

# 2024 Report of Current Status

## 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 15, 2024**.

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 or last self-study (if accredited/reaccredited last year) ?

### 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

A1

#### Sponsorship

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A1.1

Institutional Responsibilities

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**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 providing one or more core program components. United States institutions must be accredited by a regional accrediting organization recognized by the U.S. Department of Education. Canadian institutions must have the appropriate degree-granting authority provided by the relevant provincial or territorial governments.

ACGC serves to accredit master's level genetic counseling programs that prepare individuals to enter the genetic counseling profession.

**FINDINGS**

**Q-2**

Have there been any changes that affect the Program's ability to comply with Standard A1.1.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

**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**

**Q-3**

Have there been any changes that affect the Program's ability to comply with Standard A1.1.2 since the last RCS or last self-study (if accredited/reaccredited last year)? ?

**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**

#### Q-4

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

#### 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



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#### FINDINGS

#### Q-5

Have there been any changes that affect the Program's ability to comply with Standard A1.1.4 since the last RCS or last self-study (if accredited/reaccredited last year)?

#### 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



[Show More](#)

#### A1.2.2

##### **Program Income**

- a. Tuition recovery;

[Show More](#)

#### A1.2.3

##### **In-Kind Contributions**

a. Staff/faculty;

[Show More](#)

#### A1.2.4

##### **Program Expenses**

a. Salaries;

[Show More](#)

#### FINDINGS

#### Q-6

Does the Program have sufficient financial resources to fulfill obligations to matriculating and enrolled students?

#### A1.3

#### A1.3

##### **Physical and Learning Resources**

The program has physical facilities and learning resources needed to successfully operate the educational program

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#### A1.3.1

##### **Facilities**

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

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#### A1.3.2

##### **Learning Resources**

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

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#### FINDINGS

## Q-7

Have there been any changes that affect the Program's ability to comply with Standard A1.3 since the last RCS or last self-study (if accredited/reaccredited last year)?

A2

A2

### Program Personnel and Faculty

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

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A2.1

### Program Leadership

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

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A2.1.1 Program leadership responsibilities include the following:

- Maintaining program compliance with the standards;
- Developing, reviewing, and revising the program's strategic plan, which may include mission, vision, goals, and/or philosophy;
- Long-term planning to ensure the program's fiscal stability;
- Communicating with the ACGC about significant staffing, administrative, financial, and/or fieldwork training changes;
- Developing, reviewing, and overseeing the program admissions process;
- Developing, implementing, and continuously evaluating the program, including all curricular requirements outlined in Section B;
- Coordinating, monitoring, and evaluating all personnel in activities that directly relate to the program;
- Providing academic advising, as well as monitoring, evaluating, and remediating student performance;
- Maintaining and collaborating with the program advisory board and implementing appropriate recommendations.

## FINDINGS

## Q-8

Have there been any changes that affect the Program's ability to comply with Standard A2.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

## A2.2

### A2.2

#### **Program Leadership Positions**

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### 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](#)

### A2.2.2

#### **Qualifications**

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

[Show More](#)

### A2.2.3

#### **Responsibilities**

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

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## FINDINGS

## Q-9

Have there been any changes that affect the Program's ability to comply with Standard A2.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

## A2.3

### A2.3

#### **Additional Leadership Positions**

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



[Show More](#)

#### A2.3.1

##### **Qualifications**

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

[Show More](#)

#### A2.3.2

##### **Responsibilities**

The other program leadership positions are responsible for working in collaboration with the program director(s) to

[Show More](#)

#### FINDINGS

#### Q-10

Have there been any changes that affect the Program's ability to comply with Standard A2.3 since the last RCS or last self-study (if accredited/reaccredited last year)?

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

#### A2.4

##### **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

#### Q-11



What is the total program leadership FTE?

**Q-12**

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

**Q-13**

How many **total** students were enrolled at the time of the Program's most recent accreditation or reaccreditation decision (new program approval or site visit)?

**Q-14**

**Compared to the most recent accreditation or reaccreditation decision (e.g., new program approval or site visit),** has the Program's enrollment increased by more than 10% or 4 total students (whichever is smaller) or more since the last RCS or last self-study (if accredited/reaccredited last year)?

**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**

**Q-15**

Has the Program leadership changed since the last RCS or last self-study (if accredited/reaccredited last year)?

**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

**Q-16**

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

**A2.4.4**

A2.4.4.

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**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

**Q-18**

Has anyone in program leadership taken a leave of absence since the last RCS or last self-study (if accredited/reaccredited last year)?

**Q-20**

Have there been any changes that affect the Program's ability to comply with Standard A2.4.4 or last self-study (if accredited/reaccredited last year)?

**A2.5**

A2.5

**Instructional Faculty/Staff**

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A2.5.1

## Qualifications

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

[Show More](#)

### A2.5.2

## Requirements

The program is required to:

[Show More](#)

### A2.5.3 Responsibilities

The members of the instructional faculty/staff must establish an atmosphere that is conducive to learning. The instructional faculty/staff is responsible for the following items:

- Classroom and fieldwork teaching;
- Assessing and communicating student performance;
- Identifying students who are not achieving defined objectives;
- Providing remedial instruction;
- Supervising student research when appropriate.

## FINDINGS

### Q-21

Have there been any changes that affect the Program's ability to comply with Standard A2.5 since the last RCS or last self-study (if accredited/reaccredited last year)?

### Q-22

Do you have any new primary instructional faculty/course directors to report whose information has not been previously submitted to ACGC since the last RCS or last self-study (if accredited/reaccredited last year)?

## A2.6

## A2.6



## Fieldwork Supervisors

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

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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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### A2.6.2

#### Responsibilities

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

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## FINDINGS

### Q-23

Have there been any changes that affect the Program's ability to comply with Standard A2.6 since the last RCS or last self-study (if accredited/reaccredited last year)?

### 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

### Q-24

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

study (if accredited/reaccredited last year)?

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

### A3

#### 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.

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#### FINDINGS

### Q-25

Have there been any changes that affect the Program's ability to comply with Standard A3.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

### A3.2

#### 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

### Q-26

Have there been any changes that affect the Program's ability to comply with Standard A3.2.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

### A3.2.2

#### Admissions



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

[Show More](#)

#### FINDINGS

#### Q-27

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

#### Q-28

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

<b>Accreditation status</b>	
<b>Mission and objectives</b>	
<b>Required prior education (including prerequisite courses), work, and volunteer experiences</b>	
<b>Required academic standards for enrollment</b>	
<b>Degree requirements</b>	
<b>Estimation of all costs (tuition, fees, etc.) related to the program</b>	
<b>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.</b>	
<b>Attrition rate for the past three years</b>	
<b>Job placement rate in a genetic counseling or related position for the past three years</b>	

### 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

[Show More](#)

FINDINGS

**Q-29**

Have there been any changes that affect the Program's ability to comply with Standard A3.2.3 since the last RCS or last self-study (if accredited/reaccredited last year)?

**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

**Q-30**

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

**Q-31**

Have there been any changes that affect the Program's ability to comply with Standard A3.2.5 since the last RCS or last self-study (if accredited/reaccredited last year)?

**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:

[Show More](#)

**B1**

**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

[Show More](#)

**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

[Show More](#)

**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.

[Show More](#)

**FINDINGS**

**Q-32**

Have there been any changes to the Program's instructional plan since the last RCS or last self-study (if



accredited/reaccredited last year)?

## 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

## Q-33

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 accreditation or reaccreditation decision (new program or site visit)?**

## B3

### Fieldwork Training

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

[Show More](#)

## B3.1

### 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.

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#### 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;

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### FINDINGS

**Q-35**

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 or last self-study (if accredited/reaccredited last year)?

**B3.1.3**

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



**FINDINGS**

**Q-36**

Have there been any changes that affect the Program's ability to comply with Standard B3.1.3 since the last RCS or last self-study (if accredited/reaccredited last year)?

**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**

**Q-37**

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

study (if accredited/reaccredited last year)?

## 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



[Show More](#)

### FINDINGS

### Q-38

Have there been any changes that affect the Program's ability to comply with Standard B3.1.5 since the last RCS or last self-study (if accredited/reaccredited last year)?

### Q-39

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

### Q-40

If there are significant differences in the case distribution across specialties per student (Standard B3.1.4) or between students (Standard B3.3), please provide additional information.

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

### B3.2

#### 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](#)

### B3.2.2

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

[Show More](#)

#### FINDINGS

### Q-41

Have there been any changes that affect the Program's ability to comply with Standard B3.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

### 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

### Q-42

Have there been any changes that affect the Program's ability to comply with Standard B3.3 since the last RCS or last self-study (if accredited/reaccredited last year)?

### B4

#### **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:

[Show More](#)

**FINDINGS**

**Q-43**

Have there been any changes that affect the Program's ability to comply with Standard B4.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

**B4.2**

**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.

[Show More](#)

**B4.2.2**

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

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**FINDINGS**

**Q-44**

Have there been any changes that affect the Program's ability to comply with Standard B4.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

**B5**

**B5 Additional Requirements**



**B5.1**

## Student Teaching Experience

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### 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:

[Show More](#)

#### FINDINGS

### Q-45

Have there been any changes that affect the Program's ability to comply with Standard B5.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

### B5.2

#### Research and Scholarly Endeavors

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



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#### FINDINGS

### Q-46

Have there been any changes that affect the Program's ability to comply with Standard B5.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

## 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

### 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.

[Show More](#)

#### 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-

[Show More](#)

#### 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

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#### C1.4

Advisory Board membership must include program leadership and instructional, research, and/or fieldwork faculty. Advisory Board membership must include a medical geneticist (holding current certification by ABMGG, Royal College

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## FINDINGS

### Q-47

Have there been any changes that affect the Program's ability to comply with Standard C1 since the last RCS or last self-study (if accredited/reaccredited last year)?

## 9. Section C: Evaluation - Program Evaluation Outcome Measures

C2

**C2 Program Evaluation Outcome Measures**



At a minimum, the following outcome measures must be included in the program’s ongoing evaluative processes.

C2.1

**Student Performance on the ABGC Certification Examination**

Programs must annually document and evaluate the performance of their alumni on the ABGC board certification

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**FINDINGS**

Q-48

Q-49

Please enter the total number of matriculants for each year.

	<b>Students Matriculated in 2019</b>	<b>Students Matriculated in 2020</b>	<b>Students Matriculated in 2021</b>
<b>Number of Matriculants</b>			

**Number of Examinees**

Use the table below to report on the performance of program graduates from the ABGC School Performance Reports for the indicated years.

Then enter the:

- number of new examinees (N)
- number of new examinees who passed the exam (NP)
- number of repeat examinees (R)
- number of repeat examinees who passed the exam (RP)

**Note:** For data analysis purposes, please provide the data using the **year of matriculation**.

	<b>Students Matriculated in 2019</b>	<b>Students Matriculated in 2020</b>	<b>Students Matriculated in 2021</b>



	N	NP	R	RP	N	NP	R	RP	N	NP	R	RP
February 2024												
August 2023												
February 2023												
August 2022												
February 2022												
August 2021												
Total												

Q-50

**Percentage Pass Rates**

Percentages of graduates for each year that passed the exam as a new examinee and the cumulative first-time pass rate of the three most recent classes. The percentages for the board passage rates will calculate automatically based upon the values you entered into the above table. **Note:** For data analysis purposes, please provide the data using the year of matriculation.

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

	<b>Percentage First-Time Pass Rates - Students Matriculated in 2019</b>	<b>Percentage First-Time Pass Rates - Students Matriculated in 2020</b>	<b>Percentage First-Time Pass Rates - Students Matriculated in 2021</b>	<b>Cumulative First-Time Pass Rates of 3 Most Recent Classes</b>
% Pass Rate				

<b>Overall % Pass Rate Including R Values</b>	
---	--

Q-51

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

Q-53

Have any graduates from the Program attempted the Canadian Board of Genetic Counselling (CBGC) exam since the last RCS or last self-study (if accredited/reaccredited last year)?

## 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

### Q-54

Have there been any changes that affect the Program's ability to comply with Standard C2.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

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

## C2.3

### C2.3

#### Personnel Evaluations

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

[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

### Q-55

Have there been any changes that affect the Program's ability to comply with Standard C2.3.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

## C2.3.2

### Primary Instructional Faculty/Course Directors



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

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#### FINDINGS

#### Q-56

Have there been any changes that affect the Program's ability to comply with Standard C2.3.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

#### Q-57

Have there been any concerns about primary instructional faculty or course directors identified on performance/course evaluations since the last RCS or last self-study (if accredited/reaccredited last year)?

## C2.4

### C2.4 Course Evaluations



#### C2.4.1

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

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#### FINDINGS

#### Q-58

Have there been any changes that affect the Program's ability to comply with Standard C2.4.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

#### Q-59

Have there been concerns raised in any of the Program's course evaluations since the last RCS or last self-study (if accredited/reaccredited last year)?

#### 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.



#### FINDINGS

#### Q-60

Does the Program require courses in other schools or departments?

#### C2.5

##### C2.5

##### **Evaluation of Fieldwork Experience**

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

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##### **C2.5.1 Fieldwork sites**

- a. The program must document that each fieldwork site provides the student access to physical facilities, client populations, and supervision necessary to fulfill program expectations of the experience.
- b. Program leadership must regularly monitor each fieldwork site to ensure that each student has completed the expected learning outcomes.
- c. Students must be provided the opportunity to evaluate each fieldwork site.

#### FINDINGS

**Q-62**

Have there been any changes that affect the Program's ability to comply with Standard C2.5.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

**C2.5.2**

**Fieldwork supervision**



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

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**FINDINGS**

**Q-63**

Have there been any changes that affect the Program's ability to comply with Standard C2.5.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

**C3**

**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:

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**C3.1.1**

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

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### C3.1.2

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

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### C3.1.3

The program's remediation policy;

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### C3.1.4

Policies regarding academic probation or dismissal.

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## FINDINGS

### Q-64

Have there been any changes that affect the Program's ability to comply with Standard C3.1 since the last RCS or last self-study (if accredited/reaccredited last year)?

## C3.2

### C3.2 Guidelines for Student Evaluation



#### C3.2.1

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

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#### C3.2.2

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

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#### C3.2.3

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

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### C3.2.4

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

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### C3.2.5

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

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### C3.2.6

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

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### C3.2.7

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

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### C3.2.8

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

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## FINDINGS

### Q-65

Have there been any changes that affect the Program's ability to comply with Standard C3.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

### Q-66

Have any students required remediation since the last RCS or last self-study (if accredited/reaccredited last year)?

Additional Documentation

Additional Documentation

<b>Upload Document</b>	<b>Document Description</b>
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