



Standards of Accreditation Outline

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Introduction
Standards for Accreditation
Section A. Administration

A1 Sponsorship

A1.1 Institutional Responsibilities

- A1.1.1 Degree granting institution vs sponsoring institution
- A1.1.2 Program Responsibilities
- A1.1.3 Affiliation agreements
- A1.1.4 Continuing Professional Development

A1.2 Institutional Resources

- A1.2.1 Financial Resources: Budget
- A1.2.2 Program Income
- A1.2.3 In-kind contributions
- A1.2.4 Program Expenses

A1.3 Physical and Learning Resources

- A1.3.1 Facilities
- A1.3.2 Learning Resources

A2 Program Personnel and Faculty

A2.1 Program Leadership

- A2.1.1 Leadership Responsibilities

A2.2 Program Leadership Positions

- A2.2.1 Program Director or Co-Directors
- A2.2.2 PD Qualifications
 - A. PD of accredited programs
 - B. PD of New Programs
 - C. PD of previous program applying to be PD of new program
- A2.2.3 PD Responsibilities

A2.3 Additional Leadership Positions

- A2.3.1 Qualifications
- A2.3.2 Responsibilities

A2.4 Program Leadership Policies

- A2.4.1 FTE requirements
- A2.4.2 Leadership Change
- A2.4.3 Interim PD or Co-PD
- A2.4.4 Leadership LOA

A2.5 Instructional Faculty/Staff

- A2.5.1 Qualifications
- A2.5.2 Requirements
- A2.5.3 Responsibilities

A2.6 Fieldwork Supervisors

- A2.6.1 Qualifications
- A2.6.2 Responsibilities

A2.7 Administrative Support Staff

A3 Operational Policies and Procedures

A3.1 Sponsoring Institution

- A3.1.1 Required to publish about the program
- A3.1.2 Non-discriminatory policies
- A3.1.3 Students informed of institutional policies and procedures related to grievance and harassment
- A3.1.4 Students informed and have access to health and counseling services
- A3.1.5 Health, safety and privacy of students, staff, clients and faculty safeguarded

A3.2 Graduate Program

- A3.2.1 Policies
- A3.2.2 Admissions
- A3.2.3 Mission Statement and Objectives
- A3.2.4 Student Handbook
- A3.2.5 Length of Training
- A3.2.6 Student Records
- A3.2.7 Program Leadership Records

Section B: Curriculum and Instruction

B1. Instructional Plan

- B1.1 Instruction must follow a plan to document and assess appropriate learning experiences for students to acquire PBC's
- B1.2 Define and publish instructional objectives stated in measurable terms and with proposed assessment strategies. Address requirements for student success.
- B1.3 Work with faculty in curricular design for appropriate objectives and assessment methodologies
- B1.4 Program must demonstrate equivalency for special circumstances
- B1.5 Review the curriculum annually and update syllabi

B2. Instructional Content

B2.1 Content Areas

- B2.1.1 Principles of Human Genetics/Genomics
- B2.1.2 Principles and Practice of Genetic Counseling and Clinical Genetics
- B2.1.3 Psychosocial Content
- B2.1.4 Ethical, Social, Legal Issues in Genetics
- B2.1.5 Health Care Delivery Systems and Principles of Public Health
- B2.1.6 Education
- B2.1.7 Research Methods
- B2.1.8 Professional Development

B3. Fieldwork Training

B3.1 General Description

- B3.1.1 Participatory encounters to support PBCs
- B3.1.2 Minimum 50 cases
- B3.1.3 Supervisor requirements
- B3.1.4 Types of encounters

B3.2 Graduated Supervision Plan

B3.3 Fieldwork Supervisors

B3.4 Fieldwork Placements

B3.5 Objectives

B3.6 Outcome Measures

B3.7 Fieldwork Documentation

- B3.7.1 Student case documentation
- B3.7.2 Maintenance of Student Fieldwork records
- B3.7.3 Items to document

B4. Supplemental Experiences

B4.1 Examples of supplemental experiences

B4.2 Documentation

- B4.2.1 Credentials of supervisors for supplemental experiences
- B4.2.2 State clear objectives and outcomes related to PBC acquisition

B5. Additional Student Experience Requirements

B5.1 Student Teaching Experience

- B5.1.1 Examples of opportunities

B5.2 Research and Scholarly Activities

C. Evaluation

C1 Advisory Board

C1.1 Establish and Maintain Advisory Board

C1.2 Advisory Board Purpose

C1.3 Advisory Board Meetings

C1.4 Advisory Board Membership

C2 Program Evaluation Outcome Measures

C2.1 Student Performance on ABGC Certification Exam

C2.2 Stakeholder Feedback

C2.3 Personnel Evaluations

C2.3.1 Program Leadership

C2.3.2 Primary Instructional Faculty

C2.4 Course Evaluations

C2.4.1 Course evaluations for each course

C2.4.2 Program leadership review

C2.5 Fieldwork Evaluations

C2.5.1 Rotation sites

C3 Student Evaluation

C3.1 Notification

C3.1.1 Criteria for successful completion

C3.1.2 Evaluation methods during training

C3.1.3 Remediation Policy

C3.1.4 Probation or Dismissal

C3.2 Guidelines for Student Evaluation

C3.2.1 Evaluation encompasses student learning objectives

C3.2.2 Evaluation addresses PBCs

C3.2.3 Specific and timely Feedback

C3.2.4 Documentation of Formal Feedback

C3.2.5 Formal communication by Program leadership

C3.2.6 Formal Readiness Evaluation prior to Graduation

C3.2.7 Remediation Documentation

C3.2.8 Comprehensive documentation of withdrawal and dismissal

D. Accreditation Status and Decisions

D1. Accreditation Status

D1.1 Candidacy

D1.2 Accredited New Program

D1.3 Accreditation with Contingencies

D1.4 Full Accreditation

D1.5 Probationary Accreditation

D2. Accreditation Decisions

D2.1 Voluntary Withdrawal of Accreditation

D2.2 Lapse of Accreditation

Rationale for overall outline changes:

1. Overall attempt to align a numbered item with a true Standard to evaluate. Exceptions include headers of topics where the item may be numbered but the items beneath it are the standards to be evaluated.
2. Small a, b, c used only after the 3 bulleted numbers exhausted. This resulted in more bulleted items but allows for better consistency in the document.
3. When two items were requested in a single Standard an effort was made to separate them into individual bulleted Standards