



The Accreditation Council for Occupational Therapy Education (ACOTE®) remains committed to supporting occupational therapy educational programs. In response to current and emerging legislative restrictions, ACOTE has developed guidance to help programs demonstrate compliance with the relevant ACOTE Standards. Guidance is supported by the commitment of ACOTE to adhere to all applicable federal and state laws and regulations. Therefore, programs seeking or maintaining accreditation with ACOTE are expected to align with their institution’s guidelines on diversity, equity, inclusion, and justice (DEIJ). ACOTE does not evaluate or assess institutions’ DEIJ policies and does not require programs to exceed their institutions’ DEIJ requirements.

\*\*\*\*\*

**2023 ACOTE® STANDARDS AND INTERPRETIVE GUIDE**

**A.2.2. Program Director and Faculty Qualifications:** *The program director and faculty must demonstrate: Knowledge of the curriculum design, application of principles of diversity, equity, inclusion, and justice concepts and the content delivery method (e.g., in-person, distance learning).*

Program directors and faculty must be knowledgeable regarding the application of the principles of DEIJ concepts to support quality education among a diverse student population.

**Examples of evidence:** Workshops, training and scholarship related to teaching principles and design that support instruction to a diverse group of students.

**A.2.7. Sufficient Faculty:** *The faculty must be reflective of institutional recruitment and hiring policies regarding diversity, equity, inclusion, and justice.*

Programs must adhere to the institutional recruitment and hiring policies related to DEIJ. If your institution does not have a formal policy, include a statement in the narrative indicating the absence of such a policy.

**A.6.1. Strategic Plan**

*The program must document a current strategic plan that articulates the program’s future vision and scholarship agenda, which guides the program (e.g., ... vision for diversity, equity, inclusion, and justice).*

Including DEIJ concepts in the strategic plan is not mandatory; they are an example of potential topics that may be incorporated into a strategic plan.

**B.1.2. Sociocultural, Socioeconomic, and Diversity Factors; and Lifestyles**

*Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.*

The intent of the Standard is to ensure students understand the importance of sociocultural, socioeconomic, diversity, equity, and inclusion factors in patient care in accordance with the occupational therapy framework.

**Examples of evidence:** Case studies and assessment(s) related to cultural competence, health disparities, and social determinants of health and how various factors—such as race, socioeconomic status, and geography—may impact health outcomes and access to services.