

<b>Standard:</b>	<b>1</b>	<b>Purpose</b>
<b>Criterion:</b>	<b>1.03</b>	<b>Program Goals</b>
<b>Approved By:</b>	ACAOM Commission	
<b>Document History:</b>	<i>Implementation Date:</i>	
	<i>Last Updated:</i>	May 7, 2018
<b>Related Policies:</b>		
<b>References:</b>		
<b>Responsible Official:</b>	ACAOM Executive Director	

## INSTITUTIONAL COMPONENTS

*These components are defined as those relevant only to entities that are institutionally accredited by ACAOM. These institutional components are not relevant or pertinent to the schools that rely on ACAOM for programmatic accreditation only.*

*There are no Institutional Components for this criterion.*

## PROGRAMMATIC COMPONENTS

*These components are defined as those that are relevant to ACAOM programs, regardless of the institutional accreditation. Programmatic components may be further differentiated as applicable to all program levels (i.e., Masters, Professional Doctorate) or applicable to only one program level.*

### ALL PROGRAMS:

- A. The program must enumerate a set of broadly defined goals. Each goal must support the professional development of students as future health care practitioners.

### PROFESSIONAL DOCTORATE [PD] PROGRAMS:

- B. The PD program's goals must address the following general principles:
1. Providing the student with an advanced education in core didactic and core clinical areas, with an emphasis on clinical assessment, diagnosis, and intervention (broadly defined to include treatment and treatment planning).
  2. Developing the student's knowledge and understanding of how to engage in collaborative interactions involving AOM practitioners and other health care practitioners.
  3. Improving the student's ability to think critically, synthesize knowledge, and use research findings and the scientific and scholarly literature to support AOM professional practice.

### POST-GRADUATE DOCTORATE [DAOM] PROGRAMS:

**B. The DAOM program's goals must address the following general principles:**

1. Providing the student with an advanced, in-depth education in core didactic, core clinical, specialty didactic, and specialty clinical areas, with an emphasis on clinical assessment, diagnosis, and intervention (broadly defined to include treatment and treatment planning).
2. Advancing the student's ability to apply AOM-related modalities.
3. Developing the student's knowledge and understanding of how to engage in collaborative interactions involving AOM practitioners and other health care practitioners.
4. Improving the student's ability to think critically, synthesize knowledge, and use research findings and the scientific and scholarly literature to support AOM professional practice.
5. Providing the student with an opportunity for advanced discourse between faculty and students which results in the development of an academic community that will enrich and advance the profession by contributing to the development of future generations of practitioners, faculty, researchers, clinical supervisors, and leaders of the profession.

**Revision History**

<b>Date Revised</b>	<b>Summary of Revisions</b>	<b>Approved By</b>
181010	Added DAOM components	

Programs and institutions are responsible for understanding and following ACAOM's current policies and procedures found at <http://acaom.org/policies/> and are encouraged to timely contact ACAOM with any questions or need for further clarification. The Commission is not bound by a rigid sequence of actions nor precluded from taking actions at any time as warranted by evolving circumstances; any dates or timelines provided for planning or illustrative purposes may change.