

New Program Application - 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:

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. The graduate degree-granting institution is the sponsoring institution that applies for accreditation. 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.

An application for accreditation will not be accepted unless a Program Director (or Interim Program Director) and a Medical Director (or Interim Medical Director) have been identified and are committed to be program leaders.

Application Review Process:

Accreditation of genetic counseling programs is a process initiated by the sponsoring institution. It includes a comprehensive review of the program relative to the Standards. It is the responsibility of the genetic counseling program to demonstrate compliance with the Standards. Accreditation decisions are made based on the ACGC evaluation of information contained in the Accreditation Application, the report of site visit evaluation teams, any additional reports or documents requested by the ACGC, and the program's accreditation history.

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 the down arrow to the right of PROGRESS and select Documents in the drop down.
 - Upload your documents.
- To view or remove the uploaded documents:
 - On the top right navigation, click the down arrow to the right of PROGRESS and select Documents in the drop down.

- 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 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

Q-4

Program Abstract

Provide a description of the process of how the program was developed. Please include names and roles of key faculty members and administrators, as well as any committees that were developed during the process, e.g. curriculum development, assessment, outside advising. Also include the program's mission and goals and explain how those are in concert with the mission and goals of the sponsoring institution. Discuss the proposed timeline for recruiting, interviewing and admitting the first class, as well as the anticipated number of students planned to admit and growth of the number of matriculated students over the next 5 years. Please describe how the program's learning environment will foster the success of its students; speak specifically to the sponsoring institution's commitment to the program, faculty and physical resources in place to support students and sufficient clinical experiences to develop genetic counseling skills.

SECTION A: ADMINISTRATION - Sponsorship

A1

A1 Sponsorship

A1.1 Institutional Responsibilities

A1.1.1 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 providing one or more core program components. United States institutions must be accredited by an institutional 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.

Q-5

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-6

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 Stds. 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-7

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

- A1.1.4**
- Resources are allocated to advance the skills and meet the required continuing education requirements for program leadership and principal faculty. Resource support may include:
- Financial support to maintain genetic counseling certification status;
 - Providing funding to attend continuing education conferences and meetings;
 - Hosting educational workshops or meetings;
 - Allowing:
 - i. Non-vacation time to attend continuing education conferences and meetings;
 - ii. Time for clinical practice and research/scholarly activities;
 - iii. Time to pursue an advanced degree and/or providing tuition remission for an advanced degree; and
 - iv. Opportunities for faculty review and promotion.

Q-8

Indicate which of the following opportunities the program's institution supports:

SECTION A: ADMINISTRATION - Institutional Resources

- A1.2**
- A1.2
- A1.2.1
- A1.2.2
- A1.2.3
- A1.2.4

Q-9

Fiscal Year

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

Time Frame (see definitions below)

Month	Day	to	Month	Day

Q-10

Budget

Complete the budget template below. The table below should only include income and expenses that are specific to the operating budget of the program. For example, if the program director's salary is paid by another source, that expense should not be included in the table, but rather described below in the narrative. Support for the students outside of the program (e.g., scholarships, travel money, etc.) should also be included in the narrative.

Definitions and Instructions

Time Frame/Years in budget table: Year 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 the program has a regular source of income due to offering of continuing education (such as an online course for non-degree students), include known or estimated income from that program.

In-Kind: In-kind support is any support offered to the program for which the program does not pay. Please see budget justification below for instructions on explaining

any in-kind support.

Program Expenses: This section will tally all expenditures anticipated for the program, including any tuition “taxed” or recovered by the institution.

Personnel: Calculate the total costs of salaries and fringe for program leadership, adjunct faculty, any regular faculty that are not part of the program leadership, and administrative support. These costs should be adjusted based on actual or anticipated FTE for each individual.

Honoraria: Clinical supervisors, guest lecturers, or others who are paid for a specific deliverable and are not included in personnel.

Supplies: Office supplies, any equipment less than \$5,000, books, other educational materials, laptops, tablets, subscriptions (Zoom, SurveyMonkey, etc.), and recruitment-related supplies (e.g., brochures, catering)

Equipment: Any items exceeding \$5,000

Fees: ACGC annual fee, candidacy application fee, state license fees if paid by the program

Memberships: Include only memberships that are paid by the program for faculty and staff, such as 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 as necessary)			
TOTAL STUDENT SUPPORT			

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 detail 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-12

No document provided

A1.3

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 field- work resources designed in number, size, and location to operate the educational program proposed. Programs should be aware of and demonstrate compliance with applicable policies and legislation in regard to privacy and accessibility.

Q-13

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.

Q-14

SECTION A: ADMINISTRATION - Program Personnel and Faculty

A2

The program staff and faculty must possess the educational and experiential qualifications to perform their assigned duties and to facilitate student achievement of the ACGC Practice Based Competencies (PBCs). Current and specific job descriptions for program leadership must be maintained by the program and available to the ACGC upon request. Program leadership is required to have designated time that is free from clinical service, research efforts, and institutional responsibilities to perform their educational and administrative duties directly related to the genetic counseling program. Clinical, research and other non-program administrative FTE cannot be used in the program leadership FTE calculation. Faculty and staff must have access and time to participate in continuing professional education to maintain and update their professional, teaching, supervisory, and administrative knowledge and skills.

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

Program Leadership Position Title	Job Description
	No document provided

Program Leadership

A2.1.1

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) for each individual in the last row.

[illegible]

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-17

No response provided

Q-18

Q-19

A2.2.2

A2.2.2

A2.2.3

Q-20

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

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A2.3

A2.3

A2.3.1

A2.3.2

Q-21

No response provided

A2.4

Program Leadership Policies

A2.4.1

Q-22

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-23

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.

A2.4.2

A2.4.2

A2.4.3

A2.4.4.

Q-24

SECTION A: ADMINISTRATION - Instructional Faculty/Staff

A2.5

Instructional Faculty/Staff

The instructional faculty/staff may include genetic counselors, physicians, basic scientists, psychologists, social workers, and/or other individuals with advanced degrees

[Show More](#)

A2.5.1

Q-25

Please upload the biosketches for primary instructional faculty/staff that have not already been submitted as part of this application. [Please use the ACGC biosketch template for instructional faculty available here.](#)

These files should be named as follows: A.2.5Biosketch_InstructionalFaculty_NamePerson_ShortNAMEofProgram

Name and Degree(s)	Institution/Department	Job Title (e.g. Asst Prof. of Genetics)	Courses Taught (course # and title)	Biosketch
				No document provided

A2.5.2

Requirements

The program is required to:

- Ensure sufficient depth and breadth of instructional staff to provide students with adequate attention, instruction, and supervised practice to acquire the necessary knowledge and to support the development of the PBCs needed to complete the program;
- Provide opportunity for continuing education; and
- Submit ACGC bio sketches of primary instructional faculty/course directors as part of the accreditation application or the self-study or for new instructors at the time of the annual report of current status.

Q-26

Please explain how the program provides opportunities for continuing education to the instructional faculty/staff per standard A2.5.2.

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;
- Assessment and communication of student performance;
- Identifying students who are not achieving defined objectives;
- Providing remedial instruction;
- Supervising student research when appropriate;
- Incorporation of principles of diversity, inclusion, equity, and justice; and
- Fostering an inclusive environment where all individuals are valued and supported.

Q-27

Please explain how it is assessed whether the instructional faculty/staff are establishing an atmosphere conducive to learning in the classroom and fieldwork. Describe the plan in place to respond or how the program leadership has responded to problems that arise in this area. Also, describe how the faculty and staff assess and communicate performance, identify students not achieving defined objectives, provide remedial instruction, and incorporate principles of diversity, inclusion, equity, and justice to foster an inclusive environment per standard A2.5.3.

A2.6

A2.6 Fieldwork Supervisors

The program must ensure that the students have sufficient access to fieldwork supervision by board-certified genetic counselors who represent a broad range of genetic counseling techniques and styles. Programs must assess and document the credentials and qualifications of those who will be supervising the students' fieldwork experiences. The standards below are specific to those supervisors who are involved in the 50 required participatory fieldwork cases (see Standard B3.1). For cases that are not part of the 50 required participatory fieldwork experiences, the participating faculty and staff may also include medical geneticists, social workers, psychologists, non-genetics physicians, and other health professionals with adequate training, experience, and credentials in their respective fields.

A2.6.1 Qualifications

- a. Current genetic counselor certification by ABGC, the Canadian Association of Genetic Counsellors (CAGC), or ABMG[G];
- b. At least one (1) year of experience as a clinical genetic counselor or in relevant fieldwork placement; and
- c. Complete one (1) hour per year of training/coursework related to fieldwork supervision; including at least 0.5 hour of training/coursework related to principles of diversity, equity, inclusion, and justice.

Q-28

Please explain how the program assesses and documents the credentials and qualifications of fieldwork supervisors as outlined in standard A.2.6.1 (this also supports B4.2.1).

NOTE: Documentation of qualifications and preparation for fieldwork supervision may be requested by site visitors or ACGC Board.

A2.6.2

Responsibilities

The fieldwork supervisors are responsible for student supervision and performance assessment in fieldwork training sites. Fieldwork supervisors work with the program leadership to:

- Establish fieldwork training goals specific to their setting;
- Define how students will be involved, supervised, and evaluated in client care and related activities;
- Observe, monitor, and evaluate student/client encounters;
- Provide an inclusive atmosphere conducive to student learning;
- Provide environments conducive to student learning; and
- Communicate with program leadership when situations of poor student performance arise.
- Incorporate principles of diversity, inclusion, equity, and justice into patient care and mentoring
- Foster an inclusive environment where all individuals are valued and supported.

Q-29

Please describe how the program maintains compliance to Standard 2.6.2 with regard to fieldwork training responsibilities of program leaders and supervisors.

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-30

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

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 and be in compliance with applicable accessibility policies and legislation.

Q-31

Please provide links to where the institution publishes information about the graduate program and explain how the program ensures such information is accurate in compliance with standard A3.1.1.

A3.1.2

Student, faculty, and staff recruitment, faculty and staff employment, and student admission practices must be non-discriminatory in alignment with applicable federal, state, and provincial non-discriminatory policies and legislation.

Q-32

Please explain how the program meets standard A3.1.2.

A3.1.3

Students, faculty and staff must be informed about the institution's defined written policies and procedures for processing student and faculty grievances and allegations of harassment.

Q-33

Please explain the process of how the program informs students, faculty and staff about policies and procedures related to grievances and allegations of harassment. Include links to this information.

A3.1.4

Students must be informed about, and have access to, student health and counseling services.

Q-34

Describe how students are informed about student health and counseling services and provide links to this information.

A3.1.5

The health, safety, and privacy of clients, students, faculty, and staff associated with the educational activities must be reasonably safeguarded by the institution.

Q-35

Please explain how the program/institution safeguards the health, safety, and privacy of clients, students, faculty and staff in compliance with Standard A3.1.5.

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.

- a. The program must inform students, staff and faculty of program policies and practices.
- b. The program must have written policies that provide for timely access and/or referral of students to appropriate support services.
- c. If the program has additional policies (other than those of the institution's policies or policies) that supersede institutional policies related to grievances and harassment, the program is expected to document these and make them readily available to students, staff and faculty.

Q-36

A3.2.2

Admissions

- a. Admission of students must be made in accordance with clearly defined and published practices of the institution.
- b. The program must define, publish, and make readily available on the program website the admission practices of the program. At a minimum, programs are required to include the following information on the program's website:
 - i. Accreditation status.
 - ii. Mission and objectives.
 - iii. Admission requirements regarding prior education (including prerequisite courses), work, and volunteer experiences.
 - iv. All required academic standards for enrollment.
 - v. Degree requirements.
 - vi. Estimation of all costs (tuition, fees, etc.) related to the program.
 - vii. Cumulative first-time board examination pass rates (number of test takers who passed/total number of test takers and percentage) 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.
 - viii. Attrition rate (number of students who have left the program/total number of matriculated students and percentage) for the past three years.

ix. Job placement rate (number of students who secured a position within 3 months of graduation/total number of graduates and percentage).

x. Institutional services/offices such as disability services, diversity offices, first generation services, tutoring/writing support, underrepresented student groups, and affinity groups.

c. Programs are expected to develop strategies to foster diverse representation in the genetic counseling profession. Possible strategies can include, but are not limited to:

- The program establishes annual recruitment goals for underrepresented populations;
- The program identifies new student scholarship opportunities for underrepresented populations;
- The program documents activities and attendance by underrepresented candidates at local, regional, and national outreach events; and
- The program adds one or more individuals to the admissions committee from local community groups serving underrepresented populations.

Q-37

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-38

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

A3.2.4

Student Handbook

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

- a. Program mission and vision statement;
- b. Required academic standards;
- c. Requirements for progression in the program;
- d. Policies and procedures and information pertaining to:
 - i. Remediation;
 - ii. Withdrawal and dismissal from the program;
 - iii. Processing of student grievances;
 - iv. Processing of allegations of harassment, discrimination, or maltreatment related to their training;

- v. Availability of support services; and
- vi. Student advising/guidance

Q-39

Please provide a link to the student handbook and/or upload a copy of the handbook. If the handbook is uploaded, please name the file as follows:

A3.2.4StudentHandbook_ShortNAMEofProgram.

No document provided

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-40

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

A3.2.6

Student Records

- a. Student files kept by the program and/or institution must include documentation showing:
 - i. That the student has met the published admissions criteria;
 - ii. That the student has met institutional and program health screening and immunization requirements;
 - iii. Student performance while enrolled, including all student evaluations;
 - iv. Referrals for support or academic services, including follow-up as allowed by the program's institutional regulations and requirements;
 - v. Remediation efforts and outcomes;
 - vi. Formal academic guidance/advising the student received;
 - vii. Primary and summary documents regarding any formal academic and/or behavioral disciplinary action taken against a student by faculty, staff or others;
 - viii. That the student has met the requirements for program completion.
- b. Students must have access to their own records, but must not have access to the academic records or other confidential information of other students, staff or faculty.
- c. Student health records are confidential and must not be accessible to or reviewed by the program or instructional faculty or staff except for immunization and tuberculosis and drug screening results, which may be maintained and released with written permission from the student.
- d. All student records, electronic and/or paper, must be stored securely by the program and institution. These records must be made available for review by the ACGC or their representatives upon request.
- e. Grades and credits for courses must be available in the form of an official transcript and must be permanently maintained by the sponsoring institution.

Q-41

Describe how the program maintains appropriate student records related to A3.2.6 a-e.

A3.2.7

Program Leadership Records must be kept by the program and must include:

- a. Current job descriptions that include duties and responsibilities specific to each program leadership position;
- b. Current curriculum vitae updated annually;
- c. Annual employee/faculty/program leadership evaluations.

Q-42

Describe how the program maintains program leadership records in compliance with A3.2.7.

SECTION B: CURRICULUM AND INSTRUCTION - Instructional Plan

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 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.

Q-43

Provide a narrative describing the program's overall curricular design including:

- How didactic coursework, clinical experiences, research requirements, and supplementary activities are coordinated and integrated to support student attainment of the skills described in the seven domains of the Practice-Based Competencies: Genetics and Genomics Expertise, Risk Assessment, Counseling, Communication, Research, Healthcare Systems, and Professional Identity.
- How the sequence of the curriculum promotes the development of these competencies.
- The various methods and materials employed in providing instruction (e.g., standard courses, online learning, distance education, etc.).
- Collaboration with faculty/staff in designing and implementing courses.
- How the program assesses and documents whether the instructional plan is promoting the development of the practice-based competencies.
- How the program ensures educational adequacy and equivalency of course content and/or clinical experiences when instruction is conducted at geographically separate locations, provided using different pedagogical and instructional methods or techniques for some students, and/or provided outside the home department.

Q-44

B1.1 List of Required Courses

Using the table below, provide information regarding coursework that is required of all students. Use the course numbers to refer to courses. If coursework is offered at more than one institution, list the institution where offered. **Do not list fieldwork rotations on this form.**

Course Number	Course Title	Name of Instructor or Organizer & Institution	Contact Hours Per Week	Number of Weeks

Q-45

Standard B1.1 Supplementary Curricular Activities

Using the table below, provide the following information regarding supplementary activities (such as case laboratory conferences, journal clubs, grand rounds, research seminars, etc.) in which students are required to participate. Do not include supplemental fieldwork experiences in this table.

* **Frequency** (indicate all that apply): A = daily; B = weekly; C = monthly; D = each semester; E = annually; F = other (specify)

** **Students role(s)** (indicate all that apply): A = attendance; B = case presentation; C = journal presentation; D = observation; E = laboratory activities; F = literature review; G = planning and execution; H = other (specify)

*** **Evaluation method(s)** (indicate all that apply): A = written exam; B = practical exam; C = oral exam; D = faculty or supervisor's evaluation of student's participation or performance; E = grade on research paper or thesis; F = other (specify)

Name or Type of Activity	Location or Site Where Activity Occurs	Frequency of	Student's Role in Activity**	Evaluation Method***
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		Student Participation*		

Q-46

Standard B1 Sequence of Required Courses, Fieldwork Placements and Supplementary Activities

In the following table, please indicate the duration and timing of required courses, fieldwork placements, and supplementary activities by checking the boxes corresponding to the month(s) of training. If fieldwork placements and other activities can occur at various times, give the sequence as it would be for only one typical student. Include required activities between the first and second academic years.

	Month of Training [beginning August (A)]																									
	First Year												Second Year												Third Year	
	A	S	O	N	D	Ja	F	Mr	Ap	M	Jn	J	A	S	O	N	D	Ja	F	Mr	Ap	M	Jn	J	A	S
Courses																										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Rotations																										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplementary Activities																										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Q-47

Upload all course syllabi. Please name them as follows: B1.2CourseNumber_AbbreviatedCourseName_ShortNAMEprogram

Course Number	Course Title	Syllabus
		No document provided

Q-48

Practice-Based Competency Mapping Table:

In the table below indicate the *primary* courses (up to 3), fieldwork placements and/or supplementary activities in which students learn, practice, and demonstrate the following Practice-Based Competencies (PBCs). We understand that several of these competencies may be reinforced in additional courses. If you anticipate that all placements will apply to a specific competency, please indicate “all rotations.” However, if you identify a competency that can only be demonstrated through a particular placement, please specify. Note: The competencies below are paraphrased from the 2023 ACGC Practice-Based Competencies for Genetic Counselors.

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
Genetics and Genomics Expertise - Apply knowledge of genetics and genomics principles, genetic conditions, and testing technologies to the practice of genetic counseling.			
1a. Demonstrate knowledge of genetics and genomics principles and concepts.			
1b. Apply knowledge of genetic conditions to the delivery of genetics services.			

1c. Demonstrate knowledge of genetic testing methodologies and variant interpretation.			
Risk Assessment - Evaluate personalized genetic risk.			
2a. Analyze family history to estimate genetic risk.			
2b. Calculate risk using probability methods and risk models.			
2c. Integrate clinical and laboratory data into risk assessment.			
2d. Order genetic tests guided by client-centered risk assessment.			
Counseling - Promote integration of psychosocial needs and client-centered decision-making into genetic counseling interactions.			
3a. Use applicable counseling skills and theories.			
3b. Establish a working alliance with client.			
3c. Promote psychosocial adaptation.			
3d. Facilitate client's decision-making process.			
Communication - Communicate genetics and genomics information to clients, colleagues, and other community partners.			
4a. Tailor communication to specific individuals and audiences.			
4b. Use a variety of approaches to communicate genetics and genomic information.			
4c. Convey probabilities based on client's risk perception and numeracy.			

Research - Synthesize the evidence base relevant to genetic counseling.			
5a. Critically interpret data and literature.			
5b. Apply data and literature considering its strengths, weaknesses, and limitations.			
5c. Demonstrate knowledge of how genetic counselors engage and contribute to the research process.			
Healthcare Systems - Demonstrate how genetic counselors fit within the larger healthcare system.			
6a. Demonstrate how disparities, inequities, and systemic bias affect access to healthcare for diverse populations.			
6b. Describe the financial considerations in the delivery of genetic services.			
6c. Advocate for continuity of care.			
6d. Collaborate with members of the Care Team, clients, and other Community Partner.			
Professional Identity - Embody the values of the genetic counseling profession.			
7a. Adhere to the genetic counselor scope of practice.			
7b. Follow applicable professional ethical codes.			
7c. Exhibit behaviors that promote an inclusive, just, equitable, and safe environment for all individuals and communities.			
7d. Engage in self-reflective practice to promote ongoing growth and development.			

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.

Q-49

Please explain how the program supports faculty development with respect to course design, implementation, and assessment.

B1.4

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

- Conducted at geographically separate locations;
- Provided using different andragogical and instructional methods or techniques for some students;
- Provided outside the home department.

Q-50

Please describe how the program ensures educational adequacy and equivalency if instruction is geographically separate, providing different instruction methods, or provided outside the home department.

B1.5

B1.5 The program is required to review its curriculum annually and subsequently update the corresponding syllabi.

B1.6 The program is required to review its curriculum annually, including a review of content for bias and diversity, and subsequently update the corresponding syllabi.

Q-51

Please describe the process by which the program reviews the curriculum annually, including how often this review takes place, how content is reviewed for bias and diversity, and how updates are made as needed.

SECTION B: CURRICULUM AND INSTRUCTION - Instructional Content

B2

B2 Instructional Content

B2.1 Content Areas

General content areas required to support the development of the PBCs in genetic counseling must include, but are not limited to, the following:

B2.1.1

B2.1.2

B2.1.3

B2.1.4

B2.1.5

B2.1.6

B2.1.7

B2.1.8

B2.1.9

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

Content Area	Taught in:		
	Courses	Rotations	Supplementary Activities
B2.1.1 Diversity, Equity, Inclusion, and Justice			
Awareness and appreciation of multiple forms of identity including, but not limited to: age, race, ethnicity, sex, gender, sexual orientation, socioeconomic status, country of origin, culture, language, religion, spiritual beliefs, legal status, health history, and disability			
Personal identity and implicit bias			
Critical historical events that affect diverse client populations and their interaction with the genetic counseling field, as well as the broader healthcare system			
Systemic health care disparities and social determinants of health			
Addressing and preventing instances of prejudice/discrimination			
B2.1.2 Principles of Human Genetics/Genomics			
Mendelian and non-Mendelian Inheritance			
Population and quantitative genetics			
Human variation and disease susceptibility			
Family history and pedigree analysis			
Normal /abnormal human development			
Human reproduction			
Personalized genomic medicine			
Cytogenetics			
Biochemical Genetics			
Molecular genetics			
Embryology/developmental genetics			
Teratology			
Variant classification and interpretation			
B2.1.3 Principles of Genetic Counseling and Clinical Genetics			
Clinical features and natural history of broad range of genetic diseases, complex common disorders, & syndromes of unknown etiology			
The diagnostic process including dysmorphology, syndromology, physical assessment, and differential diagnoses			
The process for managing a case in the context of different genetic counseling specialties, including but not limited to: preconception, prenatal, pediatrics, general genetics, cancer, cardiology, neurogenetics, genomic medicine, and laboratory genetic counseling			
Modalities, methods, and applications of cytogenetic, molecular and biochemical tests, including new/emerging technologies			
Incorporation of individual client factors, including medical history, family history, and insurance coverage, to select the most appropriate genetic testing plan			
Responsibilities related to ordering genetic			

testing, including but not limited to: interpretation of results, awareness of follow-up implied by results, and liability implications of test practices			
Approaches to choosing appropriate clinical and research laboratories and the role of analytic validity, clinical validity, and clinical utility in the evaluation process			
The role of genetic counselors and other professionals in laboratory settings (e.g., commercial, academic, research, and/or public health screening laboratories), including their involvement in the performance and interpretation of genetic/genomic tests, test development and implementation, customer liaison and support, and sales and marketing			
Risk assessment			
Use of genetics literature, bioinformatics, and computerized tools			
B2.1.4 Psychosocial Content			
Theories of counseling			
Interviewing techniques			
Promoting informed decision making			
Facilitating adaptation			
Psychosocial development			
Psychosocial assessment			
Family dynamics			
Dynamics of grief and bereavement			
Crisis intervention			
B2.1.5 Social, Ethical, and Legal Issues in Genetics			
NSGC/CAGC Code of Ethics			
Patient/subject privacy issues			
Genetic discrimination and related legislation			
B2.1.6 Health Care Delivery Systems and Principles of Public Health			
Health and social policy			
Community, regional, and national resources			
Financial/reimbursement issues			
Population-based screening (e.g. newborn screening and carrier screening)			
Genetics/Genomics as a component of public health services			
B2.1.7 Education			
Identification of the genetics educational needs of clients, patients, community, and lay groups, students, and health and human service professionals			
Development of educational tools and materials appropriate to a given audience			
Delivery and evaluation of educational tools and materials			
B2.1.8 Research Methods			
Clinical and laboratory research methodologies and protocol development using quantitative and qualitative methods			
Formulation of research question(s), data collection, and data analysis			
Dissemination of findings (both oral and written)			

Recognition of human subjects' protection and Institutional Review Board (IRB) processes			
B2.1.9 Professional Development			
Certification examination preparation			
Employment preparation			
Transitioning into the workforce			
Credentialing and licensure			
Opportunities for professional growth			
Self-care topics to prepare students for genetic counseling practice			

SECTION B: CURRICULUM AND INSTRUCTION - Fieldwork Training

B3

Fieldwork Training

Fieldwork experiences must support the development of the PBCs by integrating didactic and experiential training. The program must regularly train, orient, evaluate, and communicate with its supervisors so that program administration, supervisors, and students have a common, clear understanding of the objectives, expectations, and evaluation measures for fieldwork placements.

B3.1

B3.1.1

B3.1.2

B3.1.3

B3.1.4

B3.3

Q-53

Please complete the table below 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, 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
<i>Cancer Clinic X</i>	<i>clinic</i>	<i>cancer</i>	<i>Prenatal</i>	<i>in-person</i>	<i>3</i>	<i>0</i>	<i>Participatory</i>
<i>Lab B</i>	<i>lab</i>	<i>variant interpretation</i>	<i>Pediatric</i>	<i>telephone</i>	<i>1</i>	<i>2</i>	<i>Supplemental</i>
<i>Non-profit C</i>	<i>Non-profit</i>	<i>Patient advocacy</i>	<i>Adult</i>	<i>In-person</i>	<i>1</i>	<i>1</i>	<i>Supplemental</i>

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 supervised at all times. After the student consistently achieves specific skills, the focus of direct supervision is expected to position the student to develop not-yet achieved or emerging skills. Programs are expected to monitor their supervisory protocols regularly and to protect students from taking on responsibilities they are not yet ready to handle or that are inappropriate for a student. The program is responsible for

ensuring clients are not seen independently by a student who has not yet achieved the necessary skills to provide competent genetic counseling. Furthermore, the program must guard against students being used to compensate for inadequate genetic counselor staffing levels at given fieldwork training sites.

B3.2.2 Programs must ensure that the number of fieldwork supervisors enables equitable and comparable supervision experiences for all enrolled students.

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.

Q-54

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

No document provided

B3.4

Programs must develop clear objectives for each fieldwork placement.

Q-55

Please upload a fieldwork placement syllabi, manual, or guide that includes objectives for each fieldwork placement. The file should be named:

B3.4FieldworkObjectives_ShortNAMEprogram

No document provided

B3.5

B3.5 Programs must outline outcome measures for each fieldwork experience, document student progress, and monitor student activities during the placement.

B3.6 Programs must maintain documentation of all student fieldwork experiences.

B3.6.1

B3.6.2

B3.6.3

Q-56

No document provided

No document provided

SECTION B: CURRICULUM AND INSTRUCTION - Supplemental Fieldwork Experiences

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:

- Observational experiences;
- Fieldwork experiences with non-genetics providers (physicians, nurse practitioners, etc.);
- Cases seen with genetics professionals who are not certified by ABGC/CAGC or by the ABMGG, Royal College of Physicians and Surgeons of Canada (RCPSC) in Medical Genetics and Genomics, or the Canadian College of Medical Geneticists (CCMG-CCGM) in Clinical (Medical) Genetics;
- International fieldwork experiences;

- Community centers/clinics that serve groups experiencing disadvantages;
- Public health genetics-related activities and settings;
- Experiences with genetic counselors that do not meet Standard B3.1.3, which may include, but are not limited to, variant interpretation; test development, implementation, and performance; utilization management; customer liaison and support; sales and marketing; leadership and management; and case coordination; and
- Involvement with support groups and other advocacy organizations.

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.

B4.2.2 Programs must develop clear objectives and outcome measures for student experiences and monitor student activities during the supplemental fieldwork placements.

Q-57

No document provided

SECTION B: CURRICULUM AND INSTRUCTION - Additional Requirements

B5

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:

- Educational presentations to various populations of learners;
- Peer education presentations;
- Formal teaching assistant experience;
- Class exercises or projects to develop patient, professional, or community educational materials;
- Professional genetics presentations such as journal clubs, research seminars, platform or poster presentations.

Q-58

Please describe how the program provides teaching opportunities for your students.

B5.2

Research and Scholarly Endeavors

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

Programs can utilize a variety of ways to meet this requirement, including a formal thesis, other independent research project, or capstone project. Programs should encourage and facilitate dissemination of their students' research and scholarly endeavors.

Q-59

Please describe the program's requirement for student research or other scholarly activities and dissemination of results.

SECTION C: Evaluation - Advisory Board

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.

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.

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.

Q-60

No document provided

No document provided

C1.4

Advisory Board membership must include program leadership and instructional, research, and/ or fieldwork faculty. Advisory Board membership must include 1) at least one individual with work, advocacy, and/or lived experiences with underrepresented populations in genetic counseling and 2) a medical geneticist (holding current certification by ABMGG, Royal College of Physicians and Surgeons of Canada (RCPSC) in Medical Genetics and Genomics, or Canadian College of Medical Geneticists (CCMG-CCGM) in Clinical (Medical) Genetics). Additional members may be alumni, consumers, and representatives of community organizations. At least one member of the Advisory Board must be external to the program leadership, faculty, fieldwork supervisors, staff, and the sponsoring/partnering institution(s).

Q-61

Please upload the Advisory Board roster with stakeholder roles identified. This file should be named: C1.4AdvisoryBoardRoster_ShortNAMEprogram

No document provided

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.

C2.3 Personnel Evaluations

Programs must define a process for evaluating the performance of key program personnel, including program leadership, staff, and primary instructional faculty/course directors, that provides measurement of delineated job responsibilities. This process may be determined by the program's institutional policies.

C2.3.1

Program Leadership

- a. Evaluations must include input from some combination of the following individuals as appropriate for each position:

[Show More](#)

C2.3.2 Primary Instructional Faculty/Course Directors

- a. Program leadership must have a mechanism to review the performance of primary instructional faculty/course directors, including teaching methods and effectiveness, conducted as part of the standard course evaluations;
- b. Where concerns are noted, a meeting with the faculty member that includes plans for modification/improvement should be documented.

Q-62

No document provided

C2.4

Course Evaluations

Q-63

No document provided

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.

Q-64

No document provided

No document provided

C2.5.2

Fieldwork supervision

- a. Program leadership must document that supervisors are providing appropriate feedback and mentoring throughout the student fieldwork experience.
- b. Students must be provided with the opportunity to anonymously evaluate the primary supervisor(s) for each fieldwork experience. This feedback must only be shared in aggregate, and after a sufficient number of students have contributed, so as to maintain confidentiality.

Q-65

No document provided

C3

Student Evaluation

The program must define the process by which it will perform regular and ongoing student evaluation and identify areas for growth and remediation. All documentation regarding student performance and evaluation must be maintained in the student's record.

Q-66

Describe processes for monitoring, evaluating, and remediating students, including any institutional or program policies (provide link or upload relative section). If remediation plans have been developed for any students, please provide example. This may include warning letter, remediation plan, communications with student and/or dean's office, etc.

No document provided

C3.1

C3.1 Student Notification

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

C3.1.1 The criteria for successful completion of the program and for graduation;

C3.1.2 The evaluation methods that will be employed during training;

C3.1.3 The program's remediation policy;

C3.1.4 Policies regarding academic probation or dismissal.

Q-67

Please briefly describe how student notification occurs as outlined in standard C3.1. If student notification information listed in C3.1 is NOT in the Student Handbook that was uploaded in A3.2, then please provide links to this information. (Otherwise reviewers are referred to the Student Handbook.)

C3.2

C3.2 Guidelines for Student Evaluation

C3.2.1 The constellation of student evaluations employed must encompass the program's stated objectives.

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.

Q-68

Please explain how the program assesses acquisition of the PBCs.

C3.2.3

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.

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.

Q-69

Please explain how students are receiving feedback regarding their overall progress in didactic and fieldwork curriculum and how this meets standard C3.2.3.

C3.2.5

C3.2.5 There must be a formal mechanism by which the program leadership regularly communicates with each student about their 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.

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.

Q-70

Please briefly describe the formal mechanism for communicating with students on their progress and the formal evaluation of graduation readiness as outlined in standards C3.2.5 and C3.2.6.

Q-71

Please upload the templates used for progress communication meetings throughout the program and what is used three months prior to program completion to assess graduation readiness. This file should be named: C3.2TemplateDocumentFormalStudentComm_ShortNAMEprogram

No document provided

Q-72

Provide a brief summary of any key challenges and opportunities that you anticipate the program needing to address over the next 5 years.

If you believe additional documentation beyond what is requested is necessary, please upload here.

No document provided