



Policy Number	48
Approval Date	October 2022
Implantation Date	October 2022
Approved By	Dr. Lynda Smith, Dr. Dennis Lee
Upcoming Review	July 2027

Curricular Development, Approval, Implementation and Change, including the use of Learning Outcomes and their Assessment Procedure

Our Philosophy on Curriculum Development

ACATCM's curricular development process is unique in that our curriculum was and continues to be developed in close partnership with our sister institutions in China with similar programs, and through historical content, research and collaborations, to ensure the curriculum is current and in step with the newest developments in the industry.

Definition

“Residency” is a stage of training in the “Acupuncture Program” and refers to “residents” (qualified students) who are diving deeper into clinical training in the field of acupuncture under the direct or indirect supervision of a clinic preceptor. Residency is an un-paid stage of training in which students engage in hands-on clinical training in the practicum program.

Curriculum Development

ACATCM is dedicated to continuously improving the quality of its programs to meet intended learning outcomes and optimize the impact of learning experiences for students. ACATCM develops, reviews, assesses and improves its programs and courses through a systematic process led by the Program Review Committee headed by the Academic Affairs Office. The Program Review Committee consists of members of the teaching faculty, department heads, and administrative staff on the recommendation of the Advisory Committee. The Program Review Committee has diverse representation to ensure recommendations regarding curriculum development are integrated and informed.

Generally speaking, the Program Review Committee is tasked with the following functions:

1. Soliciting feedback directly from staff and students regarding how programs and courses can be improved utilizing anonymous student surveys and instructor self-evaluations as per our “Staff Assessment, Support, and Awards Policy”;
2. Undertaking program and course level reviews including recommendations related to the program and course level performance;
3. Recommendations for changes in program policy and structure;
4. Recommendations relating to course level teaching effectiveness and assessing the appropriateness of workloads of academic staff;
5. Recommendations related to policies and procedures which govern the planning and implementation of the curriculum;
6. Recommendations regarding resource allocation to support delivery of the curriculum;
7. Assuring compliance with curriculum-related accreditation standards/elements;

8. Assessing whether program objectives are applied in curriculum planning, and that students are achieving the specified competencies;
9. Ensuring the overall curriculum structure and content are coordinated and integrated;
10. Determining and reviewing the effectiveness of assessment procedures;
11. Approving proposed major changes to programs and courses;
12. Overseeing the evaluation of curriculum development and outcomes.

While ACATCM entrusts the overall management of its program's curriculum to the Program Review Committee, the Program Review Committee may delegate the implementation of specific changes to individual program or practicum coordinators who then report back to the Program Review Committee. For example, the Program Review Committee may task Clinical Program Coordinators, who will oversee the Clinical Practicum courses including Clinical Education/Observation and Clinical Residency, reviewing and assessing each clinical component and submitting their review to the Program Review Committee.

ACATCM strives to improve the quality of its programs and ensure intended outcomes are being met by engaging all stakeholders in the review process. ACATCM sees curriculum evaluation and review as a partnership among its students, instructors, administrative staff, faculty members and College leadership.

The Program Review Committee regularly collects information about ACATCM's programs and courses through student opinions about the quality of their experiences, graduate surveys, outcomes of student assessment including clinical assessment, internal audits of the quality of courses, and reviews by faculty and others regarding the curriculum on a semi-annual and annual basis. The evaluation process is administered by the Program Review Committee, which then summarizes and interprets the resulting information, and makes recommendations to faculty and the College leadership to address areas of improvement.

Areas that the Program Review Committee frequently focus on include:

1. **Quality Of Courses** – Course evaluations are conducted at the end of each term to collect information on the student experience of overall course delivery and content. Information includes:
 - Percentage of class attendance
 - Course load compared to other similar courses
 - Expected grade based on feedback received
 - Course outline and descriptive information
 - Course delivering following course outline
 - Presentation of course material
 - Organization of course material
 - Responsiveness of instructor to student questions and comments
 - Opportunities for course assistance available
 - Learning environment created was positive
 - Evaluations used for student work and course were fair and appropriate
 - Timely feedback on examinations and assignments
 - Supporting materials were useful
2. **Quality of Program Content** – The Program Review Committee reviews the composition, coordination and integration of the different components of each program including required courses to be taken to ensure complete coverage of all topics relevant to that program's specific objectives. The Program Review Committee will also look at whether the curriculum is being effectively coordinated to ensure there is no significant overlap of materials, that courses are being taken in an order that is conducive to student learning, and that any student or instructor feedback

is considered. Additions of courses or program content must involve a careful review of how the proposed change meets learning objectives, whether it creates redundancy, and whether course level learning objectives continue to meet program level objectives.

- 3. Attainment Of Program Objectives** – ACATCM has specific objectives for each of its programs. The Program Review Committee collects information on the degree to which students have achieved these objectives in order to assess whether or not the objectives are being met. If a certain objective is not being met by a significant proportion of students the Program Review Committee will conduct an investigation which may form the basis for adjustments.
- 4. Graduate Outcomes** – The Program Review Committee also collects information about the overall success of ACATCM programs by measuring the performance of graduates including their performance on national licensing examinations, surveying graduates about their student experience, and comparability of the students' experiences and outcomes across instructional sites such as classroom setting and clinical setting.

Curriculum Implementation and Change

The ACATCM Academic Affairs Office, in collaboration with members of faculty and the Program Review Committee, work cooperatively to develop changes to a course. Working with department heads and instructors, input and feedback is acquired in a process that requires constant communication back and forth. Changes are monitored through student feedback (discussion, student council), student surveys, student assessments (exams, projects, etc.) and faculty audits. Final approval will come from the executive director.