



Checklist – Determining Substantial Change

The October 19, 2012 Registrar's Memorandum on Substantial Change to Accredited Additional Qualification (AQ) Programs (<http://www.oct.ca/~media/PDF/Memorandums/EN%20Registrars%20Memo%20Substantial%20Change.ashx>) identifies changes that the College considers substantial. The checklist below can assist you to identify if the change you are considering will be substantial, and if so, whether it involves a revision to program governance, or the necessity of undertaking a renewal of the accredited program.

Does the change you are considering involve:

Criteria

- shifting more than 20 per cent of the course hours from an accredited mode of delivery to a mode of delivery that has not been accredited?
- shifting the focus of the course?
- shifting the philosophical underpinning of the course?
- removing or substituting a significant course component?
- deleting or adding content or activities that shift the focus of the course in such a way that it no longer aligns with the required content in the College guideline?
- deleting or adding content or activities that alter the format and structure of the course in such a way that it no longer meets the accreditation requirements?
- adding a delivery site for the course when the format and structure or resources supporting the course vary significantly from the accredited program?

Examples

You presently have Schedule D Special Education Part 1 accredited for 100 hours face-to-face delivery and you want to move to a blended 60 hours face-to-face and 40 hours online model.

You wish to offer an accredited Reading Part 1 course so that it focuses on Adolescent Literacy.

You wish to shift from an instructor led, lecture style AQ to a more constructivist, group work focused course.

You wish to remove a required 35 hour action research component and replace it with 35 hours of online learning activities.

You wish to remove the activities and assignment associated with the IEP which is required guideline content in Special Education Part 1.

You wish to alter the learning activities in the course so that it no longer has 100 hours of instructional contact as outlined in the accredited course.

You decide to offer a course that requires significant research in a setting without access to necessary resources, or you choose to offer a destination AQ using a schedule that significantly alters how the accredited content would be delivered.

If you have checked any of these boxes, the College will likely consider this a substantial change requiring a new submission for accreditation.

Does the change you are considering involve:

Criteria

- the addition of a new delivery schedule, or changes to a schedule previously provided?

- a change in governance structure related to course delivery?

Examples

You are initiating an intersession schedule for the first time or significantly compressing a previous AQ schedule.

There is a change in your internal governance structure, the program co-ordinator changes, or you make changes to your reporting structures.

If you have checked any of these boxes, the College will likely consider this a substantial change requiring a revision to your general governance submission.

Does the change you are considering involve:

- the addition of new delivery sites for the course when the format and structure, and the resources supporting the course, remain the same?

- the shift of a small portion of the hours required in regulation (up to 20 hours) from one mode of delivery to another, when you have established capacity in your governance submission for the added mode of delivery?

If you have checked any of these boxes, the College will likely **not** consider this a substantial change requiring a new submission for accreditation.