

Substantive Change - Change in Delivery Method of Didactic Coursework

Instructions



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 the substantive change should be submitted within a brief cover letter from the program director outlining 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 Sponsoring Institution [Standard A1]

This includes acquisition by another institution or program.

2. Change in Delivery Method of Didactic Coursework [Standards A1.3.1; A1.3.2; B1; B2; C2.4; C3]

Any permanent 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 (i.e., a program currently offers 13 courses in person and would like to transition 3 of these courses to an online/distance learning format).

3. Establishing a new off-campus instructional (not including fieldwork) site or closing an approved off-campus instructional site or branch campus. [Standards A1.2; A1.3; C3]

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

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.

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 Delivery Method of Didactic Coursework

Change in Delivery Method of Didactic Coursework [Standards A1.3.1; A1.3.2; B1; B2; C2.4; C3]

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Program Information

Q1

Please provide rationale for the change to the instructional delivery mode.

Q2

Please provide a description of how outcomes for a new delivery mode will be assessed and evaluated on an ongoing basis.

Q3

Please provide a description of how faculty will be trained for this new delivery mode.

Q4

Please provide a description of how effectiveness of the new delivery mode will be evaluated, including documentation of student learning outcomes (SLOs).

Q5

Please provide documentation of information to be provided to students regarding the new delivery mode (e.g., equipment requirements; access to help desk, etc.).

No document provided

Q6

Please provide a detailed description of the proposed changes to the didactic coursework.

Q7

No document provided

REFERENCE: Applicable Standards

A1.3.1

Facilities

Physical facilities relate to office, classroom and/or other educational spaces that are necessary for student learning. This

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A1.3.2

Learning Resources

Academic resources include instructional materials, medical information and current literature, other reference materials

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B1

Instructional Plan

B1.1

B1.1

Instruction must follow a plan that documents and assesses appropriate learning experiences and curriculum sequence to develop the PBCs necessary for graduation. A variety of methods and materials can be used, including online learning and

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B1.2

For each curricular component, the program must define and publish instructional objectives that guide student acquisition of required PBCs. Instructional objectives must be stated in measurable terms and allow assessment of student progress in

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B1.3

The program is expected to work collaboratively with faculty in designing and implementing courses with appropriate learning outcomes and student assessment tools that reflect the learning outcomes expected of students.

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B1.4

The program must demonstrate educational adequacy and equivalency of course content and/or fieldwork experiences when instruction is:

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B1.5

The program is required to review its curriculum annually and subsequently update the corresponding syllabi.

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B1.6

The program is required to review its curriculum annually, including a review of content for bias and diversity, and subsequently update the corresponding syllabi.

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B2

Instructional Content

B2.1

B2.1

Content Areas

General content areas required to support the development of the PBCs in genetic counseling must include, but are not limited

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B2.1.1

Diversity, Equity, Inclusion and Justice

The topics addressed in B2.1.1 should be incorporated across all content areas in section B2.1.

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B2.1.2

Principles of Human Genetics/Genomics

- a. Mendelian and non-Mendelian inheritance;

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B2.1.3

Principles of Genetic Counseling and Clinical Genetics

- a. Clinical features and natural history of a broad range of genetic diseases, complex common disorders and syndromes

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B2.1.4

Psychosocial Content

- a. Theories of counseling;

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B2.1.5

Social, Ethical, and Legal Issues in Genetics

- a. NSGC/CAGC Code of Ethics;

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B2.1.6

Health Care Delivery Systems and Principles of Public Health

- a. Health and social policy;

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B2.1.7

Education

- a. Identification of the genetics educational needs of clients, patients, community and lay groups, students, and health and

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B2.1.8

Research Methods

- a. Clinical and laboratory research methodologies and protocol development using both quantitative and qualitative

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B2.1.9

Professional Development

- a. Certification examination preparation;

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C2.4

C2.4 Course Evaluations

C2.4.1

Course evaluations must be completed for each course taught within the genetic counseling program. The evaluations must be reviewed by both the program leadership and the primary instructional faculty/course directors involved. There must be

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C2.4.2

The program leadership must obtain copies or summaries of evaluations for required courses that students take through other schools or departments. Alternatively, the program may conduct internal assessments of these external courses to ensure they

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C3

Student Evaluation

The program must define the process by which it will perform regular and ongoing student evaluation and identify areas for growth and remediation. All documentation regarding student performance and evaluation must be maintained in the student's record.

C3.1

C3.1 Student Notification

Each matriculating student must be provided in writing, at the beginning of their training, with the following:

C3.1.1

The criteria for successful completion of the program and for graduation;

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C3.1.2

The evaluation methods that will be employed during training;

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C3.1.3

The program's remediation policy;

[Show More](#)

C3.1.4

Policies regarding academic probation or dismissal.

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C3.2

C3.2 Guidelines for Student Evaluation

C3.2.1

The constellation of student evaluations employed must encompass the program's stated objectives.

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C3.2.2

The evaluations must include measures for assessing the acquisition of the PBCs. The evaluations must reflect the student's ability to meet defined learning objectives in all components of the program.

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C3.2.3

Each student must receive specific and timely feedback at regular intervals on the acquisition of PBCs from supervisors and/or instructors, as well as formal summative evaluations at the end of each program component. For fieldwork training, mid-rotation

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C3.2.4

Formal evaluations must be (1) documented in writing, with evidence of direct input by the appropriate faculty/supervisor; (2) reviewed by the program leadership; and (3) maintained in the student's record.

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C3.2.5

There must be a formal mechanism by which the program leadership regularly communicates with each student about their overall progress, individual educational needs, and goals (minimum of twice per year). This communication must be

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C3.2.6

Program leadership must conduct a formal evaluation of each student's readiness for graduation at least three months prior to program completion. Program leadership is expected to meet with each student to communicate their readiness, discuss

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C3.2.7

When remediation is necessary, there must be documentation of deficiencies identified, the remediation plan that is agreed upon, and outcome of the remediation.

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C3.2.8

Documentation must be maintained for all students who withdraw or are dismissed from the program, including reasons, retention efforts, and/or dismissal procedures followed.

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