

Substantive Change Application - Change in Established Program Budget (Old Standards)

Change in Established Program Budget [Standard A1.2.1]

Substantive Change Policy

It is the responsibility of each accredited program to notify the Executive Office of substantive changes in a program to ensure maintenance of accreditation status and protection of students. Failure to report a substantive change might place the accreditation of a program in jeopardy. Program directors are encouraged to contact the Executive Office with any questions about whether a contemplated change would be considered substantive under ACGC policies and seek approval before implementing the change.

Notification of substantive change is submitted by letter from the program director to the Executive office and must document the nature and scope of the substantive change, as well as the rationale for the change. The letter must outline how, if at all, the change affects the program's compliance with the accreditation standards. The program is responsible for documenting that it has the necessary resources in place to implement the proposed change.

A substantive change is a significant modification or expansion of the nature and scope of a program. A substantive change includes, but is not limited to:

1. Change in Established Program Budget

Any change in the budget that results in a reduction of revenue or resources of the program by more than 15% in a single year or 20% cumulative over 3 years or increase in costs by more than 15% as compared to the most recently submitted program budget. Standards A1.2.1

Documentation required:

- Budget Table Template
- Letter from the Univ. administration documenting commitment to ensuring
- Letter of rationale from the Program Director

2. Change in Established Program Mission or Goals

Any change that substantively impacts the previously stated mission or goals of a program, such that the professional trajectory for enrolled students could be considered to have changed. Standards A3.2.3

Documentation required:

- Letter of rationale, including how the change impacts the overall program (examples include, but are not limited to: curriculum, current and future students, faculty, student evaluation, fieldwork experience, and degree requirements)
- New and old mission and goals

3. Change in Curriculum

Any change in curriculum that affects 20% or more of the course work credit hours or 4 or more didactic courses, whichever is smaller, required for degree completion. This does not include fieldwork experiences or rotation credit hours because that is addressed as a separate change. Standards: B1.1.2; B1.1.3; B1.1.5; B1.3.1; B2.1; B2 (B2.2.1 - B2.2.9)

Documentation required:

- Letter of rationale
- New course syllabi
- New faculty biosketches, if applicable
- Table mapping educational objectives and the required content to the PBCs (Tables B.I.A – B.I.D)

- New budget table, if the change impacts the budget

4. Change in Fieldwork Placement and Affiliation Sites

Any permanent change in fieldwork placements that affects 25% or more of the program's fieldwork sites or loss of a specific fieldwork specialty (e.g. cancer, prenatal, pediatrics, adult, laboratory). Standard A1.1.3, B3.1

Documentation required:

- Letter of rationale
- Rotation schedule for two years
- Confirmation of affiliation agreements and appropriate fieldwork supervisors

5. Change in Established Sponsoring Institution including acquisition by another institution. Standard A1.1, A1.2, A3.1

Documentation required:

- New Program Application and accompanying application fee

6. Change in Delivery Method of Didactic Coursework

Any change in the delivery method of didactic coursework in which more than 10% of the curriculum will be offered through a different modality than previously reported (e.g., a program currently offers 13 courses in person and would like to transition 3 of these courses to an online/distance learning format). Standard A1.4.1, B1.1, B2

Documentation required:

- Rationale for the change to instructional delivery mode and impact on program facilities.
- Description of how faculty will be trained for this new delivery mode. • Description of how effectiveness of the new delivery mode will be evaluated, including documentation of student learning outcomes (SLOs).
- Documentation of information to be provided to students regarding the new delivery mode (e.g., equipment requirements; access to help desk, etc.).

7. Establishing a new off-campus instructional (not including fieldwork) site or closing an approved off-campus instructional site or branch campus. Standard A1.2.2, B1.1.

Documentation required:

- Projected date of the change of operations at the additional location.
- Address and distance from main campus; transportation and housing available for students.
- Rationale for change and impact on current students
- Description of current and prospective student communication regarding program instructional site change.
- Description of support services and learning resources available at the location.
- Compliance with Standards in Section A.
- Letter of support from new site administration.

8. Change in Program Enrollment

Any change in student enrollment not previously approved by ACGC that increases the total number of students enrolled in the program by more than 10% or 4 total students (whichever is smaller). Student enrollment is defined as the class size at the time of the most recent accreditation decision. Standards A1.2.1, A1.2.2, A2.1.1, A2.2.2, A2.3, A2.4, B3.1.7, B3.1.8, B3.1.9, B3.2.6

Documentation required:

- Provide a letter of rationale, including compliance with Facilities and Learning Resources (Standard sections to be specified) of

the Standards.

- Describe proposed change in student enrollment over the accreditation period.
- Provide updated budget.
- Provide proposed fieldwork rotation schedule map (for two cohorts) with list of fieldwork sites/supervisors.

The substantive change notification is reviewed by the Board of Directors. Upon review of the notification, the Board of Directors may act to approve the change or may request additional information. The Board's review of a substantive change application may result in additional reporting requirements, or a focused or comprehensive on-site evaluation. In the event the program undertakes a substantive change without prior notification to ACGC or otherwise does not follow the Substantive Change Policy, the program's accreditation could be negatively impacted. Late notification may be subject to additional fees and jeopardizes a program's compliance with the Standards.

A denial of a substantive change is subject to reconsideration and appeal in accordance with Section VIII of ACGC policies and procedures.

Change in Established Program Budget [Standard A1.2.1]


Any change in the budget that results in a reduction of revenue or resources of the program by more than 15% in a single year or 20% cumulative over 3 years or increase in costs by more than 15% as compared to the most recently submitted program budget.

Documentation required:

- Budget Table Template
- Letter from the Univ. administration documenting commitment to ensuring (see A1.2.1 for language)
- Letter of rationale from the Program Director

A1.2.1

Financial Resources

There must be sufficient financial resources to operate the educational programs for the length of the accreditation term in order to fulfill obligations to matriculating and enrolled students. A program must demonstrate financial stability with a 5-year budget plan and a letter of commitment from the sponsoring institution. Refer to the budget guidance in the self-study application. The budget plan must at minimum include the following components: [\(A1.2.1\)](#) 

Program Contact Information

Date of Request:

Name of Program:

Program Director/Primary Contact:

Email:

Phone Number:

Letter of rationale from the Program Director

Fiscal Year

What is your institution's fiscal year cycle (month/day to month/day)?

Time Frame (see definitions below)

Month	Day	to	Month	Day

Budget

Complete the budget template below. The table below should only include income and expenses that are specific to the operating budget of the program. For example, if the program director's salary is paid by another source, that expense should not be included in the table, but rather described below in the narrative. Support for the students outside of the program (e.g., scholarships, travel money, etc.) should also be included in the narrative.

Definitions and Instructions

Time Frame/Years in budget table: Year 1 is the fiscal year in which your self-study was conducted. The remaining four years would span the subsequent four fiscal years.

Tuition recovery: the total amount of gross tuition collected by the institution (# students anticipated x resident tuition + # students anticipated x non-resident tuition).

Other program income: this may include departmental, college, or dean funding; grant awards; foundation funds; one-time funding. List each source separately using as many rows as necessary. Do not include in-kind contributions in this section.

Continuing education programs: if your program has a regular source of income due to offering of continuing education (such as an online course for non-degree students), you would include known or estimated income from that program.

In-Kind: In-kind support is any support offered to the program for which the program does not pay. Please see budget justification below for instructions on explaining any in-kind support.

Program Expenses: This section will tally all expenditures anticipated for the program, including any tuition "taxed" or recovered by the institution.

Personnel: Calculate the total costs of salaries and fringe for program leadership, adjunct faculty, any regular faculty that are not part of the program leadership, and administrative support. These costs should be adjusted based on actual or anticipated FTE for each individual.

Honoraria: Clinical supervisors, guest lecturers, or others who are paid for a specific deliverable and are not included in personnel.

Supplies: office supplies, any equipment less than \$5,000, books, other educational materials, laptops, tablets, subscriptions (Zoom, SurveyMonkey, etc...), and recruitment-related supplies (e.g., brochures, catering)

Equipment: Any items exceeding \$5,000

Fees: ACGC annual fee, candidacy application fee, state license fees if paid by the program

Memberships: Include only memberships that are paid by the program for faculty and staff, such as AGCPD, NSGC, ACMG, etc...

Travel: Include program costs for faculty or student travel to clinic sites, conferences, recruitment events, and other types of travel that would impact budget

Student support: This category allows you to indicate the types of support students will receive or be eligible for should they wish to apply. Examples include, but are not limited to: stipends (e.g. travel, offset research costs), Work Study, Graduate Assistantships, Financial Aid, Scholarships, and intradepartmental or intramural grants).

	BUDGET YEARS	Year 1 (fiscal year)	Year 2 (fiscal year)	Year 3 (fiscal year)	Year 4 (fiscal year)	Year 5 (fiscal year)
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	BUDGET YEARS	Year 1 (fiscal year)	Year 2 (fiscal year)	Year 3 (fiscal year)	Year 4 (fiscal year)	Year 5 (fiscal year)
	PROGRAM INCOME					
	Tuition recovery					
	Continuing Education Programs					
	Other program income (specify and include extra rows if necessary)					
	TOTAL PROGRAM INCOME					
	PROGRAM EXPENSES					
	Personnel					
	Honoraria					
	Supplies					
	Equipment					
	Fees					
	Memberships					
	Travel (faculty and staff)					
	Travel (students, if applicable)					
	Other (specify and include extra rows if necessary)					
	STUDENT SUPPORT					
	Stipends					
	Work Study					
	Graduate Assistantships					
	Financial aid					
	Scholarships					
	Intradepartmental/Intramural grants					
	Other (specify and include extra rows if necessary)					

Budget Narrative

In the space provided, address the following questions.

1. Describe the budgetary process for your program.
2. Tuition: Explain how tuition was calculated. If tuition for the genetic counseling program differs from other graduate degree programs at your institution, please describe. If only a portion of tuition is retained by the program, or if no tuition is retained by the program, please explain.
3. Describe any in-kind support offered by departmental or other institutional faculty, clinical supervisors, or others.
4. Describe any other program income and show calculations for the numbers included in the table above.
5. Provide detail to explain the Program Expenses for each category (e.g., how did you arrive at the numbers shown in the table above?).
6. Student support: Describe the types of student support programs to which your students have access and provide an estimate of financial impact on the program and/or overall cost of attendance for the students.
7. Provide a letter of support from the administration of all institutions that provide financial support for your program (e.g. Dean/Chair). The letter must delineate evidence of financial commitment for the next accreditation cycle (6 years for new programs; 8 years for reaccreditation).

Letter from the Univ. administration documenting commitment to ensuring (see A1.2.1 for language)

Substantive Change Application Fee Payment

The substantive change application fee is \$2000. The fee includes review of application and submitted documentation, and determination. Payment is due at the time of the substantive change application submission.

To pay by credit card now:

1. Complete the fields below
2. Click the Exit button in the top right corner
3. Once paid, the paid bottom will be automatically checked and you will then be able to submit the form

Fees

Fees Paid

Please exit the application and return to the summary page to initiate payment via credit card. Once paid, please return to this page to submit your application.

Paid

Check Information

Please contact ACGC to schedule payment by check.