

2025 Report of Current Status

Instructions



The following survey comprises the Report of Current Status form. The deadline for submission is **June 30, 2025**.

You do not need to complete the form 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.

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 - Compliance and Variance

Q-1

Does the program comply with the new Diversity, Equity, Inclusion, and Justice Standards? (A2.2.2, A2.2.3, A2.3.1, A2.5.1, A2.5.3, A2.6.1, A2.6.2, A3.1.1, A3.2.3, A3.2.4, B1.6, C1.4, C2.2)

Q-2

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

[Show More](#)



A1.1

Institutional Responsibilities

[Show More](#)

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

[Show More](#)

FINDINGS

Q-3

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

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

--

[Show More](#)

FINDINGS

Q-4

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.

--

[Show More](#)

FINDINGS

Q-5

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 advance the skills and meet the required continuing education requirements for program leadership and principal faculty. Resource support may include:



[Show More](#)

FINDINGS

Q-6

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-7

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

[Show More](#)

A1.3.1

Facilities

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

[Show More](#)

A1.3.2

Learning Resources

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

[Show More](#)

FINDINGS

Q-8

Does your program have any off-campus instructional sites or branch campuses?

Q-9

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

[Show More](#)

A2.1

Program Leadership

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

[Show More](#)

A2.1.1

Program leadership responsibilities include the following:

- Maintaining program compliance with the standards;

[Show More](#)

FINDINGS

Q-10

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

[Show More](#)

A2.2.1

Program Director or Co-Directors

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:

[Show More](#)

FINDINGS

Q-11

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-12

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

[Show More](#)

FINDINGS

Q-13

What is the **total** program leadership FTE?

Q-14

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

Q-15

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-16

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)?

A2.4.2

Program Leadership Personnel Change Policy

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

[Show More](#)



FINDINGS

Q-17

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

[Show More](#)



FINDINGS

Q-18

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

Q-19

Have there been any changes that affect the Program's ability to comply with Standard A2.4.3 or last self-study (if accredited/reaccredited last year)?

A2.4.4

A2.4.4.



Program Leadership Leave of Absence

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

[Show More](#)

FINDINGS

Q-20

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

Q-21

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

The instructional faculty/staff may include genetic counselors, physicians, basic scientists, psychologists, social

[Show More](#)

A2.5.1

Qualifications

The instructional faculty/staff must be qualified through:

[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

[Show More](#)

FINDINGS

Q-22

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-23

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

[Show More](#)



A2.6.1

Qualifications

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

[Show More](#)

A2.6.2

Responsibilities

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

[Show More](#)

FINDINGS

Q-24

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



[Show More](#)

FINDINGS

Q-25

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



[Show More](#)

A3.1

Sponsoring Institution

[Show More](#)

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.

[Show More](#)

FINDINGS

Q-26

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.

[Show More](#)

FINDINGS

Q-27

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

[Show More](#)

FINDINGS

Q-28

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

Q-29

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

Accreditation status	
Mission and objectives	
Admission requirements regarding prior education (including prerequisite courses), work, and volunteer experiences	
All required academic standards for enrollment	
Degree requirements	
Estimation of all costs (tuition, fees, etc.) related to the program	
Cumulative 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.	
Attrition rate (number of students who have left the program/total number of matriculated students and percentage) for the past three years	
Job placement rate (number of students who secured a position within 3 months of graduation/total number of graduates and percentage).	
Institutional services/offices such as disability services, diversity offices, first generation services, tutoring/writing support, underrepresented student groups, and affinity groups.	

Q-29a

Please explain the program's strategies and efforts related to increasing diversity in the genetic counseling profession (per A3.2.2c)

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

Show More



FINDINGS

Q-30

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:

[Show More](#)

FINDINGS

Q-31

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-32

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)?

Section B: Curriculum and Instruction

An entry-level genetic counselor must demonstrate attainment of the ACGC Practice Based Competencies (PBCs).

[Show More](#)

B1

B1

Instructional Plan

[Show More](#)

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-33

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:



[Show More](#)

FINDINGS

Q-34

What is the primary delivery method of the didactic coursework taught by the program to students as defined by your University or using the definitions [found on the ACGC website](#)?

Q-35

Has there been a permanent change to the delivery method of didactic coursework (ie. more than 10% of the curriculum will be offered through a different modality) since the last RCS or last self-study (if accredited/reaccredited last year)? [For example, a program currently offers 13 courses in person and would like to transition 3 of these courses to an online/distance learning format.]

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

[Show More](#)



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.

[Show More](#)

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;

[Show More](#)

FINDINGS**Q-36**

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-37**

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-38**

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-39

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-40

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-41

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



[Show More](#)

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-42

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-43

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-44

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.

[Show More](#)

FINDINGS

Q-45

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

[Show More](#)

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-46

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.

[Show More](#)

FINDINGS

Q-47

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

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

[Show More](#)

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

[Show More](#)

FINDINGS

Q-48

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)?

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

[Show More](#)

FINDINGS

Q-49

Q-50

Please enter the total number of matriculants for each year.

	Students Matriculated in 2020	Students Matriculated in 2021	Students Matriculated in 2022
Number of Matriculants			

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)

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

	Students Matriculated in 2020		Students Matriculated in 2021		Students Matriculated in 2022	
	N	NP	N	NP	N	NP
February						

2025						
August 2024						
February 2024						
August 2023						
February 2023						
August 2022						
Total						

Q-51

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.

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

	Percentage of First-Time Pass Rates - Students Matriculated in 2020	Percentage of First-Time Pass Rates - Students Matriculated in 2021	Percentage of First-Time Pass Rates - Students Matriculated in 2022	Cumulative First-Time Pass Rates of 3 Most Recent Classes
% Pass Rate				

Q-52

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

Alumni Feedback

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

[Show More](#)



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

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

[Show More](#)

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

--

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

[Show More](#)

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.

[Show More](#)

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



[Show More](#)

FINDINGS

Q-60

Does the Program require courses in other schools or departments?

Q-61

Have there been any changes that affect the Program's ability to comply with Standard C2.4.2 since the last RCS or last self-study (if accredited/reaccredited last year)?

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

[Show More](#)



C2.5.1

Fieldwork sites

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

[Show More](#)

FINDINGS

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

[Show More](#)

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

[Show More](#)

C3.1

Student Notification

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

[Show More](#)

C3.1.1

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

[Show More](#)

C3.1.2

The evaluation methods that will be employed during training;

[Show More](#)

C3.1.3

The program's remediation policy;

[Show More](#)

C3.1.4

Policies regarding academic probation or dismissal.

[Show More](#)

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

[Show More](#)



C3.2.1

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

[Show More](#)

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.

[Show More](#)

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

[Show More](#)

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.

[Show More](#)

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

[Show More](#)

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

[Show More](#)

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.

[Show More](#)

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.

[Show More](#)

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

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