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**BEHAVIOR
CHANGE**

Specialization Program Approval Handbook

Standards and Guidance for
Specialization Education and Training

Released 2026



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Table of Contents

4	Introduction
5	About ABC Specialization Program Approval
7	How to Use this Handbook
8	Glossary of Terms
12	Specialization Program Approval Overview
14	Specialization Fees
16	Specialization Standards
19	Specialization Readiness
21	Application Documentation Requirements
23	Specialization Review Process
24	Learner Reporting & Specialization Badges
25	Program Agreement and Continued Maintenance
27	Appendices
27	Appendix A: Specialization Readiness Checklist
28	Appendix B: Substantive Change Policy
29	Appendix C: Competency-to-Curriculum Crosswalk

Introduction

Welcome to Academy for Behavior Change (ABC) Specializations

This handbook is designed for organizations developing specialization education and training programs aligned with Academy for Behavior Change (ABC) specialization competency frameworks. It provides a practical guide to the expectations for program design, competency alignment, learner readiness, assessment, faculty qualifications, ethics and scope, and ongoing quality improvement.

Specialization Program Approval is intended to support consistent, high-quality training while preserving program flexibility. ABC recognizes that specialization programs may vary in audience, delivery format, setting, and instructional philosophy. Programs may therefore meet these standards in different ways, provided they can show clear alignment with the applicable specialization competency framework and provide evidence that learners are prepared to demonstrate specialization-level competence.

Purpose of this Handbook

- Communicate ABC Specialization Program Approval requirements in a clear and actionable way.
- Help programs determine whether they are ready to apply for approval.
- Support curriculum design, assessment planning, and competency alignment.
- Clarify how specialization programs build on foundational health and well-being coaching competence.
- Promote quality, consistency, and field alignment without imposing the full structure of program accreditation.

About ABC Specialization Program Approval

The Academy for Behavior Change (ABC) Specialization Program Approval recognizes education and training programs that prepare coaches for advanced, domain-specific practice aligned with ABC specialization competency frameworks. These frameworks are developed by the Academy in collaboration with qualified subject matter experts and define the applied knowledge, skills, and abilities needed to coach effectively within a defined specialization area. ABC specialization frameworks are designed to build on foundational health and well-being coaching competence. They are not intended to replace foundational coach training or to reteach core coaching skills. Rather, they extend foundational coaching practice into specialized populations, settings, roles, or areas of applied expertise.

Because specialization programs are layered on top of foundational coaching competence, programs seeking approval must have a clear way to ensure learners are prepared for specialization-level learning. This may include admission of learners who hold the Institute for Behavior Change Clinical Health & Well-Being Coach (CHWC) credential, admission of learners with equivalent preparation or experience, prerequisite training, competency verification, or a structured bridging process. ABC does not require every learner to hold the CHWC credential at admission; however, approved programs must clearly distinguish foundational coaching preparation from specialization-level learning.

Specialization Program Approval provides a focused, competency-based review process for programs that want to demonstrate alignment with ABC specialization standards. Approved programs are expected to provide sufficient depth, applied learning, and assessment to support learner competence in the specialization area, while remaining more targeted and time-bound than full program accreditation.

Specialization programs are designed to:

- Extend foundational coaching competence into specialized contexts, populations, roles, or practice settings
- Promote consistency and quality across specialization training programs
- Support applied competence in a defined area of practice
- Provide a rigorous learning experience without the operational burden of full program accreditation
- Advance human-centered, evidence-informed coaching practice

Approved programs typically range from 30 to 60 hours and emphasize competency-based education, applied practice, and assessment of learner competence.

In addition to approving specialization programs, ABC issues individual specialization badges to learners who successfully complete an ABC-approved specialization program. Approved programs verify learner completion and notify ABC of eligible completers. ABC then issues and maintains the individual specialization badge, which may be renewed annually by the badge holder. Program approval recognizes the training program, while the specialization badge recognizes an individual learner's successful completion of an approved specialization pathway.

How to Use This Handbook

This handbook is intended to help programs design, evaluate, and submit specialization programs for ABC approval. Programs should use it alongside the applicable ABC specialization competency framework, which defines the competencies learners are expected to demonstrate.

Programs can use this handbook to:

- Determine whether a program is ready for ABC Specialization Program Approval.
- Design or refine curriculum so that learning objectives, instructional activities, practice opportunities, and assessments align with specialization competencies.
- Clarify admissions criteria and foundational coaching readiness expectations.
- Prepare the documentation and evidence required for review.
- Guide continuous improvement after approval is granted.

How to Interpret Requirements

- **Must:** Indicates a requirement for approval.
- **Should:** Indicates a strong recommendation or preferred practice that supports quality and consistency.
- **May:** Indicates an allowable option or flexible pathway.

The standards are intended to be applied holistically. Programs do not need to look identical to one another, but they must show that learners have meaningful opportunities to develop and demonstrate the competencies required for the specialization.

Glossary of Terms

The terms below are used throughout this handbook to support consistent interpretation of ABC Specialization Program Approval expectations.

Clinical Health & Well-Being Coach Credential	A foundational credential issued by the Institute for Behavior Change that reflects competence in clinical-level health and well-being coaching. ABC specialization frameworks are designed to build on the competencies reflected in the CHWC credential, while allowing programs to establish learner readiness through credential-based admission, equivalent preparation, competency verification, or bridging.
Specialization	A defined area of advanced coaching practice that extends foundational health and well-being coaching competence into a specific population, setting, role, condition area, or applied practice context.
Specialization Program	An organized education or training offering designed to prepare learners to demonstrate advanced competencies aligned with an ABC specialization competency framework.



Specialization Badge	A digital recognition issued by the Academy for Behavior Change to an individual who successfully completes an ABC-approved specialization program. The badge recognizes completion of a competency-aligned specialization program and may be maintained annually through ABC. A specialization badge is distinct from program approval and does not represent licensure or certification unless expressly designated by ABC.
Program Approval	A formal recognition process through which the Academy for Behavior Change evaluates whether a specialization program demonstrates alignment with ABC specialization competencies, approval standards, and evidence requirements. Program approval is distinct from full program accreditation.
Approval Period	The length of time a specialization program is approved before renewal or review is required.
Competency Framework	A structured set of competencies that defines the knowledge, skills, applied abilities, and professional behaviors expected for effective practice within a defined specialization area.
Competence	The ability to integrate knowledge, skills, judgment, and professional behaviors to perform effectively within a defined scope of practice.

Assessment of Competency	A structured evaluation of a learner’s ability to demonstrate knowledge, skills, and professional behaviors consistent with program standards. Assessments may be formative or summative and may include written work, case analysis, direct observation, simulation, or other practical demonstrations.
Verification of Competence	The process of confirming that claims of learner competence are supported by documented assessment methods, defined criteria, and evidence.
Curriculum	The organized plan of instruction, learning activities, practice opportunities, and assessments used to support learner development and demonstration of specialization competencies.
Curriculum Mapping	A documented alignment of learning objectives, instructional activities, practice opportunities, and assessments with defined competencies.
Learning Objective / Outcome	A statement describing what a learner is expected to know, do, or demonstrate at the conclusion of a course, module, activity, or program.
Documentation / Evidence	Records, artifacts, or other materials used to demonstrate alignment with ABC approval standards or verification of learner competence.

Substantive Change	A significant modification to a specialization program that may affect its alignment with ABC approval standards, including changes to curriculum, assessment methods, faculty qualifications, delivery format, learner eligibility, or program structure..
Scope of Practice	The boundaries within which coaching services are provided, defined by education, training, ethical standards, applicable laws, and the role of the coach within a given specialization context.
Quality Assurance	Processes used to monitor, maintain, and improve program quality, including learner feedback, assessment review, curriculum updates, and program improvement activities.
Continuous Quality Improvement	An ongoing process for evaluating program effectiveness and making evidence-informed improvements based on feedback, learner outcomes, faculty input, emerging evidence, or changes in the specialization area.





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Specialization Program Approval Overview

Specialization Program Approval Overview

ABC Specialization Program Approval is a structured review process for education and training programs that prepare learners to demonstrate competencies in a defined specialization area. The process is evidence-based, developmental, and designed to support program quality without requiring programs to undergo full accreditation review.

Programs Eligible to Apply

Organizations may apply for approval when they have a defined specialization program that is ready for review. The program should have a developed curriculum, identified faculty, defined learner admission criteria, and assessment methods aligned with the applicable ABC specialization competency framework.

Scope of Approval

Approval applies only to the specific program, specialization area, delivery format, learner population, and curriculum submitted for review. Significant changes after approval may require notification or review under the Substantive Change Policy (Appendix B).

Approval Decisions

Decision	Meaning
Approved	Program demonstrates sufficient alignment with ABC standards and the applicable specialization competency framework.
Approved with Conditions	Program is approved but must address specified conditions within a defined timeframe.
Deferred Pending Information	Additional documentation or clarification is needed before a decision can be made.
Not Approved	Program does not currently demonstrate sufficient alignment with approval standards.

Specialization Fees

ABC charges fees to support the administration, review, and ongoing maintenance of Specialization Program Approval. Fees are based on the number of hours in the applicant's specialization curriculum. The **Application & Approval Fee** and the **Annual Fee** are separate fees.

The **Application & Approval Fee** is due at the time of application submission and covers administrative intake, application review, and standards-based evaluation by qualified reviewers. Payment of the Application & Approval Fee does not guarantee approval.

The **Annual Fee** is due only after a program is approved and is required to maintain active approval status. The Annual Fee supports ongoing oversight, maintenance of approval records, use of the ABC approval designation, periodic reporting, and quality assurance activities. Approved programs are responsible for paying the Annual Fee each year during the approval period.

Fees are non-refundable unless otherwise specified by ABC policy. Failure to pay required fees may delay review, delay recognition of approval status, or affect continued approval.

ABC Founding and Professional Members receive a 10% discount on specialization application and annual renewal fees. ABC Organizational Partners receive a \$100 discount on specialization application fee and a 10% discount on annual renewal fees.

Program Curriculum Hours	Application & Approval Fee	Application & Approval Fee Timing + Purpose	Annual Fee	Annual Fee Timing & Purpose
Up to 30 hours*	\$500	Due at application submission. Covers administrative intake, application review, and standards-based evaluation.	\$250	Due after approval and annually thereafter. Maintains active approval status and supports ongoing oversight, approval records, reporting, and use of the ABC approval designation.

31–60 hours*	\$750	Due at application submission. Covers administrative intake, application review, and standards-based evaluation.	\$325	Due after approval and annually thereafter. Maintains active approval status and supports ongoing oversight, approval records, reporting, and use of the ABC approval designation.
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*Specialization-level hours are hours mapped to the applicable ABC specialization competencies. If a program includes prerequisite or bridging content to support foundational coaching readiness, that content should be identified separately from specialization-level hours.

Specialization Approval Standards

The following standards describe the core areas reviewed for ABC Specialization Program Approval. Programs should provide enough evidence for reviewers to understand how the program is designed, delivered, assessed, and improved.

Standard 1: Program Design and Curriculum

Programs must demonstrate a coherent curriculum that prepares learners to develop and apply specialization competencies.

- Curriculum aligns with all relevant specialization competencies.
- Learning objectives are clearly stated and measurable.
- Content is logically sequenced from orientation and readiness to applied demonstration.
- Instruction integrates relevant theory, evidence, practice considerations, and specialization-specific context.
- Learners have opportunities for applied practice, reflection, and feedback.
- Specialization-level hours are sufficient to support meaningful skill development, not exposure alone.

Standard 2: Assessment of Competence and Learning

Programs must assess whether learners can demonstrate specialization-level knowledge and applied competence. Attendance or participation alone is not sufficient evidence of competence.

Required assessment components include:

- Knowledge assessment:
 - Examples include quizzes, written assignments, case analysis, oral examination, or scenario-based questions.
- Applied competence assessment:
 - Examples include an observed coaching session, simulation or standardized scenario, case-based applied evaluation, role-play, or portfolio with performance evidence.
- Criteria for determining successful learner completion.

Assessment processes must include defined rubrics or evaluation criteria aligned with competencies, clear thresholds for successful completion, and a documented process for individualized feedback or remediation when needed.

Standard 3: Faculty Qualifications and Development

Programs must demonstrate that faculty are prepared to teach and assess specialization-level learning. Faculty may include instructors, facilitators, assessors, mentors, and subject matter experts.

- Faculty have subject matter expertise relevant to the specialization area.
- Faculty have training, experience, or demonstrated understanding of coaching, behavior change, or learner development as appropriate to their role.
- Assessors are prepared to evaluate learner competence using the program's rubrics or criteria.
- Programs describe how faculty are oriented to the curriculum, competencies, and assessment expectations.
- Faculty calibration or development is recommended, especially when multiple assessors evaluate applied competence.

Standard 4: Ethics, Scope, and Practice Boundaries

Programs must explicitly address ethical practice, scope of practice, and practice boundaries within the specialization area.

- Ethical practice aligned with recognized coaching standards.
- Scope of practice within the specialization and limits of the coaching role.
- Risk identification and escalation processes, including clinical, psychological, legal, or safety concerns when relevant.
- Referral practices and interdisciplinary collaboration when applicable.
- Privacy, confidentiality, documentation, or regulatory considerations relevant to the specialization setting.

Standard 5: Quality Assurance and Continuous Improvement

Programs must have a manageable process for monitoring quality and improving the specialization over time.

- Collection of learner feedback at minimum.
- At least one additional quality indicator, such as completion rates, learner outcomes, faculty feedback, employer or partner feedback, or assessment results.
- A defined process for reviewing feedback and identifying needed changes.

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- A process for updating curriculum as evidence, practice expectations, or specialization standards evolve.

Standard 6: Program Administration and Learner Information

Programs must provide clear and accurate information to learners and maintain documentation sufficient for ABC review and ongoing maintenance.

- Program description, target audience, format, duration, and completion requirements are communicated clearly.
- Admission criteria and foundational competence expectations are transparent.
- Learners understand assessment requirements and criteria for successful completion.
- Records are maintained for curriculum, assessment, faculty qualifications, learner completion, and quality improvement activities.
- Public statements about ABC approval are accurate and limited to the approved program and scope.



Specialization Readiness

Programs should apply when the specialization program is sufficiently developed to be evaluated. Conceptual, early-stage, or partially designed programs are not ready for approval review.

A. Program Scope and Intent

Programs must clearly define:

- The specialization area and intended practice context.
- The target learner population.
- The specific competencies the program prepares learners to demonstrate.
- The role, setting, population, or practice need the specialization is designed to address.

B. Competency Alignment

Programs must align explicitly with the applicable ABC specialization competency framework. A competency-to-curriculum crosswalk (Appendix C) is required and should show where each competency is introduced, developed, practiced, and assessed. Partial or implicit alignment is not sufficient unless the program provides a clear rationale for why a competency is not applicable to the approved scope.

C. Operational Readiness

Programs must demonstrate that essential components are in place or finalized, including:

- A developed curriculum or syllabus.
- Defined learning objectives aligned with competencies.
- Identified faculty or instructional leads with appropriate qualifications.
- Assessment methods and criteria for successful completion.
- A plan for learner feedback and program improvement.

D. Learner Admission Criteria and Foundational Competence

Because specialization programs build on foundational coaching competence, programs must have a clear process for ensuring that learners possess or develop the baseline coaching competencies needed for specialization-level training. **Programs must include learner admission criteria and pathway description with their application.** Programs may meet this expectation through one or more of the following pathways.



Pathway	Program Expectation
Pathway 1: Credential-Based Admission	Admission is limited to learners who hold the CHWC credential or another recognized credential, training background, or professional preparation that the program determines is equivalent for specialization readiness.
Pathway 2: Competency-Based Admission	The program admits learners based on defined criteria such as prior coach training, professional background, supervised experience, or demonstrated coaching competence. The program explicitly describes how it verifies foundational readiness.
Pathway 3: Foundational Bridging or Prerequisite Model	The program admits learners who may need additional foundational preparation and provides a structured prerequisite, bridge, or embedded readiness process. Foundational content must be distinguished from specialization-level content.

Note: Foundational coaching content may support learner readiness, but it should not dilute or replace the specialization-level competencies required for approval. Learners should demonstrate foundational competence before being assessed as specialization competent.

E. Attestation of Readiness

Programs must attest that the program is ready for delivery within a defined timeframe and that required components, including curriculum, faculty, assessments, and learner readiness processes, are in place or finalized.

Application Documentation Requirements

Programs seeking ABC Specialization Program Approval must submit concise, organized documentation that allows reviewers to verify alignment with the applicable specialization competency framework and approval standards. Evidence should be complete enough to support review but does not need to be excessive. ABC may request clarification or supplemental documentation if submitted materials do not provide sufficient evidence of alignment with approval standards.

Programs are encouraged to use the checklist in Appendix A: Specialization Program Approval Checklist to organize their application materials. The checklist is intended to help applicants confirm that all required documentation is included before submission.

Application Documentation Checklist

Evidence Area	Required Application Materials
Program Overview	Program description Specialization area Target audience Delivery format Duration Completion requirements
Curriculum and Competency Alignment	Program syllabus Curriculum outline, if separate from the syllabus Learning objectives Completed competency-to-curriculum crosswalk (Appendix C)
Assessment	Assessment strategy At least one sample knowledge assessment At least one sample applied competence assessment Rubrics, scoring guides, or evaluation criteria Criteria for successful learner completion

Evidence Area	Required Application Materials
Learner Completion Reporting	Description of how learner completion is verified Process for maintaining completion records Designated program contact responsible for submitting successful learner information to ABC for individual badge issuance
Admissions and Readiness	Admission criteria Description of how foundational coaching competence is ensured Prerequisite, bridging, or competency verification process, if applicable
Faculty	Faculty list Qualifications or CV summaries Roles in instruction, mentoring, supervision, and/or assessment
Ethics and Scope	Description of how ethics, scope of practice, professional boundaries, referral, risk escalation, and interdisciplinary collaboration are addressed in the curriculum
Quality Assurance	Learner feedback tool or approach At least one additional quality indicator, such as completion rates, learner outcomes, or faculty feedback Description of the program review and update process
Program Administration	Learner-facing program information Policies for completion, remediation, complaints, records, and appropriate use of the ABC approval designation, as applicable

Documentation Tip:

Programs should label evidence clearly and reference where each standard is addressed. A short narrative explaining how the submitted materials fit together is often more helpful than submitting large volumes of unorganized documentation.

Specialization Review Process

ABC conducts a structured review process to ensure consistency, fairness, and appropriate rigor. Reviews are conducted by qualified reviewers or subject matter experts using criteria aligned with the approval standards.

Step	Description
1. Inquiry / Preparation	Program reviews handbook, competency framework, and checklist to determine readiness.
2. Application Submission	Program submits application, fee, and required documentation.
3. Completeness Check	ABC reviews materials for completeness and may request missing items before review begins.
4. Standards-Based Review	Reviewers evaluate evidence against approval standards and the specialization competency framework.
5. Clarification as Needed	ABC may request clarification, additional evidence, or a brief review meeting.
6. Decision and Feedback	Program receives a written decision, rationale, and any conditions or recommendations.
7. Maintenance	Approved programs maintain alignment, submit updates as required, and notify ABC of substantive changes.

Review Principles

- Evidence-based: Decisions are based on submitted documentation and verifiable evidence.
- Consistent and fair: Programs are evaluated using the same standards and review criteria.
- Developmental: Feedback identifies strengths, gaps, and opportunities for improvement.
- Respectful of program autonomy: Programs may use varied delivery models and instructional approaches when outcomes and evidence meet standards.

Learner Reporting & Specialization Badges

Approved specialization programs are responsible for verifying when learners have successfully completed the program's requirements and demonstrated competence aligned with the applicable ABC specialization competency framework. Successful completion must be based on the program's published completion criteria, including required learning activities, assessments, applied practice expectations, and any other requirements approved as part of the program review.

Upon successful learner completion, the approved program must notify the Academy for Behavior Change using the reporting process and timeline established by ABC. Completion reporting allows ABC to confirm eligibility for issuance of an individual specialization badge.

The specialization badge is issued by the Academy for Behavior Change to eligible individuals who have successfully completed an ABC-approved specialization program. The badge is intended to recognize completion of a competency-aligned specialization program and may be used by the individual to communicate specialized training in the approved area.

The specialization badge is separate from program approval. Program approval recognizes the education or training program; the specialization badge recognizes an individual learner's successful completion of an approved specialization program.

Individuals who receive a specialization badge may maintain the badge annually through ABC by meeting applicable maintenance requirements and paying the annual badge maintenance fee established by ABC. Badge maintenance is the responsibility of the individual badge holder and is separate from the program's annual approval fee.

Approved programs are expected to:

- Maintain accurate records of learner completion and competence determinations
- Submit learner completion information to ABC in the required format
- Ensure that only learners who have met approved completion requirements are reported as completers
- Communicate clearly to learners that badge issuance and annual badge maintenance are managed by ABC
- Avoid representing the badge as a license, certification, or independent credential unless expressly authorized by ABC

The Academy reserves the right to withhold, suspend, or revoke an individual specialization badge if completion information is inaccurate, if eligibility cannot be verified, or if the badge is misrepresented.

Program Agreement and Continued Maintenance

As part of the application process, programs acknowledge responsibilities associated with ABC Specialization Program Approval. Approval is granted for a defined term and remains subject to ongoing alignment with ABC standards. Annual requirements for renewal must be met in order for ABC Specialization Program Approval to be retained.

Programs agree to:

- Maintain alignment with ABC specialization standards and the applicable competency framework
- Deliver the program as approved, including approved curriculum, assessment methods, faculty qualifications, and learner completion requirements
- Submit periodic updates or reports as required by ABC
- Notify ABC of significant program changes, including changes to curriculum, faculty, delivery format, assessment methods, admission criteria, or completion requirements, within 90 days of making a change
- Verify successful learner completion according to approved program requirements and notify ABC of eligible completers for purposes of individual specialization badge issuance
- Maintain accurate records of learner completion and competence determinations
- Use the ABC approval designation in accordance with ABC guidelines

Approved programs are also responsible for determining when learners have successfully completed the specialization program according to the program's approved completion criteria. Programs must submit successful learner information to ABC using the process and timeline established by ABC. ABC uses this information to issue and maintain individual specialization badges for eligible learners. Programs must ensure that only learners who have met all approved completion requirements are reported as successful learners.

ABC reserves the right to:

- Request additional information
- Place conditions on approval
- Withhold badge issuance if learner completion information is incomplete or cannot be verified
- Revoke approval if standards are no longer met

Important Note on the Use of Approval Status

Approval applies only to the specific program and scope reviewed by ABC, and is granted for a defined term, after which re-approval is required. Approval does not constitute endorsement of individual faculty, learners, graduates, employers, or unrelated programs. Programs should not represent approval in a way that implies certification, licensure, employment eligibility, or full program accreditation unless separately granted.

Appendix A: Specialization Readiness Checklist

Programs may use this checklist to assess readiness before submitting an application. Completion of the checklist does not guarantee approval.

Readiness Item	Yes / Partial / No	Notes / Evidence Reference
Program scope and target learner population are clearly defined.		
Curriculum is developed and ready for review.		
Learning objectives align with specialization competencies.		
Competency-to-curriculum crosswalk is complete.		
Specialization-level hours are identified separately from any foundational bridging content.		
Admission criteria and foundational competence pathway are defined.		
Knowledge assessment is included.		
Applied competence assessment is included.		
Rubrics or evaluation criteria are aligned with competencies.		
Faculty qualifications and roles are documented.		
Ethics, scope, boundaries, referral, and risk escalation are addressed.		
Learner feedback and at least one additional quality indicator are identified.		

Appendix B: Substantive Change Policy

Approved programs must notify ABC of significant changes that may affect alignment with the applicable specialization competency framework or approval standards within 90 days of making such changes.

Examples of Substantive Changes

- Significant changes to curriculum content, structure, sequencing, or specialization-level hours.
- Significant changes to delivery format, such as moving from live skills practice to a primarily asynchronous model.
- Addition or removal of tracks, pathways, or learner populations.
- Significant changes to assessment methods used to verify competence.
- Significant changes to faculty qualifications, instructional leadership, or assessor roles.
- Significant changes to admission criteria, foundational competence pathways, or completion requirements.
- Suspension, interruption, sale, or transfer of the approved program.

Changes Generally Not Considered Substantive

- Routine updates to readings, examples, activities, or resources.
- Increases in instructional time or practice opportunities that do not alter approved scope.
- Addition of qualified faculty who meet existing standards.
- Minor administrative or scheduling changes that do not affect learner outcomes.
- Assessment refinements that improve clarity or reliability without changing required competency demonstration.

Notification Process

Programs should submit written notification before implementing a substantive change when feasible. The notification should describe the proposed change, rationale, effective date, and evidence demonstrating continued alignment with ABC standards. ABC may approve the change, approve with conditions, request additional information, or determine that a more extensive review is needed.

Appendix C: Competency -to-Curriculum Crosswalk

Programs must submit a completed competency-to-curriculum crosswalk as part of the application for ABC Specialization Program Approval. The crosswalk is used to show how the program curriculum aligns with the applicable ABC specialization competency framework.

Programs should complete the crosswalk by domain area. Each domain should include the competencies listed in the ABC specialization competency framework and identify where each competency is introduced, developed or practiced, and assessed within the program. *Programs do not need to go into detail for each subcompetency; however, they must include how the subcompetencies are addressed within each core competency area.*

Programs may use the template below or adapt it to their own format, provided the submitted crosswalk clearly demonstrates alignment between the specialization competencies, learning activities, assessments, and supporting evidence.

Instructions for Use

For each competency domain:

1. List the domain title exactly as it appears in the ABC specialization competency framework.
2. List each **core competency** within that domain.
3. Identify where the competency is introduced in the curriculum.
4. Identify where the competency is developed, practiced, or applied.
5. Identify where the competency is assessed.
6. Provide a reference to the supporting evidence, such as the syllabus, module outline, assignment, assessment tool, rubric, or learner-facing materials.

A competency may appear in more than one module, activity, or assessment. Programs should include enough detail for reviewers to understand how learner competence is developed and verified.

Sample Domain Crosswalk Template

Specialization Area: [Insert specialization area]

Program Name: [Insert program name]

Domain: [Insert domain title from ABC specialization competency framework]

Competency ID & Statement	Where Introduced	Where Developed / Practiced	Where Assessed	Evidence Reference
[Domain 1, Competency 1]	Module, lesson, reading, lecture, or learning activity where first introduced	Activity, discussion, case example, simulation, coaching practice, reflection, or assignment where competency is developed or applied	Assessment method, assignment, observed practice, case evaluation, simulation, rubric, or scoring criteria	Syllabus page, module number, assignment title, rubric name, assessment tool, or document reference
[Domain 1, Competency 2]				
[Domain 1, Competency 3]				

A table for each domain area can be simpler to track; however, programs may use one table if preferred and designate clear distinctions between domains.

Optional Summary Map

If helpful, programs may also include a brief summary map showing how the curriculum is organized across the specialization.

Program Module / Unit	Main Topics	Competency Domains Addressed	Primary Learning Activities	Assessments
Module 1				
Module 2				
Module 3				



The Academy for Behavior Change is dedicated to advancing the science, practice, and impact of behavior change in health, wellness, and clinical care. Rooted in the belief that people are whole and capable of change, we bring evidence, equity, and humanity together to shape a new standard for how change is understood and supported.

Through research, training, and professional development, we equip leaders and practitioners with the tools to foster lasting transformation. Our work is about more than skills — it's about reimagining healthcare and wellbeing through partnership, possibility, and shared humanity.

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