Application for Candidacy - Standards Effective Aug. 1, 2024

General Overview and Instructions

The Accreditation Council for Genetic Counseling (ACGC) was established in 2012 to serve as the accrediting body for the genetic counseling profession. The ACGC's mission is to provide leadership by establishing Standards for graduate level genetic counseling education in order to protect the interests of students and the public, as well as the integrity of the genetic counseling profession through:

- Evaluating educational programs to ensure compliance with those Standards; and
- Accrediting genetic counseling training programs that meet the Standards established by the ACGC.

Eligibility for Candidacy:

The ACGC accredits qualified, masters-level genetic counseling training programs located within institutions chartered by and physically located within the United States and Canada. Sponsoring institutions must be accredited by, and in good standing with, a recognized regional accrediting agency and must be authorized by that agency to confer upon graduates of the Genetic Counseling program a graduate degree.

System Instructions:

You do not need to complete the application in one sitting. The system will allow you to enter responses, save your current progress and finish the submission later.

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.

Uploading Attachments

- To upload all attachments at once:
    - On the top right navigation, click on the Documents tab.
    - Upload your documents.
- 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.

Exporting Your Response

- If you have the application open with the data input sheet on the left, click Exit in the top right-hand corner to close the application and navigate to the Instrument Summary Response page. If just logged in to the system and clicked the Application for Candidacy under Instruments, the Instrument Summary Response page will be the first page you will see.

To export your response, click the gear icon to the right of the Application for Candidacy instrument title and select the Export to HTML/PDF & Print link. Please see the System FAQs document in the section below for instructions containing screen shots.

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 application. If you have questions or difficulties, contact the ACGC office at (703) 506-7667 or info@gceducation.org.

Program Information

Q-1

Primary Contact Information

Q-2

Program Design

Q-3

Program Design

SECTION A: ADMINISTRATION - Sponsorship

A1

A1

A1.1

A1.1.1

Q-4

Please upload or provide a link to the most recent accreditation decision letter from the accrediting body to the sponsoring institution. If providing an upload, the file name should be: A1.1Accreditation_NAMEofDegreeGrantingInstitution

No document provided

A1.1.2

A1.1.2 The mission, goals, and expected outcomes of the program are aligned with those of the sponsoring institution and reflect standards and guidelines of the genetic counseling profession. Policies of the sponsoring institution and genetic counseling program clearly support the program's mission, goals, and expected outcomes and encourage shared governance, fiscal stability, and ongoing efforts to improve program quality and compliance with ACGC Standards and Policies.

- Complying with all requirements of the regional/state accrediting body or Canadian provincial or territorial governments;
- Hiring and maintaining faculty and staff in sufficient numbers and with the expertise and experience required to fulfill ACGC requirements;
- Supporting program faculty's planning of curriculum design, course selection, and program evaluation;
- Permanently maintaining student transcripts;
- Conferring the credential and/or academic degree that documents satisfactory completion of the educational program;

- Ensuring that all genetic counseling program personnel and student policies are consistent with federal and state, provincial or territorial statutes, rules, and regulations;
- Addressing appropriate security and personal safety measures for genetic counseling students, staff and faculty in all locations where instruction occurs;
- Identifying and managing conflict of interest for program faculty and staff, including financial interest or other activities that could impact program integrity or sustainability (e.g., individuals who have roles in more than one program);
- Ensuring the fiscal stability of the program; and
- Resolving conflicts between accreditation standards and state or local laws governing the institution or program seeking accreditation.

Q-5

Please document necessary information regarding the institutional administrative oversight (Dean, chair), and partnering institution(s). Briefly describe how the sponsoring institution fulfills the requirements delineated in Standard A1.1.2. (max 750 words)

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.

a. For permanent and temporary placements that are not part of the sponsoring institution, the program is responsible for obtaining formal affiliation agreements whenever the sponsoring institution requires them.

b. Affiliation agreements may also be required when outside institutions assist the program in research, instructional content/coursework, laboratory work, or other types of activities.

c. When formal affiliation agreements are not required, the sponsoring institution should execute a Memorandum of Understanding specifying the agreement for services between the program and the outside institution.

d. The program is responsible for ensuring that there are adequate personnel to provide supervision/training for students and that personnel acknowledge the agreements (See Standard A2).

Q-6

Briefly describe how the sponsoring institution fulfills the requirements delineated in Standard A1.1.3.

SECTION A: ADMINISTRATION - Institutional Resources

A1.2

A1.2

A1.2.1

A1.2.2

A1.2.3

A1.2.4

Q-7

Fiscal Year

What is the institution's fiscal year cycle (month/day to month/day)?

Time Frame (see definitions below)

Month	Day		Month	Day
		to		

Q-8

Budget

Complete the budget template below. The table 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 1 is the fiscal year in which the first cohort would begin the program. The remaining two years would span the subsequent two fiscal years.

Tuition recovery: The total amount of gross tuition collected by the institution (# students anticipated x resident tuition + # 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 benefits 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 GCEA, NSGC, 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)
PROGRAM INCOME			
Tuition recovery			
Continuing Education Programs			
Other program income (specify and include extra rows if necessary)			
TOTAL PROGRAM INCOME			

BUDGET YEARS	Year 1 (fiscal year)	Year 2 (fiscal year)	Year 3 (fiscal year)

PROGRAM EXPENSES			
Personnel			
Honoraria			
Supplies			
Equipment			
Fees			
Memberships			
Travel (Faculty and Staff)			
Travel (Students, if applicable)			
Other (specify and include extra rows if necessary)			
TOTAL PROGRAM EXPENSES			

BUDGET YEARS	Year 1 (fiscal year)	Year 2 (fiscal year)	Year 3 (fiscal year)
STUDENT SUPPORT			
Stipends			
Work Study			
Graduate Assistantships			
Financial Aid			
Scholarships			
Intradepartmental/Intramural grants			
Other (specify and include extra rows if necessary)			
TOTAL STUDENT SUPPORT			

Q-9

Budget Narrative

In the space provided, address the following questions.

1. Describe the budgetary process for the program.
2. Tuition: Explain how tuition was calculated. If tuition for the genetic counseling program differs from other graduate degree programs at the institution, please describe. If only a portion of tuition is retained by the program, or if no tuition is retained by the program, please explain.
3. Describe any in-kind support offered by departmental or other institutional faculty, clinical supervisors, or others.
4. Describe any other program income and show calculations for the numbers included in the table above.
5. Provide details to explain the Program Expenses for each category (e.g., how did you arrive at the numbers shown in the table above?).
6. Student support: Describe the types of student support programs to which the students have access and provide an estimate of financial impact on the program and/or overall cost of attendance for the students.

Q-10

No document provided

SECTION A: ADMINISTRATION - Program Personnel and Faculty

A2

Program Personnel and Faculty

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

Show More

Q-11

Please upload the current and specific job descriptions for program leadership positions.

The filename should be: A2LeaderPositionDescriptions_ShortNAMEofProgram (Note: A description is required for each leadership position you include in your program's structure)

Program Leadership Position Title	Job Description
	No document provided

A2.1

A2.1

Program Leadership

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

Show More

A2.1.1

Program leadership responsibilities include the following:

- Maintaining program compliance with the standards;

Show More

Q-12

In each column below mark the roles/responsibilities of the Program Leadership, including whether the role is primary (P), secondary (S) or not applicable (N/A). Complete the overall % FTE dedicated specifically to program leadership responsibilities (as defined in Std. A2.1.1) for each individual in the last row.

Responsibility	Director/Co-Director	Co-Director	Associate Director	Assistant Director	Medical Director	Curriculum	Fieldwork Training	Research	Other
Select the appropriate title from the drop-down for fieldwork training positions									
Replace job titles as appropriate for your program:									
Maintaining program compliance with the Standards									
Developing, reviewing, and revising the program's strategic plan, which may include mission, vision, goals, and/or philosophy									
Developing, reviewing, and revising the program's plan to									

identify and address diversity, equity, inclusion, and justice for students, faculty, staff, and leadership									
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 guidance to faculty and staff about where to access required continuing education									
Providing academic advising, as well as monitoring, evaluating, and remediating student performance									
Maintaining and collaborating with the program advisory board and implementing appropriate recommendations									

FTE %											

A2.2

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;

b. At least one must have a minimum of 0.5 FTE dedicated time to program administration and leadership; and

c. Program directors may not serve as program leadership for another program; program directors may serve as faculty for other programs so long as it does not create a conflict of interest.

Q-13

No response provided

Q-14

Q-15

A2.2.2

A2.2.2

Q-16

Please upload the updated PD/Co-Director biosketch for each director/co-director using the ACGC biosketch template available here. File(s) should be named: A2.2Biosketch_Director_PersonName_ShortNAMEofProgram (NOTE: include the name of the program director where it says Person Name and your program name).

Name	Position Title	Biosketch
		No document provided

A2.2.3

A2.2.3

A2.3

A2.3

Q-17

No response provided

A2.3.1

A2.3.1

A2.3.2

A2.4

A2.4.1

Q-18

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

i. ≤10 students: 1.0 FTE

ii. 11-15 students: >1.0 FTE

iii. 16-20 students: >1.25 FTE

iv. 21-25 students: >1.5 FTE

v. ≥26 students: >1.75 FTE

Q-19

A program director or co-director, specifically, must have at least 0.5 FTE dedicated to academic and administrative responsibilities in support of the program.

SECTION A: ADMINISTRATION - Administrative Support Staff

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 administrative support report to the program leadership, and the program leadership will define the specific responsibilities of the administrative support staff. The ACGC may determine if the FTE allotted to program administrative support should exceed 0.5 FTE based on the number of students, the academic and administrative complexity of the program, and the responsibilities required.

Q-20

Please explain how the program meets Standard A2.7 about administrative support staff.

SECTION A: ADMINISTRATION - Operational Policies and Procedures

A3.2.3

Mission Statement and Objectives

A program's mission, vision, and/or value statement should include articulation of the program's commitment to diversity, equity, inclusion, and justice and be consistent with both the institution's mission and with the National Society of Genetic Counselors (NSGC) Code of Ethics and/or, where applicable, the Canadian Association of Genetic Counselors (CAGC) Code of Ethics.

Q-21

Please provide the mission statement and objectives and explain how they meet this standard.

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.

Q-22

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

SECTION B: CURRICULUM AND INSTRUCTION - Fieldwork Training

B3

B3

B3.1

B3.1.1

B3.1.2

B3.1.3

B3.1.4

B4

B4.1

Q-23

Please complete a table for participatory case fieldwork placements, supplementary placements and experiences.

Instructions/Definitions:

Setting: Clinic, laboratory, industry, simulation lab, research, etc.

Delivery mode: In-person, telephone, group, and telemedicine

Specialty/Experience: Cancer, pediatrics, prenatal, advocacy, variant interpretation, utilization management, etc.

BC GC Supervisors: Number of board-certified genetic counselors who serve as supervisors

Other Supervisors: Number of other supervisors on-site who are not board-certified genetic counselors

Fieldwork Placement Name	Setting	Specialty/Experience Type	Patient/client Life Cycle Stage	Service Delivery Mode	# BC GC Supervisors	# Other Supervisors	Participatory Case Acquisition or Supplemental Experiences
Cancer Clinic X	clinic	cancer	Prenatal	in-person	3	0	Participatory
Lab B	lab	variant interpretation	Pediatric	telephone	1	2	Supplemental
Non-profit C	Non-profit	Patient advocacy	Adult	In-person	1	1	Supplemental

B3.2

B3.2

B3.2.1

B3.2.2

Q-24

Please upload a fieldwork placement grid for two full cohorts. This file should be named: B3.2FieldworkPlacements_ShortNAMEprogram

No document provided