

## Report of Current Status (2021)

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Instructions



*Fostering excellence in education for the future of genetic counseling*

The following survey comprises the Report of Current Status form. The deadline for submission is July 15, 2021. As this RCS is based on the new Standards published October 1, 2019 with a compliance date of June 15, 2021. **As the first step, please follow the instructions outlined below to import the values that you entered into the board pass rates table on your 2020 RCS, if you completed it last year.**

You do not need to complete the survey in one sitting. The system will allow you to enter responses, save your current progress and finish the submission later. Please contact the [ACGC Executive Office](#) with any questions related to the RCS application.

Thank you.

### Importing Previous Responses

- If you completed the 2020 RCS, you can import your answers and the values that you entered into the board pass rates table on your 2020 RCS, if applicable.
- To import data:
  - Click the Exit button in the top right-hand corner of this page. This will take you to the Instrument Response Summary page.
  - Click the blue gear icon in the instrument title row and select the **Import** link.
  - In the Import pop-up, select Report of Current Status (2020) in the Previous Responses drop down and click Import.
  - Allow a few minutes for the system to import the data. Click the Refresh arrow button at the top of your browser to refresh your web page.
  - It is your responsibility to review the auto-filled information and update accordingly.

### Navigating the Survey

- Use the Previous or Next links at the bottom of each section page, the arrows next to the Save button at the top of the page, or the appropriate section links in the right navigation menu.
  - **Do not use the back button in your browser without saving your data first or it will not be saved.**
- **To save your work at any point, click the Save button at the top of the page.**
- Questions will be hidden, if not applicable, based on your previous answers. The survey will skip to the next relevant question number.

### Uploading Attachments

- If you are required to upload any attachments, the system will allow you to upload documents in the appropriate area.
  - You can upload only one document in each field that contains an upload link. If you have multiple documents for that field, they will need to be linked into one pdf document.
  - If there is not a designated space to upload your specific additional documents, you may upload them under Additional Documentation on the last page (Section C: Evaluation - Student Evaluation page).
  - **When uploading documents please make sure to include the date of upload into your document title (e.g. DocumentTitle\_XXMonthXXXX).**
- To upload multiple documents at once, if desired, so that you can select the appropriate document on corresponding questions:
  - On the top right navigation, click on the Documents tab.
  - Upload your documents.
  - For each uploaded document, navigate to the question for which the document is intended. Beneath the upload link in the question field, select the appropriate document from the list in the drop down.
- To view or remove the uploaded documents:
  - On the top right navigation, click on the Documents tab.
  - If you exit the survey, the Documents section may be accessed at the top of the navigation menu on the Instrument Summary Response page.

## User Guide & FAQs

We recommend that you check out the User Guide and System FAQs posted [here](#). **We suggest bookmarking this page for future reference.** The User Guide and System FAQs contain helpful hints on how to navigate the system to complete the RCS.

### SECTION A: ADMINISTRATION - Sponsorship

#### A1

##### A1

##### A1.1

##### A1.1.1

#### Q-1

Since the last RCS, did your degree-granting institution undergo re-accreditation?

#### Q-2

Since the last RCS, has the title of the degree granted for graduates of your program changed?

##### A1.1.2

##### A1.1.2

#### Q-3

Since the last RCS, did the institutional administrative oversight (Dean, chair) and/or partnering institution(s) change?

#### Q-3a

If yes, please explain the change, the rationale for the change, and the impact on the program related to compliance with standard A1.1.2:

##### A1.1.3

##### A1.1.3

#### Q-4

Since the last RCS, has the status of your institution's affiliation agreements with other institutions who contribute to the program changed?

#### Q-4a

If yes, explain what changed, the rationale for the change, the impact on the program related to compliance with standard A1.1.3:

#### Q-5

Does your program have affiliation agreements or other agreements/contracts with the sites that are providing fieldwork experiences for your students?

#### Q-5a

If not, please explain:

##### A1.1.4

##### A1.1.4

#### Q-6

Since the last RCS, has there been any change in the program's institutional support related to the following items listed below?

- Support for the genetic counseling program's principal faculty members in maintaining their ABGC certification status and providing payment of dues and fees related to certification maintenance
- Funding to attend continuing education conferences and professional meetings
- Non-vacation time to attend professional development/continuing education meetings
- Protected time for clinical practice
- Protected time for research/scholarly activities
- Protected time to pursue an advanced degree or further education and/or providing tuition remission for these opportunities
- Opportunities for faculty review and promotion

**Q-6b**

Does your program have an approved variance (e.g. program length, leadership FTE, etc). If so, please provide the original request and ACGC documentation approving the request.

No document provided

**SECTION A: ADMINISTRATION - Institutional Resources**

**A1.2**

A1.2

A1.2.1

A1.2.2

A1.2.3

A1.2.4

**Q-7**

Since the last RCS, has there been a substantive change in your 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 is defined as a substantive change. It is the responsibility of the program to notify ACGC of this substantive change outside of the RCS through the substantive change application form.

**Q-7a**

If there has been no change in the budget, please explain if there have been any programmatic changes that have impacted the allocation of your budget (e.g., change to number of students or faculty). Please describe the change(s) and their impact on your budget.

**Q-7b**

If yes, please provide the % change in your budget:

If yes, explain what changed, the rationale for the change, and the impact on the program related to compliance with standard A1.2.1. In addition, please complete a revised budget table below and include the original substantive change request and ACGC documentation approving these changes.

No document provided

**Q-7c**

**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

**Q-7d**

**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 3 represents the previous fiscal year in which this current RCS is being conducted (2020). Year 1 and Year 2 are retrospective (2018 and 2019) while Year 4 and Year 5 (2021 and 2022) are prospective views of the budget.

**Tuition recovery:** the total amount of gross tuition collected by the institution (# resident students anticipated x resident tuition + # non-resident 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, CAGC, 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)
<b>PROGRAM INCOME</b>					
Tuition recovery					
Continuing Education Programs					
Other program income (specify and include extra rows if necessary)					
<b>TOTAL PROGRAM INCOME</b>					
<b>PROGRAM EXPENSES</b>					
Personnel					
Honoraria					
Supplies					
Equipment					
Fees					
Memberships					
Travel (faculty and staff)					
Travel (students, if applicable)					
Other (specify and include extra rows if necessary)					
<b>STUDENT SUPPORT</b>					
Stipends					
Work Study					
Graduate Assistantships					
Financial aid					
Scholarships					
Intradepartmental/Intramural grants					
Other (specify and include extra rows if necessary)					

**Q-8**

Is the current budget for the next fiscal year adequate to meet the program's needs and obligations?

**Q-8a**

If no, please explain:

A1.3

A1.3

A1.3.1

Q-9

Since the last RCS, have any of the following physical facilities available to the program for operational purposes changed?

- Leadership and principal faculty office space
- Classrooms
- Student work area
- Conference/meeting space
- Secure storage for student files and records

A1.3.2

A1.3.2

Q-10

Since the last RCS, have any of the following physical learning resources available to the program faculty/staff/students for educational, clinical and research purposes changed?

- Computer and Audiovisual equipment
- Internet Access/Online Resources
- Access to electronic and/or print copies of current books, journals, and other reference materials related to curricular and patient care activities

SECTION A: ADMINISTRATION - Program Personnel and Faculty

A2

A2

A2.1.1

A2.2

A2.2.1

A2.2.2

A2.2.3

A2.3

A2.3.1

A2.3.2

Q-11

**Program & Personnel Information**

<b>Program Name</b>	
<b>Program Director</b>	
<b>Sponsoring Institution</b>	
<b>School/Division/Department</b>	
<b>Street Address</b>	
<b>City</b>	
<b>State</b>	
<b>Zip Code</b>	
<b>Phone</b>	
<b>Program Website Address</b>	

Q-12

Since the last RCS, has the program leadership changed?

**Q-13**

Has the program director(s) completed two hours of continuing training/coursework in curriculum design, assessment, evaluation, or educational andragogy since the last RCS?

**A2.4**

A2.4

A2.4.1

**Q-14**

There is a required minimum ratio of paid FTE dedicated to program leadership per total student enrollment (full or part time):

- i.  $\leq 10$  students: 1.0 FTE
- ii. 11-15 students: 1.0 -1.25 FTE
- iii. 16-20 students: 1.25-1.5 FTE
- iv. 21-25 students: 1.5-1.75 FTE
- v.  $\geq 26$  students: 1.75-2.0 FTE

Please provide the total number of students enrolled in your program for the last academic year.

First year students:

Second year students:

Please provide the total number of students you have accepted for the new cohort in the upcoming academic year.

**Q-15**

Since the last RCS, has the total number of students enrolled in the program changed?

**Q-15a**

If so, please explain the change in number, the rationale for the change, and the impact on the program related to Standard A2.4.1:

**Q-16**

What is your total program leadership FTE?

**Q-17**

Since the last RCS, has the program leadership FTE changed?

**A2.4.2**

A2.4.2

**Q-18**

Since the last RCS, has there been changes to the Program's Leadership Personnel Change Policy?

**A2.4.3**

A2.4.3

**Q-19**

Do you have an interim program director or co-director?

## SECTION A: ADMINISTRATION - Instructional Faculty/Staff

**A2.5**

A2.5

A2.5.1

A2.5.2

**Q-20**

Since the last RCS, do you have any instructional faculty/staff departures to report?

Q-21

Since the last RCS, does the program currently have any unfilled positions among required faculty/staff?

Q-22

Since the last RCS, do you have any instructional faculty/staff additions to report?

A2.5.3

A2.5.3

A2.6

A2.6

Q-23

Does the program currently have enough placement sites to ensure compliance with Standard A2.6?

A2.7

A2.7

Q-25

Does your program have 0.5 FTE of administrative support staff time?

Q-25a

If no, please explain:

#### SECTION A: ADMINISTRATION - Operational Policies and Procedures

A3

A3

A3.1

A3.1.1

Q-26

Please provide links to where the institution publishes information about the graduate program per standard A3.1.1.

A3.2

A3.2

A3.2.1

Q-27

Since the last RCS, have any of the program policies related to A3.2.1 a-c changed?

A3.2.1

A3.2.1

A3.2.2

A3.2.2

Q-28

In the fields below, please provide a link to the specific program webpage that contains corresponding information.

Accreditation status:

Mission and objectives:

Admission requirements regarding prior education (including prerequisite courses), work, and volunteer experiences:

All required academic standards for enrollment:

Degree requirements:

Estimation of all costs (tuition, fees, etc.) related to the program:

Cumulative board examination pass rates (first-time test takers) for the three most recent classes. For new programs, the first time this posting would be expected is within one year of graduating their third class:

Attrition rate for the past three years:

Please provide a link to the specific program webpage that contains job placement rate:

**Q-29**

Since the last RCS, has the average cost for students to attend your program changed?

**Q-29a**

If yes, please explain:

**Q-30**

Please complete program statistics for the past academic year in the table below.

\*it would be graduates from that matriculating class. For example, for matriculating class of 2020, the answer would be 0 as they do not graduate until 2022.

Year of Matriculation	# of Applicants	# of Slots	# Enrolled and Matriculated	Attrition* (n)	Percent Retention (0-100)	# of Graduates to Date*
2020						
2019						
2018						
2017						
2016						
2015						
2014						

**Q-31**

Did any student in the current graduating cohort require more than the minimum number of months (reported program length) to complete their required training?

**A3.2.3**

A3.2.3

**Q-32**

Since the last RCS, has your program mission statement and objectives changed?

**A3.2.4**

A3.2.4

**Q-33**

Please provide a link to the student handbook and/or upload a copy of the most up-to-date handbook.

Link:

Upload:

**No document provided**

**A3.2.5**

A3.2.5

**Q-34**

Please list the length of your program in **[\*\*months\*\*]**

**Q-35**

Since the last RCS, has the length of your program changed?



SECTION B: CURRICULUM AND INSTRUCTION - Instructional Plan

B1

B1

B1.1

B1.2

B1.3

Q-37

Since the last RCS, has the program added any new courses? If yes, please upload the syllabi for these new courses and complete the content mapping tables (Q39 and Q40) below.

Q-37a

Please provide a description and attach a syllabus for each new course. Please name the syllabi files as follows: B1.2CourseNumber\_AbbreviatedCourseName\_ShortNAMEprogram.

Title of New Course	Please upload course syllabus
	No document provided

Q-38

Since the last RCS, has the program discontinued any courses?

Q-38a

Please list and explain where material from discontinued courses is now covered. If not covered, please explain. In addition, please complete the content mapping tables (Q39 and Q40) below.

Title of Discontinued Course	Where is Course Content Now Covered?	If Not Covered, Explain Why

Q-39

Please complete this table only if your program has added any courses or discontinued any courses since the last RCS.

**Practice-Based Competency Mapping Table:**

In the table below indicate the *primary* courses (up to 3), fieldwork placements and/or supplementary activities in which students learn, practice, and demonstrate the following Practice-Based Competencies (PBCs). We understand that several of these competencies may be reinforced in additional courses. Please specify which of the components (lettered items) are covered in each activity. If you anticipate that all placements will apply to a specific competency, please indicate "all rotations." However, if you identify a competency that can only be demonstrated through a particular placement, please specify. Note: The competencies below are paraphrased from the 2013 ACGC Practice-Based Competencies for Genetic Counselors.

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<b>Domain I: Genetics Expertise and Analysis</b>			
1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles			
2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.			
3. Construct relevant, targeted, and comprehensive personal and family histories and pedigrees.			
4. Identify, assess, order, facilitate, and integrate genetic/genomic testing options in genetic counseling practice (including molecular and non-molecular testing that directly impacts assessment of inherited risk).			
5. Assess individuals' and relatives probability of conditions with a genetic component or carrier status based on			

pedigree, test results, and other pertinent information.			
6. Demonstrate the skills necessary to successfully manage a case.			
7. Critically assess the genetic/genomic, medical and social science literature and information.			
<b>Domain II. Interpersonal, Psychosocial and Counseling Skills</b>			
8. Establish a mutually agreed upon agenda.			
9. Employ active listening and interviewing skills to identify, assess and empathically respond to stated and emerging concerns.			
10. Use a range of counseling skills and models to facilitate informed decision-making and adaptation to risks/conditions.			
11. Promote client-centered, informed, non-coercive and value-based decision-making.			
12. Understand how to adapt genetic counseling skills for varied service delivery models.			
13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.			
<b>Domain III: Education</b>			
14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics, and the circumstances of the encounter.			
15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.			
16. Effectively give a presentation on genetics, genomics, and genetic counseling issues.			
<b>Domain IV: Professional Development and Practice</b>			
17. Act in accordance with ethical, legal, and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.			
18. Demonstrate understanding of the research process.			
19. Advocate for individuals, families, communities, and the profession.			
20. Demonstrate a self-reflective, evidence-based and current approach to genetic counseling practice.			
21. Understand the methods, roles, and responsibilities of the process of clinical supervision of trainees.			
22. Establish and maintain professional inter-disciplinary relationships in both team and one-on-one settings, and recognize one's role in the larger healthcare system.			

**Q-40**

Please complete this table only if your program has added any courses or discontinued any courses since the last RCS.

In the table below indicate the **primary** courses (up to 3), rotations, and supplementary activities in which students **receive instruction** in the topics content areas listed (Std. B2). We understand that several of these content areas may be reinforced in additional courses.

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Content Area	Taught in:		
	Courses	Rotations	Supplementary Activities
<b>B2.1.1 Principles of Human Genetics</b>			
Mendelian and non-Mendelian Inheritance			
Population and quantitative genetics			
Human variation and disease susceptibility			
Family history and pedigree analysis			
Normal /abnormal human development			
Human reproduction			
Personalized genomic medicine			
Cytogenetics			
Biochemical Genetics			
Molecular genetics			
Embryology/developmental genetics			
Teratology			
Variant classification and interpretation			
<b>B2.1.2 Principles and Practice of Genetic Counseling and Clinical Genetics</b>			
Clinical features and natural history of broad range of genetic diseases, complex common disorders, & syndromes of unknown etiology			
The diagnostic process including dysmorphology, syndromology, physical assessment, and differential diagnoses			
The process for managing a case in the context of different genetic counseling specialties, including but not limited to: preconception, prenatal, pediatrics, general genetics, cancer, cardiology, neurogenetics, genomic medicine, and laboratory genetic counseling			
Modalities, methods, and applications of cytogenetic, molecular and biochemical tests, including new/emerging technologies			
Incorporation of individual client factors, including medical history, family history, and insurance coverage, to select the most appropriate genetic testing plan			
Responsibilities related to ordering genetic testing, including but not limited to: interpretation of results, awareness of follow-up implied by results, and liability implications of test practices			
Approaches to choosing appropriate clinical and research laboratories and the role of analytic validity, clinical validity, and clinical utility in the evaluation process			
The role of genetic counselors and other professionals in laboratory settings (e.g., commercial, academic, research, and/or public health screening laboratories), including their involvement in the performance and interpretation of genetic/genomic tests, test development and implementation, customer liaison and support, and sales and marketing			
Risk assessment			
Use of genetics literature, bioinformatics, and computerized tools			

**B.2.1.3 Psychosocial Content**

Theories of counseling			
Interviewing techniques			
Promoting informed decision making			
Facilitating adaptation			
Psychosocial development			
Psychosocial assessment			
Family dynamics			
Dynamics of grief and bereavement			
Multicultural sensitivity and competency			
Disability awareness			
Crisis intervention			

**B.2.1.4 Social, Ethical and Legal Issues in Genetics**

NSGC/CAGC Code of Ethics			
Patient/subject privacy issues			
Genetic discrimination and related legislation			
Health disparities and other social determinants of health			

**B.2.1.5 Health Care Delivery Systems and Principles of Public Health**

Health and social policy			
Community, regional, and national resources			
Financial/reimbursement issues			
Population-based screening (e.g. newborn screening and carrier screening)			
Genetics/Genomics as a component of public health services			

**B.2.1.6 Education**

Identification of the genetics educational needs of clients, patients, community, and lay groups, students, and health and human service professionals			
Development of educational tools and materials appropriate to a given audience			
Delivery and evaluation of educational tools and materials			

**B.2.1.7 Research Methods**

Clinical and laboratory research methodologies and protocol development using quantitative and qualitative methods			
Formulation of research question(s), data collection, and data analysis			
Dissemination of findings (both oral and written)			
Recognition of human subjects' protection and Institutional Review Board (IRB) processes			

**B.2.1.8 Professional Development**

Certification examination preparation			
Employment preparation			

Transitioning into the workforce			
Credentialing and licensure			
Opportunities for professional growth			
Self-care topics to prepare students for genetic counseling practice			

B1.4

B1.4

Q-41

Since the last RCS, has there been a permanent change in delivery method of didactic coursework (e.g. hybrid distance enhanced, or distance learning)? Note, programs that temporarily changed their course instructional delivery method for the 2020 - 2021 academic year because of institutional requirements and for student/faculty/staff safety as results of COVID-19 were not required to notify ACGC of the temporary changes.

\*Programs planning implement permanent instructional delivery changes after the 2020-2021 academic year are required to submit a substantive change form to ACGC.

Q-41a cont'd

No document provided

SECTION B: CURRICULUM AND INSTRUCTION - Fieldwork Training

B3

B3

B3.1

B3.1.1

Q-42

Since the last RCS, have there been any changes in the design/structure of clinical and fieldwork placements (e.g., number/length of fieldwork placements, types of fieldwork placements) due to Covid-19 related or other program-related issues?

Did you request a variance? If so, please provide the date of your variance request to ACGC and documentation from ACGC approving these changes.

	No document provided
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Q-42a

If yes, please explain:

B3.1.2

B3.1.2

Q-43

Please complete the table below for your most recent graduating cohort of students with respect to all participatory encounters (not just the 50 minimum required cases). Include the following information: student name (or unique identifier of the 2-digit year of graduation and .1, .2, .2, etc. [e.g. 4.1, 14.2]), average number of clinical encounters per specialty (peds, prenatal, adult, cancer, standardized patient, research participants, other).

ID (Use a unique identifier of the 2-digit year of graduation and .1, .2, .2, etc. [e.g. 4.1, 14.2])	Average Number of Clinical Encounters per Specialty						
	Pediatrics	Prenatal	Adult	Cancer	Standardized Patient	Research Participants	Other

B3.1.3

B3.1.3

Q-44

Are all of your students' required 50 participatory cases supervised by an ABGC/ABMGG, CAGC certified genetic counselor with 1 or more years of experience ?

B3.1.5

B3.1.5

**Q-45**

Has the graduation of any student in the current cohort been delayed due to an inability to complete the required fieldwork placements within reported program length?

**B3.2**

B3.2

B3.2.1

B3.2.2

**Q-46**

Please upload fieldwork placement grid for both **first and second year students** for the past academic year. Include the following information, student name (or unique identifier of the 2-digit year of graduation and .1, .2, .2, etc. [e.g. 4.1, 14.2]), placement site (name/city); practice setting (cancer, peds, prenatal, adult, laboratory, etc.). This file should be named:

B3.2FieldworkPlacements\_ShortNAMEprogram

**No document provided**

**SECTION B: CURRICULUM AND INSTRUCTION - Supplemental Fieldwork Experiences**

**B4**

B4

B4.1

B4.2

B4.2.1

B4.2.2

**Q-47**

Since the last RCS, have there been any changes in the students' opportunities to obtain supplemental fieldwork experiences?

**B5.1**

B5.1

B5.1.1

**Q-48**

Since the last RCS, have there been any changes in the students' opportunities to obtain student teaching experiences?

**B5.2**

B5.2

**Q-49**

Since the last RCS, have there been any changes in the students' opportunities to obtain student research experiences?

**SECTION C: EVALUATION - Advisory Board**

**C1**

C1

C1.1

C1.2

C1.3

**Q-50**

Since the last RCS, did your program hold an advisory board meeting?

Yes

**Q-50a**

If no, please explain:

**C1.4**



	Percentage Pass Rates* Students Matriculated in 2013			Percentage Pass Rates* Students Matriculated in 2014			Percentage Pass Rates* Students Matriculated in 2015			Percentage Pass Rates* Students Matriculated in 2016			Percentage Pass Rates* Students Matriculated in 2017			Cumulative Pass Rates 3 Most Recent Classes
	New	Repeat	Overall	New	Repeat	Overall	New	Repeat	Overall	New	Repeat	Overall	New	Repeat	Overall	First Time
% Pass Rate																

**Q-55**

Please also upload a copy of your program's board certification examination performance report for the exam windows since your last RCS (August/February). This file should be the de-identified report. This file should be named: C2.1StudentPerformanceABGCCertificationExam\_ShortNAMEprogram.

No document provided

**Q-56**

Were there any eligible graduates among the last three cohorts listed on the table above who did not sit for the certification examination within three examination cycles?

**Q-57**

If your program first-time board pass rate has been below the first-time pass rate national average 80% over a three-year period, what remediation strategies/plan has the Program implemented to address this? Upload all related documents below.

**Q-57a**

Please label each file as follows: C2.1DocumentTitle\_ShortNAMEofProgram.

Document Description	Upload
----------------------	--------

**Q-58**

**Canadian Association of Genetic Counseling (CAGC) Exam:**

If any program graduates from the cohorts listed above have attempted the CAGC Exam only, please include performance information below. Include information about the year of graduation / date of exam / number of graduates who attempted the exam / number of graduates who passed the exam.

**Q-59**

Please upload a copy of CAGC exam reports (names removed) if these are available.

No document provided

**C2.3.1**

C2.3.1

**Q-60**

Since the last RCS, have there been any changes in your program evaluation processes or measures for **program leadership** (including both administrative and teaching evaluations)?

**C2.3.2**

C2.3.2

**Q-61**

Since the last RCS have there been any changes in your program evaluation processes or measures methods for **instructional faculty/course directors**?

**Q-62**

Since the last RCS were concerns about instructional faculty identified on performance evaluations?

**Q-62a**

If yes, please explain what the concerns were and how the program is addressing them:

**C2.4**

C2.4

C2.4.1



**Q-63**

Since the last RCS have there been any changes in your course evaluation measures or processes?

**C2.4.2**

C2.4.2

**Q-64**

Does your program obtain copies/summaries of evaluations for required courses that your students take through other schools/departments?

**C2.5.1**

C2.5.1

**Q-65**

Since the last RCS have there been any changes in your fieldwork placement evaluation processes or measures?

**C2.5.2**

C2.5.2

**Q-66**

Since the last RCS have there been any changes in your fieldwork supervisor evaluation processes measures?

**SECTION C: EVALUATION - Student Evaluation**

**C3**

C3

C3.1

C3.1.1

C3.1.2

C3.1.3

C3.1.4

**Q-67**

Please provide link to the sections of the program handbook and college/university catalog related to these standards.

**C3.2**

C3.2

C3.2.1

**Q-68**

Since the last RCS, have there been any changes to the student evaluation processes?

**C3.2.7**

C3.2.7

**Q-69**

Since the last RCS have any students required remediation?

**C3.2.8**

C3.2.8

**Q-70**

For each student who has withdrawn from the program during the past academic year, please complete the table below. Include the following information: student name (or unique identifier of the 2-digit year of graduation and .1, .2, .2, etc. [e.g. 4.1, 14.2]) and reason for leaving the program. Check box: No students withdrew from the program.

ID (or unique identifier of the 2-	Reason(s) for Leaving the Program
---------------------------------------	-----------------------------------

digit year of graduation and .1, .2, .2, etc.)

**Q-71**

For each student who has been dismissed from the program during the past academic year, please complete the table below. Include the following information: Student Identifier (Create unique identifier using the 2-digit year of graduation and .1, .2, .3, etc. [e.g. 21.1, 21.2, 21.3]), reason for dismissal, remediation actions taken. Please DO NOT provide student names.

Check box: No students were dismissed from the program.

ID (or unique identifier of the 2-digit year of graduation and .1, .2, .2, etc.)	Reason for Dismissal	Remediation Actions Taken

**Q-72**

For each student who has taken a leave of absence from the program during the past academic year, please complete the table below. student name (or unique identifier of the 2-digit year of graduation and .1, .2, .2, etc. [e.g. 4.1, 14.2]), reason for leave of absence (program or student initiated), plan for return to the program. Check box: No student took a leave of absence from the program.

ID (or unique identifier of the 2-digit year of graduation and .1, .2, .2, etc.)	Reason for Leave of Absence (Program or Student Initiated)	Plan for Return to Program

**Additional Documentation**

If you believe additional documentation beyond what is requested is necessary, you may upload it here. Add rows as necessary to upload additional documents. Please label each file as follows: QuestionNumber\_DocumentTitle\_ShortNAMEofProgram.

Document Description	Document
	No document provided