2023 ACOTE Standards
General Review

March 2024

Today's Agenda

- Information about upcoming training sessions and resources for programs

- General overview of important changes and updates in 2023 Standards

- Time for Q & A

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New Standard Training Sessions

- Videotaped presentations with overview of changes to A, B, C, & D Standards and Glossary
  - *Set of recordings for OTD/OTM and set of recordings for OTA-B/OTA-A degree level programs*

- Virtual sync sessions to allow for Q & A
  - Dates to be posted on the ACOTE website: https://acoteonline.org/

- Program specific questions should be directed to Accreditation staff

Resources for Programs

ACOTE Standards and Interpretive Guide

- 2018 ACOTE Standards and Interpretive Guide – Download
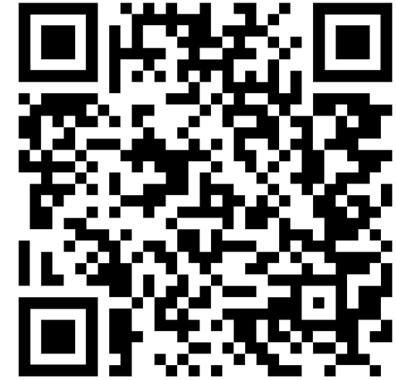
Revision of the ACOTE Standards

- 2023 ACOTE Standards and Interpretive Guide – Download
- Standards Changes – 2018 to 2023 – Download
- ACOTE Standards Adopted and Program Information Sessions – Download

- General Comments Form

https://acoteonline.org/accreditation-explained/standards/

Resources for Programs

Side-by-side comparison: 2018 and 2023 Standards

2018 Standards	2023 Standards	
SECTION A: GENERAL REQUIREMENTS	**SECTION A: GENERAL REQUIREMENTS**	
A.1.0. SPONSORSHIP AND ACCREDITATION	**A.1.0. SPONSORSHIP AND ACCREDITATION**	
A.1.1. Institutional Accreditation	A.1.1. Institutional Accreditation	
A.1.2. Institutional Authority	A.1.2. Institutional Authority and Setting (Combined with A.1.3.)	
A.1.3. Institutional Setting	DELETED - Combined with A.1.2. Institutional Authority and Setting	
A.1.4. Sponsoring Institution Responsibilities	A.1.3. Sponsoring Institution Responsibilities	
Interpretive Guide (grey box)	Information was moved to ACOTE Policy III.A. OVERVIEW OF THE INITIAL ACCREDITATION PROCESS	
A.1.5. Notification Requirements	A.1.4. Program Integrity and Policy Adherence	
A.2.0. ACADEMIC RESOURCES	**A.2.0. ACADEMIC RESOURCES**	
A.2.1. Program Director	A.2.1. Program Director	
A.2.2. FTE Faculty Composition	DELETED - Moved content to A.2.7. Sufficient Faculty	
A.2.3. Program Director and Faculty Qualifications	A.2.2. Program Director and Faculty Qualifications	
A.2.4. Academic Fieldwork Coordinator	A.2.3. Academic Fieldwork Coordinator	
A.2.5. Doctoral Capstone Coordinator	A.2.4. Doctoral Capstone Coordinator	
A.2.6. Licensed OT and OTA Faculty	A.2.5. OT and OTA Faculty License and Faculty Degrees	
A.2.7. Faculty Degrees	DELETED - Combined with A.2.5. OT and OTA Faculty License and Faculty Degrees	
A.2.8. Site Coordinator	A.2.6. Site Coordinator	
A.2.9. Sufficient Faculty	A.2.7. Sufficient Faculty	
A.2.10. Clerical and Support Staff	A.2.8. Clerical and Support Staff	
A.2.11. Budget	A.2.9. Budget	
A.2.12. Adequate Space	A.2.10. Adequate Space	
A.2.13. Equipment, Supplies, and Evaluative and Treatment Methodologies	A.2.11. Equipment, Supplies, and Evaluative and Treatment Methodologies	
A.2.14. Library, Reference Materials, Instructional Aids, and Technology	A.2.12. Resources, Reference Materials, Instructional Aids, and Technology	
A.2.15. Distance Education	A.2.13. Distance Education Delivery Model	
A.3.0. STUDENTS	**A.3.0. STUDENTS**	

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ACOTE 2023 Standards: Overall Changes

- Strengthened language for Diversity, Equity, Inclusion, and Justice

- Clarified faculty definitions and qualifications at each degree level

- Enhanced language related to student well-being

- Program length: clarified degree level requirements

- Added Standard for graduation rate

- Clarified and updated language & Glossary definitions to align with practice documents (OTPF-4, position statements, WFOT, CMS)

- Hyperlinks to Glossary

- Strengthened Standards related to OT and OTA collaboration

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ACOTE 2023 Standards: Overall Changes

Links to Glossary definitions (blue hyperlink)

A.3.2. Admission Policies

A.3.2.	The program must have documented admission policies and procedures for admission, advanced placement, transfer of credit, and prerequisite educational or work experience requirements. These policies must be readily accessible to prospective students and the public and be applied consistently and equitably.
	The admissions process must align with the institutional mission and vision and reflect efforts to recruit and admit a diverse student population as defined by the program.

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Preamble

Replaced with short introductory statement

- Reviewed preambles of educational standards of other professions
- Current preamble is long, ambiguous, redundant and confusing to students/stakeholders/consumers

A Standards

A.1.5. and A.1.6.

Both standards appear to be about adherence to ACOTE policies which include honesty and integrity

Combined these 2 standards

- *Program Integrity and Policy Adherence*

A.2. Standards and "Core" Faculty

Removed the word "Core" from Standards and Glossary, now defined in Standard itself

- Kept "full-time"
  - As defined by institution
  - Programs can show compliance with documentation of faculty status (i.e., faculty contract) for the accredited degree level program

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A.2. Standards and Faculty

Updated language:

- *"The program must identify one full-time faculty member who is appointed to the occupational therapy degree level program and is responsible for…*

    – A.2.1. Program Director

    – A.2.3. Academic Fieldwork Coordinator

    – A.2.4. Doctoral Capstone Coordinator

A.2.3. AFWC

Updated language:

"Professional experience as a fieldwork educator OR documentation of training of the roles and responsibilities of a fieldwork educator."

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A.2.2. PD & Faculty Qualifications
A.2.7. Sufficient Faculty

Review language to Program Director and Faculty Qualifications and Sufficient Faculty

- Must demonstrate:
  - Knowledge of resources for student well-being
  - Effectiveness in teaching and evaluation of student learning
  - Knowledge of curriculum design, application of principles of DEIJ, and in content delivery method (e.g., in-person, distance learning)

- Faculty are prepared to fulfil roles for teaching and/or research/scholarship

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A.2.7. Sufficient Faculty OTA & OTA-B

Review requirements for faculty

- Must have a faculty member who is currently practicing (clinical practice or education) as an occupational therapy assistant *and is involved in the curriculum design, strategic planning, teaching, and student advising.*

  – Removed the word 'core' and placed the definition as required responsibilities

  – Load is not specified but must be sufficient to address all listed responsibilities

- Person Responsible for oversight of the Baccalaureate Project (OTA-B)

A.2.10. Adequate Space

Updated language - An adequate and accessible environment must be provided for the private advising of students.

If lecture or laboratory space is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use. **ADDED -** The program must document how this space is adequate to meet the educational needs of the students.

A.2.11. and A.2.12. Standards

- A.2.11. Equipment, Supplies, and Evaluative & Treatment Methods
- A.2.12. Resources, Reference Materials, Instructional Aids, and Technology

  ADDED – *"…at all locations where education is provided by the program.."*

A.3.4. Student Support Services

Updated language - The program must have documented policies and procedures which demonstrate how students are informed of and have equitable access to all support services throughout the didactic, fieldwork, and capstone experiences regardless of educational delivery model (e.g., in-person, hybrid, distance education).

A.3.5. Student Advising by Faculty

Updated language - The program must have a process for student advisement by faculty who are occupational therapy practitioners in the program. Advisement must be documented and occur on a regular basis in the following areas:

- Conduct and responsibilities to enter the profession
- Student progress and academic standing
- Fieldwork education
- Baccalaureate project

A.5.2. Program Length

Added definitions to Glossary

"Total time to the degree"

- The **total length of the program in weeks**, only including the weeks that classes are in session, or the students are on fieldwork or completing the capstone experience or baccalaureate project.

"Academic Year"

- An academic year is a minimum of 30 weeks of instruction time for credit hours and a minimum of 26 weeks of instruction time for clock hours. Full-time equivalent is determined by the institutional policies. *(U.S. Department of Education, 2021).*

Removed Scholarship Agenda Standard

A.6.1. Strategic Plan

- Language exists in this Standard related to scholarship agenda:
  - "The program **must document a current strategic plan** that articulates the program's future vision and scholarship agenda, which guides the program (e.g., faculty recruitment and professional growth; scholarship…"

A.6.3. Program Evaluation

Categories for Student, Faculty, and Program data

- ADDED – OTA-B programs:
  – Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards)

A.6.5. **NEW Graduation Rates

Added Graduation Rate Calculation Definition

- Definition includes consideration for reasons outside of academic failure:

  - *"minus the # of students who withdrew due to military, health, family issues, death and other reasons NOT related to academic and clinical performance"*

B Standards

B Standards

SECTION B: CONTENT REQUIREMENTS

- **The content requirements are written as expected student outcomes.** Faculty are responsible for developing learning activities and assessment methods to document that students meet these outcomes. <u>Level II fieldwork, the baccalaureate project, or the doctoral capstone experience and project syllabi may not be used to document compliance</u> with a Section B Content Standard.

B Standards

SECTION B: CONTENT REQUIREMENTS

- If the content of the Standard is met through prerequisite coursework, the application of foundational content in the sciences must also be evident in professional coursework.

- Programs must demonstrate minimal compliance with all components of the Standards.

  – *Program may provide additional content or student learning experiences that fits within the program's unique curriculum design.*

B Standards

5 total sections (B.1. to B.5.)

- Moved or added content to another Standard
  - Reduce overall redundancy
  - See "Standard Changes - 2018 to 2023" document for specific changes: https://acoteonline.org/accreditation-explained/standards/

- Re-ordered to follow OT process

B Standards – Removed Standard

B.2.2. Theory Development

B.6.6. Preparation to Work in an Academic Setting
- *some language from this Standard added to B.2.12. Principles of Instructional Design*

B Standards – Updated Language

B.2.9. Personal and Professional Responsibilities

- ADDED personal well-being & a strategy to evaluate, refine and update the plan over time.

B.3.8. Grade and Adapt Processes or Environments

- ADDED implementing assistive technology or adaptive equipment…

B.3.9. Establish, Restore, and Modify

- OTPF-4 Terminology: establish, restore, and modify approaches to address deficits in performance skills.

B Standards – Updated Language

B.3.15. Assistive Technologies and Devices

- ADDED Durable Medical Equipment

B.3.21. Effective Communication

- Combination of intra & interprofessional teams

- ADDED Glossary term "care partners"

B.4.3. Documentation of Services

- ADDED – "durable medical equipment coding (e.g., HCPCS) and documentation requirements (e.g., equipment justifications)…"

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B Standards

Strengthened language in B standards for OT and OTA collaboration

REMOVED A.4.24. Effective Intraprofessional Collaboration and condensed with B.3.22. Principles of Interprofessional Team Dynamics

ADDED intraprofessional language to additional Standards; following the OT/OTA process:

B.3.3. Standardized and Non-standardized Screening and Assessment Tools

B.3.5. Reporting Data

B.3.6. Provide Interventions and Procedures

B.3.15. Assistive Technologies and Devices

B.3.21. Effective Communication

B Standards

Persons, Groups, Populations

Intention was taken to evaluate language related to persons, groups and populations:

OR:

- B.3.6. Provide Interventions and Procedures
- B.3.11. Community Mobility
- B.3.20. Community and Primary Care Programs
- B.4.1. Factors, Policy Issues, and Social Systems
  - *learning activity and assessment for 1 category (person, group OR population)*

Remain AND: B.1.2, B.1.3, B.2.1, B.2.5, B.3.8, B.3.19

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B Standards – *NEW Standards

B.2.11. Leadership

B.2.12. Principles of Instructional Design

B Standards – *NEW Standard

B.2.12. Principles of Instructional Design

- "Demonstrate the application of principles of instructional design and teaching and learning in content related to occupational therapy which includes at minimum:

- Development of learning objectives.

- Design of material.

- Development of learning assessment.

- Delivery of professional presentation.

- Self-reflection of process."

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C Standards

C.1.3 Fieldwork Objectives

Clarified language:

"Demonstrate that all fieldwork experiences include an objective with a focus on the OT practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation."

C.1.4. Sufficient Fieldwork Written Agreements

Clarified language:

"Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences…"

C.1.5. Level I and II Fieldwork Selection Process and Written Agreements

Use of the term "Affiliation Agreement"

Changed language of "Affiliation Agreement" to *"written agreement"*

***consistent with how other professional organizations define this type of agreement for clinical FW*

C.1.5. Level I and II Fieldwork Selection Process and Written Agreements

Document the process and criteria for:

- Selecting fieldwork sites

- Ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level

C.1.6. FW in Mental Health, Behavioral Health, or Psychosocial Factors

Updated wording:

Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, **or** psychosocial aspects of client performance to support their engagement in occupations.

**programs can continue to have Level I FW opportunities where site mentor may not be an OT; students should understand what the role of the OT practitioner would be to address psychosocial aspects of client's performance…

C.1.8. Evaluating Effectiveness of Supervision

Demonstrate support for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice)

C.1.9. *NEW Communication of Student Progress

Document a process for communication with the student and fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the **fieldwork educator is aware of resources that support student well-being**.

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C.1.11. Level I Fieldwork

Instructional Methods are the same as 2018 Standards

- Virtual environments
- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

Clarified Language - Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).

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D Standards

D Standards – OTA-B

REMOVED Baccalaureate Project Reflects Curriculum Design and ADDED content to D.1.3. Design and Preparation of Baccalaureate Project

Clarified language

D.1.1., D.1.2., and D.1.3.

- Clarified role of faculty mentor and content expert
- Assure congruence between these 3 standards
  - Corrected confusing/conflicting language

- Faculty qualifications
  - See A.2.3. Program Director and Faculty Qualifications
- Sufficient faculty to oversee baccalaureate project
  - See A.2.9. Sufficient Faculty

D.1.1., D.1.2, and D.1.3.

D.1.1. (OTA-B Programs) Ensure that the baccalaureate project is designed through collaboration of a faculty member in the occupational therapy educational program, the student(s), and an individual with documented expertise in the content area of the baccalaureate project

The individual with documented expertise may be the same person as the faculty mentor or an additional individual

D.1.1., D.1.2, and D.1.3.

D.1.2. (OTA-B Programs) Document that the content expert is **informed of the plan for and purpose of the project** and has content expertise in the focus area.

ADDED D.1.3. The baccalaureate project must:

- Reflect the mission and philosophy of the program.

- Contribute to the development of in-depth knowledge in the designated area of interest.

- Include preparation consisting of, but not limited to, a literature review

D.1.6.

Ensure completion and dissemination of the project that demonstrates advanced knowledge in the focused area of study.

- Changed language to encourage more than reports

Q & A

A.5.3. Program Length

Does ACOTE look at it in weeks? Or from start to finish?

ANSWER

A.5.2. Program Length includes Total Time to Degree:

- TOTAL TIME TO DEGREE: The **total length of the program in weeks**, only including the weeks that classes are in session, or the students are on fieldwork or completing the capstone experience.

D.1.3. Design and Preparation of Baccalaureate Project

Can a scoping review be used to meet the literature review requirement for D.1.3. in the 2023 Standards?

ANSWER

YES. Scoping reviews are a type of evidence synthesis that aims to systematically identify and map the breadth of evidence available on a particular topic, field, concept, or issue, often irrespective of source (i.e., primary research, reviews, non-empirical evidence) within or across specific contexts.

- Scoping review are considered in the category of evidence synthesis methodologies such as systematic reviews and qualitative evidence synthesis

Implementation of 2023 Standards

What happens if we have an AON with the current Standards - and we go to the new Standard?

ANSWER –

- If a program has an existing AON for a Standard that has been removed in the 2023 Standards, the AON will go away <u>on the implementation date</u>.

- If a program has an existing AON for a Standard that is related to a 2023 Standard which has been re-worded/modified; the AON will remain and be reflective of the new Standard.

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Implementation of 2023 Standards

When can we begin to implement the Standards?

ANSWER –

- ACOTE assesses compliance with the next report due to ACOTE.

- Programs must demonstrate compliance with the 2023 Standards for any report due after July 31st, 2025.

- If you are not due a report to ACOTE before JULY 31st, 2025, you can start moving to the 2023 Standards.

Implementation of 2023 Standards

If you have questions about how the 2023 ACOTE Standards may impact your specific program, **contact Accreditation staff**

accred@aota.org

Open the floor for additional Q & A

Resources for Programs

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