

## Substantive Change Application - Change in Program Enrollment (Old Standards)

Increase in Program Enrollment [Standards all of A; all of B]

## 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 Program Enrollment (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)**


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.

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.

#### **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: [\(A1.2.1\)](#) 

#### **A1.2.2**

##### **Physical Resources** [\(A1.2.2\)](#)

### A2.1.1

#### **Program Leadership Policies** [\(A2.1.1\)](#)


### A2.2.2 Requirements

There must be sufficient depth and breadth of instructional staff to provide students with adequate attention, instruction and supervised practice to acquire the necessary knowledge and to support the development of practice-based competencies needed to complete the program. There must be sufficient instructional staff to cover the necessary content areas and to fulfill their responsibilities.


[\(A2.2.2 Requirements\)](#) 

### A2.3 Clinical Supervisors

The program must ensure that the students have sufficient access to clinical supervision by board-certified genetic counselors and geneticists who represent a broad range of genetic counseling techniques and styles. The Standards below are specific to those supervisors who are involved in the 50 required core clinical cases (see B3.2.4).

For non-core clinical case or field experiences, the participating faculty and staff may also include social workers, psychologists, non-genetics physicians, and other health professionals with adequate training, experience, and credentials in their respective fields. [\(A2.3 Clinical Supervisors\)](#) 

### A2.4 Administrative Support Staff


The program must have adequate administrative support staff to provide for the administrative needs of the program, with an institutionally supported minimum of 0.5 FTE strongly recommended. The person(s) assigned to provide administrative support report to the Program Leaders who will define his/her specific responsibilities. The ACGC may determine that the FTE allotted to program administrative support may need to be more than the 0.5 FTE based on the number of students, academic and administrative complexity of the program and responsibilities required. [\(A2.4 Administrative Support Staff\)](#) 

### B3.1.7


There must be a sufficient quantity of clinical supervision faculty and staff to ensure adequate and equivalent supervision for all enrolled students.

[\(B3.1.7\)](#) 

### B3.1.8

There must be a sufficient number and variety of clinical activities available to ensure that all enrolled students receive adequate and comparable clinical training experiences. [\(B3.1.8\)](#) 


### B3.1.9

Programs are expected to supplement clinical training opportunities with a variety of fieldwork experiences to enhance the richness of the overall training experience. [\(B3.1.9\)](#) 

### B3.2.6

Trainees must be exposed to multiple clinical and fieldwork settings. In order to enhance a trainee's clinical training, programs should ensure that students are able to augment core cases with opportunities such as:

- Non-face-to-face genetic counseling encounters (e.g. phone counseling)
- Laboratory experiences
- Involvement with research/family studies/registries
- Clinical experiences with non-genetics providers (physicians, nurse practitioners, etc.)
- Cases seen with genetics professionals who are not ABGC/ABMG/CAGC/CCMG certified
- International clinical experiences
- Public health genetics-related activities and settings

ANNOTATION: When utilizing these types of non-traditional clinical training/fieldwork experiences, programs should assess and document the credentials and qualifications of those who will be supervising the students, develop clear objectives and outcome measures for student experiences, and monitor the students' activities during the placement. [\(B3.2.6\)](#) 

## Program Contact Information

Date of Request:

Name of Program:

Program Director/Primary Contact:

Email:

Phone Number:

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:

Comments:

Provide proposed fieldwork rotation schedule map (for two cohorts) with list of fieldwork sites/supervisors:

### 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.