**Curriculum Design Template**

This **optional** template may assist programs in providing evidence for the ACOTE Standards related to Curriculum Design. The template highlights all elements of the Standard with emphasis on the instructional design components.

**Curriculum Design**

The curriculum design must reflect the mission and philosophy of the occupational therapy program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content, scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.

The Standardsrequires that the curriculum design addresses the following:

1. The curriculum articulates the major content areas (i.e., threads and/or themes).
2. Educational goals or objectives (i.e., student learning outcomes) are stated for the curriculum content themes.
3. The threads or themes describe the scope (depth and breadth) of the content within the program offered.
4. The instructional design ensures appropriate content delivery of the curriculum.

|  |  |  |  |
| --- | --- | --- | --- |
| Curriculum Design | | | |
| **Institutional Mission**: | | | |
| **Institutional Philosophy:** | | | |
| **Program Mission:** | | | |
| **Program Philosophy:** | | | |
| **Program Philosophy of Teaching and Learning:** | | | |
| **Program of Study (rationale for the selection, the scope and sequencing of content):** | | | |
| 1. **Curricular Threads or Themes** | 1. **Goals and Objectives (Learning Outcomes)** | 1. **Course(s) that Address the Goals and Objectives** | 1. **Instructional Design1 to Address the Goals and Objectives/Curricular Threads** |
|  |  |  |  |
|  |  |  |
| **Evaluation of Curriculum Design**:  “A systematic analysis of formative and summative assessment occurring throughout the length of the program evaluating the selection, scope, and sequencing of content and the effectiveness in achieving student learning objectives/outcomes”. | | | |

Encompasses instructional and learning activities, methods, and materials with corresponding assessments of learning.

Example

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Design** | | | |
| **Institutional Mission***: The mission of ABC University is to graduate students who are inclusive, collaborative, and servant leaders.* | | | |
| **Institutional Philosophy**: *ABC University believes education to be a transformative process where students undergo a sense of being, becoming, and belonging*. | | | |
| **Program Mission**: *The mission of the OT program at ABC University is to graduate inclusive, collaborative, ethical, and competent occupational therapy practitioners who will maximize the health and well-being of people, populations, and communities through occupation.* | | | |
| **Program Philosophy**: *The OT program at ABC University believes in the transformative power of occupation. To be an effective practitioner, the student must undergo the process of being, becoming, and belonging to realize their occupational potential. The program acknowledges that a student is an occupational being, who through engagement in the educational process gains the profession’s knowledge and beliefs, and eventually, be the representation of the profession.* | | | |
| **Program Philosophy of Teaching & Learning:** *The OT program at ABC University subscribes to the Mezirow’s theory of transformational learning. Through critical reflection and review, students learn to adjust their prior knowledge and ways of knowing and adopt new perspectives, thereby “transforming” their view of themselves, the profession, and the world.* | | | |
| **Program of Study (rationale for the selection, the scope and sequencing of content):** *Students enrolled in the OT program at ABC University undergo a rigorous curriculum consisting of didactic and experiential (fieldwork) courses to be completed over a period of 2.5 years in a quarterly format. The courses are sequenced in a hierarchical but spiraling fashion where themes are learned with increasing complexity. The curricular themes are articulated below.* | | | |
| 1. **Curricular Threads or Themes** | 1. **Goals and Objectives (Learning Outcomes)** | 1. **Course/s that Address the Goals and Objectives** | 1. **Instructional Design to Address the Goals and Objectives/Curricular Threads** |
| Theme 1: Leadership  Graduates of the OT program at ABC University shall… | *Listing of program curricular goals and objectives* | *Sampling of 2 or 3 courses where the objective is addressed* | *May be presented in a bulleted or narrated format* |
| 1.1 Articulate their role in influencing policies | OT xxx: Fundamental OT (introduced)  OT xxx: Health and Social Systems  (applied, synthesized) | [BULLETED FORMAT]  Lectures with summative exam  Seminars and Discussions  Experiential Learning with reflection paper |
| 1.2 Be proficient in working in inter- and intra-professional teams | OT xxx: Fundamental OT (introduced)  OT xxx: OT in Groups, Communities, & Populations (applied, synthesized) | Field visits with reflections  Group leadership workshops  Interprofessional case studies |

|  |  |  |  |
| --- | --- | --- | --- |
| Theme 2: Occupation-based Practice | 2.1 Demonstrate client-centeredness in all aspects of the OT Practice | OT xxx: Theoretical Foundations of OT (introduced)  OT xxx: OT for Mental Health and Psychosocial Well-being  (applied, synthesized) | [NARRATIVE FORMAT] Students learn the concepts of client-centered practice in *OT xxx Theoretical Foundations* through motivational and occupation-based interviews. They then build upon their therapeutic use of self-using the Model of Intentional Relationships in *OT xxx for Mental Health* through experiential labs (role-play) and Level I fieldwork. Students are evaluated through a practical exam and a reflective paper. |
| 2.2 Integrate occupation and evidence in the delivery of services | OT xxx: Theoretical Foundations of OT (introduced)  OT xxx: OT in Groups, Communities, & Populations  (applied, synthesized) | Students learn the concepts of occupation, occupation-based models, and evidence-based practice in *OT xxx Theoretical Foundations* through lectures and reading assignments. They then build upon their knowledge and skills through a community experience in *OT xxx for Groups, Communities, Populations* where they are expected to conduct an occupation-based needs assessment, propose a program based on the need, pilot implement the program, and evaluate its outcomes. |
|  |  |  |
| **Evaluation of Curriculum Design**:  To evaluate the effectiveness of the curriculum and instructional design, the program collects and analyzes the following:   1. Course evaluations with emphasis on instructional delivery and relevance of the assignments 2. Portfolio assignments where students identify an assignment that represent the attainment of the student learning outcomes 3. Feedback culled from the Student Evaluation of FW Experience with specific questions on the curricular threads | | | |