

Application to Return to Active Status

Instructions



The following form comprises the Application to Return to Active Status. A program may request reactivation at any time during the approved inactive period by submitting this Application, but this must be submitted a minimum of nine (9) months prior to the planned participation in the Genetic Counseling Admissions Match (GCAM) process for the upcoming year. A program may open admissions while the request for reactivation is under review by ACGC, however, the pending decision must be disclosed on the Admissions page for full transparency. If the program has undergone significant changes, the ACGC Board may determine that a submission of a New Program Application is required.

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.
- 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.

Program Information

Q-1

Primary Contact Information

Q-2

Program Design

Q-3

Program Abstract

Please provide an overview description of the program, including the history of the reason for the Inactive Status and what, if anything, has changed with respect to this temporary pause in program activity. Please note if the program has undergone significant changes.

Q-3a

Please upload copies of the progress reports submitted during the program's Inactive Status.

No document provided

No document provided

No document provided

Q-3b

Provide a brief summary of the key changes and challenges experienced by the program since the Inactive Status request and how these will be addressed. Conclude with a description of the program's strategic plan for the next five years.

SECTION A: ADMINISTRATION - Sponsorship/Institutional Resources

A1.2

Institutional Resources

A1.2.1

A1.2.2

A1.2.3

A1.2.4

Q-4a

Please upload a letter of commitment from the administration of all institutions that provide financial and in-kind support. The letter of support must provide evidence of the sponsoring institution's commitment to provide sufficient human, fiscal, and physical resources for the program over the next three years. Letters should attest to the fact that they will cover costs in the event there is a budget shortfall.

No document provided

Q-4b

Fiscal Year

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

Time Frame (see definitions below)

Q-4c

Program Income Budget

Complete the program income budget table below. The table should only include income sources that are specific to the operating budget of the program.

Definitions and Instructions

Time Frame/Years in budget table: Year 1 is the fiscal year in which the self-study was conducted. 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).

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.

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.

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.

BUDGET YEARS	Year 1 (Current Fiscal Year)	Year 2	Year 3
PROGRAM INCOME			
Tuition recovery			
Continuing Education Programs			
Other program income (specify and include extra rows if necessary)			
TOTAL PROGRAM INCOME			

Q-4d

Program Expenses Budget

Complete the program expenses budget table below. The table should only include 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 should also be included.

Definitions and Instructions

Time Frame/Years in budget table: Year 1 is the fiscal year in which the self-study was conducted. The remaining two years would span the subsequent two fiscal years.

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

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

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

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

Equipment: Any items exceeding \$5,000

Fees: ACGC annual fee, 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

BUDGET YEARS	Year 1 (Current Fiscal Year)	Year 2	Year 3
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			

Q-4e

Student Support Budget

Complete the student support budget table below.

Definitions and Instructions

Time Frame/Years in budget table: Year 1 is the fiscal year in which the self-study was conducted. The remaining two years would span the subsequent two fiscal years.

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 (Current Fiscal Year)	Year 2	Year 3
STUDENT SUPPORT			
Stipends			
Work Study			
Graduate Assistantships			
Financial aid			
Scholarships			
Intradepartmental/Intramural grants			
Other (specify and include extra rows if necessary)			
Total Student Support			

Q4-f

Has the budget or budgetary process changed since the last accreditation approval/during the Inactive Status?

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 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-4g

Have the physical facilities and learning resources of the program been impacted by the Inactive Status?

Q-4h

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

SECTION A: ADMINISTRATION - Program Personnel and Faculty

A2

Program Personnel and Faculty

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

[Show More](#)

Q-5a

Has the program leadership changed during the time of Inactive Status?

Q-5b

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-5c

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.

Q-5d

SECTION A: ADMINISTRATION - Instructional Faculty/Staff

A2.5

A2.5

A2.6

A2.7

Q-6a

Has the instructional faculty/staff changed during the time of Inactive Status?

Q-6b

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).

Q-6c

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

Q-7a

Has any of the following information changed during the program's Inactive Status?

Information about the graduate program (A3.1.1)	
Institutional policies and procedures related to grievances and allegations of harassment (A3.1.1)	
Student health and counseling services (A3.1.4)	
Program policies and practices (A3.2.1)	
Access to support services (A3.2.1)	
Program policies related to grievances and harassment that supersede institutional policies, if applicable (A3.2.1)	
Accreditation status (A3.2.2)	
Mission and objectives (A3.2.2)	
Admissions requirements regarding prior education (including prerequisite courses), work, and volunteer experiences. (A3.2.2)	
All required academic standards for enrollment (A3.2.2)	

Degree requirements (A3.2.2)	
Estimation of all costs (tuition, fees, etc.) related to the program (A3.2.2)	
Institutional services/offices such as disability services, diversity offices, first generation services, tutoring/writing support, underrepresented student groups, and affinity groups (A3.2.2)	
Student Handbook (A3.2.4)	

Q-7a-i

If you answered "Yes" to any of the above, please include a link to the webpage where the new information is available for review.

Q-7b

Please list the length of the program in months.

Q-8

Prior to the program's Inactive Status, what was the program's...

Cumulative first-time board examination pass rates for the three most recent classes (A3.2.2)?	
Attrition rate for the pass three most recent classes (A3.2.2)?	
Job placement rate (A3.2.2)?	

SECTION B: CURRICULUM AND INSTRUCTION - Instructional Plan

B1

Instructional Plan

Q-9a

Has the program's overall curricular design changed since the program was last active?

Q-9b

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 technique for some students, and/or provided outside the home department.

Q-9c

B1.1 List of Required Courses

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. Upload all course syllabi. **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	Course Syllabus
					No document provided

Q-9d

Standard B1.1 Supplementary Curricular Activities

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 Participation*	Student’s Role in Activity**	Evaluation Method***

Q-9e

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

Upload a completed document based on the provided template. 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.

No document provided

B1.2

For each curricular component, the program must define and publish instructional objectives that guide student acquisition of required PBCs. Instructional objectives must be stated in measurable terms and allow assessment of student progress in developing the PBCs. Instructional objectives must address

[Show More](#)

Q-9f

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.			

B1.3

B1.3

Q-9g

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

SECTION B: CURRICULUM AND INSTRUCTION - Instructional Content

B2

Instructional Content

Q-10a

Has the program's overall instructional content changed since the program was last active?

Q-10b

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

B3

Q-11a

Has the program's fieldwork training changed since the program was last active?

B3.1

General Description Fieldwork Training: Participatory Cases

Q-11b

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

Instructions/Definitions:

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

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

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

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

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

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

B3.2

General Description Fieldwork Training: Fieldwork Supervision

Q-11c

Please upload a fieldwork placement syllabi, manual, or guide that includes objectives for each fieldwork placement.

No document provided

Q-11d

No document provided

No document provided

SECTION B: CURRICULUM AND INSTRUCTION - Supplemental Fieldwork Experiences

B4

Supplemental Fieldwork Experiences

Q-12a

Have the program's supplemental fieldwork experiences changed since the program was last active?

Q-12b

No document provided

SECTION B: CURRICULUM AND INSTRUCTION - Additional Requirements

B5

Additional Requirements

B5.1

Student Teaching Experience

Q-13a

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

B5.2

B5.2

Q-13b

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

SECTION C: EVALUATION - Advisory Board

C1

Advisory Board

Q-14a

Was the Advisory Board involved in making changes to the program during the Inactive period?

Q-14b

Has the Advisory Board membership changed during the time of the Inactive Status?

SECTION C: EVALUATION - Program Evaluation Outcome Measures

C2

Program Evaluation Outcome Measures

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

C2.1

Q-15a

Have the program's evaluation outcome measures changed since the program was last active?

Q-15b

No document provided

Q-15c

No document provided

C2.4

Course Evaluations

Q-15d

No document provided

C2.5

C2.5

Q-15e

Please upload the most current affiliation agreements for each fieldwork site.

No document provided

Please upload the template for student evaluations of the fieldwork placement sites.

No document provided

Describe processes for monitoring fieldwork sites during the placement and communication of feedback regarding evaluations to placement sites.

Q-15f

No document provided

SECTION C: EVALUATION - Student Evaluation

C3

Student Evaluation

[Show More](#)

C3.1

C3.1.1

C3.1.2

C3.1.3

C3.1.4

Q-16a

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, please provide links to this information.

C3.2

C3.2

C3.2.1

C3.2.2

Q-16b

Please explain how the program assesses acquisition of the PBCs.

C3.2.3

C3.2.3

Q-16c

Please explain how students will receive feedback regarding their overall progress in didactic and fieldwork curriculum and how this meets Standard C3.2.3.

- C3.2.4
- C3.2.4
- C3.2.5
- C3.2.6

Q-16d

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-16e

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.

No document provided

- C3.2.7
- C3.2.7

Q-16f

Describe the processes for monitoring, evaluating, and remediating students, including any institutional or program policies (provide link or upload relative section).

No document provided

Additional Documentation

If you believe additional documentation beyond what is requested is necessary, you may upload it here. Add rows as necessary to upload additional documents.

Document Description	Document
	No document provided