

**The OFC Fair Registration Practices Report has been modified this year to only require improvements/changes implemented in the last year to the College's registration practices. The report also requires explanations of the impacts of these improvements/changes on applicants and the College.**

# Fair Registration Practices Report

## Teachers (2015)

The answers seen below were submitted to the OFC by the regulated professions.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACKTA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPACKTA
- 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.

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## 1. Qualitative Information

### a) Requirements for registration, including acceptable alternatives

#### i. Describe any improvements / changes implemented in the last year.

##### Self-Assessment Tool

In late 2015, the College launched the Applicant Eligibility Assessment tool, which is a free online self-assessment tool based on the College's certification requirements and takes approximately 30 minutes to complete. The tool has gone through user testing and is designed to help internationally educated teachers make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. Internationally educated teachers are able to input their own credential information to receive information that is tailored to their own circumstances. The tool provides background information on the certification process and directs the user to contact the College should they have any questions.

The tool was announced with a posting on the home page of the College's website and can be found here:

<http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers/aea>

## Registration Videos

In late 2015, two videos were added to the College website. These videos provide useful information to internationally educated applicants, who cannot attend the monthly information sessions held at the College.

The number of times these videos were viewed in the first month of operation is indicated in brackets after the name of each video. The first video, "*Applying to the College (303)/ Comment présenter une demande d'inscription à l'Ordre (46)*", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application.

The second video, "*Evaluating your Application (138)/ Évaluation de votre demande (24)*", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application.

The videos can be found on the College website landing page for internationally educated teachers:

<http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers>

## Outreach

The College makes presentations across Ontario at community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements. In 2015, one presentation was provided to a settlement agency in the Toronto area while 10 sessions were held for applicants at the College.

## Faculty Tours

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2015, College staff made 17 faculty presentations in Ontario and five presentations to US border Colleges.

## Applicant Status Page

In 2015, the College augmented its existing system for allowing applicants to track the progress of their application through the certification process by launching a new applicant status web page, which allows applicants to see the date the evaluation process has started, the stages of evaluation and the date a decision has been rendered. The applicant status page is automatically updated. A glossary of terms is included in this tool to provide the applicant with information on each stage.

## Inactive Application Closure

In 2015, in order to better engage the applicant in the registration process, the College launched a series of e-mails to remind applicants to go back to their status page and submit outstanding documents if their application is not complete. This has helped to support applicants in the completion of their applications.

In 2015, the Membership Records Unit implemented a new incomplete applications process designed to close applications that remain with outstanding documentation for more than two years. This initiative was part of a continuous improvement assessment and also a recommendation from the Ontario Fairness Commissioner.

The process allows the College to close incomplete application files without a credential assessment decision provided that obligations of procedural fairness are met by clearly communicating with an applicant when his or her application may be closed and providing the opportunity to complete their application or obtain a determination of eligibility for certification without completion of documentation, should they request one.

In implementing the process in 2015 for current applications not yet at the two-year mark, the Membership Records Unit also identified a pilot group of applications (1100) that had been open for over two years (between 1997 and 2006) to initiate the closure process for these files.

In 2016, the College will continue the implementation plan to work to complete or close applications that remain open since before 2013.

## Enhanced Teacher Education Program

In 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program (Enhanced Program). This new program was introduced on September 1, 2015 and consists of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program necessitated changes to the College's certification requirements as only those applicants who met the new Enhanced Program requirements would be eligible for certification without conditions. Those applicants who did not meet the new requirements, but completed a one year teacher education program, may be eligible for certification with conditions. The College undertook a significant communications strategy to inform applicants, potential applicants and stakeholders of the impact of the new program.

A tool embedded in the online application allows applicants to determine how the new Enhanced Program certification requirements may apply to them. This tool is available for use by all applicant groups.

In developing the necessary regulatory amendments to the Teachers' Qualifications Regulation (Regulation 176/10) that were required to introduce the new certification

requirements, the College took into consideration fair registration practices and the need to communicate the changes to affected applicant groups. In 2014, the College also reviewed the amendments with representatives from the Ontario Fairness Commissioner. Guiding principles were also established to ensure that the implementation of the new requirements was being carried out in a fair way for all applicants. [see response to Question 1(f) i].

#### Accessibility for Ontarians with Disability Act

The College also continued work on a multi-year accessibility plan to ensure that it is in compliance with the *Accessibility for Ontarians with Disability Act*. The College has set up a working group to implement the changes necessary to comply with the Act. In 2015, members of the working group met with representatives from the Accessibility Directorate of the Ministry of Economic Development, Trade and Employment to provide updates on progress in their efforts.

The College's processes for receiving feedback are accessible to persons with disabilities by including features such as:

- TTY telephone access;
- screen readers and accessible formats on computers positioned in the College's welcome centre and library;
- accessible counters and reception area features such as available seating, appropriate clearance for mobility aids/devices, etc.;
- College staff trained to provide services compliant with the AODA customer service accessibility standards for persons with disabilities;
- Where the College responds to feedback received, the written response is developed in a format accessible to persons with disabilities. College staff responsible for the development of responses are trained in the formatting of accessible documents. For verbal responses to feedback, College staff in the welcome centre are trained to provide services compliant with the AODA customer service accessibility standards for persons with disabilities;
- Where an accessible format is requested for a feedback response, College staff will consult with the recipient to ensure the accessible format is appropriate;
- The availability of accessible formats and communications supports to persons with disabilities will be noted on the College's public website and in the Welcome Counter.

In 2015, the Ontario College of Teachers took the following steps to provide or arrange for the provision of accessible formats and communication supports for members of the public with disabilities upon request by January 1, 2016:

- The College's public website will be updated to outline the process for requesting an accessible format and/or communication support. Information on this process will also be available at the College's Welcome Counter;
- Where a request for a public document in an accessible format is received, the College shall consult with the individual making the request to confirm the suitability of an accessible format or communication support;
- The College shall provide or arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner, and at a cost (where applicable) similar to that charged to other persons;
- Regular updates of the College Style Guide will reflect accessibility considerations and best practices, where applicable, in the development of College documents.

As well, in 2015 the College engaged a third party to prepare and revise web content to be AODA compliant for future release. The content, including back issues of the College's official publication *Professionally Speaking/Pour parler profession*, provides an excellent repository of information that gives applicants a fuller understanding of education issues in the Ontario context.

Changes to initial teacher education programs at Ontario's faculties of education spurred significant changes to the College's Online Application System (OAS) in 2015. The College's information technology developer invested three weeks to ensure that the OAS was AODA compliant.

All of the information the College provides to the public is available in English and French.

**ii. Describe the impact of the improvements / changes on applicants.**

As the Applicant Eligibility Assessment tool was launched in late 2015, the College will assess user feedback in 2016. From the launch of the tool in December 2015 until the end of February 2016, the tool was viewed by 4,622 visitors and 1,273 visitors have actually completed the assessment.

The new registration videos on the College website provide for greater accessibility for applicants and potential applicants that cannot visit the College to attend an information session. The number of views in the first month of the availability of the videos is described in the response to the question above [see Question 1 a) i.].

The College's faculty presentations help clarify the certification requirements for students and provide information on completing the application process.

In light of the introduction of the Enhanced Program, to ensure that applicants were aware of the changes and potential impact on a registration decision, over the last year

and a half, staff engaged in extensive communications activities that included information on the website, work with faculties of education to contact students who had completed a teacher education program but had not applied to the College, and ongoing communication with applicants advising them of the importance of completing their application as soon as possible. In 2015, the College certified 2,500 more applicants than the total number of applicants certified in 2014. This increased processing was a result of the College's efforts to communicate to applicants in order to advise them of the upcoming impact of the new program and to submit outstanding documentation as soon as possible.

As mentioned previously, the College's efforts to communicate the impacts of the new program to various applicant groups has contributed to more outstanding application documents being submitted to the College and an increase in processing of applications in the summer of 2015. This increased processing aimed to ensure that applications in the queue were assessed prior to the regulatory implementation date of September 1, 2015.

The assessment tool embedded in the online application to make applicants aware of the impact of the Enhanced Program helped clarified the new certification requirements. It has also allowed for greater clarity on what the impact of the new requirements will be in the unique case of each applicant.

To implement the new Inactive Application Closure process, the College designed a communications plan aimed at keeping applicants informed and engaged throughout their two-year application cycle. Applicants now receive regular emails, throughout their application period to remind them of outstanding documentation requirements. These emails are sent to applicants after the application has been open and remains incomplete after 3 months, 6 months, 12 months and 18-months. These emails, introduced in 2015, also contain messaging about the new Enhanced Teacher Education Program. In addition to providing a reminder to submit documentation, the emails also advise the applicants of the ways in which the College may be able to assist them if they are having difficulty in obtaining documentation.

As a result of the changes resulting from the Inactive Application Closure process, the College closed 1039 files, granted six-month extensions to 31 files and worked with applicants to complete 30 files and submit them for evaluation. Twelve of these files were offered certification.

The AODA related developments will be assessed in 2016 to determine their impact on applicants.

### **iii. Describe the impact of the improvements / changes on your organization.**

The introduction of the Enhanced Program has resulted in increased training specific content and regulatory impact of the new program as well as cross-training for all staff who are involved with the registration process in order to ensure there were sufficient

resources to process applications. This training focuses on the impact of the certification changes required as a result of the introduction of the new program. The College's efforts to communicate the impacts of the new program to various applicant groups contributed to outstanding application documents being submitted to the College and an increase in processing of applications in the summer of 2015. This increased processing aimed to ensure that applications in the queue were assessed prior to the regulatory implementation date of September 1, 2015.

The move to revise the College's official publication, *Professionally Speaking/Pour Parler profession*, means that information will migrate from a microsite, to the College's main website to improve access for all users and ease ongoing maintenance. By keeping this information contained to one site (the main College website), it reduces the need of the visitor to work with the completely different design interface of the separate microsite. They can navigate between the magazine content and other sections of the site (such as Becoming a Teacher) much more easily.

## **b) Assessment of qualifications**

### **i. Describe any improvements / changes implemented in the last year.**

#### Enhanced Teacher Education Program

The introduction of the Enhanced Teacher Education Program (Enhanced Program) on September 1, 2015 brought about changes to the College's certification requirements. Prior to September 1, 2015, a significant communications strategy was developed by the College in order to advise, applicants, members, potential applicants, stakeholders and the public about the implications of the new program:

- General informational efforts: Postings and an FAQ on the College website; faculty tours, memorandums to stakeholders; College Standard documentation (e.g. Registration Guides) were updated to reflect the requirements of the new program
- Membership Records worked with Faculties of Education to advise graduates who were not yet certified to apply to the College immediately.
- Applicants and recently denied applicants were sent individualized correspondence to advise them of the impending changes and what requirements were necessary for them to become certified.
- During monthly, on-site information sessions, potential applicants and applicants to the College were advised of the impact of the Enhanced Program
- All applicant inquiries received via phone, email and welcome counter visits were advised of the impact of the Enhanced Program.
- Automatic timed reminders sent to applicants at various stages in the process to send in documentation in order to become certified.
- A tool embedded in the online application allows applicants to determine how the new Enhanced Program certification requirements may apply to them. This tool is available for use by all applicant groups.

## Language Proficiency

The College maintains a list of countries (divided into English and French categories) that is used to exempt applicants from the certification requirement to provide proof of language proficiency in either English or French, as set out in section 7 of Regulation 176/10 of the *Ontario College of Teachers Act*. The College undertook a review of particular countries to determine if they should be added to this list, which resulted in the addition of Togo to the French category of the list.

### **ii. Describe the impact of the improvements / changes on applicants.**

The introduction of the Enhanced Program necessitated changes to the College's certification requirements as only those applicants who met the new Enhanced Program requirements would be eligible for certification without conditions. Those applicants who did not meet the new requirements, but completed a one year teacher education program, may be eligible for certification with conditions. These conditions are "complementary course conditions" and allow the applicant to make up the duration gap with the new program. The College has made amendments to its Teachers' Qualification Regulation in order to allow for complementary course conditions to be satisfied by courses listed in Schedule C of the regulation. This amendment will provide for increased availability of the courses necessary to satisfy conditions on a certificate.

The College's significant communications strategy to inform applicants, potential applicants and stakeholders of the impact of the new program helped lead to a significant number of applications being processed, and applicants becoming certified, prior to the introduction of the certification changes on September 1, 2015.

### **iii. Describe the impact of the improvements / changes on your organization.**

Through staff cross-training, College increased the number of assessors who conduct reviews of documents and the evaluation of applications pertaining to Ontario graduates. The increase in assessors (including the hiring of two temporary staff for several months) helped the College certify 2,500 more applicants in 2015 than were certified in 2014.

## **c) Provision of timely decisions, responses, and reasons**

### **i. Describe any improvements / changes implemented in the last year.**

#### Registration Appeals

In the College's registration appeals process, efforts were made to ensure that appeals were processed and a decision rendered by the Registration Appeals Committee within 120 days, as required in the College's Fair Registration Practices Regulation [see Question 1 h)].

*Appeals on Terms, Conditions and Limitations*



In the letters sent to applicants that conveyed the Registrar's decision on certification, the College also clarified the process for appealing terms, conditions and limitations on a certificate.

### Membership Services

In 2015, the College interacted with College members and members of the public by phone, email and social media and in person approximately 675 times each day. In addition, the College initiated approximately 700 telephone calls and e-mails per month to applicants who have submitted outstanding documents that are deemed unacceptable, or where further information is required.

The College's efforts to communicate the impacts of the new Enhanced Program to various applicant groups placed an emphasis on submitting applications as soon as possible. These communication efforts contributed to an increase in the submission of outstanding application documents and an increase in the processing of applications in the summer of 2015. This increased processing aimed to ensure that applications in the queue were assessed prior to the regulatory implementation date of September 1, 2015.

In 2015, the average number of days for an internationally educated teacher (IET) to be certified was 37 days and the average number of days for a labour mobility applicant to be certified was 30 days.

The College amended the Teachers' Qualification regulation to allow for those certified with conditions to have more time to satisfy the conditions associated with the introduction of the Enhanced Program. The time period in which conditions must be satisfied has been increased from three years (with two possible one year extensions) to five years (with one possible one year extension).

### **ii. Describe the impact of the improvements / changes on applicants.**

The goal of the College in 2015 was to minimize the immediate effect of the implementation of the Enhanced Program on applicants while ensuring that, ultimately all applicants meet the same requirements.

Due to the communications strategy applicants submitted outstanding documents which helped decrease processing times associated with applications.

As a result of the new letters to applicants clarifying the process for appealing terms, conditions and limitations on a certificate, the College anticipates a slight increase in the number of those types of appeals. The impact will be assessed in 2016.

### **iii. Describe the impact of the improvements / changes on your organization.**

Through staff cross-training, the College increased the number of assessors who conduct evaluations of applications in order to ensure that applicants were certified prior to the

September 1, 2015 introduction of the new Enhanced Program. In 2015, the College certified 2,500 more applicants than the total number of applicants certified in 2014.

**d) Fees**

**i. Describe any improvements / changes implemented in the last year.**

Fees for registration are detailed in College registration guides, on the web site, and in presentation materials. Fees associated with the registration process are reviewed annually as part of the College's budget process and are approved by Council. Registration guides, presentation materials, and the College's web site are updated accordingly.

In 2015, there were no changes in application fees or annual membership fees.

**ii. Describe the impact of the improvements / changes on applicants.**

No changes this year

**iii. Describe the impact of the improvements / changes on your organization.**

No changes this year

**e) Timelines**

**i. Describe any improvements / changes implemented in the last year.**

With the introduction of the Enhanced Program, processing timelines shortened in order to ensure that as many applications as possible were processed prior to the September 1, 2015 introduction of the new certification requirements. The College reprioritized files accordingly. This process was also assisted by a robust communications strategy aimed at letting applicants and potential applicants know about how they would be impacted by the new requirements. In this communication the College emphasized the importance of applying as soon as possible and submitting outstanding application documents.

The average number of days for an internationally educated teacher (IET) to be certified in 2015 was 37 days and the average number of days for a labour mobility applicant to be certified in 2015 was 30 days. These numbers are different when compared to the average number of days reported for these applicant groups in 2014. The change was a result of a reprioritization of files in preparation for the implementation of the Enhanced Program, as described in the paragraph above.

The College amended the Teachers' Qualification regulation to allow for those certified with conditions to have more time to satisfy the conditions associated with the introduction of the Enhanced Program. The time period in which conditions must be satisfied has been increased from three years (with two possible one year extensions) to five years (with one possible one year extension).

**ii. Describe the impact of the improvements / changes on applicants.**

In 2015, the goal of the College was to minimize the effect of the implementation of the Enhanced Program on applicants.

Due to the communications strategy, applicants submitted outstanding documents sooner which helped decrease processing times.

Those individuals who are certified with conditions will also be allowed the necessary time to satisfy conditions.

**iii. Describe the impact of the improvements / changes on your organization.**

Through staff cross-training, the College temporarily increased the number of assessors who conduct evaluations of applications in order to ensure that applicants were certified prior to the September 1, 2015 introduction of the new Enhanced Program. In 2015, the College certified 2,500 more applicants than the total number of applicants certified in 2014.

**f) Policies, procedures and/or processes, including by-laws**

**i. Describe any improvements / changes implemented in the last year.**

[See response to Question 1a) i.]

The introduction of the Enhanced Teacher Education Program (Enhanced Program) on September 1, 2015 resulted in changes in the certification process for various applicant groups. Ontario and internationally educated teacher (IET) applicants must meet the new requirements in order to be certified without conditions. If these applicants do not meet the new requirements, but completed a one year teacher education program, they remain eligible for certification with conditions. Labour mobility applicants are not subject to the new Enhanced Program requirements due to the requirements of the *Ontario Labour Mobility Act*.

The College also made amendments to the Teachers' Qualifications regulation to create exceptions to the general requirement that all Ontario and IET applicants must meet new Enhanced Program requirements on September 1, 2015. These exceptions apply to those applicants who are:

- enrolled in concurrent or multi session programs on August 31, 2015;
- unable to complete a program prior to September 1, 2015 due to exceptional circumstances (e.g. medical issue, or military service);
- they were enrolled in a Native program or French as a Second Language program and satisfied the requirements for the old Certificates, Limited or Certificates Limited Restricted that existed in the old regulation for teachers' qualifications (Regulation 184/97); or
- enrolled in a specialized consecutive program

The rationale for these exceptions is that students entered their programs on the assumption that they would be certified under the pre-Enhanced Program requirements and had no way to complete their programs and become certified prior to the introduction of the new requirements on September 1, 2015. The College has processed numerous exceptions requests and has worked with the faculties of education to verify their situations. There is also a time limit on when the applicants must complete the certification process, in most cases this deadline is August 31, 2022.

**ii. Describe the impact of the improvements / changes on applicants.**

See impact of changes in response to Question 1a)ii

Numerous applicants have made use of the exceptions provisions to become certified under the pre-Enhanced Program requirements.

**iii. Describe the impact of the improvements / changes on your organization.**

See impact of changes in response to Question 1a)iii

The College set up a workgroup to ensure that there was a consistent and transparent approach to processing the requests for exceptions. This workgroup developed standard procedures to assist in their efforts and the College has been successful in processing these requests fairly and in a timely manner.

**g) Resources for applicants**

**i. Describe any improvements / changes implemented in the last year.**

Self-Assessment Tool

In late 2015, the College launched the Applicant Eligibility Assessment tool, which is a free online self-assessment tool related to certification requirements. The tool has gone through user testing and is designed to help internationally educated teachers make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. Internationally educated teachers are able to input their own credential information into the tool to receive information that is tailored to their circumstances. The tool also provides background information on the certification process and directs the user to contact the College should they have any questions.

The tool was announced with a posting on the home page of the College's website and can be found here:

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## Registration Videos

In late 2015, two videos were added to the College website. These videos provide useful information to internationally educated applicants, who cannot attend the monthly information sessions held at the College.

The number of times these videos were viewed in the first month of operation is indicated in brackets after the name of each video. The first video, *Applying to the College (303) / Comment présenter une demande d'inscription à l'Ordre (46)*, is for applicants who have not yet applied. Applicants learn about the basic requirements for certification, required documents and useful tips for completing their application.

The second video, *Evaluating your Application (138) / Évaluation de votre demande (24)*, is designed to help applicants at various stages of the application process. They'll learn about the evaluation process, how their credentials were assessed, and the requirements for a successful application. The videos can be found on the College website landing page for internationally educated teachers:

<http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers>

## Enhanced Teacher Education Program

As a result of the introduction of the Enhanced Teacher Education Program (Enhanced Program), the College updated information about the registration process to potential applicants, namely print resources, online through the College web site, and through information sessions. The particulars of the updates are provided below:

### College web site

Provides in-depth information regarding all aspects of registration, including PDF copies of all registration guides and materials. It contains information pertaining to the unique circumstances and needs of applicants educated in Ontario and elsewhere in Canada, and applicants educated internationally. The web site contains many helpful resources for applicants, as well as an extensive Frequently Asked Questions (FAQs) section. The website has a landing page for the Enhanced Program and includes updated and new brochures, videos, FAQs, media releases and College statements and regulatory changes.

### Registration Guides

Provide applicant-specific, comprehensive step-by-step information about the registration process, resources, timelines, fees and other relevant information. As a

result of the introduction of the Enhanced Program on September 1, 2015, the registration guides were revised to add information on the new Program and the associated changes to College certification requirements.

<http://www.oct.ca/-/media/708144310B6C45E7AA7A1CF502BFE138.ashx>

### Accreditation Resource Guide

The *Accreditation Resource Guide*, was developed to support an understanding of new elements in Ontario's Enhanced Programs. The guide is a companion to requirements set out in Regulation 347/02, Accreditation of Teacher Education Programs. The purpose of the guide is to clarify the intent, through additional information and examples, of the core content that should be included in the Enhanced Program. The Accreditation Committee and program providers have used this guide when interpreting the requirements for accreditation.

[https://www.oct.ca/-/media/PDF/Accreditation%20Resource%20Guide/2014\\_Accreditation\\_Resource\\_Guide\\_EN\\_WEB.pdf](https://www.oct.ca/-/media/PDF/Accreditation%20Resource%20Guide/2014_Accreditation_Resource_Guide_EN_WEB.pdf)

### Looking at ...Enhanced Teacher Education brochure

The College has developed this brochure in order to give general information to all applicants and to the public in order to clarify the new changes to the Enhanced Program.

### Credential Assessment Brochure

This brochure is provided to applicants who have been denied certification. It provides general information on the assessment and appeal process. The brochure was updated in 2015 and includes information on the College's revised distance education policy and the Enhanced Program. The Credential Assessment Brochure was made available on the public website in the Resources section. The URL for this section is as follows:

<http://www.oct.ca/resources/alpha?letter=C>

### Applicant Information Sessions

During monthly, on-site information sessions, potential applicants and applicants to the College were advised of the impact of the Enhanced Program.

#### Outreach

The College makes presentations across Ontario, including presentations to community agencies, newcomer groups, cultural or ethnic associations and other interested audiences. These presentations have been updated to include information about the Enhanced Program. In 2015, one presentation was provided to a settlement agency in the Toronto area while 10 sessions were held for applicants at the College.

#### Ontario Faculty of Education Presentations

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2015, College staff made 17 faculty presentations in Ontario and five presentations to US border Colleges.

**ii. Describe the impact of the improvements / changes on applicants.**

N/A

**iii. Describe the impact of the improvements / changes on your organization.**

N/A

**h) Review or appeal processes**

**i. Describe any improvements / changes implemented in the last year.**

The College makes its best efforts in each case to ensure a review by the Registration Appeals Committee and the release of the committee's decision within 120 days of the receipt of the request for the review. This timeline is outlined in the College's Fair Registration Practices Regulation.

Several factors can contribute to circumstances where it is not possible to achieve the 120 day guideline set out in regulation, such as:

- requests for extensions by the appellants, changes in regulation or legislation;
- extension of the timelines when the committee requests more detail or additional documents;
- administrative delays are encountered when new supporting documentation or additional information are received (review of the original credential assessment by the College, time to respond and update the appeal packages), or;

- administrative delays with oral presentations which increased since 2013 (scheduling mutually agreeable dates for both panels and appellants, more support for unrepresented appellants).

In 2015, the College's Policy and Research Unit identified the need to review its internal administrative appeal processes in order to reduce timelines. All administrative activities within the unit and with the Membership Services department were reviewed for timeline and efficiency improvements.

The following changes were implemented in the fall of 2015:

- Additional meetings were scheduled in order to address the number of cases carried over in 2015 (14 cases from 2014). The committee established three panel meetings in May 2015 and two panel meetings in September 2015 to address the number of cases;
- A decision writer and editor supports the committee's decision-writing process. As a result, the committee can schedule additional cases per meeting;
- Shorter administrative timelines to prepare the appeal packages;
- Shorter timelines and to submit any additional documents (in response to an appellant submissions or following a Committee's request);
- Enhanced internal tracking processes have been implemented to ensure that deadlines are respected. For example:
  - deadlines imposed by the Registration Appeals Committee to the parties in order to submit additional information;
  - deadlines outlined in the Administrative Guidelines of the Registration Appeals Committee, such as the 45 days provided to the parties to submit additional information and an extra 10 days to submit any responses.

**ii. Describe the impact of the improvements / changes on applicants.**

The College anticipates that these changes will lead to improvements and reduce timelines in 2016.

**iii. Describe the impact of the improvements / changes on your organization.**

N/A

**i) Access to applicant records**

**i. Describe any improvements / changes implemented in the last year.**

No changes this year

**ii. Describe the impact of the improvements / changes on applicants.**

No changes this year



**iii. Describe the impact of the improvements / changes on your organization.**

No changes this year

**j) Training and resources for registration staff, Council, and committee members**

**i. Describe any improvements / changes implemented in the last year.**

Registrar

Under legislation, the Registrar of the College has the sole responsibility for making final registration decisions. As Chief Executive Officer of the College, he/she undergoes continuous training and his/her currency of knowledge is commensurate with the responsibilities of the role.

The current Registrar and CEO, Dr. Michael Salvatori, OCT, continues to be actively involved in provincial and national organizations that focus in part on registration decisions and credential assessment. In November 2015, the Registrar attended the OFC's Learning Day for regulators: the event provided information and tools to support strategic solutions and best practices in response to the OFC's second cycle of assessments and was an opportunity for those working within the regulatory environment to share experiences, obtain practical resources and generate solutions to ensure that registration practices meet fair-access law principles and duties. The day included a practical workshop on conducting assessments of registration practices with focus on assessing general duty practices. Participants had a hands-on opportunity to complete an assessment of practices that fall within one of the general duty principles of transparency, objectivity, impartiality and fairness.

In addition to these ongoing committee activities, the Registrar is directly involved in several initiatives related to fair access to the profession.

For example, in 2015 the Registrar worked with the Registrars for Teacher Certification Canada to further advance a project to establish a pan-Canadian credential assessment agency. The project will explore the possibility of harmonizing credential assessment practices across Canada and reconciling differences in requirements in credential assessment among Canadian jurisdictions.

The Registrar continues to make presentations and to participate in panels related to access to regulated professions, for example, in April 2015 the Registrar was part of a panel discussion on Transparency and Accountability at Infonex's Professional Regulation & Discipline Conference, and in October 2015 the Registrar presented at the 9th Teachers' Annual Conference jointly hosted by the Philippine Teachers Association of Canada and the Kababayan Multicultural Centre on "The Impact of the New Teacher Education Program to Internationally-Trained Teachers". In February 2016 the Registrar was part of a panel along with the OFC at the 2016 Touchstone Institute Symposium; the panel covered the topic "Language and communication assessments: challenges and opportunities".

The Registrar continues to be part of the international forum of teaching councils: the International Forum of Teacher Regulatory Authorities (IFTRA). The next IFTRA conference will be held in Dublin Ireland in June 2016 and the Registrar is part of the sub-committee for the planning of the conference.

Of note in 2015 was the Registrar's continued work with the Ontario Ministry of Education, and colleagues at the College, on the development of amendments to the teacher qualification regulation with respect to certification following changes made to the Ontario teacher education program including credential assessment for applicants from outside Ontario.

The Registrar continues to speak directly to registrants during his visits to the Faculties of Education to introduce the College and to explain registration practices. These opportunities frequently include discussions about the requirements for certification, alternatives to evidence of credentials and timelines for assessment.

#### Registration Appeals Committee

The College's *Fair Registration Practices Regulation* requires that the College ensure training in how to assess applications for a certificate, including training in special considerations that apply in the assessment of such applications and the process for applying those considerations is provided to members of the Registration Appeals Committee and individuals who are on the roster of eligible panellists for the committee.

On July 6, 2015, new council members were appointed to the Registration Appeals Committee. As a result, training materials and presentations were revised and enhanced for initial committee member training. In 2015, the new Committee members received ongoing training about the Committee's processes, the College's legislative framework, regulations and legislation governing Ontario teachers' qualifications, international education systems, methodology of credential assessment, the suitability registration requirement and the guiding principles for deliberations and decisions writing. Instruction models include workshops, hands-on exercises, and presentations from staff and independent legal counsel with subject matter expertise.

In 2015, the Committee members also received additional training entitled "Evaluation credentials with the implementation of the Enhanced teacher Education Program".

#### Membership Services

In 2015, Membership Services staff received professional training on teacher qualifications and certification requirements to provide current and accurate information to applicants in light of the new Enhanced teacher Education program. Emphasis was put on cross-training between Membership Services staff to ensure greater efficiencies and

working understanding across disciplines. This included cross-training in Membership Records as the unit evaluating applications for graduates of Ontario programs who did not become certified by August 31, 2015, and are subject to new requirements.

The College's Evaluators and Evaluation Assistants assess international and labour mobility applicants' qualifications. Their workplace training program in Evaluation Services reflects an apprenticeship learning model. Training for the specialized skills and theory of credential evaluation, particularly pertaining to teacher certification, is provided and led primarily by Senior Evaluators. The training focuses on comparative education research and analysis of country-specific education systems, institutions, credentials, patterns of education, and any unique considerations, as well as how College regulations impact on credential assessments pertaining to a given country. The Senior Evaluators also designate experienced Evaluators to provide peer training and ongoing support to new Evaluators.

Membership Services staff routinely attend local, national, and international workshops, conferences, and webinars that are valuable to practitioners in the field of credential assessment. Participation in formal training sessions usually occurs at least once a month. In 2015, Membership Services training included, but was not limited to:

#### **Educational Credential Evaluators (ECE)**

- Webinar - United Kingdom I: The Academic System of Education

#### **World Education Services**

- Webinar - Reforms to Higher Education in India
- Webinar - Education in Iran
- Webinar - Education in Sri Lanka
- Webinar - Education in Peru
- Webinar - Education in Germany
- Webinar - Educational Transformation in Select Countries in Central Asia after the Bologna Process
- International Credential Evaluations Lab

#### **American Association of Collegiate Registrars and Admissions Officers (AACRAO)**

- Annual Meeting

#### **NAFSA: Association of International Educators**

- Annual Meeting

**University of Toronto, International Qualifications Assessment Services (ICAS)**

- Workshop – People’s Republic of China

**The Association of International Credential Evaluation Professionals (TAICEP)**

- General Meeting and Conference
- Webinar: Educational Documentation – What Can I Expect?

**Institute for Credentialing Excellence (ICE)**

- Conference

**Council of Ministers of Education, Canada (CMEC)/Canadian Information Centre for International Credentials (CICIC)**

- Assessment 101- Course for Academic Credential Assessors

**Canadian Foundation of Economic Education (CFEE)**

- ITP Examination Conference

**ii. Describe the impact of the improvements / changes on applicants.**

Registrar

In the OFC’s specific report to the College, the College was cited as having several commendable practices in the area of transparency, the work to make information openly available. Specific examples included the redesigned website; information provided to applicants who have been denied certification through the monthly information sessions held by staff; and the updating of the tutorial video that explains the registration process

The ongoing training provided to the College staff and Committee members ensures impartial and fair processes and contributes to continuous improvement, efficiency, transparency and accountability.

**iii. Describe the impact of the improvements / changes on your organization.**

N/A

**k) Mutual recognition agreements**

**i. Describe any improvements / changes implemented in the last year.**

No changes this year

**ii. Describe the impact of the improvements / changes on applicants.**

No changes this year

**iii. Describe the impact of the improvements / changes on your organization.**

No changes this year

**l) Other (include as many items as applicable)**

**i. Describe any improvements / changes implemented in the last year.**

N/A

**ii. Describe the impact of the improvements / changes on applicants.**

N/A

**iii. Describe the impact of the improvements / changes on your organization.**

N/A

**Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year**

The Teachers' Qualifications Regulation (Regulation 176/10) was amended to include new certification requirements in order to ensure that only those who met the requirements of the new Enhanced Teacher Education Program (Enhanced Program) are certified without conditions. These amendments allow those applicants who do not meet the new requirements, but have completed a one year teacher education program, to be eligible for certification with conditions. The College also made amendments to the regulation in order to allow for the certification of applicants under the pre-Enhanced Program requirements in exceptional cases. Former members of the College and labour mobility applicants are also not subject to the new requirements.

The College amended the Teachers' Qualification Regulation to allow for those certified with conditions to have more time to satisfy these conditions. The time period in which conditions must be satisfied has been increased from three years (with two possible one year extensions) to five years (with one possible one year extension).

The Teachers' Qualifications Regulation was also amended to allow for applicants who become certified with conditions to satisfy those conditions by taking courses that are listed in Schedule C of the regulation. Normally, Schedule C courses would be completed to add qualifications to a certificate, but the amendment provides an option to use the course to satisfy the condition for initial certification or to add it as a qualification. This amendment allows for greater availability of the coursework that can be used to satisfy the conditions on a certificate.

The Accreditation Regulation (Regulation 347/02) was amended to transition Ontario's teacher education programs into the new Enhanced Program. The programs were modified based on the addition of new accreditation requirements (e.g. four academic semesters and 80 day minimum practicum) as well as mandatory core content set out in a new Schedule to the regulation (e.g. diversity and special education). The College also included transitional provisions into the regulation in order to allow time for faculties to modify their existing programs to meet the new requirements. These transitional provisions also include a verification report process whereby the Accreditation Committee will have the opportunity to review the modified programs in order to ensure that they meet the new requirements.

Another amendment that took effect in 2015 was the addition of a minimum 10 day practicum requirement to the first session of multi-session teacher education programs. This new requirement must be completed in order for an applicant to receive a Transitional Certificate of Qualification and Registration (TQR). This amendment ensures that those members who hold the TQR have supervised practical teaching experience prior to leading their own classes, as is the case with members who obtain the Certificate of Qualification and Registration.

The Teachers' Qualification Regulation was also amended to include a clarification that for the purposes of the work experience requirement for teachers of technological education, 1,700 hours of work experience shall be counted as equal to one year of work experience.

Finally, both the Teachers' Qualification Regulation and the Accreditation Regulation were amended to allow for the certification of teachers who have completed a combined general education-technological education program.

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## **2. Quantitative Information**

**a) Languages**

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

<b>Language</b>	<b>Yes/No</b>
<b>English</b>	Yes
<b>French</b>	Yes
<b>Other (please specify)</b>	
<b>Additional comments:</b>	

**b) Gender of applicants**

Indicate the number of applicants in each category as applicable.

<b>Gender</b>	<b>Number of Applicants</b>
<b>Male</b>	2405
<b>Female</b>	6534
<b>None of the above</b>	0
<b>Additional comments:</b>	

**c) Gender of members**

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

<b>Gender</b>	<b>Number of Members</b>
<b>Male</b>	63673
<b>Female</b>	179531
<b>None of the above</b>	0
<b>Additional comments:</b>	

**d) Jurisdiction where applicants obtained their initial education**

Indicate the number of applicants by the jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			Australia		
			85		
			Albania		
			3		
			Algeria		
			7		
7381	408	357	Armenia	0	8939
			1		
			Bangladesh		
			2		
			Belarus		
			1		

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown Total</b>
			Belgium	
			4	
			Benin	
			1	
			Bosnia And Herzegovina	
			1	
			Brazil	
			3	
			Burundi	
			2	
			Cameroon	
			8	
			China	
			8	
			Colombia	
			3	
			Congo, The Democratic Republic Of The	
			2	
			Côte D'ivoire	
			9	
			Cuba	
			1	
			Czech Republic	
			2	
			Ecuador	
			1	
			Egypt	
			18	
			Ethiopia	
			2	
			France	
			13	
			Germany	
			2	
			Ghana	
			2	
			Greece	
			1	
			Guinea	
			1	
			Guyana	
			2	
			Haiti	



<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown Total</b>
			3	
			Hong Kong	
			8	
			India	
			202	
			Iran	
			11	
			Ireland	
			5	
			Israel	
			5	
			Italy	
			4	
			Jamaica	
			47	
			Japan	
			3	
			Jordan	
			1	
			Kazakhstan	
			1	
			Korea, Republic Of	
			2	
			Lebanon	
			13	
			Macedonia, The Former Yugoslav Republic Of	
			1	
			Mauritius	
			8	
			Mexico	
			2	
			Moldova, Republic Of	
			1	
			Morocco	
			3	
			Nepal	
			4	
			Netherlands	
			1	
			New Zealand	
			18	
			Nigeria	
			18	

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown Total</b>
			Pakistan	
			51	
			Panama	
			1	
			Philippines	
			28	
			Poland	
			4	
			Portugal	
			3	
			Romania	
			6	
			Russia	
			3	
			Saint Lucia	
			4	
			Scotland	
			35	
			Senegal	
			1	
			Singapore	
			1	
			S. Africa	
			8	
			Spain	
			2	
			Sri Lanka	
			3	
			Switzerland	
			1	
			Syrian Arab Republic	
			1	
			Taiwan, Province Of China	
			1	
			Trinidad	
			3	
			Tunisia	
			3	
			Turkey	
			4	
			Ukraine	
			6	
			U.K.	
			75	

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			Venezuela		
			1		
			Zimbabwe		
			1		
			OTHER		
			1		
			Total		
			793		

<sup>1</sup> Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

**Additional comments:**

**e) Jurisdiction where applicants who became registered members obtained their initial education**

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			Australia		
			203		
			Albania		
			5		
			Algeria		
			1		
			Argentina		
			1		
			Armenia		
			1		
10686	352	454	Bangladesh	0	12401
			4		
			Barbados		
			1		
			Belgium		
			4		
			Bosnia And Herzegovina		
			1		
			Botswana		
			2		
			Brazil		
			4		

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown Total</b>
			Bulgaria	
			1	
			Burkina Faso	
			1	
			Burundi	
			1	
			Cameroon	
			2	
			Chile	
			1	
			China	
			3	
			Colombia	
			1	
			Côte D'ivoire	
			2	
			Croatia	
			1	
			Cuba	
			2	
			Czech Republic	
			1	
			Egypt	
			9	
			Eritrea	
			1	
			Ethiopia	
			3	
			France	
			3	
			Ghana	
			4	
			Greece	
			3	
			Grenada	
			1	
			Guyana	
			6	
			Haiti	
			2	
			Hong Kong	
			6	
			Hungary	
			2	

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown Total</b>
			India	
			252	
			Iran	
			5	
			Ireland	
			1	
			Jamaica	
			40	
			Jordan	
			1	
			Kenya	
			3	
			Lebanon	
			10	
			Macedonia, The Former Yugoslav Republic Of	
			1	
			Mauritius	
			4	
			Morocco	
			6	
			Nepal	
			1	
			Netherlands	
			3	
			New Zealand	
			49	
			Nigeria	
			12	
			Pakistan	
			36	
			Philippines	
			31	
			Poland	
			2	
			Portugal	
			2	
			Romania	
			8	
			Russia	
			5	
			Rwanda	
			1	
			Saint Lucia	

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			1		
			Scotland		
			51		
			Senegal		
			2		
			Singapore		
			3		
			S. Africa		
			7		
			Spain		
			3		
			Sri Lanka		
			3		
			Saint Vincent And The Grenadines		
			1		
			Trinidad		
			4		
			Tunisia		
			1		
			Turkey		
			1		
			Ukraine		
			7		
			U.K.		
			68		
			Uzbekistan		
			1		
			Total		
			909		

<sup>1</sup> Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

**Additional comments:**

**f) Jurisdiction where members were initially trained**

Indicate the total number of registered members by jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
192166	12027	22313	Australia	0	243204

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			5159		
			Afghanistan		
			4		
			Albania		
			136		
			Algeria		
			14		
			Anguilla		
			1		
			Antigua And Barbuda		
			1		
			Argentina		
			36		
			Armenia		
			14		
			Austria		
			2		
			Azerbaijan		
			6		
			Bahamas		
			3		
			Bangladesh		
			31		
			Barbados		
			9		
			Belarus		
			34		
			Belgium		
			14		
			Belize		
			1		
			Bolivia		
			1		
			Bosnia And Herzegovina		
			3		
			Botswana		
			2		
			Brazil		
			24		
			Brunei Darussalam		
			1		
			Bulgaria		
			52		
			Burkina Faso		

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			3		
			Burundi		
			18		
			Cameroon		
			14		
			Chile		
			19		
			China		
			54		
			Colombia		
			21		
			Comoros		
			1		
			Congo		
			2		
			Congo, The Democratic Republic Of The		
			15		
			Costa Rica		
			1		
			Côte D'ivoire		
			7		
			Croatia		
			20		
			Cuba		
			14		
			Czech Republic		
			33		
			Djibouti		
			1		
			Dominica		
			6		
			Dominican Republic		
			1		
			Ecuador		
			2		
			Egypt		
			90		
			El Salvador		
			6		
			Eritrea		
			1		
			Estonia		
			4		



<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			Ethiopia		
			11		
			Fiji		
			1		
			Finland		
			4		
			France		
			57		
			Georgia		
			1		
			Germany		
			21		
			Ghana		
			52		
			Greece		
			15		
			Grenada		
			11		
			Guatemala		
			6		
			Guyana		
			142		
			Haiti		
			16		
			Hong Kong		
			175		
			Hungary		
			74		
			India		
			3455		
			Indonesia		
			1		
			Iran		
			50		
			Iraq		
			9		
			Ireland		
			98		
			Israel		
			57		
			Italy		
			13		
			Jamaica		
			582		

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			Japan		
			6		
			Jordan		
			11		
			Kazakhstan		
			7		
			Kenya		
			33		
			Korea, Republic Of		
			16		
			Kuwait		
			2		
			Lao People's Democratic Republic		
			1		
			Latvia		
			7		
			Lebanon		
			110		
			Liberia		
			1		
			Lithuania		
			10		
			Macedonia, The Former Yugoslav Republic Of		
			17		
			Malaysia		
			5		
			Mali		
			2		
			Malta		
			15		
			Mauritius		
			66		
			Mexico		
			8		
			Moldova, Republic Of		
			9		
			Morocco		
			24		
			Myanmar		
			1		
			Namibia		
			1		

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			Nepal		
			9		
			Netherlands		
			24		
			New Zealand		
			545		
			Nicaragua		
			5		
			Nigeria		
			188		
			Niue		
			1		
			Norway		
			4		
			Pakistan		
			327		
			Palestinian Territory, Occupied		
			3		
			Panama		
			1		
			Peru		
			14		
			Philippines		
			372		
			Poland		
			422		
			Portugal		
			13		
			Puerto Rico		
			1		
			Romania		
			227		
			Russia		
			114		
			Rwanda		
			4		
			Saint Lucia		
			9		
			Sao Tome And Principe		
			1		
			Scotland		
			1086		
			Senegal		
			3		

<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
			Serbia		
			5		
			Sierra Leone		
			4		
			Singapore		
			21		
			Slovakia		
			25		
			Slovenia		
			1		
			Somalia		
			9		
			S. Africa		
			187		
			Spain		
			14		
			Sri Lanka		
			38		
			Saint Kitts And Nevis		
			1		
			Saint Vincent And The Grenadines		
			8		
			Sudan		
			2		
			Suriname		
			1		
			Swaziland		
			3		
			Sweden		
			8		
			Switzerland		
			8		
			Syrian Arab Republic		
			1		
			Taiwan, Province Of China		
			22		
			Tanzania, United Republic Of		
			2		
			Thailand		
			3		
			Trinidad		
			135		
			Tunisia		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			3		
			Turkey		
			19		
			Uganda		
			10		
			Ukraine		
			172		
			U.K.		
			1351		
			Uruguay		
			2		
			Uzbekistan		
			5		
			Venezuela		
			7		
			Viet Nam		
			5		
			Zaire		
			12		
			Zambia		
			1		
			Zimbabwe		
			18		
			OTHER		
			138		
			Total		
			16698		

<sup>1</sup> Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

**Additional comments:**

**g) Applications processed**

Indicate the number of applications your organization processed in the reporting year:

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 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	7381	408	357	793	0	8939

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 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
<b>Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)</b>	11753	745	686	2060	0	15244
<b>Inactive applicants (applicants who had no contact with your organization in the reporting year)</b>	0	0	0	0	0	0
<b>Applicants who met all requirements and were authorized to become members but did not become members</b>	26	28	6	29	0	89
<b>Applicants who became FULLY registered members</b>	10686	352	454	909	0	12401
<b>Applicants who were authorized to receive an alternative class of licence<sup>3</sup> but were not issued a licence</b>	0	0	0	0	0	0
<b>Applicants who were issued an alternative class of licence<sup>3</sup></b>	102	0	0	0	0	102

<sup>1</sup> An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

**Additional comments:**

“Actively Pursuing Licensing” reflects those applicants who applied within the last two years. The College has an administrative practice designed for applicants who make initial application with the College, but do not provide all required documents within two years. After two years, where an application file still has outstanding documents, the College will contact the applicant. The applicant will be advised that he/she has 60 days to submit the outstanding documents or the file will be closed. However, if an applicant requests an evaluation of a file which has outstanding documentation the College will

proceed with an evaluation based on the documentation on file or the applicant may also request an extension.

The College does not consider applicants who had applied, but have not had contact in the reporting year, to be “inactive.”

As part of the revisions to the Teachers’ Qualifications Regulation in May 2010, the College streamlined its certificates and changed the number of certificates of qualification from six to two: a Certificate of Qualification and Registration and a Transitional Certificate of Qualification and Registration.

#### Certificate of Qualification and Registration

A Certificate of Qualification and Registration is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.

#### Transitional Certificate of Qualification and Registration

A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session.

The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.

### **h) Classes of certificate/license**

Indicate and provide a description of the classes of certificate/license offered by your organization.

You must specify and describe at least one class of certificate/license (on line a) in order for this step to be complete.

#	Certification	Description Description (a)
a)	Certificate of Qualification and Registration	A Certificate of Qualification and Registration is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.
b)	Transitional Certificate of Qualification and Registration	Description (b) A Transitional Certificate of Qualification and Registration is for College members

who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session.

Currently, the College has accredited programs leading to this certificate for:

- people of native ancestry preparing to teach in the Primary and Junior divisions
- teacher candidates preparing to teach technological education, a Native language or in the French-language school system

The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.

**Additional comments:**

**i) Reviews and appeals processed**

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)

<b>from January 1<sup>st</sup> to December 31<sup>st</sup> of the reporting year</b>	<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
<b>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</b>	0	0	0	0	0	0
<b>Applicants who initiated an appeal of a registration decision</b>	2	1	0	16	0	19
<b>Appeals heard</b>	2	1	0	21	0	24
<b>Registration decisions changed following an appeal</b>	0	0	0	11	0	11

**Additional comments:**



In 2015, 19 applicants initiated an appeal of a registration decision and 14 cases were held over from 2014. Of these 33 cases, 24 decisions were rendered, four cases were withdrawn and five cases were carried over to 2016.

16 of the 24 appeal cases heard in 2015 had oral presentations.

Five of the 24 appeal cases heard in 2015 had French panels.

Of the 24 appeal cases heard by the Registration Appeals Committee in 2015, 13 were from 2014 and 11 were from 2015.

Note: Statistics for “Registration decisions changed following an appeal” reflect any decisions being overturned or modified.

The Registration Appeals Committee prepares an annual statistical report that tracks outcomes of appeals and timelines. This report is shared with the College Council.

#### **j) Paid staff**

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, one full-time employee and one 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.

<b>Category</b>	<b>Staff</b>
<b>Total staff employed by the regulatory body</b>	173.5
<b>Staff involved in appeals process</b>	5
<b>Staff involved in registration process</b>	57

#### **Additional comments:**

"Staff involved in appeals process" and "Staff involved in registration process" - Reflects total number of staff involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

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### **3. Submission**

I hereby certify that:

Name of individual with authority to sign on behalf of the organization:

(Ms.) Charlie Morrison

Title:

Manager of Policy and Research

Date:

2016/02/29

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