

## 2025 Self-Study - Website

### General Overview and Instructions



*Fostering excellence in education for the future of genetic counseling*

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.

#### ***Application Review Process:***

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

#### ***System Instructions:***

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

#### Navigating the Survey

- Use the Previous or Next links at the bottom of each section page, the arrows next to the Save button at the top of the page, or the appropriate section links in the right navigation menu.
  - **Do not use the back button in your browser without saving your data first or it will not be saved.**
- To save your work at any point, click the Save button at the top of the page.

#### Uploading Attachments

- If you want to replace a document that you have already uploaded with the same file name, delete the previously uploaded document first. This will ensure that there are no duplicate files uploaded as part of your application. The system does not automatically exchange documents with the same file name.
  - On the top right navigation, click on the Documents tab.

- Locate the appropriate file and click on the minus sign icon located to the right of the file name.
- 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, click on the Export link in the top right-hand corner of the screen. In the pop-up window, click Export/Print. In the top right-hand corner, click the Export icon to export the application to PDF. If you are on the Instrument Response page, which displays the instrument name and lists the instrument sections, click on the link for any instrument section. You will then see the Export link in the top right-hand corner of the screen.

### User Guide & FAQs

We recommend that you check out the User Guide and System FAQs posted [here](#). **We suggest bookmarking this page for future reference.** The User Guide and System FAQs contain helpful hints on how to navigate the system to complete the application.

If you have questions or problems, contact the ACGC office at (703) 506-7667 or [info@gceducation.org](mailto:info@gceducation.org).

## Program Information

### Q-1

#### **Primary Contact Information**

### Q-2

#### **Program Design**

### Q-3

#### **Program Design**

### Q-4

#### **Program Abstract**

Provide a description of the program, including a brief history from inception, and notable accomplishments since the last accreditation cycle.

A1

**Sponsorship**

A1.1

Institutional Responsibilities

A1.1.1

A1.1.1 The program must reside in a graduate degree-granting institution in the United States or Canada. This institution assumes primary responsibility for the program, although it can partner with other institutions that are responsible for providing one or more core program



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Q-5

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

No document provided

A1.1.2

A1.1.2 The mission, goals, and expected outcomes of the program are aligned with those of the sponsoring institution and reflect standards and guidelines of the genetic counseling profession. Policies of the sponsoring institution and genetic counseling program clearly support the program's



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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

Programs must maintain affiliation agreements in accordance with institutional requirements. Affiliation agreements are strongly encouraged when other institutions contribute to the program.



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Q-7

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

A1.1.4

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



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Q-8

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

SECTION A: ADMINISTRATION - Institutional Resources

A1.2

**Institutional Resources**

A1.2.1

**Financial Resources**

There must be financial resources to operate the educational program in order to fulfill obligations to matriculating and enrolled students. A



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FINDINGS

A1.2.2

**Program Income**

a. Tuition recovery:  
[Show More](#)



FINDINGS

A1.2.3

**In-Kind Contributions**

a. Staff/faculty;

[Show More](#)



FINDINGS

A1.2.4

**Program Expenses**

a. Salaries;

[Show More](#)



FINDINGS

Q-9

**Fiscal Year**

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

Time Frame (see definitions below)

Q-10a

**Program Income Budget**

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

Definitions and Instructions

**Time Frame/Years in budget table:** Year 1 is the fiscal year in which the 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).

**Other program income:** This may include departmental, college, or dean funding; grant awards; foundation funds; one-time funding. List each source separately using as many rows as necessary. Do not include in-kind contributions in this section.

**Continuing education programs:** If the program has a regular source of income due to offering of continuing education (such as an online course for non-

degree students), include known or estimated income from that program.

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

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

**Q-10b**

**Program Expenses Budget**

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

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
<b>PROGRAM EXPENSES</b>			
Personnel			
Honoraria			
Supplies			
Equipment			
Fees			
Memberships			
Travel (faculty and staff)			
Travel (students, if applicable)			
Other (specify and include extra rows if necessary)			
<b>Total Program Expenses</b>			

### Student Support Budget

Complete the student support budget table below. The table should only include income and expenses that are specific to the operating budget of the program. Support for the students outside of the program (e.g., scholarships, travel money, etc.) 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.

**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
<b>STUDENT SUPPORT</b>			
Stipends			
Work Study			
Graduate Assistantships			
Financial aid			
Scholarships			
Intradepartmental/Intramural grants			
Other (specify and include extra rows if necessary)			
<b>Total Student Support</b>			

### 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 above?).
6. Student support: Describe the types of student support programs to which the students have access and provide an estimate of financial impact on the program and/or overall cost of attendance for the students.

### Q-12

No document provided

### A1.3

#### Physical and Learning Resources

The program has physical facilities and learning resources needed to successfully operate the educational program and to fulfill obligations to

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A1.3.1

**Facilities**

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



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FINDINGS

Q-13

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

Q-14

A1.3.2

**Learning Resources**

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



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Q-15

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





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Q-16

1. Upload the current and specific job descriptions for program leadership positions. The filename should be:

A2LeaderPositionDescriptions\_ShortNAMEofProgram (Note: A description is required for each leadership position you include in your program's structure).

2. Upload the updated PD/Co-Director biosketch for each director/co-director [using the ACGC biosketch template available here](#). File(s) should be named:

A2.2Biosketch\_Director\_PersonName\_ShortNAMEofProgram (NOTE: include the name of the program director where it says PersonName and your program name).

3. Upload the appropriate respective biosketches for each program leader. [Please use the ACGC biosketch template for additional program leadership](#)

[available here](#). Files should be named as follow: A2.3Biosketch\_TITLEforLeaderPosition\_PersonName\_ShortNAMEofProgram (NOTE: please insert the respective program leadership title choosing from those listed in A2.3 and include the name of the person who holds that position followed by the program name.).

Program Leadership Position Title	Name and Degrees	Job Description	Biosketch
		No document provided	No document provided

A2.1

**Program Leadership**

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

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A2.1.1

Program leadership responsibilities include the following:

- Maintaining program compliance with the standards;

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Q-17



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A2.2

**Program Leadership Positions**

A2.2.1

**Program Director or Co-Directors**

a. Programs may have no more than two (2) co-directors, and both must meet the qualifications delineated below;

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Q-18

Does the Program Director serve as program leadership for any other program?

Q-19

Does the Program Director serve as faculty for any other program?

A2.2.2

**Qualifications**

Program directors of currently accredited programs, developing programs and programs holding Accredited New Program status must:

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A2.2.3

**Responsibilities**

At a minimum, the program director/co-director is responsible for the following:

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FINDINGS

A2.3

**Additional Leadership Positions**

At least one other additional program leadership position must be filled to complement the role of the program director, fulfill the program

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FINDINGS

A2.3.1

**Qualifications**

Individuals fulfilling additional program leadership positions may have a complementary professional background other than genetics. However,



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FINDINGS

A2.3.2

**Responsibilities**

The other program leadership positions are responsible for working in collaboration with the program director(s) to fulfill the responsibilities



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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 (full or part time):

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FINDINGS

Q-20

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-21

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

A2.4.2

**Program Leadership Personnel Change Policy**

The program has a responsibility to promptly communicate to the ACGC all personnel changes involving program leadership positions. Except in



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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 of the search committee, job



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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 days. A leave of absence may be



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Q-22

A2.5

**Instructional Faculty/Staff**

The instructional faculty/staff may include genetic counselors, physicians, basic scientists, psychologists, social workers, and/or other individuals with advanced degrees or experience in a relevant field or discipline.

A2.5.1

**Qualifications**

The instructional faculty/staff must be qualified through:



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Q-23

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

These files should be named as follows: A.2.5Biosketch\_InstructionalFaculty\_NamePerson\_ShortNAMEofProgram

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

A2.5.2

**Requirements**

The program is required to:



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FINDINGS

Q-24

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

A2.5.3

**Responsibilities**

The members of the instructional faculty/staff must establish an atmosphere that is conducive to learning. The instructional faculty/staff is



[Show More](#)

FINDINGS

Q-25

Please explain how the program assesses whether the instructional faculty/staff are establishing an atmosphere conducive to learning in the classroom and fieldwork. Describe how the program plans to respond or has responded to problems that arise in this area per Standard A2.5.3.

Q-26

Please describe how the faculty and staff 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 A2.5.3

A2.6

**Fieldwork Supervisors**

The program must ensure that the students have sufficient access to fieldwork supervision by board-certified genetic counselors who represent a

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FINDINGS

A2.6.1

**Qualifications**

a. Current genetic counselor certification by ABGC, the Canadian Association of Genetic Counsellors (CAGC), or ABMG[G];

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FINDINGS

Q-27

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

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

## A2.6.2

### Responsibilities

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

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### FINDINGS

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## Q-28

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

## A2.7

### Administrative Support Staff

At a minimum, the program must have 0.5 FTE of administrative support staff time. The personnel assigned to provide administrative support

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## Q-29

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-30

Please provide links to the specific webpage(s) that contain the requested information below:

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)	



<b>Program policies and practices (A3.2.1)</b>	
<b>Access to support services (A3.2.1)</b>	
<b>Program policies related to grievances and harassment that supersede institutional policies, if applicable (A3.2.1)</b>	
<b>Accreditation status (A3.2.2)</b>	
<b>Mission and objectives (A3.2.2)</b>	
<b>Admissions requirements regarding prior education (including prerequisite courses), work, and volunteer experiences. (A3.2.2)</b>	
<b>All required academic standards for enrollment (A3.2.2)</b>	
<b>Degree requirements (A3.2.2)</b>	
<b>Estimation of all costs (tuition, fees, etc.) related to the program (A3.2.2)</b>	
<b>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. (A3.2.2)</b>	
<b>Attrition rate (number of students who have left the program/total number of matriculated students and percentage) for the past three years (A3.2.2)</b>	
<b>Job placement rate (number of students who secured a position within 3 months of graduation/total number of graduates and percentage) (A3.2.2)</b>	
<b>Institutional services/offices such as disability services, diversity offices, first generation services, tutoring/writing support, underrepresented student groups, and affinity groups (A3.2.2)</b>	
<b>Student Handbook (A3.2.4)</b>	No document provided

**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.



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**A3.1.2**

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



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**FINDINGS**

Please explain how the program meets Standard A3.1.2.

**A3.1.3**

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



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**FINDINGS**

**Q-32**

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

**A3.1.4**

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



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**FINDINGS**

**Q-33**

Please describe how students are informed about student health and counseling services.

**A3.1.5**

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



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**FINDINGS**

Q-34

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

**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.



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Q-35

A3.2.2

**Admissions**

a. Admission of students must be made in accordance with clearly defined and published



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Q-36

A3.2.3

**Mission Statement and Objectives**

A program's mission, vision, and/or value statement should include articulation of the program's commitment to diversity, equity, inclusion, and



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FINDINGS

Q-37

Please provide the mission statement and objectives and explain how they meet Standard A3.2.3.

A3.2.4

**Student Handbook**

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



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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.



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Q-38

Please list the length of the program in months.

A3.2.6

**Student Records**

a. Student files kept by the program and/or institution must include documentation showing:



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Q-39

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

A3.2.7

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

- a. Current job descriptions that include duties and responsibilities specific to each program leadership position;



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FINDINGS

Q-40

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

SECTION B: CURRICULUM AND INSTRUCTION - Instructional Plan

B1

**Instructional Plan**

B1.1

Instruction must follow a plan that documents and assesses appropriate learning experiences and curriculum sequence to develop the PBCs necessary for graduation. A variety of methods and materials can be used, including online learning and distance education. The curriculum design



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FINDINGS

Q-41

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

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

Q-42

**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. Upload all course syllabi. Please name them as follows:

B1.2CourseNumber\_AbbreviatedCourseName\_ShortNAMEprogram. **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-43

**Standard B1.1 Supplementary Curricular Activities**

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

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

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

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

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

Q-44

**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.

Template can be found under the "Documents" tab, under the "Shared" link with document name "**Standard B1 Sequence of Required Courses, Fieldwork Placements and Supplementary Activities Template.xlsx**"

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

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### FINDINGS

### Q-45

#### 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
<b>Genetics and Genomics Expertise - Apply knowledge of genetics and genomics principles, genetic conditions, and testing technologies to the practice of genetic counseling.</b>			
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.			
<b>Risk Assessment - Evaluate personalized genetic risk.</b>			
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**

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**

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

**B1.4**

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



- Conducted at geographically separate locations;

[Show More](#)

**FINDINGS**

**Q-47**

Please comment on how the program meets Standard B1.4.

**B1.5**

**B1.5**

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



[Show More](#)

**B1.6**

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

[Show More](#)

**FINDINGS**

**Q-48**

No document provided

## B2

### Instructional Content

#### B2.1

##### Content Areas

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

##### B2.1.1

###### Diversity, Equity, Inclusion and Justice

The topics addressed in B2.1.1 should be incorporated across all content areas in section B2.1.

[Show More](#)



##### FINDINGS

##### B2.1.2

###### Principles of Human Genetics/Genomics

- a. Mendelian and non-Mendelian inheritance;

[Show More](#)



##### FINDINGS

##### B2.1.3

###### Principles of Genetic Counseling and Clinical Genetics

- a. Clinical features and natural history of a broad range of genetic diseases, complex common disorders and syndromes of unknown

[Show More](#)



##### FINDINGS

##### B2.1.4

###### Psychosocial Content

- a. Theories of counseling;

[Show More](#)



##### FINDINGS

**B2.1.5**

**Social, Ethical, and Legal Issues in Genetics**

- a. NSGC/CAGC Code of Ethics;



[Show More](#)

**FINDINGS**

**B2.1.6**

**Health Care Delivery Systems and Principles of Public Health**

- a. Health and social policy;



[Show More](#)

**FINDINGS**

**B2.1.7**

**Education**

- a. Identification of the genetics educational needs of clients, patients, community and lay groups, students, and health and human services



[Show More](#)

**FINDINGS**

**B2.1.8**

**Research Methods**

- a. Clinical and laboratory research methodologies and protocol development using both quantitative and qualitative methods;



[Show More](#)

**FINDINGS**

**B2.1.9**

**Professional Development**

- a. Certification examination preparation;



[Show More](#)

FINDINGS

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Q-49

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
<b>B2.1.1 Diversity, Equity, Inclusion, and Justice</b>			
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.			
<b>B2.1.2 Principles of Human Genetics/Genomics</b>			
Mendelian and non-Mendelian Inheritance			
Population and quantitative genetics			
Human variation and disease susceptibility			
Family history and pedigree analysis			
Normal /abnormal human development			
Human reproduction			
Personalized genomic medicine			
Cytogenetics			
Biochemical Genetics			
Molecular genetics			
Embryology/developmental genetics			
Teratology			
Variant classification and interpretation			

**B2.1.3 Principles of Genetic Counseling and Clinical Genetics**

Clinical features and natural history of broad range of genetic diseases, complex common disorders, & syndromes of unknown etiology			
The diagnostic process including dysmorphology, syndromology, physical assessment, and differential diagnoses			
The process for managing a case in the context of different genetic counseling specialties, including but not limited to: preconception, prenatal, pediatrics, general genetics, cancer, cardiology, neurogenetics, genomic medicine, and laboratory genetic counseling			
Modalities, methods, and applications of cytogenetic, molecular and biochemical tests, including new/emerging technologies			
Incorporation of individual client factors, including medical history, family history, and insurance coverage, to select the most appropriate genetic testing plan			
Responsibilities related to ordering genetic testing, including but not limited to: interpretation of results, awareness of follow-up implied by results, and liability implications of test practices			
Approaches to choosing appropriate clinical and research laboratories and the role of analytic validity, clinical validity, and clinical utility in the evaluation process			
The role of genetic counselors and other professionals in laboratory settings (e.g., commercial, academic, research, and/or public health screening laboratories), including their involvement in the performance and interpretation of genetic/genomic tests, test development and implementation, customer liaison and support, and sales and marketing			
Risk assessment			
Use of genetics literature, bioinformatics, and computerized tools			

**B2.1.4 Psychosocial Content**

Theories of counseling			
Interviewing techniques			
Promoting informed decision making			
Facilitating adaptation			
Psychosocial development			
Psychosocial assessment			
Family dynamics			
Dynamics of grief and bereavement			
Crisis intervention			

**B2.1.5 Social, Ethical, and Legal Issues in Genetics**

NSGC/CAGC Code of Ethics			
Patient/subject privacy issues			
Genetic discrimination and related legislation			

B2.1.6 Health Care Delivery Systems and Principles of Public Health			
Health and social policy			
Community, regional, and national resources			
Financial/reimbursement issues			
Population-based screening (e.g. newborn screening and carrier screening)			
Genetics/Genomics as a component of public health services			
B2.1.7 Education			
Identification of the genetics educational needs of clients, patients, community, and lay groups, students, and health and human service professionals			
Development of educational tools and materials appropriate to a given audience			
Delivery and evaluation of educational tools and materials			
B2.1.8 Research Methods			
Clinical and laboratory research methodologies and protocol development using quantitative and qualitative methods			
Formulation of research question(s), data collection, and data analysis			
Dissemination of findings (both oral and written)			
Recognition of human subjects' protection and Institutional Review Board (IRB) processes			
B2.1.9 Professional Development			
Certification examination preparation			
Employment preparation			
Transitioning into the workforce			
Credentialing and licensure			
Opportunities for professional growth			
Self-care topics to prepare students for genetic counseling practice			

**SECTION B: CURRICULUM AND INSTRUCTION - Fieldwork Training**

**B3**

**Fieldwork Training**

Fieldwork experiences must support the development of the PBCs by integrating didactic and experiential training. The program must regularly



[Show More](#)

**FINDINGS**

**B3.1**

**General Description Fieldwork Training: Participatory Cases**

**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](#)

**FINDINGS**

**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; not individuals who are being consented to research;



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**FINDINGS**

**B3.1.3**

The 50 required participatory cases described above must be supervised by an experienced ABGC/ABMGG/CAGC certified genetic counselor.



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**FINDINGS**

**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



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**FINDINGS**

**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 distributed across prenatal, pediatric, cancer, and other



[Show More](#)

**FINDINGS**



Q-50

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
<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

**General Description Fieldwork Training: Fieldwork Supervision**

B3.2.1

Programs must use a flexible and graduated supervision plan where the level of supervision is commensurate with each student's documented skills and competencies. A student in the early part of their training must be directly supervised at all times. After the student consistently achieves



[Show More](#)

FINDINGS

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-51

Please upload fieldwork placement grid for two full cohorts. This file should be named: B3.2FieldworkPlacements\_ShortNAMEprogram

No document provided

### 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.



[Show More](#)

#### FINDINGS

### B3.4

Programs must develop clear objectives for each fieldwork placement.



[Show More](#)

#### FINDINGS

### Q-52

Please upload a fieldwork placement syllabi, manual, or guide that includes objectives for each fieldwork placement. The file should be named: B3.4FieldworkObjectives\_ShortNAMEprogram

No document provided

### B3.5

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



[Show More](#)

#### FINDINGS

### B3.6

Programs must maintain documentation of all student fieldwork experiences.



[Show More](#)

#### FINDINGS

**B3.6.1**

Each program should determine how each student's fieldwork training will be tracked (e.g., a traditional "logbook" format, portfolio format, etc.). This documentation must provide a complete picture of each student's fieldwork training experiences.



[Show More](#)

**FINDINGS**

**B3.6.2**

Documentation of fieldwork training must be maintained within each student's record and include the entirety of the student's fieldwork encounters, without client identifiers. These files must be available for review during site visits as part of the accreditation review process.



[Show More](#)

**FINDINGS**

**B3.6.3**

The collection of documents demonstrating each student's ongoing fieldwork training as defined in B3.1 must include:



- Fieldwork name;

[Show More](#)

**FINDINGS**

**Q-53**

No document provided

No document provided

**SECTION B: CURRICULUM AND INSTRUCTION - Supplemental Fieldwork Experiences**

**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**

**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](#)

**FINDINGS**

**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-54

No document provided

**SECTION B: CURRICULUM AND INSTRUCTION - Additional Requirements**

**B5**

**Additional Requirements**

**B5.1**

**Student Teaching Experience**

**B5.1.1**

Programs are required to include teaching opportunities for their students. This can be accomplished in a variety of ways, including but not limited to the following:



[Show More](#)

**FINDINGS**

**Q-55**

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

**B5.2**

**Research and Scholarly Endeavors**

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



[Show More](#)

**FINDINGS**

**Q-56**

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**

**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](#)

**FINDINGS**

**C1.2**

The purpose of the Advisory Board is to provide program leadership with guidance on program development, implementation, and ongoing evaluation. Additionally, the Advisory Board should participate in the program's self-study evaluations and, where appropriate, assist in the



[Show More](#)

**FINDINGS**

**C1.3**

The Advisory Board is required to meet at least once a year to discuss, review, and act upon suggested modifications to the program based on feedback from both internal and external evaluations. Each program will be expected to define the specific expectations, goals, and processes of its



[Show More](#)

**FINDINGS**

**Q-57**

No document provided

No document provided

**C1.4**

Advisory Board membership must include program leadership and instructional, research, and/ or fieldwork faculty. Advisory Board membership must include 1) at least one individual with work, advocacy, and/or lived experiences with underrepresented populations in genetic counseling and



[Show More](#)

**FINDINGS**

**Q-58**

Upload the Advisory Board roster with stakeholder roles identified. This file should be named: C1.4AdvisoryBoardRoster\_ShortNAMEprogram.

No document provided

**SECTION C: EVALUATION - Program Evaluation Outcome Measures**

**C2**

## C2 Program Evaluation Outcome Measures



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

### C2.1

#### Student Performance on the ABGC Certification Examination

Programs must annually document and evaluate the performance of their alumni on the ABGC board certification examination.

[Show More](#)

#### FINDINGS

#### Q-59

How many students matriculated in the last academic year?

How many students graduated in the last academic year?

How many students left the program in the last academic year (withdrawn or dismissed)?

How many students took a leave of absence in the last academic year?

#### Q-60

#### Student Performance on the ABGC Certification Exam

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						

#### Percentage Pass Rates

Percentage 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*

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

**Q-61**

Has the Program's first-time board pass rate fallen below 80% for the past three years?

**Q-62**

Have any graduates from the Program attempted the Canadian Board of Genetic Counseling (CBGC) exam since the last RCS?

**C2.2**

**Alumni Feedback**

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



[Show More](#)

**FINDINGS**

**Q-63**

No document provided

**C2.3**

**Personnel Evaluations**

Programs must define a process for evaluating the performance of key program personnel, including program leadership, staff, and primary



[Show More](#)

**FINDINGS**

**C2.3.1**



**Program Leadership**



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

[Show More](#)

**FINDINGS**

**C2.3.2**

**Primary Instructional Faculty/Course Directors**



a. Program leadership must have a mechanism to review the performance of primary instructional faculty/course directors, including teaching

[Show More](#)

**FINDINGS**

Q-64

No document provided

**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. There must be appropriate documentation of assessment



[Show More](#)

**FINDINGS**

**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 courses to ensure they are meeting the expectations



[Show More](#)

FINDINGS

Q-65

No document provided

C2.5

**Evaluation of Fieldwork Experience**

The program must define, maintain, and document effective processes for the initial and ongoing evaluation of all fieldwork experiences to ensure that sites

[Show More](#)

C2.5.1

**Fieldwork sites**

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



[Show More](#)

FINDINGS

Q-66

Upload the most current affiliation agreements for each fieldwork site. This file should be named C2.5AffiliationAgreements\_ShortNAMEprogram.

No document provided

Upload the template for student evaluations of the fieldwork placement sites. This file should be named C2.5StudentEvaluations\_ShortNAMEprogram.

No document provided

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

C2.5.2

**Fieldwork supervision**

- a. Program leadership must document that supervisors are providing appropriate feedback and mentoring throughout the student fieldwork



[Show More](#)

FINDINGS

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Q-67

No document provided

SECTION C: EVALUATION - Student Evaluation

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.

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**FINDINGS**

Q-68

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

C3.2

C3.2

**Guidelines for Student Evaluation**

[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](#)

**FINDINGS**

Q-69

Please explain how the program assesses acquisition of the PBCs.

C3.2.3

Each student must receive specific and timely feedback at regular intervals on the acquisition of PBCs from supervisors and/or instructors, as well as formal summative evaluations at the end of each program component. For fieldwork training, mid-rotation evaluations are required; for coursework

[Show More](#)



**FINDINGS**

Q-70

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

C3.2.4

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.

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C3.2.5

There must be a formal mechanism by which the program leadership regularly communicates with each student about their overall progress, individual educational needs, and goals (minimum of twice per year). This communication must be documented in writing with a general summary

[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 their readiness, discuss potential outstanding issues, and

[Show More](#)

FINDINGS

Q-71

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-72

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

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](#)

FINDINGS

Q-73

Describe the processes for monitoring, evaluating, and remediating students, including any institutional or program policies (provide link or upload relative section). If remediation plans have been developed for any students, please provide example. This may include a warning letter, remediation plan,



communications with student and/or dean's office, etc.

No document provided

**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**

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**Q-74**

Please list any and all students who have withdrawn, been dismissed, or are on leave since the program's last accreditation cycle (if none please write NONE).

Academic Year	Student Identifier	Withdrawn/Dismiss/On Leave	Additional Details

**Q-75**

**Summary and Strategic Plan for Self-Study:** Provide a brief summary of the key changes and challenges experienced by the program since the last accreditation cycle, and how they were addressed. Conclude with a description of the program's strategic plans for the next five years.

**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