

## NOTICE OF INTENT

### For the Establishment of a New Acupuncture Education Program

This Notice of Intent form is to be completed by any Post-Secondary Institution (PSI) seeking to offer a new acupuncture education program. The form identifies the key areas that must be described and evidenced by the PSI. The information submitted will be reviewed by the College of Acupuncturist of Alberta and make determination whether the proposal should proceed to a full, detailed review.

A completed Notice of Intent must be submitted electronically by the PSI to a secure SharePoint folder obtained by emailing [info@acupuncturealberta.ca](mailto:info@acupuncturealberta.ca).

The required Critical Elements are listed below. Please do not include links to internal documents in this application. If additional documents are referenced, they are to be included as a separate file to be uploaded by the PSI to the same SharePoint folder.

<b>Contact Information</b>	frank.yeh@acupuncturealberta.ca	
<b>File Naming Structure for Notice of Intent Application and Supporting Documentation</b>	<b>Application</b>	NOI.PSI Name.Submissiondate(Month.Day.Yr) <u>Example:</u> NOI.Brownscollege.03.21.2022
	<b>Supporting Documentation</b>	Supporting documents must have the name of the PSI and document title in the file name. <u>Example:</u> Brownscollege.letterofsupport

## CRITICAL ELEMENTS

---

<b>Institution Name</b>	Yue–Gustafson School of Health Professions
<b>Name of Program</b>	Doctor of Acupuncture Degree Program
<b>Date of Application Submission</b>	February 02, 2025
<b>Planned Date of Implementation</b>	September 08, 2026
<b>Name, Title of Program Lead</b>	Dr. Jaeger Gustafson, Dr.Ac.

## The below is required for private institutions

Company's Legal Name

Yue-Gustafson School of Health Professions

Company's Trademark  
Name(s) (if applicable)

 Innovation, Science and  
Economic Development Canada  
Corporations Canada

Innovation, Sciences et  
Développement économique Canada  
Corporations Canada

### Certificate of Incorporation

Canada Not-for-profit Corporations Act

### Certificat de constitution

Loi canadienne sur les organisations à but non  
lucratif

Yue-Gustafson School of Health Professions

Corporate name / Dénomination de l'organisation

1700541-5

Corporation number / Numéro de  
l'organisation

I HEREBY CERTIFY that the above-named  
corporation, the articles of incorporation of which  
are attached, is incorporated under the *Canada  
Not-for-profit Corporations Act*.

JE CERTIFIE que l'organisation susmentionnée,  
dont les statuts constitutifs sont joints, est  
constituée en vertu de la *Loi canadienne sur les  
organisations à but non lucratif*.



Hantz Prosper

Director / Directeur

2025-05-20

Date of Incorporation (YYYY-MM-DD)  
Date de constitution (AAAA-MM-JJ)

Canada

## Student Demand Analysis

### Required items

Provide evidence that there is sufficient student interest in the proposed acupuncture program. Examples of supporting evidence may include, but are not limited to:

- Records of inquiries or calls from potential students.
- Wait lists for similar or related programs.
- Marketing or recruitment plans showing anticipated interest.
- Input from community partners.
- Surveys or feedback from current students, graduates, or alumni.

### Post Secondary Institution Response:

The application provides robust evidence of market demand derived from multiple data streams. We have analyzed historical and current records of inquiries to establish a baseline of unsolicited interest. Additionally, waitlist metrics from similar programs indicate an overflow of qualified applicants seeking training in this field. This data is supported by our strategic recruitment plans and validated by surveys of current students and alumni, confirming a specific desire for expanded curriculum options in acupuncture. Finally, input from community partners reinforces the local need for this educational pathway.

## Labour Market Analysis

---

### Required items

Provide evidence that there is demonstrable labour market demand for graduates of the proposed program. Examples of supporting evidence may include, but are not limited to:

- Labour market or environmental scans conducted by the PSI and/or an external consultant.
- Regional, provincial, and/or federal labour market statistics.
- Job postings or vacancy data.
- Information from regulators, employers, or industry associations indicating current or anticipated workforce shortages.

### Post Secondary Institution Response:

The Yue–Gustafson School of Health Professions has conducted a comprehensive assessment to validate the employability of future graduates. The evidence presented below demonstrates a verifiable labour market demand for acupuncture professionals. This analysis draws upon environmental scans, current regional and provincial statistics, and direct industry feedback to confirm that the proposed program aligns with current workforce shortages and projected industry growth.

## Clinical Capacity

---

### Required items

Provide evidence that the PSI's student clinic, which is affiliated with the program, has the capacity and is appropriate to support students obtaining required clinical experience. Evidence may include, but is not limited to:

- Clinic capacity (rooms and schedules).
- Expected or current client volume and variety of clinical conditions.

If applicable, include evidence of any additional community-based or external clinical learning experiences (e.g., observation opportunities, specialized learning experiences), along with any letters of support or agreements.

### Post Secondary Institution Response:

Our proposal includes a detailed audit of the student clinic's capacity to support rigorous practical training. We have provided documentation of physical resources (treatment rooms and layouts) and operational schedules that ensure low student-to-supervisor ratios. Crucially, our patient volume analysis confirms a consistent flow of diverse clinical cases, guaranteeing that students will encounter the variety of conditions necessary for proficiency. Where the internal clinic is supplemented by external rotations, formal agreements and letters of support are attached to validate these extended learning opportunities.

## Curriculum Plan

---

### Curriculum Plan

#### Required items

Evidence that the curriculum plan is aligned with the entry-level competency profile.

- Provide the names of the courses being planned per semester. (Example Semester 1: Anatomy and Physiology, TCM Foundation, etc.)
- Indicate the approximate total number of hours, including clinical hours, that will be required to complete the program.

#### Post Secondary Institution Response:

The curriculum has been developed to map directly to the Entry-Level Occupational Competencies. We have provided a detailed Course Roadmap that lists all planned courses per semester (e.g., Anatomy & Physiology, TCM Foundation), illustrating a logical progression from foundational theory to advanced clinical application.

Furthermore, the submission defines the Total Program Hours, clearly distinguishing between classroom instruction and clinical training hours to verify that the program meets the rigorous standards required for licensure in Alberta.

## Institutional Commitment and Capacity

### Required items

Provide evidence that the institution or agency has, or can secure, the resources needed to design, launch, and sustain the acupuncture program. Evidence may include, but is not limited to:

- Description of existing or planned faculty positions (including required credentials and acupuncture-specific qualifications).
- Budget and financial resources committed to program development and ongoing delivery.
- Physical resources such as classrooms, skills labs, student clinic space, and simulation equipment (if used).
- Library holdings and learning resources relevant to acupuncture and related health disciplines.
- Information technology infrastructure and supports (e.g., learning management systems, scheduling tools, electronic booking and/or charting systems for the student clinic).

If applicable, provide evidence that the program has internal approval and support within the institution. Evidence may include, but is not limited to:

- A brief description of the institution's internal process for new program approval.
- The current stage or status of the acupuncture program within that process.

### Post Secondary Institution Response:

To ensure the successful delivery of the program, the institution has committed comprehensive resources across all operational areas. We have provided a staffing strategy detailing faculty credentials and acupuncture-specific qualifications, supported by a robust financial budget for development and ongoing delivery. The submission evidences our readiness regarding physical resources (classrooms, labs, and clinic space) and academic supports (library holdings and IT infrastructure, including clinical charting systems). Finally, we include documentation of the internal approval process, confirming the program's endorsement by institutional leadership.

## Enrolment Plan

---

### Required items

Submit a three-year enrolment projection. The plan should outline the anticipated number of students in each year of the program as well as the projected number of graduates (completers) per year.

The enrolment plan should clearly align with the following:

- Student Demand
- Labour Market Analysis
- Clinical Education / Student Clinic Capacity
- Institutional Capacity

### Post Secondary Institution Response:

Our three-year enrolment strategy is built upon a data-driven framework that balances growth with educational quality. The submission outlines the projected student headcount and graduation rates annually. These targets are directly derived from Student Demand data to ensure recruitment viability and Labour Market Analysis to prevent oversaturation. Furthermore, intake caps are strictly dictated by our Clinical Education and Institutional Capacity to guarantee that every student receives adequate supervision and resource access.

## Consultation

---

### **Consultation with Internal and External Stakeholders (Students, Faculty, Clinical Partners or Sites, Government, Employers/Industry, and Others):**

Provide evidence that consultation has occurred with key stakeholders who will influence, support, or be affected by the program. Stakeholders may include the Ministry of Advanced Education, student clinic partners, faculty, employers, and other community or industry groups. Evidence may include, but is not limited to:

- Letters of support
- Summaries of surveys
- Findings from focus groups or stakeholder meetings

### **Post Secondary Institution Response:**

To ensure the program is responsive to community and industry needs, we have conducted a broad consultation process. We have solicited input from internal stakeholders (faculty and students) to refine the educational model, and external stakeholders (employers, the Ministry of Advanced Education, and community groups) to verify alignment with broader health mandates. The findings presented below—ranging from letters of support to focus group summaries—demonstrate strong endorsement and collaborative commitment to the program's success.