

## 2022 Report of Current Status v.2

### 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 **June 30, 2022**. As this RCS is based on the new Standards published October 1, 2019 with a compliance date of June 15, 2021.

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.

### 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.

### 1. RCS - Variance

#### Q-1 Variance question

Has the Program submitted a variance since the last RCS?

### 2. Section A: Administration - Sponsorship and Program Personnel and Faculty

The administration of a genetic counseling program involves collaboration between the faculty and administrative staff of the program and the graduate degree-granting institution, known as the sponsoring institution. As such, the sponsoring institution is explicitly committed to the success of the program. The program provides an environment that fosters intellectual challenge and a spirit of inquiry. Well-defined policies reflect the missions and goals of the program and sponsoring institution.

#### A1

##### Sponsorship

##### A1.1

##### A1.1

##### A1.1.1

The program must reside in a graduate degree-granting institution in the United States or Canada. This institution assumes primary responsibility for the program, although it can partner with other institutions that are responsible for



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#### Findings

No findings provided

### Q-3

Have there been any changes that affect the Program's ability to comply with Standard A1.1.1 since the last RCS?

#### A1.1.2

The mission, goals, and expected outcomes of the program are aligned with those of the sponsoring institution, reflect professional standards and guidelines, and consider the needs and expectations of the community of interest. Policies



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#### Findings

No findings provided

### Q-4

Have there been any changes that affect the Program's ability to comply with Standard A1.1.2?

#### A1.1.3

Programs must maintain affiliation agreements in accordance with institutional requirements. Affiliation agreements are strongly encouraged when other institutions contribute to the program.



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#### Findings

No findings provided

### Q-5

Is the Program following the Institution's policy regarding affiliation and MOU (Member of Understanding) agreements for fieldwork placements since the last RCS?

### Q-6

Have there been changes that impact 25% or more of the Program's fieldwork sites **since most recent accreditation or re-accreditation decision (i.e., new program approval, site visit)?**

#### A1.1.4

Resources are allocated to support continuing professional development of the program leadership, staff and principal faculty, including the development of leadership, clinical, teaching, scholarly, and administrative skills needed to carry



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**Findings**

No findings provided

**Q-10**

Have there been any changes that affect the Program's ability to comply with Standard A1.1.4 since the last RCS?

**A1.2**

**Institutional Resources**

**A1.2.1**

**A1.2.1 Financial Resources**

There must be financial resources to operate the educational program in order to fulfill obligations to matriculating and enrolled students. A program must demonstrate financial stability with a 3-year budget plan and a letter of commitment from the sponsoring institution to cover any budget shortfalls. Please refer to the budget guidance in the self-study application. The budget plan must, at a minimum, include the following components:



**Findings**

No findings provided

**A1.2.2**

**Program Income**

- a. Tuition recovery;

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**Findings**

No findings provided

**A1.2.3**

**In-Kind Contributions**

- a. Staff/faculty;
- b. Operational expenses/supplies.



**Findings**

No findings provided

**A1.2.4**

## Program Expenses

a. Salaries;

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## Findings

No findings provided

## Q-11

**As compared to the program budget submitted during your last self-study or new program application** have there been any of the following changes to the budget:

- reduction of revenue or resources of the program by more than
  - o 15% in a single year or
  - o 20% cumulative over 3 years; or
- increase in costs by more than 15%?

## A1.3

### Physical and Learning Resources

The program has physical facilities and learning resources needed to successfully operate the educational program and to fulfill obligations to matriculating and enrolled students.

### A1.3.1

#### Facilities

Physical facilities relate to office, classroom and/or other educational spaces that are necessary for student learning. This includes space to provide confidential academic advising of students by the program leadership, staff and principal faculty offices, space for program conferences and meetings, physical and/or digital space for secure storage of student files and records, and didactic and fieldwork resources designed in number, size and location to operate the educational program proposed.



## Findings

No findings provided

### A1.3.2

#### Learning Resources

Academic resources include instructional materials, medical information and current literature, other reference materials related to curricular and patient care activities, computer and audio/visual equipment, and other technological resources.



## Findings

No findings provided

### Q-15

Have there been any changes that affect the Program's ability to comply with Standard A1.3 since the last RCS?

### A2

#### Program Personnel and Faculty

The program staff and faculty must possess the educational and experiential qualifications to perform their assigned duties and

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### A2.1

#### Program Leadership

Individuals in program leadership positions are expected to have academic appointments and privileges comparable to other

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### A2.1.1

Program leadership responsibilities include the following:



- Maintaining program compliance with the standards;

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### Findings

No findings provided

### Q-16

Have there been any changes that affect the Program's ability to comply with Standard A2.1 since the last RCS?

### A2.2

#### Program Leadership Positions

### A2.2.1

#### Program Director or Co-Directors



- a. Programs may have no more than two (2) co-directors, and both must meet the qualifications delineated below;

[Show More](#)

### Findings

No findings provided

### A2.2.2

#### Qualifications

Program directors of currently accredited programs, developing programs and programs holding Accredited New



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#### Findings

No findings provided

### A2.2.3

#### Responsibilities

At a minimum, the program director/co-director is responsible for the following:



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#### Findings

No findings provided

### Q-17

Have there been any changes that affect the Program's ability to comply with Standard A2.2 since the last RCS?

### A2.3

#### Additional Leadership Positions

At least one other additional program leadership position must be filled to complement the role of the program director, fulfill the

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### A2.3.1

#### Qualifications

Individuals fulfilling additional program leadership positions may have a complementary professional background



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#### Findings

No findings provided

### A2.3.2



## Responsibilities

The other program leadership positions are responsible for working in collaboration with the program director(s) to fulfill the responsibilities outlined in Standard A2.1.1.

## Findings

No findings provided

## Q-18

Have there been any changes that affect the Program's ability to comply with Standard A2.3 since the last RCS?

## 3. Section A: Administration - Program Leadership Policies

### A2.4

#### Program Leadership Policies

##### A2.4.1

#### Program Leadership Full-Time Equivalent (FTE) Requirements



- a. There is a required minimum ratio of paid FTE dedicated to program leadership per total student enrollment (full

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## Findings

No findings provided

## Q-19

What is the total program leadership FTE?

## Q-20

How many total students were enrolled during the past academic year?

## Q-21

**Compared to the most recent accreditation or re-accreditation decision (e.g., new program approval, site visit), has the Program's enrollment increased by at least 10% or 4 total students (whichever is smaller) or more?**

### A2.4.2

#### Program Leadership Personnel Change Policy



The program has a responsibility to promptly communicate to the ACGC all personnel changes involving program



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#### Findings

No findings provided

#### Q-25

Has the Program leadership changed since the last RCS?

#### A2.4.3

##### Interim Program Director or Co-Director



a. During interim leadership, the program must submit quarterly reports to the ACGC that include the composition

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#### Findings

No findings provided

#### Q-28

Does the Program have an interim program director or co-director?

#### Q-29

Have there been any changes that affect the Program's ability to comply with Standard A2.4.3?

#### A2.4.4

##### A2.4.4.



##### Program Leadership Leave of Absence

a. A leave of absence is defined as being absent from a program leadership position for 30 or more consecutive

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#### Findings

No findings provided

#### Q-30

Has anyone in program leadership taken a leave of absence since the last RCS?

#### Q-31

Have there been any changes that affect the Program's ability to comply with Standard A2.4.4?

#### A2.5

##### Instructional Faculty/Staff

### A2.5.1

#### Qualifications

The individuals on the instructional faculty/staff must be qualified through academic preparation and/or experience to



[Show More](#)

#### Findings

No findings provided

### A2.5.2

#### Requirements

The program is required to:



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#### Findings

No findings provided

### A2.5.3

#### Responsibilities

The members of the instructional faculty/staff must establish an atmosphere that is conducive to learning. The



[Show More](#)

#### Findings

No findings provided

### Q-32

Have there been any changes that affect the Program's ability to comply with Standard A2.5 since the last RCS?

### Q-33

Has the Program added any new primary instructional faculty or course directors whose information has not been previously submitted to ACGC?

### A2.6

#### Fieldwork Supervisors

The program must ensure that the students have sufficient access to fieldwork supervision by board-certified genetic counselors

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## A2.6.1

### Qualifications

a. Current genetic counselor certification by the ABGC, the Canadian Association of Genetic Counsellors (CAGC), or



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### Findings

No findings provided

## A2.6.2

### Responsibilities

The fieldwork supervisors are responsible for student supervision and performance assessment in fieldwork training



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### Findings

No findings provided

## Q-35

Have there been any changes that affect the Program's ability to comply with Standard A2.6 since the last RCS?

## A2.7

### Administrative Support Staff

At a minimum, the program must have 0.5 FTE of administrative support staff time. The personnel assigned to provide



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### Findings

No findings provided

## Q-36

Have there been any changes that affect the Program's ability to comply with Standard A2.7 since the last RCS?

## 4. Section A: Administration - Operational Policies and Procedures

## A3

### Operational Policies and Procedures

## A3.1

### Sponsoring Institution

### A3.1.1

The sponsoring institution is required to publish information about the program. All announcements and advertising must accurately reflect the program offered.



#### Findings

No findings provided

#### Q-37

Have there been any changes that affect the Program's ability to comply with Standard A3.1 since the last RCS?

### A3.2

#### Graduate Program

#### A3.2.1

Program policies apply to all students, principal faculty, staff and program leadership regardless of location, unless otherwise noted by institutional, state, or provincial requirements.



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#### Findings

No findings provided

#### Q-38

Have there been any changes that affect the Program's ability to comply with Standard A3.2.1 since the last RCS?

#### A3.2.2

#### Admissions



a. Admission of students must be made in accordance with clearly defined and published practices of the

[Show More](#)

#### Findings

No findings provided

#### Q-39

Does the Program's website reflect current information as required by Standard 3.2.2 since the last RCS?

#### Q-40

Please provide a link to the specific program webpage that contains corresponding information.

Accreditation status	
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Mission and objectives	
Required prior education (including prerequisite courses), work, and volunteer experiences	
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	
Job placement rate in a genetic counseling or related position for the past three years	

### A3.2.3

#### Mission Statement and Objectives

A program's mission and objectives must be consistent with both the institution's mission and with the National Society



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#### Findings

No findings provided

#### Q-41

Has the Program's mission statement and/or objectives substantially changed since the last accreditation or re-accreditation decision?

### A3.2.4

#### Student Handbook

The program must provide students with a student handbook or equivalent that contains the following information:



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#### Findings

No findings provided

#### Q-45

Does the Program provide each student with a handbook or equivalent containing the information required in Standard A3.2.4?

### A3.2.5

#### Length of Training

All graduate programs in genetic counseling are required to provide training over a minimum of 21 months or two academic years.



#### Findings

No findings provided

#### Q-46

Have there been any changes that affect the Program's ability to comply with Standard A3.2.5 since the last RCS?

## 5. Section B: Curriculum and Instruction - Instructional Plan

### Section B: Curriculum and Instruction

An entry-level genetic counselor must demonstrate attainment of the ACGC Practice Based Competencies (PBCs). Therefore, the program's curriculum must support the development of these competencies, which are categorized into the following domains:

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#### B1

##### Instructional Plan

##### 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 distance education. The curriculum design must reflect a progression that enables students to develop the PBCs necessary for current and evolving genetic counseling practice.



#### Findings

No findings provided

##### 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 developing the PBCs. Instructional objectives must address learning expectations of students and the level of student performance required for success.



#### Findings

No findings provided

### 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.



#### Findings

No findings provided

### Q-47

Have there been any changes that affect the Program's ability to comply with Standard B1.1-B1.3 since the last RCS?

### Q-48

**Since the last re-accreditation or accreditation decision**, have there been changes to at least 20% or 4 courses (whichever is smaller)?

### B1.4

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



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#### Findings

No findings provided

### Q-52

Have there been any permanent changes to the delivery method of didactic coursework and/or fieldwork experiences as delineated in B1.4 **since the last re-accreditation or accreditation decision**?

### B3

#### Fieldwork Training

Fieldwork experiences must support the development of the PBCs by integrating didactic and experiential training. The program

[Show More](#)

### B3.1

#### General Description Fieldwork Training: Participatory Cases

#### B3.1.1

Refers to participatory encounters (cases) with a client that support the development of the PBCs. "Client" can refer to individuals seen in a clinic setting; as standardized patients; or in certain research participant encounters.



**Findings**

No findings provided

**B3.1.2**

Must include a minimum of 50 required participatory cases. At least 40 of the 50 required participatory cases must be with individuals being evaluated for risk of or affected by diverse genetic conditions across the lifespan (i.e., patients; not individuals who are being consented to research; and not standardized patients).



**Findings**

No findings provided

**Q-57**

Have there been any changes that affect the Program's ability to comply with Standard B3.1.1 – 3.1.2 since the last RCS?

**B3.1.3**

The 50 required participatory cases described above must be supervised by an experienced ABGC/ABMGG/CAGC certified genetic counselor.



**Findings**

No findings provided

**Q-58**

Have there been any changes that affect the Program's ability to comply with Standard B3.1.3 since the last RCS?

**B3.1.4**

Programs must demonstrate that participatory cases and other field experiences are conducted (1) across multiple specialties, including prenatal, pediatric, cancer, and other adult; (2) in a variety of diverse settings that may include clinical, laboratory, research, industry, and/or other environments; and (3) using more than one service delivery mode, such as telephone, group, in-person, and/or telemedicine.



**Findings**

No findings provided

**Q-59**

Have there been any changes that affect the Program's ability to comply with Standard B3.1.4 since the last RCS?



## 6. Section B: Curriculum and Instruction - Participatory Encounters

### B3.1.5

Programs must provide sufficient opportunities such that students are prepared to practice in each of the main specialties and settings. All participatory encounters (not just the minimum 50 required participatory cases) must be



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#### Findings

No findings provided

### Q-60

Have there been any changes that affect the Program's ability to comply with Standard B3.1.5 since the last RCS?

### Q-61

Please complete the table below for the Program's most recent graduating cohort of students with respect to all participatory encounters (not just the 50 minimum required cases). Include a unique student identifier and the number of encounters per area of practice for each student. It is not necessary to have cases in each of the three below main categories.

	Clinical				Standardized				Research			
Student ID	Peds	Prenatal	Adult	Cancer	Peds	Prenatal	Adult	Cancer	Peds	Prenatal	Adult	Cancer

## 7. Section B: Curriculum and Instruction - Fieldwork Training

### B3.2

#### General Description Fieldwork Training: Fieldwork Supervision

#### B3.2.1

Programs must use a flexible and graduated supervision plan where the level of supervision is commensurate with each student's documented skills and competencies. A student in the early part of their training must be directly



[Show More](#)

#### Findings

No findings provided

#### B3.2.2

Programs must ensure that the number of fieldwork supervisors enables equitable and comparable supervision experiences for all enrolled students.



## Findings

No findings provided

### Q-62

Have there been any changes that affect the Program's ability to comply with Standard B3.2 since the last RCS?

### B3.3

Programs must ensure that the number and variety of fieldwork opportunities offer all enrolled students equitable and comparable fieldwork training experiences that provide exposure to the full range of practice settings and full range of PBCs.



## Findings

No findings provided

### Q-63

Have there been any changes that affect the Program's ability to comply with Standard B3.3 since the last RCS?

### B4

#### Supplemental Fieldwork Experiences

### B4.1

In order to enhance a student's acquisition of the PBCs, programs must ensure that fieldwork training for students is augmented with supplemental experiences such as, but not limited to:



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## Findings

No findings provided

### Q-64

Have there been any changes that affect the Program's ability to comply with Standard B4.1 since the last RCS?

### B4.2

#### Documentation

### B4.2.1

Programs must document the credentials and qualifications of those who will be supervising the students in supplemental fieldwork experiences.



## Findings

No findings provided

### B4.2.2

Programs must develop clear objectives and outcome measures for student experiences and monitor student activities during the supplemental fieldwork placements.



## Findings

No findings provided

### Q-65

Have there been any changes that affect the Program's ability to comply with Standard B4.2 since the last RCS?

### B5

#### Additional Requirements

### B5.1

#### Student Teaching Experience

#### B5.1.1

Programs are required to include teaching opportunities for their students. This can be accomplished in a variety of ways, including but not limited to the following:



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## Findings

No findings provided

### Q-66

Have there been any changes that affect the Program's ability to comply with Standard B5.1 since the last RCS?

### B5.2

#### Research and Scholarly Endeavors

Programs must require that students perform research and other scholarly activities.



[Show More](#)

## Findings

No findings provided

Q-67

Have there been any changes that affect the Program's ability to comply with Standard B5.2 since the last RCS?

## 8. Section C: Evaluation - Advisory Board

### SECTION C: EVALUATION

To ensure that competencies specified by the educational program and the ACGC are maintained, program and student evaluation must be a continual process. This includes internal and external curriculum validation in consultation with employers, [Show More](#)

C1

#### Advisory Board

C1.1

Programs are required to establish and maintain an Advisory Board that is familiar with the genetic counseling profession, the clients served by genetic counselors, and the requirements for accreditation.



#### Findings

No findings provided

C1.2

The purpose of the Advisory Board is to provide program leadership with guidance on program development, implementation, and ongoing evaluation. Additionally, the Advisory Board should participate in the program's self-study evaluations and, where appropriate, assist in the development of modification plans regarding areas identified for improvement.



#### Findings

No findings provided

C1.3

The Advisory Board is required to meet at least once a year to discuss, review, and act upon suggested modifications to the program based on feedback from both internal and external evaluations. Each program will be expected to define the specific expectations, goals, and processes of its Advisory Board.



#### Findings

No findings provided

C1.4



Feb 2021										
Aug 2020										
Feb 2020										
Aug 2019										
Feb 2019										
Aug 2018										
Feb 2018										
Aug 2017										
Sum										

**Q-70**

**Percentage Pass Rates**

Calculate the percentage of graduates for each year that passed the exam as a new or repeat examinee and the overall pass rate **for each matriculating class**. **Note:** For data analysis purposes, please provide the data using the year of matriculation. (Unfortunately, due to the system limitations, it was not possible to have both the values auto-fill into the board pass rates table above and have the percentages calculate automatically.)

- New = Number of new examinees who took it first time / total number of first-time takers in that class
- Repeat = Number of students who took it a second time / total number who took it a second time
- Overall = total number who have passed at any point (1st / second/ third try) / total number who have taken the exam one or more times

*\* Percentage Pass Rate includes only the students who attempted the examination*

<b>Pass Rate (%)</b>							
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**Q-71**

Does the Program's first-time board pass rate fall below 80% for the past three years?

**Q-72**

Programs with first-time board pass rates below 80% for the past three years must submit a remediation plan to ACGC prior to the RCS.

Please indicate the date of approval and upload the approval notification you received from ACGC. If you have not yet received approval, please indicate the date you submitted the required documentation to ACGC.

Submitted or Approved	Date of submission or approval	Required documentation
		No document provided

### Q-73

Have any graduates from the Program attempted the Canadian Board of Genetic Counselling (CBGC) exam since the last RCS?

### C2.2

#### Stakeholder Feedback

Programs are required to conduct surveys and/or interviews with their alumni at least once every four years. Data

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#### Findings

No findings provided

### Q-75

Have there been any changes that affect the Program's ability to comply with Standard C2.2 since the last RCS?

## 10. Section C: Evaluation - Personnel, Course, Fieldwork, and Student Evaluations

### C2.3

#### Personnel Evaluations

Programs must define a process for evaluating the performance of key program personnel, including program leadership, staff,

[Show More](#)

#### C2.3.1

##### Program Leadership

- a. Evaluations must include input from multiple stakeholders, such as students, primary faculty, fieldwork

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#### Findings

No findings provided

### Q-76

Have there been any changes that affect the Program's ability to comply with Standard C2.3.1 since the last RCS?

#### C2.3.2

##### Primary Instructional Faculty/Course Directors

- a. Program leadership must have a mechanism to review the performance of primary instructional faculty/course

[Show More](#)



**Findings**

No findings provided

**Q-77**

Have there been any changes that affect the Program's ability to comply with Standard C2.3.2 since the last RCS?

**Q-78**

Have there been any concerns about primary instructional faculty or course directors identified on performance/course evaluations since the last RCS?

**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 appropriate documentation of assessment and plans for modification/improvement.

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**Findings**

No findings provided

**Q-80**

Have there been any changes that affect the Program's ability to comply with Standard C2.4.1 since the last RCS?

**Q-81**

Have there been concerns raised in any of the Program's course evaluations since the last RCS?

**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 are meeting the expectations of the students and program.

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**Findings**

No findings provided

**Q-83**

Does the Program require courses in other schools or departments?

**C2.5**



## Evaluation of Fieldwork Experience

The program must define, maintain, and document effective processes for the initial and ongoing evaluation of all fieldwork

[Show More](#)

### C2.5.1

#### Fieldwork sites



a. The program must document that each fieldwork site provides the student access to physical facilities, client

[Show More](#)

#### Findings

No findings provided

#### Q-85

Have there been any changes that affect the Program's ability to comply with Standard C2.5.1 since the last RCS?

### C2.5.2

#### Fieldwork supervision



a. Program leadership must document that supervisors are providing appropriate feedback and mentoring

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#### Findings

No findings provided

#### Q-86

Have there been any changes that affect the Program's ability to comply with Standard C2.5.2 since the last RCS?

### C3

## Student Evaluation

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### C3.1

#### Student Notification

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

#### C3.1.1

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

**Findings**

No findings provided

**C3.1.2**

The evaluation methods that will be employed during his or her training;

**Findings**

No findings provided

**C3.1.3**

The program's remediation policy;

**Findings**

No findings provided

**C3.1.4**

Policies regarding academic probation or dismissal.

**Findings**

No findings provided

**Q-87**

Have there been any changes that affect the Program's ability to comply with Standard C3.1 since the last RCS?

**C3.2**

**Guidelines for Student Evaluation**

**C3.2.1**

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

**Findings**

No findings provided

**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.

**Findings**

No findings provided

**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 evaluations are required; for coursework and research, students must be made aware of their progress prior to completion.



**Findings**

No findings provided

**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.



**Findings**

No findings provided

**C3.2.5**

There must be a formal mechanism by which the program leadership regularly communicates with each student about his/her overall progress, individual educational needs, and goals (minimum of twice per year). This communication must be documented in writing with a general summary of the topics discussed, and a copy must be placed in the student's record.



**Findings**

No findings provided

**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 potential outstanding issues, and manage timelines for completion. Written documentation of the discussion should be provided to the student and placed within the student's record.



**Findings**

No findings provided

**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.



**Findings**

No findings provided

**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.



**Findings**

No findings provided

**Q-88**

Have there been any changes that affect the Program's ability to comply with Standard C3.2 since the last RCS?

**Q-89**

Have any students required remediation since the last RCS?

**Additional Documentation**

**Additional Documentation**

Upload Document	Document Description
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EXAMPLE