

New Program Application

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.

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 navigation menu on the right.
 - **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 or bottom of the page.

Uploading Attachments

- To upload all attachments at once:
 - On the top right navigation, click on the 'Documents' tab.
 - Upload your documents.
- To view or remove the uploaded documents:
 - On the top right navigation, click on the 'Documents' tab.
 - If you exit the survey, the 'Documents' section may be accessed at the top of the navigation menu on the 'Instrument Summary Response' page.

Exporting Your Response

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

To export your response, click the gear icon to the right of the 'New Program Application' instrument title and select the 'Export to HTML/PDF' & 'Print' link.

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

Program Information

Q-1

Primary Contact Information

Q-2

Program Design

*A new program may be approved for a larger cohort than what program leadership intends to matriculate within the first three years of enrollment. The cohort size will be approved based on the demonstration through this application that the necessary resources are in place or will be in place to support the stated number of students a program intends to enroll or gradually increase within the initial accreditation cycle. Cohort size (and supporting resources) will be reviewed and be subject to approval at every reaccreditation.

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

A1.1

A1.1.1

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

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 Standard A1.1.2. (max 750 words)

A1.1.3

A1.1.3

Q-7

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

A1.1.4

A1.1.4

Q-8

Indicate which of the following opportunities the program's institution provides resource support for:

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)?

Month	Day	to	Month	Day

Q-10

Budget

Complete and upload a budget table, using the budget template on the [ACGC website](#). The table should only include applicable 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 in the narrative section. Support for the students outside of the program (e.g., scholarships, travel money, etc.) should also be included in the narrative.

No document provided

Q-11

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?).
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

A1.3.1

Q-13

A1.3.2

A1.3.2

Q-14

inclusion, and justice into the curriculum									
Fostering an inclusive environment where all individuals are valued and supported									
FTE %									

A2.2

A2.2.

A2.2.1

Q-17

No response provided

Q-18

Q-19

A2.2.2

A2.2.2

A2.2.3

Q-20

Please upload the Program Director/Co-Director biosketch for each director/co-director [using the ACGC biosketch template available here](#). File(s) should be named:

A2.2.2Biosketch_Director_PersonName_ShortNAMEofProgram (NOTE: include the name of the program director where it says Person Name and your program name).

Name	Position Title	Biosketch
		No document provided

A2.2.4

A2.2.4

A2.2.5

Q-21

No response provided

A2.3.1

A2.3.1

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. 26-30 students: >1.75 FTE
- vi. 31-35 students: >2.0 FTE

vii. 36-40 students: >2.25 FTE

viii. 41-45 students: >2.5 FTE

ix. 46-50 students: >2.75 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. Please list the breakdown of the Program Director's or Co-Directors' FTE.

A2.3.2

A2.3.2

A2.3.4

Q-24

SECTION A: ADMINISTRATION - Instructional Faculty/Staff

A2.4

A2.4

A2.4.1

A2.4.2

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.2.4Biosketch_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

Q-26

Please explain how the program provides opportunities for continuing education to the instructional faculty/staff per Standard A2.4.2.

A2.4.3

A2.4.3

Q-27

Please explain how it will be assessed whether the instructional faculty/staff are establishing an atmosphere conducive to learning in the classroom and practicum training. Describe the plan in place to respond to problems that arise in this area. Also, describe how the faculty and staff will assess and communicate student 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 A2.4.3.

A2.5

A2.5

A2.5.1

Q-28

Please explain how the program will assess and document the credentials and qualifications of practicum supervisors as outlined in Standard A2.5.1. Please note, documentation of qualifications and preparation for practicum supervision may be requested by Program Review Teams or the ACGC Board.

A2.5.2

A2.5.2

Q-29

Please describe how the program will maintain compliance to Standard A2.5.2 with regard to practicum training responsibilities of program leaders and supervisors.

A2.6

A2.6

Q-30

Please explain how the program meets Standard A2.6 about administrative support staff time.

SECTION A: ADMINISTRATION - Operational Policies and Procedures

A3

A3

A3.1

A3.1.1

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

A3.1.2

Q-32

Please explain how the program meets Standard A3.1.2.

A3.1.3

A3.1.3

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

A3.1.4

Q-34

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

A3.1.5

A3.1.5

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

A3.2.1

Q-36

Q-36a

Please provide links to all of the policies described in Standard A3.2.1

Policy Type	Links

A3.2.2

A3.2.2

Q-37

Please explain how the program meets Standard A3.2.2. In the fields below, provide a link to the specific program webpage that contains corresponding information.

A3.2.3

A3.2.3

Q-38

A3.2.4

A3.2.4

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

A3.2.5

Q-40

Please list the length of the program in months.

A3.2.6

A3.2.6

Q-41

Describe how the program will maintain appropriate student records in compliance with Standard A3.2.6.

A3.2.7

A3.2.7

Q-42

Describe how the program will maintain program leadership records in compliance with Standard A3.2.7.

SECTION B: CURRICULUM AND INSTRUCTION - Instructional Plan

B1

B1

B1.1

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 [Practice-Based Competencies](#).
- 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.).
- How the program assesses and documents whether the instructional plan is promoting the development of the Practice-Based Competencies.

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 practicum 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 practicum experiences in this table.

Frequency: daily, weekly, monthly, each semester, annually, other (specify)

Students' role(s): attendance, case presentation, journal presentation, observation, laboratory activities, literature review, planning and execution, other (specify)

Evaluation method(s): written exam, practical exam, oral exam, faculty or supervisor's evaluation of student's participation or performance, grade on research paper or thesis, 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-46

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

In the following table, please indicate the duration and timing of required courses, practicum placements, and supplementary activities by checking the boxes corresponding to the month(s) of training. If practicum 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
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"/>
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"/>
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"/>

B1.2

B1.2

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), practicum 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 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 Partners.

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.			
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B1.3

B1.3

Q-49

Please explain how the program collaborates with faculty in designing and implementing courses with appropriate learning outcomes. In this response, please also elaborate on the student assessment tools being used that reflect these learning outcomes.

B1.4

B1.4

Q-50

Please describe 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 andragogical and instructional methods or techniques for some students, and/or provided outside the home department.

SECTION B: CURRICULUM AND INSTRUCTION - Instructional Content

B2

B2

B2.1

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

Q-51

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			
Provide strategies for students to recognize and respond to instances of 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			
Typical and variations of anatomical human development			
Human reproduction			
Personalized genomic medicine			
Cytogenetics			
Biochemical genetics			
Molecular genetics			
Embryology			
Developmental genetics			
Teratology			
Variant classification and interpretation			
Patterns of typical as well as variations of cognitive and behavioral development/decline across the lifespan			
B2.1.3 Principles of Genetic Counseling and Clinical Genetics			
Clinical features and natural history of a broad range of genetic diseases, complex common disorders, & syndromes of unknown etiology, representing multiple specialty areas			
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 systemic barriers, 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 roles and responsibilities of genetic counselors in non-clinical settings, including but not limited to laboratory, industry, academic, and public health settings			
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/CBGC Code of Ethics			
Patient/subject privacy issues			
Bioethics			
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			
Research methodologies and protocol development using both quantitative and qualitative methods			
Formulation of research question(s), data collection, data analysis, and interpretation/application of results			
Dissemination of findings (both oral and written)			
Recognition of human subjects' protection and Institutional Review Board (IRB), Research Ethics Board (REB), or other related 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 - Practicum Training

B3

B3

B3.1

B3.1.1

B3.1.2

B3.1.3

B3.1.4

B4

B4.1

Q-52

Please complete the table below for participatory case practicum placements, supplementary placements and experiences.

Instructions/Definitions:

Setting: The place, surroundings, or environment in which a practicum experience occurs. This can include clinical, laboratory, research, government, industry, and or/simulated environments.

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

Practicum 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

B3.2.1

B3.2.2

Q-53

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

No document provided

B3.3

B3.3

Q-53a

No document provided

No document provided

No document provided

No document provided

B3.4

B3.4

Q-54

Please upload a practicum placement syllabi, manual, or guide that includes objectives and outcome measures for each practicum placement. The file should be named: B3.4PracticumObjectives_ShortNAMEprogram

No document provided

B3.5

B3.5

B3.5.1

B3.5.2

Q-55

No document provided

No document provided

SECTION B: CURRICULUM AND INSTRUCTION - Supplemental Practicum Experiences

B4

B4

B4.1

B4.2

B4.2.1

Q-56

No document provided

SECTION B: CURRICULUM AND INSTRUCTION - Additional Requirements

B5

B5

B5.1

B5.1.1

Q-57

Please describe how the program provides teaching opportunities for students.

B5.2

B5.2

Q-58

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

SECTION C: Evaluation - Advisory Board

C1

C1

C1.1

C1.2

Q-59

No document provided

No document provided

No document provided

SECTION C: Evaluation - Program Evaluation Outcome Measures

C2

C2

C2.3

C2.3.1

C2.3.2

Q-61

No document provided

C2.4

C2.4

Q-62

No document provided

C2.5.1

C2.5.1

Q-63

No document provided

No document provided

C2.5.2

C2.5.2

Q-64

No document provided

SECTION C: Evaluation - Student Evaluation

C3

C3

Q-65

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

No document provided

C3.1

C3.1

Q-66

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, then please provide links to where this information can be found.

C3.2

C3.2

C3.2.1

C3.2.2

Q-67

Please explain how the program will assess acquisition of the PBCs.

C3.2.3

C3.2.3

C3.2.4

Q-68

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

C3.2.5

C3.2.5

C3.2.6

Q-69

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-70

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-71

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

Q-72

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

No document provided

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