding the amount of time that the registration process when an applicant has an in-person appointment or when an applicant who is intending to apply asks for walk-in customer services.

o) information about all fees associated with registration, such as fees for initial application, exams and exam rewrites, course enrolment or issuance of licence

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Information about the fees associated with registration is available from the following sources:

1. Website - The Application Package provides information regarding the fees associated with registration.

2. Individual Emails - College staff will respond to emails regarding the fees associated with registration.

3. Phone Calls - College staff will respond to telephone calls regarding the fees associated with registration.

4. In-person Appointment and Walk-In Customer Service - College staff will provide information regarding the fees associated with registration.

p) accommodation of applicants with special needs, such as visual impairment

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The College is committed to communicating with people with disabilities in ways that take into account their disability. The College provides a fully accessible telephone service to applicants. If telephone communication is not suitable, we will offer communication by alternative means such as email.

Decisions and correspondence may be provided to applicants in an alternative format upon request.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

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Amount of Fees (2 / 13)

Are any of the fees different for internationally trained applicants? If yes, please explain.

Internationally educated applicants may be required to pay the following fees:

1. Credential Assessment Fees;

2. Language Testing Fees; and

3. Translation Fees.

All other fees are the same for Canadian and International applicants.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

The College approved and implemented a new by-law relating to fees (By-law 2011-3) in 2011. With the new by-law in place, all applicants are now required to pay an application fee of $100.00. This change removes the disparity in the application fee for Ontario graduates and graduates from outside of Ontario.

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Provision of Timely Decisions, Responses and Reasons (3 / 13)

a) What are your timelines for making registration decisions?

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

When an application is approved by College staff, the timeline for making the registration decision is approximately three weeks.

When an application is referred to the College's Registration Committee for review, the timeline for making the registration decision is approximately four to six months.

b) What are your timelines for responding to applicants in writing?

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Every effort is made to respond to written requests for information within three business days. Where an application meets all the registration requirements, applicants are provided with written confirmation of their registration via email within 3 weeks of the College's receipt of a complete registration package. Registration Committee decisions are sent to the applicant in writing via registered mail within 3 weeks of the Registration Committee meeting date.

c) What are your timelines for providing written reasons to applicants about all registration decisions, internal reviews and appeal decisions?

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Where an application meets all the registration requirements, applicants are provided with written confirmation of their registration via email within 3 weeks of the College's receipt of a complete registration package. Registration Committee decisions are sent to the applicant in writing via registered mail within 3 weeks of the Registration Committee meeting date.

d) Explain how your organization ensures that it adheres to these timelines.

*** SAME AS LAST YEAR ***

Timelines are tracked using an application checklist which records the received date for the required documentation for an application. Once all the required documentation and fees have been received, the application timeline is tracked by the Director of Registration Services. Missing documentation or fees will delay the review process and the issuance of a certificate of registration.

The Director of Registration Services also tracks the timeline for providing written decisions by the College's Registration Committee.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In 2011, the Registration Committee reviewed the College's current timelines for registration decisions and made recommendations for revisions. Revisions to the current policy will be finalized in 2012.

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Access to Records (4 / 13)

a) Describe how you give applicants access to their own records related to their applications for registration.

Upon submission of a written request and the required fee, the College will provide the applicant with a copy of the requested documents from the applicant's file.

In addition, when applicants are referred to the College's Registration Committee for review, a copy of all of the documents in the applicant's file are sent to the applicant along with the letter providing the applicant with an explanation of the reasons for the referral of the application.

b) Explain why access to applicants' own records would be limited or refused.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Access to records would rarely be limited or refused. Legal advice related to a specific application is privileged and would not likely be released to the applicant. However, all other information is accessible.

c) State how and when you give applicants estimates of the fees for making records available.

Information about the fees for making records available is included in the application guidelines. Once the applicant has made a request for copies, the College will confirm the number of pages to be copied with the applicant before the request is processed.

d) List the fees for making records available.

The fee for copying documents from an applicants file is $50.00 per request including the first twenty-five pages, and $1.00 per page thereafter.

e) Describe the circumstances under which payment of the fees for making records available would be waived or would have been waived.

A portion of all or any prescribed fee may be waived only at the discretion of the Registrar, in financial hardship situations.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

The College approved and implemented a new by-law relating to fees (By-law 2011-3) in 2011.

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Resources for Applicants (5 / 13)

a) List and describe any resources that are available to applicants, such as application guides, exam blueprints or programs for orientation to the profession.

*** SAME AS LAST YEAR ***

The College's application package is available online, by email or by regular mail. The application package includes application forms and application guidelines.

In addition, support is available to applicants from College staff. College staff are available to assist the applicant in person, by telephone or by email.

b) Describe how your organization provides information to applicants about these resources.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The College's application package is available online in the Registration section of the College's website. As well, the College will mail out the Application Package upon request.

Contact information for staff is provided in our application guidelines and also on our website in the "About the College" section of the website under staff.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

BACK TO INDEX

Internal Review or Appeal Processes (6 / 13)

In this section, describe your internal review or appeal process. Some regulatory bodies use these two terms (*internal review* and *appeal*) for two different processes, some use only one of these terms, and some use them interchangeably. Please use the term that applies to your profession. If you use both terms (for two different processes), please address both.

a) List your timelines for completing internal reviews or appeals of registration decisions.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

An internal review by the College's Registration Committee is completed between 4 to 6 months after the College's receipt of a complete application package from the applicant.

i. State the number of internal reviews or appeals of registration decisions that exceeded your timelines.

In 2011, 4 decisions exceeded the College timeline for a Registration Committee case. In one case, the applicant requested additional time to gather further evidence for application. The other delays were a result of workload issues.

ii. Among internal reviews or appeals that exceeded your timelines, state the number that were from internationally trained applicants.

The 4 decisions that exceeded our timelines were from internationally educated applicants.

b) Specify the opportunities you provide for applicants to make submissions regarding internal reviews or appeals.

*** SAME AS LAST YEAR ***

When an application does not appear to meet the College's registration requirements, the application is referred to the Registration Committee for review. The *Regulated Health Professions Act* specifies that applicants are provided with 30 days to make submissions to be reviewed by the Registration Committee.

c) Explain how you inform applicants about the form in which they must make their submissions (i.e., orally, in writing or by electronic means) for internal reviews or appeals.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

When an application is referred to the College's Registration Committee for review, the applicant is provided with a notice of their right to make a written submission to be reviewed by the Committee in writing via registered mail.

d) State how you ensure that no one who acted as a decision-maker in a registration decision acts as a decision-maker in an internal review or appeal of the same registration decision.

*** SAME AS LAST YEAR ***

Applications are initially reviewed by College staff. If all requirements for registration are met, College staff can then process the application and issue a certificate of registration. When College staff has doubts about

whether the registration requirements have been met, the application is referred to the College's Registration Committee to make a decision about whether or not to issue a certificate of registration. The Registration Committee is currently composed of the following members:

• One Academic member of Council for audiology;
• One Academic member of Council for speech-language pathology;
• One professional member of Council for speech-language pathology;
• One non-council member for audiology; and
• Two public members of Council appointed by the Lieutenant Governor in Council.

College staff are not members of the Registration Committee. This ensures that two different groups have reviewed the application.

e) Describe your internal review or appeal process.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

An application is referred to the Registration Committee when the application has a deficiency and does not meet the College's registration requirements. The applicant is sent a letter via registered mail notifying the applicant that their application is being referred to the College's Registration Committee for review. The applicant has 30 days to make a written submission to the Registration Committee. The application and all documents submitted to the College in support of the application are provided to the Registration Committee for review at the next Committee meeting. The Registration Committee reviews the application along with any written submission that the applicant has made and makes a decision about the application. The Registration Committee's decision is provided to the applicant in writing within 3 weeks of the Committee's meeting date.

f) State the composition of the committee that makes decisions about registration, which may be called a Registration Committee or Appeals Committee: how many members does the committee have; how many committee members are members of the profession in Ontario; and how many committee members are internationally trained members of the profession in Ontario.

*** SAME AS LAST YEAR ***

The Registration Committee is composed of 6 members:

- One Academic member of Council for audiology;
- One Academic member of Council for speech-language pathology;
- One professional member of Council for speech-language pathology;
- One non-council member for audiology; and
- Two public members of Council appointed by the Lieutenant Governor in Council.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

BACK TO INDEX

Information on Appeal Rights (7 / 13)

This section refers to reviews or appeals that are available after an internal review or appeal. Describe how you inform applicants of any rights they have to request a further review of or appeal from a decision.

*** SAME AS LAST YEAR ***

Under the provisions of section 21 of the *Health Professions Procedural Code*, the applicant has the right to require that the Health Professions Appeal and Review Board hold a review or hearing of an application and documentation evidence in support of the application.

Applicants are informed in writing of their right to appeal when the Registration Committee makes an order that:

(a) directs the Registrar to refuse to issue a certificate of registration;
(b) directs the Registrar to issue a certificate of registration if the applicant successfully completes examinations or additional training;
(c) directs the Registrar to impose terms, conditions and limitations on a certificate of registration of the applicant; or
(d) refuses an application for an order removing or modifying any term, condition or limitation imposed on a certificate of registration.

Along with the Registration Committee's written order, the applicant will receive a fact sheet which has been provided to the College by the Board regarding the appeal process.

The College also provides information regarding the right to appeal in the College's Application Package.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

BACK TO INDEX

Assessment of Qualifications (8 / 13)

This category covers your processes for assessing all qualifications, such as academic credentials, competencies, language ability or practical experience.

a) List the criteria that must be met in order for an applicant's qualifications to satisfy the entry-to-practice requirements for your profession.

*** SAME AS LAST YEAR ***

DEGREE REQUIREMENTS:
To become registered as an audiologist or a speech-language pathologist in Ontario, the applicant must have successfully completed a professional master's degree in speech-language pathology or audiology or both from a university in Ontario, or a degree or diploma granted by a university outside Ontario, that is determined to be equivalent to the Ontario degree by the Registration Committee.

The applicant must provide official transcripts of the applicant's undergraduate and graduate degrees and course work and an official summary of the supervised clinical practice hours completed within the applicant's educational program that has been verified by the Director (or designate) of the university program.

If the applicant is qualified as an audiologist or speech language pathologist in another country and wishes to be registered in Ontario, the applicant must submit an assessment of their academic credentials from an agency that has been recognized by the College.

The applicant must also provide a detailed syllabus of their academic program of study, with their application.

Please note that US graduates may be exempted from the requirement for an academic credential assessment and a detailed syllabus.

VERIFICATION OF COMPLETION OF DEGREE:
If your university degree has not yet been conferred, you must submit a letter from the Director (or designate) of the university program verifying that you have completed all the requirements for your degree and confirming the date that your degree will be conferred.

VERIFICATION OF CONTENT OF AUDIOLOGY OR SPEECH-LANGUAGE PATHOLOGY EDUCATION PROGRAM:
The applicant's audiology or speech-language pathology education program must have at least:

1. 270 hours of course work in basic communication processes which include,

i. The anatomic and physiologic basis for normal development and use of speech, language and hearing.
ii. Physical bases and processes of the production and perception of speech, and
iii. Perceptual processes and psycholinguistic variables related to normal development and use of speech, language and hearing.

2. 200 hours of course work in related areas which include,

i. study of human behaviour, both normal and abnormal,
ii. statistics, and
iii. Administrative organization of speech language pathology and/or audiology programs.

3. 360 hours of course work in the major professional area which provides in-depth study of disorders of speech and language or of hearing functioning and clinical evaluation and treatment of communication disorders.

In the interest of public protection, the College's Registration Committee has defined "in-depth study of disorders of speech and language or of hearing functioning and clinical evaluation and treatment of communication disorders" as study consisting of the following minimum content:

For Speech-Language Pathology Majors:
• Developmental Articulation/Phonological Disorders
• Neurologically Based Speech Disorders

• Developmental Language Disorders
• Acquired Language Disorders
• Voice Disorders
• Resonance and Structurally Related Disorders
• Fluency Disorders
• Augmentative and Alternative Communication
• Dysphagia

For Audiology Majors:
• Hearing Disorders (peripheral & central)
• Hearing Measurement
• Diagnostic Audiology
• Electrophysiologic Measurements
• Advanced Amplification (systems, selection, fitting, verification and validation)
• Implantable Hearing Devices
• Instrumentation Systems (calibration, maintenance)
• Paediatric Audiology
• Aural Rehabilitation (children & adults)
• Occupational Hearing Loss

4. 90 hours of course work in the minor professional area which provides study in audiology for speech-language pathology majors and study in speech-language pathology for audiology majors.

5. 300 hours of supervised university accredited clinical practicum with both children and adults representing a wide variety of communication disorders in the area in which registration is sought and consisting of,

i. at least 225 hours of experience must be within the major professional area, and
ii. a minimum of 20 hours in the minor area.

PROFICIENCY IN ENGLISH OR FRENCH:
The applicant must be able to communicate effectively in either English or French. If the applicant's primary language is not English or French, and if the applicant graduated from a university program in audiology or speech-language pathology where the language of instruction of the full program is not English or French, the applicant must submit scores from one of the College's approved language proficiency tests that meet or exceed the standards set by the College for language proficiency.

CANADIAN CITIZENSHIP, PERMANENT RESIDENT STATUS OR A VALID WORK PERMIT:
The applicant must provide the College with proof of Canadian citizenship, permanent resident status or authorization under the Immigration and Refugee Protection Act (Canada) to practise audiology or speech-language pathology.

However, please be advised that the College will evaluate the applicant's qualifications for registration in advance of the applicant's completion of the applicant's immigration to Canada.

REGISTRATION IN ANOTHER JURISDICTION:
The applicant must provide verification of the applicant's previous certification/registration/license in another jurisdiction. The College may waive this requirement if there is no certification/registration/licensing body in the applicant's previous jurisdiction.

EMPLOYMENT REFERENCE:
The applicant must provide details of professional experience including completion of a CASLPO reference form by the applicant's most recent employer or if the applicant is self employed, a letter of reference from a previous employer or professional peer.

RECENT PRACTICE:
An applicant who has not practised audiology or speech-language pathology for more than 3 years prior to the submission of an application for registration to CASLPO, must have his or her applications reviewed by a panel of the College's Registration Committee prior to returning to a general certificate and may be required to:

a) successfully complete a period of mentored practice specified by the Committee; and
b) successfully complete an examination specified by the Committee.

b) Describe the methodology used to determine whether a program completed outside of Canada satisfies the requirements for registration.

*** SAME AS LAST YEAR ***

The College uses the following methodology to determine whether a program completed outside Canada satisfies the requirements for registration:

1. If the applicant is internationally educated, their academic credential evaluation report is reviewed to determine if the applicant has completed a university degree in speech-language pathology or audiology. An application would be identified as deficient if the credential is assessed as less than a university degree.

2. Once it has been established that the applicant has a university degree in audiology or speech-language pathology, the application is reviewed by staff to determine if the applicant has completed sufficient university level course work and practicum hours to meet the College's registration requirements. To determine if course work and practicum hours have been met, College staff will:

- Review Form A: Course Work Requirements and Form B: Supervised Clinical Practicum for accuracy based on information provided in the applicant's transcript and syllabus:
- Review Form A: Course Work Requirements and Form B: Supervised Clinical Practicum to Identify deficiencies in course work hours and/ or practicum hours; and
- Review the transcript and syllabus to ensure that their are no gaps in course content.

3. If no deficiencies or concerns are identified by College staff, the course work and practicum hours are accepted towards satisfying the academic requirements for registration.

4. If deficiencies are identified by College staff, the application is referred to the College's Registration Committee for review.

c) Explain how work experience in the profession is assessed.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

To apply for a general certificate, the applicant must show proof of at least two years of professional experience. Form D: Reference Request is used to verify that the applicant has "...satisfactorily completed two years of professional practice in another jurisdiction."

d) Describe how your organization ensures that information used in the assessment about educational systems and credentials of applicants from outside Canada is current and accurate.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Staff complete continuous professional development courses to understand educational systems. In addition, the College relies on third-party credential assessors such as WES, CES, IQAS and ICES to provide credential evaluation reports for applicant from outside of Canada.

e) Describe how previous assessment decisions are used to assist in maintaining consistency when assessing credentials of applicants from the same jurisdictions or institutions.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The Registration Committee will receive a summary of previous assessment decisions where all relevant aspects of the application are similar (i.e. university attended and timeframe of attendance). Less weight is given to decisions with dissimilar facts or older cases which are no longer relevant.

f) Explain how the status of an institution in its home country affects recognition of the credentials of applicants by your organization.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

If the institution is not recognized by the appropriate authority in its home country, the institution will not be recognized by the academic credentialing agency and as a result will not be recognized by CASLPO.

g) Describe how your organization accommodates applicants with special needs, such as visual impairment.

College staff are provided with the following tools to assist applicants with special needs:

1. Guidelines to access the Bell Relay Service which allows deaf, deafened, people with hearing loss and people with speech disabilities to communicate by phone. Professionally trained operators act as intermediaries to facilitate the call.

2. Guidelines for access to Ontario Interpreting Services (OIS) which provides American Sign Language (ASL) - English interpreting services across Ontario and la langue des signes quebecoise (LSQ) - French interpreting services in some regions of Ontario.

3. Guidelines for communicating with a person with mental illness; and

4. Guidelines for the use of the AEIOU communication system which allows people who have difficulty speaking to spell out their messages.

h) State the average length of time required to complete the entire registration process, from when the

process is initiated to when a registration decision is issued.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The average length of time required to complete the entire registration process if the applicant has no deficiencies and all required documents and fees have been received is three weeks.

If a deficiency is identified in an application, the review process may take between 4 to 6 months to complete.

i. State whether the average time differs for internationally trained individuals.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The average length of time to complete the entire registration process for internationally educated applicants if the application has no deficiencies and all required documents and fees have been received is three weeks.

If a deficiency is identified in an application, the review process may take between 4 to 6 months to complete.

ii. If the average time differs for internationally trained individuals, state whether it is greater or less than the average for all applicants, and the reasons for the difference.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The time difference is due to the following reasons:

1. Larger amount of material to review - an applicant's program syllabus may be more than 100 pages in length. All the information provided by the applicant must be reviewed carefully.

2. When a deficiency is identified a written notice must be sent to the applicant referring the application to the College's Registration Committee for review.

3. The applicant is provided with at least 30 days to respond in writing to the Registrar's notice referring the application to the College's Registration Committee for review.

4. The application is reviewed at the next available Registration Committee meeting or at the next scheduled panel meeting. Generally the College's Registration Committee will meet at least once per quarter.

i) If your organization conducts credential assessments:

i. Explain how you determine the level (e.g., baccalaureate, master’s, Ph.D.) of the credential presented for assessment.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

In order to determine the level of the credential for assessment, CASLPO requires internationally educated applicants to provide a credential assessment from a College approved credentialing agency (i.e. World Education Services, Credential Evaluation Service - University of Toronto, International Qualifications Assessment Service and International Credential Evaluation Service)

ii. Describe the criteria that are applied to determine equivalency.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The College uses the following methodology to determine whether a program completed outside Canada satisfies the requirements for registration:

1. If the applicant is internationally educated, their academic credential evaluation report is reviewed to determine if the applicant has completed a university degree in speech-language pathology or audiology. An application would be identified as deficient if the credential is assessed as less than a university degree.

2. Once it has been established that the appplicant has a university degree in audiology or speech-language pathology, the application is reviewed by staff to determine if the applicant has completed sufficient university level course work and practicum hours to meet the College's registration requirements. To determine if course work and practicum hours have been met, College staff will:

•Review Form A: Course Work Requirements and Form B: Supervised Clinical Practicum for accuracy based on information provided in the applicant's transcript and syllabus:
•Review Form A: Course Work Requirements and Form B: Supervised Clinical Practicum to Identify deficiencies in course work hours and/ or practicum hours;
•Review the transcript and syllabus to ensure that their are no gaps in course content;

3. If no deficiencies or concerns are identified by College staff, the course work and practicum hours are accepted towards satisfying the academic requirements for registration.

4. If deficiencies are identified by College staff, the application is referred to the College's Registraton Committee for review.

iii. Explain how work experience is taken into account.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

An applicant who has at least two years of professional experience in another jurisdiction or an applicant who has practiced audiology or speech-language pathology in a regulated Canadian province is eligible for a general certificate of registration.

An applicant with less than two years of experience from an unregulated province in Canada or from outside Canada, is eligible for an initial certificate and must successfully complete a period of mentored practice before a general certificate may be issued to the applicant.

j) If your organization conducts competency assessment:

i. Describe the methodology used to evaluate competency.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Currently, CASLPO does not conduct a competency assessment for registration.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Currently, CASLPO does not conduct a competency assessment for registration.

iii. Explain how work experience is used in the assessment of competency.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Currently, CASLPO does not conduct a competency assessment for registration.

k) If your organization conducts prior learning assessment:

i. Describe the methodology used to evaluate prior learning.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Prior learning assessment is a process that identifies, verifies and recognizes learning (knowledge, skills and judgement) that cannot be fully recognized through the traditional methods of credential assessment, an academic evaluation of course content, course work hours and practicum hours.

CASLPO does not conduct prior learning assessments for registration.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

CASLPO does not conduct prior learning assessments for registration.

iii. Explain how work experience is used in the assessment of prior learning.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

CASLPO does not conduct prior learning assessments for registration.

l) If your organization administers examinations:

i. Describe the exam format, scoring method and number of rewrites permitted.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

CASLPO does not administer examinations.

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

CASLPO does not administer examinations.

iii. State how often exam questions are updated and the process for doing so.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

CASLPO does not administer examinations.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

BACK TO INDEX

Third-Party Organizations (9 / 13)

a) List any third-party organizations (such as language testers, credential assessors or examiners) relied upon by your organization to make assessment decisions.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The College uses the following third-party organizations:

- Language testers include Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and TestCan.
- Credential Assessors include: World Education Services (WES), Credential Evaluation Service (CES), International Qualifications Assessment Service (IQAS), and International Credential Evaluation Services (ICES).

b) Explain what measures your organization takes to ensure that any third-party organization that it relies upon to make an assessment:

i. provides information about assessment practices to applicants

*** SAME AS LAST YEAR ***

The College takes the following measures to ensure that any third-party organization that it relies upon provides information about assessment practices to applicants:

COMPARATIVE EDUCATION SERVICE (CES)

The Comparative Education Service has regular hours when their service is open to the public. During these hours an assessor is on duty to review documents and to answer questions. CES informs applicants of the outcome they will receive after screening their documents. CES also directs them to the specific regulatory college for their profession when appropriate. CES provides the same type of information by phone or e-mail.

The purpose and uses of their letter of assessment is indicated both on our website and their application form. CES's website also describes the types of education we assess and lists the types of qualifications we do not assess.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

The IQAS website provides an overview of the assessment methodology utilized in the evaluation of international academic credentials. The website also includes links to foundational documents that promote and outline best practices in credential evaluation that IQAS follows. As well, on the back of each credential assessment certificate issued is an explanation of the IQAS assessment process. Annually, IQAS also provides numerous information sessions and presentations to immigrant serving organizations and client groups.

WORLD EDUCATION SERVICE (WES)

Applicants can find most information about WES, its practices and processes through the WES website. This includes information about WES services and fees, documentation requirements, and application process. The on-line status update feature allows applicants to check on their application status 24 hrs-a-day, 7-days-a-week. However, many applicants email and call as well. WES commits to a 48 hour response time when electronic or voicemail messages are received. Its dedicated customer service staffs are available to answer questions from walk-in applicants during regular business hours; no appointment is required.

Applications are available in several ways: on our website through a real-time application, by printing an application from our website and mailing it to WES, or by receiving a printed application through partner agencies in the community. Their walk-in facility allows applicants to submit applications in person. We acknowledge receipt of application in most cases immediately. In cases if documentation or payment is missing applicants are informed by email or mail (if no email address is available). Evaluation results are communicated through hard copy evaluation reports and on-line status update.

ii. utilizes current and accurate information about qualifications from outside Canada

*** SAME AS LAST YEAR ***

The College takes the following measures to ensure that any third-party organization that it relies upon utilizes current and accurate information about qualifications from outside Canada:

COMPARATIVE EDUCATION SERVICE (CES)

The CES library contains a very extensive collection of publications dating back to 1942. This permits CES to research both current information, as well as data pertaining to the applicant’s period of study. The CES library collection includes:

• International University Handbooks, (dating from 1959);
• Commonwealth University Handbooks, (dating from 1955);
• World List of Universities (dating from 1963);
• World of Learning (dating from 1970);
• Indian Universities Handbooks (dating from 1964);
• Chinese Universities and Colleges (all 5 editions);
• Accredited Institutions of Postsecondary Education - American Council on Education (from 1965);
• Higher Education in the United Kingdom Handbooks (from 1952);
• Complete set of CNAA Handbooks (undergraduate and postgraduate);
• individual country profiles published by ECE, AACRO, PIER, NOOSR, IERF, AMIDEAST, UK NARIC, NUFFIC, etc.;
• information manuals collected during participation in workshops.

CES maintains an archive file for every country in the world for loose-leaf material collected from reputable sources. The CES archives all communication with foreign authorities. CES also maintains an archive of verified documents filed by institution.

CES maintains a policy glossary of precedents.

CES subscribes to AACRO EDGE.

CES receives circulations from the ENIC/NARIC listserv.

CES consults reliable websites such as ENIC-NARIC.net or the official websites of Ministries of Education or their associated bodies.

CES refers to the Association of Commonwealth Universities website.

CES refers to placement recommendations of Ontario Universities Registrars' Association, the University of Toronto, University of Calgary, University of British Columbia, McGill University, University of Saskatchewan, as well as those of other academic institutions in Canada.

CES refers to the database of academic programs maintained by the Association of Universities and Colleges of Canada (AUCC), as well as that of the Association of Canadian Community Colleges (ACCC) when appropriate.

CES discusses decisions with policy advisors at the University of Toronto.

CES communicates with our sister assessment agencies.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

IQAS conducts on-going research on the educational systems/credentials in other countries. In addition to our assessment team, we have an area dedicated exclusively to completing research and publishing the International Education Guides (IEG). The IEGs provide a comprehensive overview of the educational system and credentials in other countries along with recommendations for the level of recognition that should be given to key benchmark credentials from those countries. IQAS has completed IEGs for China, the Philippines, the United Kingdom, South Korea, India, Pakistan, Colombia, the former USSR and Russia, and Nigeria. The IEGs are available on-line to stakeholders. They are designed to promote fair and transparent assessment practices.

IQAS also works in collaboration with curriculum experts, professional licensing bodies and educational institutions to conduct joint research and analysis to ensure that assessment outcomes are fair and accurate.

Information on international credentials is collected on a routine basis and is stored electronically in our database and can be searched on-line by our assessment team. In addition, all IQAS assessment decisions are recorded on our database and can be searched on a number of different criteria.

IQAS also has an onsite library containing over 3000 resources that is being added to routinely. As well, IQAS subscribes to several online databases of international education systems and credentials.

WORLD EDUCATION SERVICE (WES)

WES evaluation resources and information are stored in a custom-built database that contains information on over 200 countries and jurisdictions, 31,047 academic institutions, 15,464 awards and programs, 2,678 grading scales. In addition, syllabi from a number of countries and programs are stored in the database. The WES database is controlled and maintained by a team of professionals whose duty is to gather, verify and

enter information.

iii. provides timely decisions, responses and reasons to applicants

*** SAME AS LAST YEAR ***

The College takes the following measures to ensure that any third-party organization that it relies upon provides timely decisions, responses and reasons to applicants.

COMPARATIVE EDUCATION SERVICE (CES)

CES has two levels of service available. CES has a rush service which guarantees a result will be issued in 5 business days. CES only accepts an application for rush service if our initial research shows that we are able to uphold our guaranteed turnaround time.

Clients may also apply for our regular service. The turnaround time depends on volume. The client is informed of the waiting period at the time his or her application is submitted. All applications are screened by an assessor before accepting payment. This allows CES to tell the applicant upfront if there is sufficient information available to complete the assessment in a timely manner or whether more advanced research entailing writing to the issuing institution or other authorities is required.

Clients that have made a regular application are eligible to upgrade their file to rush service in the case of an unforeseen deadline.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

Currently, the average time for an applicant to receive his/her completed assessment certificate is 3-6 weeks. On an ongoing basis IQAS is monitoring and reviewing business processes to improve timeliness while ensuring quality. As well, over the last year IQAS has implemented a ‘lean process review’ to identify efficiencies and implement system change.

Client inquiries are responded to within 48 hours of receipt. If additional time is required for research to provide a complete response the client will be informed.

WORLD EDUCATION SERVICE (WES)

As a part of the application process, applicants are directed to read about the WES process and about which documents are required for evaluation, in what format and from what source. This information is well-researched and country specific. Based on when WES receives all required documents, the average time frame for evaluation is 5 business days. The standard processing time is 7-business days. During the first 2-3 business days the file is reviewed for payment, to establish educational history and to request appropriate documents. The number of working days on the file is frozen until all payment or required documents are received. Once all requirements are met, the remaining period, usually 5 business days or less is used for establishing equivalency, compiling and printing evaluation report. Any time, prior, throughout the evaluation period, and after it is completed, applicants have an option to enquire about the process or status of their evaluation through email, phone, through on line status update feature or by visiting WES office in Toronto in person. WES is committed to a 48 hour response time when electronic or voicemail messages are received. Walk in service is opened during regular business hours. The on-line status update is available 24- hour-a-day, 7-days-a-week.

Web-based self-serve assessment tools such as a grade conversion guide, iGPA calculator and International

Degree Preview (IDP) are available through the WES website, and are designed to provide immediate feedback to applicants and organizational users about credential(s) in question or their elements before the formal evaluation process is completed.

iv. provides training to individuals assessing qualifications

*** SAME AS LAST YEAR ***

The College takes the following measures to ensure that any third-party organization that it relies upon provides training to individuals assessing qualifications:

COMPARATIVE EDUCATION SERVICE (CES)

New assessors are trained by veteran staff members. The training follows an established step by step process. All of the new assessor's output is reviewed by a veteran assessor until they have proved they are able to work independently. The trainee is provided with opportunities to attend training workshops.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

All assessment staff within IQAS is required to complete our internal training and mentorship program. The training program involves approximately 6 months to 1 year intensive educating / mentoring on-the-job. Continuous professional development is promoted and supported for all assessment staff through conferences and workshops related to international credential assessment.

WORLD EDUCATION SERVICE (WES)

Formal in-house training of credential evaluators is conducted under the guidance of the Assistant Director, Training. WES evaluators receive continues, thorough and systematic training in order to ensure that they produce accurate evaluation reports which are consistent with WES's established evaluation policies and current research.

Each WES evaluator belongs to a group, which are administrative units focused on performing evaluations that have a common element, usually related to geography, language and educational structure. Training within these groups is constant in the area of specialization.

Furthermore, WES maintains an extensive library of printed and electronic resources. In addition to the printed and electronic resources, more than 500, 000 individual evaluations and their academic records are archived and constitute an important resource that is electronically accessible to evaluators.

Finally, WES publishes WENR, an electronic newsletter as of 2001, which is distributed to subscribers around the world, it contains news on international trends in education, offers "how-to" articles on credential evaluation techniques, and profiles educational systems around the world. Evaluators have access to 21 years of articles and information on international comparative education.

v. provides access to records related to the assessment to applicants

*** SAME AS LAST YEAR ***

The College takes the following measures to ensure that any third-party organization that it relies upon provides access to records related to the assessment of applicants:

COMPARATIVE EDUCATION SERVICE (CES)

The CES sends records to a third party upon the applicant's request.

The CES verifies the letters of assessment which we have prepared upon request.

The CES provides applicants with an explanation of how their outcome was reached upon request.

The CES has a formal appeal process in place.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

All clients have access to the information in their IQAS file upon request. The only exception being identifying information referencing another individual would be cleaved from the information provided. IQAS, being a public body, fall under the Freedom of Information and Protection of Privacy (FOIPP) Act.

WORLD EDUCATION SERVICE (WES)

The on-line status update feature allows applicants to receive information about evaluation process, including specific details regarding which credentials are being assessed, what documents have been received already and what is still required. As the file is moving through the process status is continuously updated. Each time WES receives academic documents, records are reviewed and applicant is informed of the result of this review by email or mail. Upon completion of evaluation process evaluation results are posted through on-line status update feature. WES then follows by sending a hard copy of the report to applicant and another recipient(s) of their choice. Upon request, applicants may have access to records concerning their file stored in WES offices. In some such cases, WES might decide to redact certain elements of the documents prior to being shared with the applicant, in order to protect the verification process.

vi. accommodates applicants with special needs, such as visual impairment

*** SAME AS LAST YEAR ***

The College takes the following measures to ensure that any third-party organization that it relies upon accommodates applicants with special needs:

COMPARATIVE EDUCATION SERVICE (CES)

The CES building is fully accessible for individuals with mobility restrictions. The University of Toronto has an Accessibly Services office that the CES can contact in the case of other impairments.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

IQAS has the capacity to speak / communicate to clients in over 14 different languages. As well, IQAS applicants can be referred to an Alberta Works employment office if they have special needs. No other special accommodation is available at this time.

WORLD EDUCATION SERVICE (WES)

WES applicants may be accommodated on an individual basis, based on identified needs

c) If your organization relies on a third party to conduct credential assessments:

i. Explain how the third party determines the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

*** SAME AS LAST YEAR ***

COMPARATIVE EDUCATION SERVICE (CES)

The CES general practice is to view the qualification being reviewed in terms of the whole educational system of the country. CES first determines if the institution was authorized to deliver university level education in its own country during the time the applicant completed their studies. The CES checks the entrance requirement, duration of the program and the opportunities for progression. The CES match these elements to academic programs available in the system of education in Canada in order to determine our outcome.

In general:

The CES considers a qualification, which is a first university-level award in its own country, obtained after the completion of a program and is three years full-time in length following 12 years of preparatory education to be comparable to a three-year Bachelor's degree awarded in Canada.

The CES considers a qualification, which is a first university-level awarded in a home country, obtained after the completion of a program and is a minimum of four years full-time in length, following 12 years of preparatory education, to be comparable to a four-year Bachelor's degree awarded in Canada.

The CES considers a qualification obtained after the completion of a program that is at least one in length following a degree deemed to be equivalent to a Canadian Bachelor's degree to be comparable to a Master's degree in Canada.

As not every country has a three-tier university system, we generally respect that the highest university award from a particular country is comparable to a doctorate degree in Canada. The CES checks that the program involved advanced research, the writing, presentation and defence of a thesis, in addition to coursework.

The CES does not assess qualifications only based on the face value of the diploma. We also refer to the

content of the program. as we note that certain terms (Economist or Engineer, for example) may have a different term of reference outside of Canada.

In the case of professional disciplines as part of the assessment process, we make certain that they conform to the requirements of Canadian regulatory bodies in terms of program content and design.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

To determine the comparable level of the credential presented, IQAS uses the following criteria:
• minimum admission requirements into the program (was a secondary credential required for admission; was a university-level credential required for admission?)
• recognition status of the issuing institution (was the institution issuing the credential authorized by a competent body within the home country to award the credential? what was the type/level of institution issuing the credential? How does this institution fit within the educational structure of the home country?)
• normal length of the program (how long does it normally take through full-time study to complete the program?)
• content of the program (what was the specialization of the degree? what types of courses were covered within the program specialization, how does this specialization compare to a similar specialization in Canada (e.g. mechanical engineering?))
• bridging of the program to other programs within the educational system (how does the program link to other educational programs within the home country? for example, if it is a university undergraduate degree program, does it allow for graduate admission?)
• functionality of the program (what is the program designed to do? For example, if it is a professional program, does it allow for professional licensing and or practice in the home country? If it is a vocational program, does it allow for employment within a specific occupation?)

IQAS bases assessment decisions on the research and analysis of these criteria for each credential, while utilizing best practices in credential evaluation. IQAS also collaborates with content experts to examine the learning outcomes of the degree / diploma program. For example, IQAS collaborated with Alberta Education curriculum experts to analyze the learning outcomes associated with the secondary school leaving certificate in the Philippines. The IQAS assessment of the Secondary Credential from the Philippines is based on the learning outcomes identified by these curriculum experts.

WORLD EDUCATION SERVICES (WES)

The WES credential evaluation methodology is based on the level, scope and intent of the program completed. We consider the admission requirement to the program, the length of the program, the depth and breadth of the curriculum covered, and the options for further study of the degree holder, when formulating our equivalencies. In addition, WES examines the official status of the degree-granting institution and the program in the home country's education system, as well as any official ratings, when establishing equivalencies. These criteria combine and measure credential and educational systemic features to identify if similarities are adequately substantial to grant Canadian equivalency.

Furthermore, WES evaluation reports reflect organizational policy and are not the point of view of individual evaluators.

ii. Describe the criteria that are applied to determine equivalency.

*** SAME AS LAST YEAR ***

COMPARATIVE EDUCATION SERVICE (CES)

The CES general practice is to view the qualification being reviewed in terms of the whole educational system of the country. The CES first determines if the institution was authorized to deliver university level education in its own country during the time the applicant completed their studies. The CES checks the entrance requirement, duration of the program and the opportunities for progression. The CES match these elements to academic programs available in the system of education in Canada in order to determine our outcome.

For university level qualifications we check our decisions against the placement recommendations of major universities in Canada. The CES want to make certain that our outcomes are fair to both the foreign graduate, as well as to graduates of Canadian institutions.

The CES does not assess qualifications only based on the face value of the diploma. The CES also refers to the content of the program. as the CES notes that certain terms (Economist or Engineer, for example) may have a different term of reference outside of Canada.

In the case of professional disciplines as part of the assessment process, the CES makes certain that they conform to the requirements of Canadian regulatory bodies in terms of program content and design.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

Refer to question (i) above.

WORLD EDUCATION SERVICE (WES)

Refer to question (i) above.

iii. Explain how work experience is taken into account.

*** SAME AS LAST YEAR ***

COMPARATIVE EDUCATION SERVICE (CES)

The CES office only completes academic assessments. The CES does not at present take work experience into account.

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

It is not. IQAS only evaluates formal academic educational credentials. IQAS does not evaluate work experience or experiential learning obtained through non formal means.

WORLD EDUCATION SERVICE (WES)

WES doesn’t evaluate work experience.

d) If your organization relies on a third party to conduct competency assessments:

i. Describe the methodology used to evaluate competency.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

iii. Explain how work experience is used in the assessment of competency.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

e) If your organization relies on a third party to conduct prior learning assessments:

i. Describe the methodology used to evaluate prior learning.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

iii. Explain how work experience is used in the assessment of prior learning.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

f) If your organization relies on a third party to administer examinations:

i. Describe the exam format, scoring method and number of rewrites permitted.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

iii. State how often exam questions are updated and the process for doing so.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Not applicable

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

BACK TO INDEX

Training (10 / 13)

a) Describe the training that your organization provides to:

i. individuals who assess qualifications

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

College staff who assess qualifications have received in-house training and continuous professional development is provided through conferences, workshops in credential assessment and online webinar sessions.

CASLPO's Registration Committee members are provided with an in-house orientation binder and orientation session. The in-house orientation session includes a review of the registration process, legislation, regulations, policies, same cases and decisions.

ii. individuals who make registration decisions

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

Same as above

iii. individuals who make internal review or appeal decisions

*** SAME AS LAST YEAR ***

CASLPO's Registration Committee members are provided with an in-house orientation binder and an in-house orientation session. The in-house orientation session includes a review of the registration process, legislation, regulations, policies, some cases and decisions.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

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Agreements on the Recognition of Qualifications (11 / 13)

Examples of agreements on the recognition of professional qualifications include mutual recognition, reciprocity and labour mobility agreements. Such agreements may be national or international, between regulatory bodies, associations or jurisdictions.

a) List any agreements on the recognition of qualifications that were in place during the reporting period.

*** SAME AS LAST YEAR ***

CASLPO has been a signatory to an agreement respecting inter-provincial mobility of speech-language pathologists and audiologists since 2001. The agreement was revised in 2005.

The Ontario Labour Mobility Act, 2009 received Royal Assent on December 15, 2009. This legislation governs how the College shall treat applications from individuals who are already registered by another provincial regulatory body. This piece of legislation amends the *Regulated Health Professions Act, 1991 (RHPA)* and replaces the previous agreement.

b) Explain the impact of these agreements on the registration process or on applicants for registration.

*** SAME AS LAST YEAR ***

*** SAME AS LAST YEAR ***

The previous agreement helped to fast track an application. However, applicants were still required to meet any practice requirements of the new jurisdiction (i.e. work experience requirements for the issuance of a general certificate).

With the new legislation, if an individual holds a certificate of registration in good standing with another provincial regulator of audiology and speech-language pathology in Canada, the individual is deemed to have met the registration requirements for an equivalent certificate of registration in Ontario provided the applicant has practiced audiology or speech-language pathology in that jurisdiction.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

*** SAME AS LAST YEAR ***

BACK TO INDEX

Data Collection (12 / 13)

Languages in which application information materials are available

a) Indicate the languages in which application information materials were available in the reporting year.

Language	Yes/No
English	Yes
French	Yes
Other (please specify)	No

Paid staff employed by your organization

b) In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, 1 full-time employee and 1 part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed by the regulatory body	9
Staff involved in appeals process	0
Staff involved in registration process	3

Countries where internationally educated applicants were initially trained

c) In the following table, enter the top source countries where your applicants[1] were originally trained in the profession (**excluding** Canada), along with the number of applicants from each of these source countries.

Enter the country names in descending order. (That is, enter the source country for the greatest number of your applicants in the top row, the source country for the second greatest number in the second row, etc.)

Use the dropdown menu provided in each row to select the country.

Note that only one country can be reported in each row. If two or more countries are tied, enter the information for these tied countries in separate rows.

Country of training (Canada excluded)	Number of applicants in the reporting year
U.S.	59
Australia	11
U.K.	5
India	3
Egypt	1
Ireland	1
Philippines	1
Iran	1
S. Africa	1
Brazil	1

[1]Persons who have applied to start the process for entry to the profession.
Select "n/a" from the drop-down list if you do not track this information. Enter "0" in a "Number of applicants" field if you track the information, but the correct value is zero.

Jurisdiction where members were initially trained

d) Indicate where your members[2] were initially trained in the profession (use only whole numbers; do not enter commas or decimals).

The numbers to be reported in the **Members** row are the numbers on December 31st of the reporting year. For example, if you are reporting registration practices for the calendar year 2009, you should report the numbers of members in the different categories on December 31st of 2009.

	Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
	Ontario	**Other Canadian Provinces**	**USA**	**Other International**	**Unknown**	**Total**
Members on December 31st of the reporting year	1774	520	964	232	11	**3501**

[2] Persons who are currently able to use the protected title or professional designation of the profession.

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

Applications your organization processed in the past year

e) State the number of applications your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

	Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
from January 1st to December 31st of the reporting year	**Ontario**	**Other Canadian Provinces**	**USA**	**Other International**	**Unknown**	**Total**
New applications received	107	27	56	26	0	**216**
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	12	7	15	15	0	**49**
Inactive applicants (applicants who had no contact with your organization in the reporting year)	7	7	15	55	0	**84**
Applicants who met all requirements and were authorized to become members but did not become members	0	0	0	0	0	**0**
Applicants who became FULLY registered members	96	21	43	19	0	**179**
Applicants who were authorized to receive an alternative class of	0	0	0	0	0	**0**

licence[3] but were not issued a licence						
Applicants who were issued an alternative class of licence[3]	86	14	30	18	0	**148**

[3] An alternative class of licence enables its holder to practise with limitations, but additional registration requirements must be met in order for the member to be fully licenced. Please list and describe below the alternative classes of licence that your organization grants, such as student, intern, associate, provisional or temporary.

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

	Class of licence	Description
a)	General	The holder of a General certificate of registration is a fully registered member, who must maintain at least 250 hours of patient-care or related work annually or 500 hours over tow years and must complete the requirements of the QA Program which include self assessment and the collection of continuous learning activity credits.
b)	Academic	The holder of an Academic certificate has been appointed to teach audiology or speech-language pathology at a university in Ontario. The member is registered to practice to the extent required by the teaching or research requirements of the professional appointment.
c)	Initial	The holder of an Initial certificate is a new graduate or has less than two years of professional experience in an unregulated Canadian province or territory or in

		another country. The member must successfully complete a period of mentored practice in Ontario.
d)	Non-Practicing	The holder of a non-practicing certificate is not entitled to practice in Ontario during the registration year.
e)	Teaching	The holder of a Teaching certificate has been invited to teach audiology or speech-language pathology in Ontario for up to one year under the supervision of a member who holds a general certificate of registration.
f)	Life	The holder of a life certificate has retired from professional practice in Ontario.
g)		
h)		
i)		
j)		

Reviews and appeals your organization processed in the past year

f) State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

	Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
from January 1st to December 31st of the reporting year	**Ontario**	**Other Canadian Provinces**	**USA**	**Other International**	**Unknown**	**Total**
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	2	0	2	19	0	**23**
Applicants who initiated an appeal of a registration decision	0	0	0	1	0	**1**
Appeals heard	0	0	0	0	0	**0**
Registration decisions changed following an appeal	0	0	0	0	0	**0**

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

*Appeal that had been initiated was withdrawn when applicant satisfied condition of registration. This applicant is now a fully registered member of the College.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

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Certification (13 / 13)

I hereby certify that:

i. I have reviewed the information submitted in this Fair Registration Practices Report (the"Report").
ii. To the best of my knowledge:
    - all information required to be provided in the Report is included; and
    - the information contained in the Report is accurate.

Name of individual with authority to sign on behalf of the organization: Brian O'Riordan

Title: Registrar

Date: March 1, 2012

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