



ACCREDITATION COUNCIL

FOR

OCCUPATIONAL THERAPY

EDUCATION

ACCREDITATION MANUAL

**Accreditation Council for Occupational Therapy Education
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**AOTA ACCREDITATION COUNCIL FOR
OCCUPATIONAL THERAPY EDUCATION (ACOTE®)
ACCREDITATION MANUAL**

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I. INTRODUCTION

I. INTRODUCTION

INTRODUCTION TO ACCREDITATION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve. In the United States, this recognition is extended primarily through nongovernmental, voluntary institutional or professional associations. These groups establish criteria for accreditation, arrange site visits, evaluate those institutions and professional programs which desire accredited status, and publicly designate those which meet their criteria.

In most other countries, the establishment and maintenance of educational standards is the responsibility of a central government bureau. In the United States, however, public authority in education is constitutionally reserved to the states. This system of voluntary nongovernmental evaluation, called accreditation, has evolved to promote both regional and national approaches to the determination of educational quality. Although accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions—by governmental funding agencies, scholarship commissions, foundations, employers, counselors, and potential students. Accrediting agencies, therefore, come to be viewed as quasi-public entities with certain responsibilities to the many groups which interact with the educational community.

In America, accreditation at the postsecondary level performs a number of important functions, including the encouragement of efforts toward maximum educational effectiveness. The accrediting process requires institutions and programs to examine their goals, activities, and achievements; to consider the expert criticism and suggestions of a visiting team; and to determine internal procedures for action on recommendations from the accrediting agency. Since accreditation status is reviewed on a periodic basis, recognized institutions and professional programs are encouraged to maintain continuous self-study and improvement mechanisms. [Directory of Recognized Accrediting Agencies and Supporters of Accreditation, Commission on Recognition of Postsecondary Accreditation (CORPA), 1995].

Accreditation of educational programs for the occupational therapist and the occupational therapy assistant is granted by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA). ACOTE is recognized as the accrediting agency for occupational therapy education by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

Accreditation by an agency recognized by the USDE is one of the conditions qualifying an educational institution or program (freestanding) to participate in federal funding programs. Placement on the list of recognized accrediting agencies also serves consumer interests by acknowledging an accrediting body's ability to identify institutions or programs of quality.

Federal legislation requires the U.S. Secretary of Education to publish a list of the accrediting agencies the Secretary recognizes as reliable authorities concerning the quality of education offered by educational institutions or programs. The criteria and procedures developed by the Department for its evaluations and the list of agencies granted national recognition are published in the *Federal Register*.

PURPOSES OF ACCREDITATION

Accreditation has two fundamental purposes: to assure the quality of the institution or program and to assist in the improvement of the institution or program ...

In fulfilling its two purposes, quality assurance and institutional and program improvement, accreditation provides service of value to several constituencies:

*To the **PUBLIC**, the value of accreditation includes:*

- a. an assurance of external evaluation of the institution or program, and a finding that there is conformity to general expectations in higher education or the professional field;*
- b. an identification of institutions and programs which have voluntarily undertaken explicit activities directed at improving the quality of the institution and its professional programs, and are carrying them out successfully;*
- c. an improvement in the professional services available to the public, as accredited programs modify their requirements to reflect changes in knowledge and practice generally accepted in the field;*
- d. a decreased need for intervention by public agencies in the operations of educational institutions, since their institutions through accreditation are providing privately for the maintenance and enhancement of educational quality.*

*To **STUDENTS**, accreditation provides:*

- a. an assurance that the educational activities of an accredited institution or program have been found to be satisfactory, and therefore meet the needs of students;*
- b. assistance in the transfer of credits between institutions, or in the admission of students to advanced degrees through the general acceptance of credits among accredited institutions when the performance of the student has been satisfactory and the credits to be transferred are appropriate to the receiving institution;*
- c. a prerequisite in many cases for entering a profession.*

***INSTITUTIONS OF HIGHER EDUCATION** benefit from accreditation through:*

- a. the stimulus provided for self-evaluation and self-directed institutional and program improvement;*
- b. the strengthening of institutional and program self-evaluation by the review and counsel provided through the accrediting agency;*
- c. the application of criteria of accrediting agencies, generally accepted throughout higher education, which help guard against external encroachments harmful to institutional or program quality by providing benchmarks independent of forces that might impinge on individual institutions;*
- d. the enhancing of the reputation of an accredited institution or program because of public regard for accreditation;*
- e. the use of accreditation as one means by which an institution can gain eligibility for the participation of itself and its students in certain programs of governmental aid to postsecondary education; accreditation is also usually relied upon by private foundations as a highly desirable indicator of institutional and program quality.*

Accreditation serves the **PROFESSIONS** by:

- a. providing a means for the participation of practitioners in setting the requirements for preparation to enter the professions;
- b. contributing to the unity of the professions by bringing together practitioners, teachers and students in an activity directed at improving professional preparation and professional practice.

(Adopted by the Council on Postsecondary Accreditation Board April 15, 1982). (Affirmed by the Commission on Recognition of Postsecondary Accreditation January 16, 1994).

The specific purposes of the ACOTE accreditation process are:

1. to encourage continuous self-analysis and improvement of the occupational therapy educational program by representatives of the institution's administrative staff, teaching faculty, students, governing body, and other appropriate constituencies, with the ultimate aim of assuring students of quality education in this profession and assuring patients of appropriate occupational therapy care.
2. to determine whether the occupational therapy educational program meets the appropriate approved educational standards.
3. to encourage faculty to anticipate and accommodate new trends and developments in the practice of occupational therapy that should be incorporated into the educational process.
4. to assure the educational community, the general public, and other agencies or organizations that the program has both clearly defined and appropriate objectives, maintains conditions under which these objectives can reasonably be expected to be achieved, appears to be accomplishing them substantially, and can be expected to continue to do so.

HISTORY OF AOTA ACCREDITATION

The National Society for the Promotion of Occupational Therapy was founded in 1917 and incorporated under the laws of the District of Columbia.

The object of the Association as set forth in its Constitution "shall be to study and advance curative occupations for invalids and convalescents; to gather news of progress in occupational therapy and to use such knowledge to the common good; to encourage original research, to promote cooperation among occupational therapy societies, and with other agencies of rehabilitation."

About 3 years after its incorporation, the Association was urged by several leading physicians and authorities on hospital administration to establish a national register or directory of occupational therapists "for the protection of hospitals and institutions from unqualified persons posing as occupational therapists."

After careful consideration and on the advice of other national organizations in the field of medicine, the Association decided that the first step toward the establishment of a national register or directory was the establishment of minimum standards of training for occupational therapists.

In 1921, the name of the Association was changed to the American Occupational Therapy Association (AOTA). In 1923, accreditation of educational programs became a stated function of the American Occupational Therapy Association, and basic educational standards were developed.

AOTA approached the Council on Medical Education of the American Medical Association (AMA) in 1933 to request cooperation in the development and improvement of educational programs for occupational therapists.

The “ESSENTIALS OF AN ACCEPTABLE SCHOOL OF OCCUPATIONAL THERAPY” were adopted by the AMA House of Delegates in 1935. This action represented the first cooperative accreditation activity by the AMA.

In 1958, AOTA assumed responsibility for approval of educational programs for the occupational therapy assistant. The standards on which accreditation was based were modeled after the Essentials established for baccalaureate programs.

In 1964, the AOTA/AMA collaborative relationship in accreditation was officially recognized by the National Commission on Accrediting (NCA). The NCA was a private agency serving as a coordinating agency for accrediting activities in higher education. Although it had no legal authority, it had great influence on educational accreditation through the listing of accrediting agencies it recommended to its members. The NCA continued its activities in merger with the Federation of Regional Accrediting Commissions of Higher Education since January 1975. The new organization was the Council on Postsecondary Accreditation (COPA).

In 1990, AOTA petitioned the Committee on Allied Health Education and Accreditation (CAHEA) to include the accreditation of the occupational therapy assistant programs in the CAHEA system. After approval of the change by the AMA Council on Medical Education, CAHEA petitioned both COPA and the USDE for recognition as the accrediting body for occupational therapy assistant education.

In 1991, occupational therapy assistant programs with approval status from the AOTA Accreditation Committee became accredited by CAHEA/AMA in collaboration with the AOTA Accreditation Committee.

On January 1, 1994, the AOTA Accreditation Committee changed its name to the AOTA Accreditation Council for Occupational Therapy Education (ACOTE) and became operational as an accrediting agency independent of CAHEA/AMA.

During 1994, ACOTE became listed by the USDE as a nationally recognized accrediting agency for professional programs in the field of occupational therapy. ACOTE was also granted initial recognition by the Commission on Recognition of Postsecondary Accreditation (CORPA). CORPA was the nongovernmental recognition agency for accrediting bodies that was formed when COPA dissolved in 1994.

On March 1, 1994, 197 previously accredited/approved and developing occupational therapy and occupational therapy assistant educational programs were transferred into the ACOTE accreditation system.

In a ballot election concluded October 31, 1994, the AOTA membership approved the proposed AOTA Bylaws Amendment that reflected the creation of AOTA’s new accrediting body and establishment of ACOTE as a standing committee of the AOTA Executive Board. At that time, responsibility for review and revision of the educational standards (Essentials) was transferred from the AOTA Commission on Education (COE) Educational Standards Review Committee (ESRC) to ACOTE. The authority for final approval of the educational standards, which previously required acceptance by both the AOTA Representative Assembly and CAHEA/AMA, was also transferred to ACOTE. This action allowed ACOTE to meet the recognition criteria of both USDE and CORPA.

The Council on Higher Education Accreditation (CHEA) is presently the nongovernmental agency for accrediting bodies that replaced CORPA. In February 1997, CHEA voted to accept CORPA’s recognition status of ACOTE.

In August 1997, ACOTE voted to open its accreditation process to occupational therapy programs located outside the United States. In December 1998, ACOTE accredited its first non-U.S. program: Queen Margaret University College in Edinburgh, Scotland.

At its April 1998 meeting, ACOTE adopted the following position statement regarding the draft accreditation standards: *Given the demands, complexity, and diversity of contemporary occupational therapy practice, ACOTE’s position is that the forthcoming educational standards are most likely to be achieved in post-baccalaureate degree programs.*

In December 1998, ACOTE adopted the *Standards for an Accredited Educational Program for the Occupational Therapist* and *Standards for an Accredited Educational Program for the Occupational Therapy Assistant*. These Standards, which went into effect on July 1, 2000, replaced the 1991 Essentials–Updated.

At AOTA’s April 1999 Annual Conference & Expo, the Representative Assembly passed Resolution J, “Movement to Required Postbaccalaureate Level of Education.” This resolution called for the eventual installation of a postbaccalaureate requirement for entry-level occupational therapy education. After an exhaustive evaluation of the short- and long-term impact of the decision to move to postbaccalaureate-degree entry, ACOTE voted at its August 1999 meeting that professional entry-level occupational therapy programs must be offered at the postbaccalaureate level by January 1, 2007 to receive or maintain ACOTE accreditation status.

In August of 2004, ACOTE voted to transition from accreditation of occupational therapy educational programs to accreditation of occupational therapy program degree levels, effective January 1, 2005. Any institution adding a new degree level or changing the current occupational therapy degree level was required to apply for and receive formal accreditation status for that degree level prior to the admission of students into the program.

In August 2006, ACOTE formally adopted new *Accreditation Standards for Master’s-Degree-Level Educational Programs for the Occupational Therapist* and new *Accreditation Standards for Educational Programs for the Occupational Therapy Assistant*. In December 2006, ACOTE formally adopted *Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist*. An effective date of January 1, 2008, was established for all sets of 2006 ACOTE Standards.

At its April 2008 meeting, AOTA’s Representative Assembly (RA) established that the official position of AOTA is one that supports the associate degree as the requirement for entry to the field as an occupational therapy assistant. The RA further recommended that ACOTE implement a 5-year timeline for the existing 3 certificate-level programs to transition to the associate degree level. This transition period may be extended for good cause.

In response to the RA’s action, ACOTE adopted a policy at its April 2008 meeting that effective July 1, 2013, all occupational therapy assistant educational programs must be offered at the associate degree level in order to retain ACOTE accreditation. In addition, ACOTE voted that effective May 10, 2008, ACOTE will only accept applications for new occupational therapy assistant (OTA) programs that are offered at the associate degree level.

At its August 2015 meeting, ACOTE voted that accreditation of entry-level occupational therapy assistant programs would be offered at both the associate and bachelor’s degree levels. The option for programs to seek accreditation for a baccalaureate-degree-level program for the occupational therapy assistant became active after baccalaureate-degree-level OTA Standards were adopted by ACOTE in August 2018.

In April 2019, following the conclusion of a robust and collaborative process with leaders and members of the American Occupational Therapy Association (AOTA) about a proposed mandate for a single point of entry for occupational therapists at the doctoral level, AOTA’s Representative Assembly determined that occupational therapists may enter the profession at the master’s or doctorate level, while occupational therapy assistants may enter the profession at the associate or baccalaureate level. This is now the official policy of AOTA for entry into the occupational therapy profession.

ACOTE PURPOSE STATEMENT

ACOTE®: Associated Advisory Council of the Board (*2017 AOTA Bylaws Article V. Section 10.*)

Purpose: To accredit occupational therapy educational programs and occupational therapy assistant educational programs. ACOTE® establishes, approves, and administers educational standards to evaluate occupational therapy and occupational therapy assistant educational programs. ACOTE® shall have complete autonomy in establishing standards for educational programs; developing and implementing policies, rules, and procedures for conducting accreditation reviews; and making accreditation decisions.

ACOTE VISION STATEMENT

The Accreditation Council for Occupational Therapy Education (ACOTE®) is committed to the establishment, promotion, and evaluation of standards of quality in occupational therapy education. To this end, ACOTE will lead in the development of effective collaborative partnerships with the communities of interest, both internal and external to the profession of occupational therapy, which are affected by its activities.

ACOTE MISSION STATEMENT

The Accreditation Council for Occupational Therapy Education (ACOTE®) ensures quality occupational therapy education by developing accreditation standards and verifying implementation to support the preparation of competent occupational therapists and occupational therapy assistants.

REVIEW OF ACCREDITATION POLICIES

ACOTE periodically reviews its policies and procedures to ensure that:

- they are consistent with the requirements of the USDE,
- they facilitate an impartial and objective judgment of each program's compliance with the *Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, Master's-Degree-Level Educational Program for the Occupational Therapist, Baccalaureate-Degree-Level Educational Program for the Occupational Therapy Assistant, or Associate-Degree-Level Educational Program for the Occupational Therapy Assistant*.
- they assure due process, and
- they minimize, as much as possible, the burden of the documentation required.

PROCEDURES IN ACCREDITATION

The accreditation process is continuously evolving. The trend has been from quantitative to qualitative criteria, from the early days of simple checklists to an increasing interest and emphasis on measuring the outcomes of educational experiences.

For new programs, the accreditation process begins with submission of a Letter of Intent to seek accreditation, followed by an eligibility application. Once eligibility for accreditation is determined, the program will be given a timeline for the initial accreditation process, including a date for submission of the Candidacy Application. Upon review of this application, ACOTE either grants, defers action on, or denies Candidacy Status.

If Candidacy Status is granted, the program may admit its first class of students and proceed to the second step of the ACOTE review process, the preaccreditation review. In this step, the program conducts a programmatic self-study, a comprehensive self-assessment of the program's compliance with ACOTE Accreditation Standards. Upon review of this report, ACOTE grants, defers action on, or denies Preaccreditation Status, a decision that reflects ACOTE's opinion of how likely the program is to meet the ACOTE Accreditation Standards by the time of the initial on-site evaluation.

In preparation for the initial or reaccreditation on-site evaluation, trained evaluators conduct a complete review of the Report of Self-Study submitted by the program. This serves as the basis for evaluation of the program by an on-site team. At the conclusion of the on-site evaluation, the team prepares an evaluation report, which is reviewed by the program for factual accuracy. The Evaluators' Report of On-Site Evaluation and any response

from the program are then reviewed by ACOTE. ACOTE uses these materials as the basis for action regarding the accreditation status of the program. Details regarding these procedures are contained in this manual.

LISTING OF EDUCATIONAL PROGRAMS IN OCCUPATIONAL THERAPY

As required by the USDE, AOTA annually publishes a list of accredited occupational therapy educational programs, which includes a section devoted to developing programs that have entered the accreditation process and sections devoted to programs that have voluntarily or involuntarily withdrawn from the accreditation process. The fact that the program is included as an accredited educational program in the listing indicates that it is in substantial compliance with the *Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, Master's-Degree-Level Educational Program for the Occupational Therapist, Baccalaureate-Degree-Level Educational Program for the Occupational Therapy Assistant, or Associate-Degree-Level Educational Program for the Occupational Therapy Assistant*. It should not be construed as indicating the rank or degree to which the program exceeds the *Standards*.

II.

STANDARDS

2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide
(effective July 31, 2020)
August 2020 Interpretive Guide Version

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
PREAMBLE				
	<p>The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited doctoral-degree-level occupational therapy program must</p> <ul style="list-style-type: none"> • Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education. • Be prepared to evaluate and choose appropriate theory to inform practice. • Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation. 	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited master's-degree-level occupational therapy program must</p> <ul style="list-style-type: none"> • Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic and fieldwork education. • Be prepared to choose appropriate theory to inform practice. • Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation. 	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited baccalaureate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> • Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic and fieldwork education. • Define theory as it applies to practice. • Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation. • Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for 	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited associate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> • Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic and fieldwork education. • Define theory as it applies to practice. • Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation. • Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<ul style="list-style-type: none"> • Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework. • Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework. • Be prepared to be a lifelong learner to keep current with evidence-based professional practice. • Uphold the ethical standards, values, and attitudes of the occupational therapy profession. • Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery. • Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery. • Be prepared to effectively communicate and work interprofessionally with all who 	<ul style="list-style-type: none"> • Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework. • Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that 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collaborate with occupational therapists in service delivery. • Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<p>provide services and programs for persons, groups, and populations.</p> <ul style="list-style-type: none"> • Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services. • Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge. • Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging. • Demonstrate active involvement in professional development, leadership, and advocacy. • Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. 	<p>provide services and programs for persons, groups, and populations.</p> <ul style="list-style-type: none"> • Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services. • Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge. • Demonstrate active involvement in professional development, leadership, and advocacy. 	<ul style="list-style-type: none"> • Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services. • Demonstrate active involvement in professional development, leadership, and advocacy. • Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a baccalaureate project in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. 	<ul style="list-style-type: none"> • Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services. • Demonstrate active involvement in professional development, leadership, and advocacy.
<p><i>FOR ALL STANDARDS LISTED BELOW, IF ONE COMPONENT OF THE STANDARD IS NONCOMPLIANT, THE ENTIRE STANDARD WILL BE CITED. THE PROGRAM MUST DEMONSTRATE COMPLIANCE WITH ALL COMPONENTS OF THE STANDARD IN ORDER FOR THE AREA OF NONCOMPLIANCE TO BE REMOVED.</i></p>				

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
SECTION A: GENERAL REQUIREMENTS				
A.1.0. SPONSORSHIP AND ACCREDITATION				
<i>A.1.1. Institutional Accreditation</i>				
A.1.1.	The sponsoring institution(s) and affiliates, if any, must be accredited by a nationally recognized institutional accrediting authority. For programs in countries other than the United States, ACOTE will determine an equivalent external review process.	The sponsoring institution(s) and affiliates, if any, must be accredited by a nationally recognized institutional accrediting authority. For programs in countries other than the United States, ACOTE will determine an equivalent external review process.	The sponsoring institution(s) and affiliates, if any, must be accredited by a nationally recognized institutional accrediting authority.	The sponsoring institution(s) and affiliates, if any, must be accredited by a nationally recognized institutional accrediting authority.
<i>A.1.2. Institutional Authority</i>				
A.1.2.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate doctoral degree-granting authority.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority, or the institution must be a program offered within the military services.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority, or the institution must be a program offered within the military services.
<i>A.1.3. Institutional Setting</i>				
A.1.3.	Accredited occupational therapy educational programs must be established in senior colleges, universities, or medical schools.	Accredited occupational therapy educational programs must be established in senior colleges, universities, or medical schools.	Accredited occupational therapy assistant educational programs must be established in community, technical, junior, and senior colleges; universities; medical schools; or military institutions.	Accredited occupational therapy assistant educational programs must be established in community, technical, junior, and senior colleges; universities; medical schools; vocational schools or institutions; or military institutions.
<i>A.1.4. Sponsoring Institution Responsibilities</i>				
A.1.4.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

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	<i>THE DEGREES MOST COMMONLY CONFERRED ARE THE OCCUPATIONAL THERAPY DOCTORATE (OTD) AND DOCTOR OF OCCUPATIONAL THERAPY (DrOT).</i>	<i>THE DEGREES MOST COMMONLY CONFERRED ARE THE MASTER OF OCCUPATIONAL THERAPY (MOT), MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT), AND MASTER OF SCIENCE (MS). PROGRAMS OFFERING COMBINED BACCALAUREATE/MASTER'S (BS/MS OR BS/MOT) DEGREES ARE STRONGLY ENCOURAGED TO AVOID USING "BACCALAUREATE IN OCCUPATIONAL THERAPY" AS THE BACCALAUREATE PORTION OF THE DEGREE NAME TO AVOID CONFUSING THE PUBLIC. DEGREE NAMES FOR THE BACCALAUREATE PORTION OF THE PROGRAM MOST COMMONLY USED ARE "BACCALAUREATE IN HEALTH SCIENCES," "BACCALAUREATE IN ALLIED HEALTH," "BACCALAUREATE IN OCCUPATIONAL SCIENCE," AND "BACCALAUREATE IN HEALTH STUDIES."</i>	<i>THE DEGREES MOST COMMONLY CONFERRED ARE THE BACHELOR OF SCIENCE (BS) AND THE BACHELOR OF ARTS (BA).</i>	<i>THE DEGREES MOST COMMONLY CONFERRED ARE THE ASSOCIATE OF APPLIED SCIENCE (AAS) AND ASSOCIATE OF SCIENCE (AS).</i>
A.1.5. Notification Requirements				
A.1.5.	<p>The program must:</p> <ul style="list-style-type: none"> Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation. Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. Pay accreditation fees within 90 days of the invoice date. 	<p>The program must:</p> <ul style="list-style-type: none"> Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation. Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. Pay accreditation fees within 90 days of the invoice date. 	<p>The program must:</p> <ul style="list-style-type: none"> Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation. Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. Pay accreditation fees within 90 days of the invoice date. 	<p>The program must:</p> <ul style="list-style-type: none"> Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation. Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. Pay accreditation fees within 90 days of the invoice date.

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	<ul style="list-style-type: none"> Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. Agree to a site visit date before the end of the period for which accreditation was previously awarded. Demonstrate honesty and integrity in all interactions with ACOTE. Comply with the current requirements of all ACOTE policies. 	<ul style="list-style-type: none"> Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. Agree to a site visit date before the end of the period for which accreditation was previously awarded. Demonstrate honesty and integrity in all interactions with ACOTE. Comply with the current requirements of all ACOTE policies. 	<ul style="list-style-type: none"> Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. Agree to a site visit date before the end of the period for which accreditation was previously awarded. Demonstrate honesty and integrity in all interactions with ACOTE. Comply with the current requirements of all ACOTE policies. 	<ul style="list-style-type: none"> Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. Agree to a site visit date before the end of the period for which accreditation was previously awarded. Demonstrate honesty and integrity in all interactions with ACOTE. Comply with the current requirements of all ACOTE policies.
A.2.0. ACADEMIC RESOURCES				
A.2.1. Program Director				
A.2.1.	<ul style="list-style-type: none"> The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by an institutional accrediting body recognized by the U.S. Department of Education (USDE). 	<ul style="list-style-type: none"> The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by an institutional accrediting body recognized by the U.S. Department of Education (USDE). 	<ul style="list-style-type: none"> The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by an institutional accrediting body recognized by the U.S. Department of 	<ul style="list-style-type: none"> The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by an institutional accrediting body recognized by the U.S. Department of

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	<p>The doctoral degree is not limited to a doctorate in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> Clinical practice as an occupational therapist. Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting. Scholarship (e.g., scholarship of application, scholarship of teaching and learning). Understanding of the role of the occupational therapy assistant. At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postbaccalaureate level. The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. The program director position cannot be shared. 	<p>The doctoral degree is not limited to a doctorate in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> Clinical practice as an occupational therapist. Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting. Scholarship (e.g., scholarship of application, scholarship of teaching and learning). Understanding of the role of the occupational therapy assistant. At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level. The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. The program director position cannot be shared. 	<p>Education (USDE). The master's degree is not limited to a master's degree in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> Clinical practice as an occupational therapist or occupational therapy assistant. Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting. Scholarship (e.g., scholarship of application, scholarship of teaching and learning). Understanding of and experience with occupational therapy assistants. At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level. The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. The program director position cannot be shared. 	<p>Education (USDE). The master's degree is not limited to a master's degree in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> Clinical practice as an occupational therapist or occupational therapy assistant. Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting. Scholarship (e.g., scholarship of application, scholarship of teaching and learning). Understanding of and experience with occupational therapy assistants. At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level. The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. The program director position cannot be shared.

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	A DOCTORAL, MASTER'S, OR BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT ACCREDITED BY A NATIONALLY RECOGNIZED INSTITUTIONAL ACCREDITING AGENCY IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED NATIONAL INSTITUTIONAL ACCREDITATION SINCE THAT TIME.			
A.2.2. FTE Faculty Composition				
A.2.2.	(No related Standard)	(No related Standard)	The program must have at least three full-time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant.	The program must have at least two full-time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant.
			IN ORDER TO DEMONSTRATE COMPLIANCE WITH THIS STANDARD, THERE MUST BE ONE CORE FACULTY MEMBER WHO IS PRIMARILY PRACTICING AS AN OCCUPATIONAL THERAPIST AND ONE CORE FACULTY MEMBER WHO IS PRIMARILY PRACTICING AS AN OCCUPATIONAL THERAPY ASSISTANT. FOR THE PURPOSE OF THIS STANDARD, PRACTICE IS CONSIDERED EITHER OTA CLINICAL PRACTICE OR OTA EDUCATION.	
A.2.3. Program Director and Faculty Qualifications				
A.2.3.	The program director and faculty must possess: <ul style="list-style-type: none">The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.The expertise necessary to ensure appropriate curriculum design,	The program director and faculty must possess: <ul style="list-style-type: none">The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.The expertise necessary to ensure appropriate curriculum design,	The program director and faculty must possess: <ul style="list-style-type: none">The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.The expertise necessary to ensure appropriate curriculum design,	The program director and faculty must possess: <ul style="list-style-type: none">The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.The expertise necessary to ensure appropriate curriculum design,

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	content delivery, and program evaluation.	content delivery, and program evaluation.	content delivery, and program evaluation.	content delivery, and program evaluation.
A.2.4. Academic Fieldwork Coordinator				
A.2.4.	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist and hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist and hold a minimum of a master's degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist or occupational therapy assistant and hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist or occupational therapy assistant and hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>
A DOCTORAL, MASTER'S, OR BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT ACCREDITED BY A NATIONALLY RECOGNIZED INSTITUTIONAL ACCREDITING AGENCY IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED NATIONAL INSTITUTIONAL ACCREDITATION SINCE THAT TIME.				

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A.2.5. Doctoral Capstone Coordinator				
A.2.5.	<p>The program must identify an individual for the role of capstone coordinator who is specifically responsible for the program's compliance with the capstone requirements of Standards Section D.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The capstone coordinator may be assigned other institutional duties that do not interfere with the management and administration of the capstone program. The institution must document that the capstone coordinator has sufficient release time and support to ensure that the needs of the capstone program are being met.</p> <p>This individual must be an occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The capstone coordinator must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	(No related Standard)	(No related Standard)	(No related Standard)
	<p><i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT ACCREDITED BY A NATIONALLY RECOGNIZED INSTITUTIONAL ACCREDITING AGENCY IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED NATIONAL INSTITUTIONAL ACCREDITATION SINCE THAT TIME.</i></p>			

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
A.2.6. Licensed OT and OTA Faculty				
A.2.6.	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>
A.2.7. Faculty Degrees				
A.2.7.	<p>All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy.</p> <p>At least 50% of full-time core faculty must have a post-professional doctorate.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The majority of full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree. All full-time faculty must hold a minimum of a master's degree. All degrees must be awarded by an institution that is accredited by a USDE-recognized institutional accrediting body. The degrees are not limited to occupational therapy.</p> <p>At least 50% of full-time core faculty must hold a doctoral degree. The program director is counted as a faculty member.</p> <p>At least 25% of full-time core faculty must have a post-professional doctorate.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The majority of full-time core faculty who are occupational therapy practitioners teaching in the program must hold a minimum of a master's degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. All full-time faculty must hold a minimum of a baccalaureate degree that is awarded by an institution that is accredited by a USDE-recognized institutional accrediting body. The degrees are not limited to occupational therapy.</p> <p>At least 50% of full-time core faculty must hold a minimum of a master's degree. The program director is counted as a faculty member.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting body. The degrees are not limited to occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	A DOCTORAL, MASTER'S, OR BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT ACCREDITED BY A NATIONALLY RECOGNIZED INSTITUTIONAL ACCREDITING AGENCY IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED NATIONAL INSTITUTUIONAL ACCREDITATION SINCE THAT TIME.			
A.2.8. Site Coordinator				
A.2.8.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapist as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapist as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapy practitioner as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapy practitioner as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.
A.2.9. Sufficient Faculty				
A.2.9.	The occupational therapy faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal. Faculty responsible for content related to research methodology and mentoring students on scholarly projects must demonstrate ongoing scholarly achievement and research expertise.	The occupational therapy faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal. Faculty responsible for content related to research methodology and mentoring students on scholarly projects must demonstrate ongoing scholarly achievement and research expertise.	The occupational therapy assistant faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal.	The occupational therapy assistant faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal.
A.2.10. Clerical and Support Staff				
A.2.10.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, fieldwork and doctoral capstone requirements, including support for any portion of the program offered by distance education.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, and fieldwork requirements, including support for any portion of the program offered by distance education.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, fieldwork, and baccalaureate project requirements, including support for any portion of the program offered by distance education.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic ,administrative, and fieldwork requirements, including support for any portion of the program offered by distance education.
A.2.11. Budget				
A.2.11.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program’s obligation to matriculated and entering students.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program’s obligation to matriculated and entering students.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program’s obligation to matriculated and entering students.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program’s obligation to matriculated and entering students.

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A.2.12. Adequate Space				
A.2.12.	<ul style="list-style-type: none"> Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy program on a priority basis. If 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students. 	<ul style="list-style-type: none"> Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy program on a priority basis. If 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students. 	<ul style="list-style-type: none"> Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy assistant program on a priority basis. If 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students. 	<ul style="list-style-type: none"> Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy assistant program on a priority basis. If 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students.
A.2.13. Equipment, Supplies, and Evaluative and Treatment Methodologies				
A.2.13.	<ul style="list-style-type: none"> Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic, fieldwork, and doctoral capstone components of the curriculum. Students must be given access and opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program. 	<ul style="list-style-type: none"> Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum. Students must be given access and opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program. 	<ul style="list-style-type: none"> Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic, fieldwork, and baccalaureate project components of the curriculum. Students must be given access and opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program. 	<ul style="list-style-type: none"> Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum. Students must be given access and opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.
A.2.14. Library, Reference Materials, Instructional Aids, and Technology				
A.2.14.	<ul style="list-style-type: none"> Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers. 	<ul style="list-style-type: none"> Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers. 	<ul style="list-style-type: none"> Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers. 	<ul style="list-style-type: none"> Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers.

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	<ul style="list-style-type: none"> Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available. 	<ul style="list-style-type: none"> Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available. 	<ul style="list-style-type: none"> Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available. 	<ul style="list-style-type: none"> Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available.
A.2.15. Distance Education				
A.2.15.	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <p>The program must provide documentation of the processes involved and evidence of implementation.</p>	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <p>The program must provide documentation of the processes involved and evidence of implementation.</p>	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <p>The program must provide documentation of the processes involved and evidence of implementation.</p>	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <p>The program must provide documentation of the processes involved and evidence of implementation.</p>
A.3.0. STUDENTS				
A.3.1. Admission Criteria				
A.3.1.	Admission of students to the occupational therapy program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.	Admission of students to the occupational therapy program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.	Admission of students to the occupational therapy assistant program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.	Admission of students to the occupational therapy assistant program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.
A.3.2. Admission Policies				
A.3.2.	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements must be

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	requirements must be readily accessible to prospective students and the public.	requirements must be readily accessible to prospective students and the public.	requirements must be readily accessible to prospective students and the public.	readily accessible to prospective students and the public.
A.3.3. Credit for Previous Courses/Work Experience				
A.3.3.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate doctoral Standards.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate master's Standards.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate baccalaureate Standards.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate associate's Standards.
A.3.4. Criteria for Successful Completion				
A.3.4.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.
A.3.5. Evaluation on a Regular Basis				
A.3.5.	<p>Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas:</p> <ul style="list-style-type: none"> • Student progress • Professional behaviors • Academic standing 	<p>Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas:</p> <ul style="list-style-type: none"> • Student progress • Professional behaviors • Academic standing 	<p>Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas:</p> <ul style="list-style-type: none"> • Student progress • Professional behaviors • Academic standing 	<p>Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas:</p> <ul style="list-style-type: none"> • Student progress • Professional behaviors • Academic standing
A.3.6. Student Support Services				
A.3.6.	Students must be informed of and have access to the student support services that are provided to other students in the institution. Distance students must have access to the same resources as campus students.	Students must be informed of and have access to the student support services that are provided to other students in the institution. Distance students must have access to the same resources as campus students.	Students must be informed of and have access to the student support services that are provided to other students in the institution. Distance students must have access to the same resources as campus students.	Students must be informed of and have access to the student support services that are provided to other students in the institution. Distance students must have access to the same resources as campus students.
A.3.7. Advising by Faculty				
A.3.7.	Advising related to professional coursework, professional behaviors, fieldwork education, and the doctoral capstone must be the responsibility of the occupational therapy faculty.	Advising related to professional coursework, professional behaviors, and fieldwork education must be the responsibility of the occupational therapy faculty.	Advising related to coursework in the occupational therapy assistant program, professional behaviors, fieldwork education, and the baccalaureate project must be the responsibility of the occupational therapy assistant faculty.	Advising related to coursework in the occupational therapy assistant program, professional behaviors, and fieldwork education must be the responsibility of the occupational therapy assistant faculty.

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A.4.0. PUBLIC INFORMATION & POLICIES				
A.4.1. Accurate Program Publications				
A.4.1.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.
A.4.2. Publication of Program Outcomes				
A.4.2.	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> • Program graduates • Graduation rates <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> • Program graduates • Graduation rates <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> • Program graduates • Graduation rates <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> • Program graduates • Graduation rates <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>
<p><i>PROGRAMS MAY USE EITHER CALENDAR YEAR OR ACADEMIC YEAR WHEN PUBLISHING THE TOTAL NUMBER OF PROGRAM GRADUATES AND GRADUATION RATES FROM THE PREVIOUS 3 YEARS AS LONG AS THE TIME FRAME IS CLEARLY DELINEATED. THE NUMBER OF PROGRAM GRADUATES MUST BE TOTALED FOR THE 3-YEAR REPORTING PERIOD. IF THE PROGRAM HAS ONLY ONE OR TWO YEARS OF GRADUATE DATA, THIS MUST BE MADE AVAILABLE AND TOTALED. THE TOTAL MAY BE IN THE FORM OF A NARRATIVE OR WITHIN A GRID. THE TOTAL NUMBER OF PROGRAM GRADUATES AND GRADUATION RATES MUST BE POSTED ON THE PROGRAM'S WEB PAGE. THE PROGRAM MUST PROVIDE AN ACTIVE DIRECT LINK TO THE NBCOT PROGRAM DATA RESULTS ON THE PROGRAM'S HOME PAGE: HTTPS://WWW.NBCOT.ORG/EN/EDUCATORS/HOME#SCHOOLPERFORMANCE (PREFERRED LINK) OR HTTPS://SECURE.NBCOT.ORG/DATA/SCHOOLSTATS.ASPX.</i></p>				
A.4.3. Publication of ACOTE Information				
A.4.3.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.

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	SAMPLE WORDING: "THE OCCUPATIONAL THERAPY/OCCUPATIONAL THERAPY ASSISTANT PROGRAM IS ACCREDITED BY THE ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE) OF THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA), LOCATED AT 6116 EXECUTIVE BOULEVARD, SUITE 200, NORTH BETHESDA, MD 20852-4929. ACOTE'S TELEPHONE NUMBER, C/O AOTA, IS (301) 652-AOTA, AND ITS WEB ADDRESS IS WWW.ACOTEONLINE.ORG ."			
A.4.4. Published Policies and Procedures				
A.4.4.	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none">• Policy and procedures for processing student and faculty grievances must be defined and published.• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.• Student probation, suspension, and dismissal must be published and made known.• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes fees associated with distance education.	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none">• Policy and procedures for processing student and faculty grievances must be defined and published.• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.• Student probation, suspension, and dismissal must be published and made known.• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes fees associated with distance education.	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none">• Policy and procedures for processing student and faculty grievances must be defined and published.• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.• Student probation, suspension, and dismissal must be published and made known.• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes fees associated with distance education.	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none">• Policy and procedures for processing student and faculty grievances must be defined and published.• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.• Student probation, suspension, and dismissal must be published and made known.• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes fees associated with distance education.
	PROGRAMS MUST DISPLAY THE COST OF ATTENDANCE FOR THE OT/OTA PROGRAM, WHICH INCLUDES CURRENT TUITION AND FEES AS WELL AS THE TOTAL COST OF ATTENDING AND COMPLETING THE OCCUPATIONAL THERAPY OR OCCUPATIONAL THERAPY ASSISTANT PROGRAM. THIS INFORMATION MUST BE DISPLAYED ON THE PROGRAM'S HOME PAGE OR A LINK TO THE INFORMATION POSTED ON THE PROGRAM'S HOMEPAGE. COMPLIANCE WITH THE REQUIRED COST OF ATTENDANCE INFORMATION IS EFFECTIVE 2/1/2021.			
A.4.5. Ability to Benefit				
A.4.5.	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER’S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student’s ability to benefit.	either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student’s ability to benefit.	either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student’s ability to benefit.	either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student’s ability to benefit.
A.4.6. Progression, Retention, Graduation, Certification, and Credentialing Requirements				
A.4.6.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program’s website about the potential impact of a felony conviction on a graduate’s eligibility for certification and credentialing must be provided.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program’s website about the potential impact of a felony conviction on a graduate’s eligibility for certification and credentialing must be provided.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program’s website about the potential impact of a felony conviction on a graduate’s eligibility for certification and credentialing must be provided.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program’s website about the potential impact of a felony conviction on a graduate’s eligibility for certification and credentialing must be provided.
	SAMPLE WORDING: “GRADUATES OF THE PROGRAM WILL BE ELIGIBLE TO SIT FOR THE NATIONAL CERTIFICATION EXAMINATION FOR THE OCCUPATIONAL THERAPIST, ADMINISTERED BY THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT®). AFTER SUCCESSFUL COMPLETION OF THIS EXAM, THE GRADUATE WILL BE AN OCCUPATIONAL THERAPIST, REGISTERED (OTR). IN ADDITION, ALL STATES REQUIRE LICENSURE TO PRACTICE; HOWEVER, STATE LICENSES ARE USUALLY BASED ON THE RESULTS OF THE NBCOT CERTIFICATION EXAMINATION. A FELONY CONVICTION MAY AFFECT A GRADUATE’S ABILITY TO SIT FOR THE NBCOT CERTIFICATION EXAMINATION OR ATTAIN STATE LICENSURE.”		SAMPLE WORDING: “GRADUATES OF THE PROGRAM WILL BE ELIGIBLE TO SIT FOR THE NATIONAL CERTIFICATION EXAMINATION FOR THE OCCUPATIONAL THERAPY ASSISTANT, ADMINISTERED BY THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT®). AFTER SUCCESSFUL COMPLETION OF THIS EXAM, THE GRADUATE WILL BE A CERTIFIED OCCUPATIONAL THERAPY ASSISTANT (COTA). IN ADDITION, ALL STATES REQUIRE LICENSURE TO PRACTICE; HOWEVER, STATE LICENSES ARE USUALLY BASED ON THE RESULTS OF THE NBCOT CERTIFICATION EXAMINATION. A FELONY CONVICTION MAY AFFECT A GRADUATE’S ABILITY TO SIT FOR THE NBCOT CERTIFICATION EXAMINATION OR ATTAIN STATE LICENSURE.”	
A.4.7. Completion in a Timely Manner				
A.4.7.	The program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and the doctoral capstone requirements in a timely manner. This policy must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program.	The program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This policy must include a statement that all Level II fieldwork must be completed within a time frame established by the program.	The program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and the baccalaureate project requirements in a timely manner. This policy must include a statement that all Level II fieldwork and the baccalaureate project must be completed within a time frame established by the program.	The program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This policy must include a statement that all Level II fieldwork must be completed within a time frame established by the program.
	SAMPLE WORDING: “STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK AND THE DOCTORAL CAPSTONE WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM.”	SAMPLE WORDING: “STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM.”	SAMPLE WORDING: “STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK AND THE BACCALAUREATE PROJECT WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM.”	SAMPLE WORDING: “STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM.”

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A.4.8. Student Records				
A.4.8.	Records regarding student admission, enrollment, fieldwork, doctoral capstone, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.	Records regarding student admission, enrollment, fieldwork, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.	Records regarding student admission, enrollment, fieldwork, baccalaureate project, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.	Records regarding student admission, enrollment, fieldwork, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.
A.5.0. CURRICULUM FRAMEWORK				
The curriculum framework is a description of the program that includes the program's mission, philosophy, and curriculum design.				
A.5.1. Curriculum—Preparation to Practice as a Generalist				
A.5.1.	The curriculum must include preparation to practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.	The curriculum must include preparation to practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.	The curriculum must include preparation to practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.	The curriculum must include preparation to practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.
A.5.2. Curriculum—Preparation and Application of In-depth Knowledge				
A.5.2.	The curriculum design must include course objectives and learning activities demonstrating preparation and application of in-depth knowledge in practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory through a combination of a capstone experience and a capstone project.	<i>(No related Standard)</i>	The curriculum design must include course objectives and learning activities demonstrating preparation and application of in-depth knowledge in practice skills, administration, leadership, advocacy, or education through the baccalaureate project.	<i>(No related Standard)</i>
A.5.3. Program Length				
A.5.3.	The occupational therapy doctoral degree must be awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals a	The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.	The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.	The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.

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	minimum of 6 FTE academic years. The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.			
A.5.4. Program Mission and Philosophy				
A.5.4.	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions. The statement of philosophy of the occupational therapy program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn. 	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions. The statement of philosophy of the occupational therapy program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn. 	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy assistant program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions. The statement of philosophy of the occupational therapy assistant program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn. 	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy assistant program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions. The statement of philosophy of the occupational therapy assistant program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn.
A.5.5. Curriculum Design				
A.5.5.	<p>The curriculum design must reflect the mission and philosophy of both 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.</p> <p>The instructional design must reflect the curriculum and ensure appropriate content delivery.</p>	<p>The curriculum design must reflect the mission and philosophy of both 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.</p> <p>The instructional design must reflect the curriculum and ensure appropriate content delivery.</p>	<p>The curriculum design must reflect the mission and philosophy of both the occupational therapy assistant 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.</p> <p>The instructional design must reflect the curriculum and ensure appropriate content delivery.</p>	<p>The curriculum design must reflect the mission and philosophy of both the occupational therapy assistant 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.</p> <p>The instructional design must reflect the curriculum and ensure appropriate content delivery.</p>

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A.5.6. Scholarship Agenda				
A.5.6.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.
A.5.7. Written Syllabi and Assessment Strategies				
A.5.7.	<p>The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.</p> <p>Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.</p>	<p>The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.</p> <p>Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.</p>	<p>The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.</p> <p>Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.</p>	<p>The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.</p> <p>Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.</p>
A.6.0. STRATEGIC PLAN AND PROGRAM ASSESSMENT For programs that are offered at more than one location, the program's strategic plan, evaluation plan, and results of ongoing evaluation must address each program location as a component of the overall plan.				
A.6.1. Strategic Plan				
A.6.1.	<p>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, changes in the curriculum design, priorities in academic resources, procurement of fieldwork and doctoral capstone sites). A program strategic plan must reflect a minimum of a 3-year period and include, but need not be limited to:</p> <ul style="list-style-type: none"> Evidence that the plan is based on program evaluation and an analysis of external and internal environments. 	<p>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, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program strategic plan must reflect a minimum of a 3-year period and include, but need not be limited to:</p> <ul style="list-style-type: none"> Evidence that the plan is based on program evaluation and an analysis of external and internal environments. 	<p>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, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites and baccalaureate project). A program strategic plan must reflect a minimum of a 3-year period and include, but need not be limited to:</p> <ul style="list-style-type: none"> Evidence that the plan is based on program evaluation and an analysis of external and internal environments. 	<p>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, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program strategic plan must reflect a minimum of a 3-year period and include, but need not be limited to:</p> <ul style="list-style-type: none"> Evidence that the plan is based on program evaluation and an analysis of external and internal environments.

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	<ul style="list-style-type: none"> Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program. Specific measurable action steps with expected timelines by which the program will reach its long-term goals. Person(s) responsible for action steps. Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change. 	<ul style="list-style-type: none"> Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program. Specific measurable action steps with expected timelines by which the program will reach its long-term goals. Person(s) responsible for action steps. Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change. 	<ul style="list-style-type: none"> Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program. Specific measurable action steps with expected timelines by which the program will reach its long-term goals. Person(s) responsible for action steps. Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change. 	<ul style="list-style-type: none"> Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program. Specific measurable action steps with expected timelines by which the program will reach its long-term goals. Person(s) responsible for action steps. Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.
A.6.2. Professional Development Plans				
A.6.2.	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change. Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. 	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change. Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. 	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change. Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. 	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change. Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.

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	<ul style="list-style-type: none"> The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities. Similarly, if the faculty member's primary role is research, he or she may not need a goal related to teaching effectiveness). 	<ul style="list-style-type: none"> The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities. Similarly, if the faculty member's primary role is research, he or she may not need a goal related to teaching effectiveness). 	<ul style="list-style-type: none"> The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities). 	<ul style="list-style-type: none"> The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities).
A.6.3. Program Evaluation				
A.6.3.	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> Faculty effectiveness in their assigned teaching responsibilities. Effectiveness of instructional design. Students' competency in professional behaviors. Students' progression through the program. Student retention rates. Fieldwork and doctoral capstone performance evaluation. Student evaluation of fieldwork and the doctoral capstone experience. Evaluation of doctoral capstone outcomes. Student satisfaction with the program. Graduates' performance on the NBCOT certification exam. Graduates' job placement and performance as determined by employer satisfaction. Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards). <p>Programs must routinely and systematically analyze data to determine</p>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> Faculty effectiveness in their assigned teaching responsibilities. Effectiveness of instructional design. Students' competency in professional behaviors. Students' progression through the program. Student retention rates. Fieldwork performance evaluation. Student evaluation of fieldwork experience. Student satisfaction with the program. Graduates' performance on the NBCOT certification exam. Graduates' job placement and performance as determined by employer satisfaction. <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.</p>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> Faculty effectiveness in their assigned teaching responsibilities. Effectiveness of instructional design. Students' competency in professional behaviors. Students' progression through the program. Student retention rates. Fieldwork and baccalaureate project performance evaluation. Student evaluation of fieldwork and the baccalaureate project experience. Evaluation of baccalaureate project outcomes. Student satisfaction with the program. Graduates' performance on the NBCOT certification exam. Graduates' job placement and performance as determined by employer satisfaction. <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of</p>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> Faculty effectiveness in their assigned teaching responsibilities. Effectiveness of instructional design. Students' competency in professional behaviors. Students' progression through the program. Student retention rates. Fieldwork performance evaluation. Student evaluation of fieldwork experience. Student satisfaction with the program. Graduates' performance on the NBCOT certification exam. Graduates' job placement and performance as determined by employer satisfaction. <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.</p>

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	<p>the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.</p> <p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>data and planned action responses must be maintained.</p> <p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>
A.6.4. Certification Exam Pass Rate				
A.6.4.	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>
SECTION B: CONTENT REQUIREMENTS The content requirements are written as expected student outcomes. Faculty are responsible for developing learning activities and evaluation methods to document that students meet these outcomes. Level II Fieldwork, the Baccalaureate Project, or the Doctoral Capstone Experience and Project syllabi may not be used to document compliance with a section B content Standard.				
B.1.0. FOUNDATIONAL CONTENT REQUIREMENTS Program content must be based on a broad foundation in the liberal arts and sciences. A strong foundation in the biological, physical, social, and behavioral sciences supports an understanding of occupation across the lifespan. 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. The student will be able to:				

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<i>B.1.1. Human Body, Development, and Behavior</i>				
B.1.1.	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.
<i>B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices</i>				
B.1.2.	Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices 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.	Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices 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.	Apply knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).	Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).
<i>B.1.3. Social Determinants of Health</i>				
B.1.3.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.
<i>B.1.4. Quantitative Statistics and Qualitative Analysis</i>				
B.1.4.	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	(No related Standard)	(No related Standard)

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B.2.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES				
Current and relevant interprofessional perspectives including rehabilitation, disability, and developmental as well as person/population-environment-occupation models, theories and frameworks of practice. The program must facilitate the development of the performance criteria listed below. The student will be able to:				
<i>B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference</i>				
B.2.1.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
<i>B.2.2. Theory Development</i>				
B.2.2.	Explain the process of theory development in occupational therapy and its desired impact and influence on society.	Explain the process of theory development and its importance to occupational therapy.	Define the process of theory development and its importance to occupational therapy.	Define the process of theory development and its importance to occupational therapy.
B.3.0. BASIC TENETS OF OCCUPATIONAL THERAPY				
Coursework must facilitate development of the performance criteria listed below. The student will be able to:				
<i>B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate</i>				
B.3.1.	Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Analyze occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.
<i>B.3.2. Interaction of Occupation and Activity</i>				
B.3.2.	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.
<i>B.3.3. Distinct Nature of Occupation</i>				
B.3.3.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

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B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention				
B.3.4.	Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	Apply and analyze scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.
B.3.5. Effects of Disease Processes				
B.3.5.	Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.
B.3.6. Activity Analysis				
B.3.6.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.
B.3.7. Safety of Self and Others				
B.3.7.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.
B.4.0.	REFERRAL, SCREENING, EVALUATION, AND INTERVENTION PLAN The process of referral, screening, evaluation, and diagnosis as related to occupational performance and participation must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be client centered and culturally relevant; reflective of current and emerging occupational		SCREENING, EVALUATION, AND INTERVENTION PLAN The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. These processes must consider the needs of persons, groups, and populations. INTERVENTION AND IMPLEMENTATION The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational	

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	therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference. These processes must consider the needs of persons, groups, and populations. The program must facilitate development of the performance criteria listed below. The student will be able to:		therapist and must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. The program must facilitate development of the performance criteria listed below. The student will be able to:	
B.4.1. Therapeutic Use of Self				
B.4.1.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
B.4.2. Clinical Reasoning				
B.4.2.	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.	Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.
B.4.3. Occupation-Based Interventions				
B.4.3.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.
B.4.4. Standardized and Nonstandardized Screening and Assessment Tools				
B.4.4.	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant,	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant,	Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant,	Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant,

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	reflective of current occupational therapy practice, and based on available evidence.	reflective of current occupational therapy practice, and based on available evidence.	reflective of current occupational therapy practice, and based on available evidence.	reflective of current occupational therapy practice, and based on available evidence.
B.4.5. Application of Assessment Tools and Interpretation of Results				
B.4.5.	<p>Select and apply assessment tools, considering client needs, and cultural and contextual factors.</p> <p>Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols.</p> <p>Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).</p>	<p>Select and apply assessment tools, considering client needs, and cultural and contextual factors.</p> <p>Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols.</p> <p>Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).</p>	(No related Standard)	(No related Standard)
B.4.6. Reporting Data				
B.4.6.	Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.	Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.	Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.	Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.
B.4.7. Interpret Standardized Test Scores				
B.4.7.	Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.	Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.	(No related Standard)	(No related Standard)
B.4.8. Interpret Evaluation Data				
B.4.8.	Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.	Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.	(No related Standard)	(No related Standard)
B.4.9. Remediation and Compensation				
B.4.9.	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.

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<i>B.4.10. Provide Interventions and Procedures</i>				
B.4.10.	<p>Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.</p> <p>This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.</p>	<p>Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.</p> <p>This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.</p>	<p>Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.</p> <p>This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.</p>	<p>Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.</p> <p>This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.</p>
<i>B.4.11. Assistive Technologies and Devices</i>				
B.4.11.	<p>Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.</p>	<p>Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.</p>	<p>Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.</p>	<p>Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.</p>
<i>B.4.12. Orthoses and Prosthetic Devices</i>				
B.4.12.	<p>Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.</p> <p>Train in the safe and effective use of prosthetic devices.</p>	<p>Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.</p> <p>Train in the safe and effective use of prosthetic devices.</p>	<p>Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.</p> <p>Train in the safe and effective use of prosthetic devices.</p>	<p>Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.</p> <p>Train in the safe and effective use of prosthetic devices.</p>
<i>B.4.13. Functional Mobility</i>				
B.4.13.	<p>Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.</p>	<p>Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.</p>	<p>Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.</p>	<p>Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.</p>
<i>B.4.14. Community Mobility</i>				
B.4.14.	<p>Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access.</p>	<p>Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access.</p>	<p>Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.</p>	<p>Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.</p>

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<i>B.4.15. Technology in Practice</i>				
B.4.15.	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> Electronic documentation systems Virtual environments Telehealth technology 	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> Electronic documentation systems Virtual environments Telehealth technology 	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> Electronic documentation systems Virtual environments Telehealth technology 	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> Electronic documentation systems Virtual environments Telehealth technology
<i>B.4.16. Dysphagia and Feeding Disorders</i>				
B.4.16.	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.	Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.
<i>B.4.17. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices</i>				
B.4.17.	Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.
<i>B.4.18. Grade and Adapt Processes or Environments</i>				
B.4.18.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.
<i>B.4.19. Consultative Process</i>				
B.4.19.	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.	Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.	Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.

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<i>B.4.20. Care Coordination, Case Management, and Transition Services</i>				
B.4.20.	Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.	Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.	Demonstrate, evaluate, and plan care coordination and case management. Understand and articulate transition services in traditional and emerging practice environments.	Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments.
<i>B.4.21. Teaching-Learning Process and Health Literacy</i>				
B.4.21.	<p>Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. 	<p>Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. 	<p>Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. 	<p>Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.
<i>B.4.22. Need for Continued or Modified Intervention</i>				
B.4.22.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.
<i>B.4.23. Effective Communication</i>				
B.4.23.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.

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<i>B.4.24. Effective Intraprofessional Collaboration</i>				
B.4.24.	<p>Demonstrate effective intraprofessional OT/OTA collaboration to:</p> <ul style="list-style-type: none"> Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. 	<p>Demonstrate effective intraprofessional OT/OTA collaboration to:</p> <ul style="list-style-type: none"> Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. 	<p>Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.</p>	<p>Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.</p>
<i>B.4.25. Principles of Interprofessional Team Dynamics</i>				
B.4.25.	<p>Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.</p>	<p>Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.</p>	<p>Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.</p>	<p>Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.</p>
<i>B.4.26. Referral to Specialists</i>				
B.4.26.	<p>Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.</p>	<p>Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.</p>	<p>Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.</p>	<p>Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.</p>
<i>B.4.27. Community and Primary Care Programs</i>				
B.4.27.	<p>Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.</p>	<p>Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.</p>	<p>Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.</p>	<p>Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.</p>
<i>B.4.28. Plan for Discharge</i>				
B.4.28.	<p>Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.</p>	<p>Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.</p>	<p>Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.</p>	<p>Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.</p>

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<i>B.4.29. Reimbursement Systems and Documentation</i>				
B.4.29.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.
B.5.0.	CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES Context of service delivery includes knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided. Management and leadership skills of occupational therapy services include the application of principles of management and systems in the provision of occupational therapy services to persons, groups, populations, and organizations. The program must facilitate development of the performance criteria listed below. The student will:			
<i>B.5.1. Factors, Policy Issues, and Social Systems</i>				
B.5.1.	Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.	Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.	Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.	Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.
<i>B.5.2. Advocacy</i>				
B.5.2.	Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.	Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.	Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.	Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.

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<i>B.5.3. Business Aspects of Practice</i>				
B.5.3.	Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.	Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.	Explain the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.	Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.
<i>B.5.4. Systems and Structures That Create Legislation</i>				
B.5.4.	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy.	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice.	Identify the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.	Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.
<i>B.5.5. Requirements for Credentialing and Licensure</i>				
B.5.5.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.
<i>B.5.6. Market the Delivery of Services</i>				
B.5.6.	Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.	Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.	Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.	Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.
<i>B.5.7. Quality Management and Improvement</i>				
B.5.7.	Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes.	Demonstrate the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes.	Identify the need for and evaluate processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.	Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.

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B.5.8. Supervision of Personnel				
B.5.8.	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.</p> <p>Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.</p>	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.</p>	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.</p>	<p>Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.</p>
B.6.0. SCHOLARSHIP Promotion of science and scholarly endeavors will serve to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and interpret and apply this knowledge to practice. The program must facilitate development of the performance criteria listed below. The student will be able to:				
B.6.1. Scholarly Study			B.6.1. Professional Literature and Scholarly Activities	
B.6.1.	<ul style="list-style-type: none"> Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the: <ul style="list-style-type: none"> Level of evidence Validity of research studies Strength of the methodology Relevance to the profession of occupational therapy Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). <p>This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard.</p>	<ul style="list-style-type: none"> Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the: <ul style="list-style-type: none"> Level of evidence Validity of research studies Strength of the methodology Relevance to the profession of occupational therapy. Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. Participate in scholarly activities that align with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). <p>This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard. A research project is not</p>	<ul style="list-style-type: none"> Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession. 	<ul style="list-style-type: none"> Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession.

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		required for this Standard, and narrative reviews do not meet this Standard.		
B.6.2. Quantitative and Qualitative Methods				
B.6.2.	<p>Select, apply, and interpret quantitative and qualitative methods for data analysis to include:</p> <ul style="list-style-type: none"> Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data. 	<p>Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include:</p> <ul style="list-style-type: none"> Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data. 	<p>Understand the use of quantitative and qualitative methods for data analysis that include:</p> <ul style="list-style-type: none"> Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data. 	<p>Understand the difference between quantitative and qualitative research studies.</p>
B.6.3. Scholarly Reports				
B.6.3.	Create scholarly reports appropriate for presentation or for publication in a peer-reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences.	Demonstrate the skills necessary to write a scholarly report in a format for presentation or publication, which may be made available to professional or public audiences.	Demonstrate the skills to understand a scholarly report.	Demonstrate the skills to understand a scholarly report.
B.6.4. Locating and Securing Grants				
B.6.4.	Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development.	Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
B.6.5. Ethical Policies and Procedures for Research				
B.6.5.	Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.	Demonstrate an understanding of the ethical policies and procedures for human-subject research, educational research, or research related to population health.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
B.6.6. Preparation for Work in an Academic Setting				
B.6.6.	Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.	Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.	Understand the principles of instructional design and teaching and learning in preparation for work in an academic setting.	Understand the principles of teaching and learning in preparation for work in an academic setting.

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. Professional behaviors include the ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health. The program must facilitate development of the performance criteria listed below. The student will be able to:				
B.7.1 Ethical Decision Making				
B.7.1.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.
B.7.2. Professional Engagement				
B.7.2.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.
B.7.3. Promote Occupational Therapy				
B.7.3.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
B.7.4. Ongoing Professional Development				
B.7.4.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
B.7.5. Personal and Professional Responsibilities				
B.7.5.	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapist providing service on a contractual basis. 	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapist providing service on a contractual basis. 	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapy assistant providing service on a contractual basis. 	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapy assistant providing service on a contractual basis.

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SECTION C: FIELDWORK EDUCATION				
C.1.0: FIELDWORK EDUCATION				
Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:				
C.1.1. Fieldwork Program Reflects the Curriculum Design				
C.1.1.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
C.1.2. Criteria and Process for Selecting Fieldwork Sites				
C.1.2.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
C.1.3. Fieldwork Objectives				
C.1.3.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.

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C.1.4. Ratio of Fieldwork Educators to Students				
C.1.4.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5. Sufficient Fieldwork Agreements				
C.1.5.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.
C.1.6. Level I and II Fieldwork MOUs				
C.1.6.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
<p><i>IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF A LEVEL I FIELDWORK, THEN A MEMORANDUM OF UNDERSTANDING IS REQUIRED. IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF THE LEVEL I FIELDWORK, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED.</i></p> <p><i>WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.</i></p>				
C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors				
C.1.7.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

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	The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:			
C.1.8. Qualified Level I Fieldwork Supervisors				
C.1.8.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
C.1.9. Level I Fieldwork				
C.1.9.	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>

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The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:			The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:	
C.1.10. Length of Level II Fieldwork				
C.1.10.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.	Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.
C.1.11. Qualified Level II Fieldwork Supervisors				
C.1.11.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.
C.1.12. Evaluating the Effectiveness of Supervision				
C.1.12.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision

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	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.13. Level II Fieldwork Supervision				
C.1.13.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
C.1.14. Fieldwork Supervision Where No OT Services Exist				
C.1.14.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
C.1.15. Evaluation of Student Performance on Level II Fieldwork				
C.1.15.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).

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C.1.16. Fieldwork Supervision Outside the U.S.				
C.1.16.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.
D.1.0. DOCTORAL CAPSTONE The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: <ul style="list-style-type: none"> • Capstone project • Capstone experience The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained. The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3. The doctoral capstone coordinator will:			D.1.0. BACCALAUREATE PROJECT The goal of the baccalaureate project is to provide an in-depth experience in one or more of the following: clinical practice skills, administration, leadership, advocacy, and education. The individual or group project allows student(s) to demonstrate application of knowledge gained. The baccalaureate project shall be an integral part of the program's curriculum design. The program will:	
D.1.1. Doctoral Capstone Reflects Curriculum Design			D.1.1. Baccalaureate Project Reflects Curriculum Design	
D.1.1.	Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.	(No related Standard)	Ensure that the baccalaureate project reflects the sequence and scope of content in the curriculum design so the baccalaureate project can allow for development of in-depth knowledge in the designated area of interest.	(No related Standard)

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<i>D.1.2. Design of Doctoral Capstone</i>			<i>D.1.2. Design of Baccalaureate Project</i>	
D.1.2.	Ensure that the doctoral capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.	<i>(No related Standard)</i>	Ensure that the baccalaureate project is designed through collaboration of the faculty and the student(s), including individualized specific objectives.	<i>(No related Standard)</i>
<i>D.1.3. Preparation for Doctoral Capstone Project</i>				
D.1.3.	Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<i>D.1.4. MOUs for Doctoral Capstone Experience</i>				
D.1.4.	Ensure that there is a valid memorandum of understanding for the doctoral capstone experience, that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<i>D.1.5. Length of Doctoral Capstone Experience</i>				
D.1.5.	Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<i>D.1.6. Mentor for Doctoral Capstone</i>				
D.1.6.	Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<i>D.1.7. Evaluation of Doctoral Capstone Experiences</i>			<i>D.1.7. Evaluation of Baccalaureate Project</i>	
D.1.7.	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.	<i>(No related Standard)</i>	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the baccalaureate project.	<i>(No related Standard)</i>
<i>D.1.8. Doctoral Capstone Project</i>			<i>D.1.8. Baccalaureate Project</i>	
D.1.8.	Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.	<i>(No related Standard)</i>	Ensure completion and presentation of a report of the individual or group project demonstrating in-depth knowledge in the focused area of study.	<i>(No related Standard)</i>

GLOSSARY

Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, Master's-Degree-Level Educational Program for the Occupational Therapist, Baccalaureate-Degree-Level Educational Program for the Occupational Therapy Assistant, and Associate-Degree-Level Educational Program for the Occupational Therapy Assistant

Definitions given below are for the purposes of this document.

ABILITY TO BENEFIT: A phrase that refers to a student who does not have a high school diploma or its recognized equivalent, but is eligible to receive funds under the Title IV Higher Education Act programs after taking an independently administered examination and achieving a score, specified by the Secretary of the U.S. Department of Education (USDE), indicating that the student has the ability to benefit from the education being offered.

ACADEMIC CALENDAR: The official institutional document that lists registration dates, semester/quarter stop and start dates, holidays, graduation dates, and other pertinent events. Generally, the academic year is divided into two major semesters, each approximately 14 to 16 weeks long. A smaller number of institutions have quarters rather than semesters. Quarters are approximately 10 weeks long; there are three major quarters and the summer session.

ACTIVITIES: Actions designed and selected to support the development of performance skills and performance patterns to enhance occupational engagement (American Occupational Therapy Association [AOTA], 2014).

ADVOCACY: Efforts directed toward promoting occupational justice and empowering clients to seek and obtain resources to fully participate in their daily life occupations. Efforts undertaken by the practitioner are considered advocacy, and those undertaken by the client are considered self-advocacy and can be promoted and supported by the practitioner (AOTA, 2014).

AFFILIATE: An entity that formally cooperates with a sponsoring institution in implementing the occupational therapy educational program.

AREAS OF OCCUPATION: Activities in which people engage: activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation.

ASSESSMENTS: "Specific tools or instruments that are used during the evaluation process" (AOTA, 2010, p. S107).

ASSIST: To aid, help, or hold an auxiliary position.

BACCALAUREATE PROJECT: An in-depth experience in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education.

BEHAVIORAL HEALTH: Refers to mental/emotional well-being and/or actions that affect wellness. Behavioral health problems include substance use disorders; alcohol and drug addiction; and serious psychological distress, suicide, and mental disorders (Substance Abuse and Mental Health Administration, 2014).

BODY FUNCTIONS: "Physiological functions of body systems (including psychological functions)" (World Health Organization [WHO], 2001).

BODY STRUCTURES: "Anatomical parts of the body, such as organs, limbs, and their components" that support body functions (WHO, 2001).

BUSINESS PLANS (DEVELOPMENT OF): The process of putting together a plan for a new endeavor that looks at the product, the marketing plan, the competition, and the personnel in an objective and critical manner.

CAPSTONE COORDINATOR: Faculty member who is specifically responsible for the program's compliance with the capstone requirements of Standards Section D.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE.

CAPSTONE EXPERIENCE: A 14-week full-time in-depth exposure in a concentrated area that may include on-site and off-site activities that meets developed goals/objectives of the doctoral capstone.

CAPSTONE PROJECT: A project that is completed by a doctoral-level student that demonstrates the student's ability to relate theory to practice and to synthesize in-depth knowledge in a practice area that relates to the capstone experience.

CARE COORDINATION: The process that links clients with appropriate services and resources.

CASE MANAGEMENT: A system to ensure that individuals receive appropriate health care services.

CLIENT: Person or persons (including those involved in the care of a client), group (collective of individuals [e.g., families, workers, students, or community members]), or population (collective of groups or individuals living in a similar locale [e.g., city, state, or country] or sharing the same or like concerns) (AOTA, 2014).

CLIENT-CENTERED SERVICE DELIVERY: An orientation that honors the desires and priorities of clients in designing and implementing interventions.

CLIENT FACTORS: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions; and body structures (AOTA, 2014).

CLINICAL REASONING: Complex multifaceted cognitive process used by practitioners to plan, direct, perform, and reflect on intervention.

COLLABORATE: To work together with a mutual sharing of thoughts and ideas.

COMPETENT: To have the requisite abilities/qualities and capacity to function in a professional environment.

CONSORTIUM: Two or more higher education institutions having a formal agreement to share resources for the operation of an educational program.

CONSUMER: The direct and/or indirect recipient of educational and/or practitioner services offered.

CONTEXT/CONTEXTUAL FACTORS AND ENVIRONMENT:

CONTEXT: The variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, personal, temporal, and virtual aspects.

ENVIRONMENT: The external physical and social environment that surrounds the client and in which the client's daily life occupations occur.

CONTEXT OF SERVICE DELIVERY: The knowledge and understanding of the various contexts in which occupational therapy services are provided.

COOPERATIVE PROGRAM: Two administrative entities having a cooperative agreement to offer a single program. At least one of the entities must hold degree-granting authority as required by the ACOTE Standards.

CRITERION-REFERENCED: Tests that compare the performance of an individual to that of another group, known as the *norm group*.

CULTURAL CONTEXT: Customs, beliefs, activity patterns, behavioral standards, and expectations accepted by the society of which a client is a member. The cultural context influences the client's identity and activity choices (AOTA, 2014).

CURRICULUM DESIGN: An overarching set of assumptions that explains how the curriculum is planned, implemented, and evaluated. Typically, a curriculum design includes educational goals and curriculum threads and provides a clear rationale for the selection of content, the determination of scope of content, and the sequence of the content. A curriculum design is expected to be consistent with the mission and philosophy of the sponsoring institution and the program.

CURRICULUM THREADS: Curriculum threads, or *themes*, are identified by the program as areas of study and development that follow a path through the curriculum and represent the unique qualities of the program, as demonstrated by the program's graduates. Curriculum threads are typically based on the profession's and program's vision, mission, and philosophy (e.g., occupational needs of society, critical thinking/professional reasoning, diversity/globalization).

DIAGNOSIS: The process of analyzing the cause or nature of a condition, situation, or problem. Diagnosis as stated in Standard B.4.0. refers to the occupational therapist's ability to analyze a problem associated with occupational performance and participation.

DISTANCE EDUCATION: Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include

- the Internet
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices
- audio conferencing
- video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course.

DISTANCE EDUCATION DELIVERY MODEL: There is one curriculum with some (or all) of the students receiving the didactic portion of the program taught via distance education from the primary campus. The didactic portion of the program is delivered to all students (irrespective of whether it is delivered in person or by distance education) by the same instructors. Students may receive the experiential and lab components either at the primary campus or at other locations.

DOCTORAL CAPSTONE: An in-depth exposure to a concentrated area, which is an integral part of the program's curriculum design. This in-depth exposure may be in one or more of the following areas: clinical practice skills, research skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: the capstone experience and the capstone project.

DOCTORAL DEGREE—RESEARCH/SCHOLARSHIP: A PhD or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree include EdD, DMA, DBA, DS, DA, and DM, and others, as designated by the awarding institution (Integrated Postsecondary Education Data System [IPEDS], 2016).

DRIVER REHABILITATION: Specialized evaluation and training to develop mastery of specific skills and techniques to effectively drive a motor vehicle independently and in accordance with state department of motor vehicles regulations.

DYSPHAGIA: Dysfunction in any stage or process of eating. It includes any difficulty in the passage of food, liquid, or medicine, during any stage of swallowing that impairs the client's ability to swallow independently or safely (AOTA, 2017).

EATING: "...keeping and manipulating food or fluid in the mouth and swallowing it" (AOTA, 2014, p. S19).

FEEDING: "...setting up, arranging, and bringing food [or fluid] from the plate or cup to the mouth; sometimes called self-feeding" (AOTA, 2014, p. S19).

SWALLOWING: "...moving food from the mouth to the stomach" (AOTA, 2014, p. S19).

ENTRY-LEVEL OCCUPATIONAL THERAPIST: The outcome of the occupational therapy educational and certification process; an individual prepared to begin generalist practice as an occupational therapist with less than 1 year of experience.

ENTRY-LEVEL OCCUPATIONAL THERAPY ASSISTANT: The outcome of the occupational therapy educational and certification process; an individual prepared to begin generalist practice as an occupational therapy assistant with less than 1 year of experience.

EVALUATION: "The process of obtaining and interpreting data necessary for intervention. This includes planning for and documenting the evaluation process and results" (AOTA, 2010, p. S107).

EQUITY: The absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically (WHO, 2017a).

EXPERIENTIAL LEARNING: Method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include service learning projects.

FACULTY:

FACULTY, CORE: Faculty members employed in the occupational therapy educational program whose job responsibilities, at a minimum, include curriculum design, teaching, and student advisement, regardless of the position title.

FACULTY, ADJUNCT: Persons who are responsible for teaching or instruction on a part-time basis. These faculty are considered nonsalaried, non-tenure-track faculty members who are paid for each class they teach.

FACULTY-LED SITE VISITS: Faculty-facilitated experiences in which students will be able to participate in, observe, and/or study clinical practice first-hand.

FACULTY PRACTICE: Service provision by a faculty member(s) to persons, groups, and/or populations.

FIELDWORK COORDINATOR: Faculty member who is responsible for the development, implementation, management, and evaluation of fieldwork education.

FIELDWORK EDUCATOR: An individual, typically a clinician, who works collaboratively with the program and is informed of the curriculum and fieldwork program design. This individual supports the fieldwork experience, serves as a role model, and holds the requisite qualifications to provide the student with the opportunity to carry out professional responsibilities during the experiential portion of their education.

FRAME OF REFERENCE: A set of interrelated, internally consistent concepts, definitions, postulates, and principles that provide a systematic description of a practitioner's interaction with clients. A frame of reference is intended to link theory to practice.

FULL-TIME EQUIVALENT (FTE): An equivalent position for a full-time faculty member (as defined by the institution). A full-time equivalent can be made up of no more than three individuals.

GRADUATION RATE: The total number of students who graduated from a program within 150% of the published length of the program, divided by the number of students on the roster who started in the program.

HABITS: "Acquired tendencies to respond and perform in certain consistent ways in familiar environments or situations; specific, automatic behaviors performed repeatedly, relatively automatically, and with little variation" (Boyt Schell et al., 2014, p. 1234).

HEALTH: "State of complete physical, mental, and social wellbeing, and not merely the absence of disease or infirmity" (WHO, 2006).

HEALTH INEQUITIES: Health inequities involve more than inequality with respect to health determinants and access to the resources needed to improve and maintain health or health outcomes. They also entail a failure to avoid or overcome inequalities that infringe on fairness and human rights norms (WHO, 2017a).

HEALTH LITERACY: Degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (National Network of Libraries of Medicine, 2011).

HEALTH MANAGEMENT AND MAINTENANCE: Developing, managing, and maintaining routines for health and wellness promotion, such as physical fitness, nutrition, decreased health risk behaviors, and medication routines (AOTA, 2014).

HEALTH PROMOTION: The process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior toward a wide range of social and environmental interventions (WHO, 2017a).

HEALTH/PUBLIC POLICY: The basic policy or set of policies forming the foundation of public laws; health policy refers to specific policies as they relate to health and health care.

INDIVIDUAL VS. POPULATION VS. INSTITUTION (regarding values, customs, beliefs, policy, power/decision making): Being aware of the different needs of perspectives: of one person, as opposed to a specific population, as opposed to the needs and concerns of a society or organization. Each has different values, needs, beliefs, and concerns. Each also may have different degrees of power and ability to make decisions that will affect others.

INSTRUCTIONAL DESIGN: Assessment of the learning materials and methods that are aligned with the curriculum and convey content to meet the needs of the student.

INTERPROFESSIONAL COLLABORATIVE PRACTICE: "Multiple health workers from different professional backgrounds provide comprehensive services by working with patients, families, carers, and communities to deliver the highest quality of care" (WHO, 2010).

INTERPROFESSIONAL EDUCATION: When two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010). "An educational activity that occurs between two or more professionals within the same discipline, with a focus on participants to work together, act jointly, and cooperate" (Jung et al., 2010, p. 235).

INTRAPROFESSIONAL COLLABORATIVE PRACTICE: The relationship between occupational therapists and occupational therapy assistants that is based on mutual respect, effective communication, and professionalism to promote the highest quality of care in service delivery (Dillon, 2001).

MEMORANDUM OF UNDERSTANDING (MOU): A document outlining the terms and details of an agreement between parties, including each party's requirements and responsibilities. A fieldwork memorandum of understanding may be signed by any individual who is authorized by the institution to do so on its behalf.

MENTAL HEALTH: A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2014).

MENTORING: A relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee). A mentor has more experience and knowledge than the mentee.

MISSION: A statement that explains the unique nature of a program or institution and how it helps fulfill or advance the goals of the sponsoring institution, including religious missions.

MODEL OF PRACTICE: The set of theories and philosophies that defines the views, beliefs, assumptions, values, and domain of concern of a particular profession or discipline. Models of practice delimit the boundaries of a profession.

OCCUPATION: Daily life activities in which people engage. Occupations occur in context and are influenced by the interplay among client factors, performance skills, and performance patterns. Occupations occur over time; have purpose, meaning, and perceived utility to the client; and can be observed by others (e.g., preparing a meal) or be known only to the person involved (e.g., learning through reading a textbook). Occupations can involve the execution of multiple activities for completion and can result in various outcomes (AOTA, 2014).

OCCUPATIONAL PROFILE: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs (AOTA, 2014).

OCCUPATIONAL THERAPY: The art and science of applying occupation as a means to effect positive, measurable change in the health status and functional outcomes of a client by a qualified occupational therapist and/or occupational therapy assistant (as appropriate).

OCCUPATIONAL THERAPY PRACTITIONER: An individual who is initially credentialed as an occupational therapist or an occupational therapy assistant.

OCCUPATION-BASED INTERVENTION: A type of occupational therapy intervention—a client-centered intervention in which the occupational therapy practitioner and client collaboratively select and design activities that have specific relevance or meaning to the client and support the client's interests, needs, health, and participation in daily life.

ORGANIZATION: Entity composed of individuals with a common purpose or enterprise, such as a business, industry, or agency (AOTA, 2014).

OUTCOMES: The effect the process has had on the people targeted by it. These might include, for example, changes in their self-perceived health status or changes in the distribution of health determinants, or factors that are known to affect their health, well-being, and quality of life (WHO, 2017b).

PARTICIPATION: Active engagement in occupations.

PERFORMANCE PATTERNS: Habits, routines, roles, and rituals used in the process of engaging in occupations or activities; these patterns can support or hinder occupational performance (AOTA, 2014).

PERFORMANCE SKILLS: Goal-directed actions that are observable as small units of engagement in daily life occupations. They are learned and developed over time and are situated in specific contexts and environments (Fisher & Griswold, 2014).

PHILOSOPHY: The underlying belief and value structure for a program that is consistent with the sponsoring institution and that permeates the curriculum and the teaching learning process.

PHYSICAL AGENT MODALITIES: Procedures and interventions that are systematically applied to modify specific client factors when neurological, musculoskeletal, or skin conditions are present that may limit occupational performance (AOTA, 2012).

DEEP THERMAL AGENTS: Modalities such as therapeutic ultrasound, phonophoresis, short-wave diathermy, and other commercially available technologies.

ELECTROTHERAPEUTIC AGENTS: Modalities that use electricity and the electromagnetic spectrum to facilitate tissue healing, improve muscle strength and endurance, decrease edema, modulate pain, decrease the inflammatory process, and modify the healing process. Electrotherapeutic agents include but are not limited to neuromuscular electrical stimulation (NMES), functional electrical stimulation (FES), transcutaneous electrical nerve stimulation (TENS), high-voltage galvanic stimulation for tissue and wound repair (ESTR), high-voltage pulsed current (HVPC), direct current (DC), iontophoresis, and other commercially available technologies (Bracciano, 2008).

MECHANICAL DEVICES: Modalities such as vasopneumatic devices and continuous passive motion.

SUPERFICIAL THERMAL AGENTS: Modalities such as hydrotherapy, whirlpool, cryotherapy (cold packs, ice), fluidotherapy, hot packs, paraffin, water, infrared, and other commercially available superficial heating and cooling technologies.

(Skills, knowledge, and competencies for entry-level practice are derived from AOTA practice documents. For institutions in states where regulations restrict the use of physical agent modalities, it is recommended that students be exposed to the modalities offered in practice to allow students' knowledge and expertise with the modalities in preparation for the NBCOT examination and for practice outside of the state in which the educational institution resides.)

POPULATION-BASED INTERVENTIONS: Interventions focused on promoting the overall health status of the community by preventing disease, injury, disability, and premature death. A population-based health intervention can include assessment of the community's needs, health promotion and public education, disease and disability prevention, monitoring of services, and media interventions. Most interventions are tailored to reach a subset of a population, although some may be targeted toward the population at large. Populations and subsets may be defined by geography, culture, race and ethnicity, socioeconomic status, age, or other characteristics. Many of these characteristics relate to the health of the described population (Keller et al., 2002).

POPULATION HEALTH: "The health outcomes of a group of individuals including the distribution of such outcomes within the group" (Kindig & Stoddart, 2003, p. 381). "Population health outcomes are the product of multiple determinants of health, including medical care, public health, genetics, behaviors, social factors, and environmental factors" (Institute of Medicine [IOM], 2015, para. 4).

POPULATIONS: Collective of groups of individuals living in a similar locale (e.g., city, state, country) or sharing the same or like characteristics or concerns (AOTA, 2014).

POST-PROFESSIONAL DOCTORATE: "The highest award a student can earn for graduate study" (IPEDS, 2016) and that is conferred upon completion of a program providing the knowledge and skills beyond the basic entry level for persons who are already occupational therapy practitioners (AOTA, 2016).

PREPARATORY METHODS AND TASKS: Methods and tasks that prepare the client for occupational performance, used either as part of a treatment session in preparation for or concurrently with occupations and activities or as a home-based engagement to support daily occupational performance. Often preparatory methods are interventions that are done to clients without their active participation and involve modalities, devices, or techniques (AOTA, 2014).

PREVENTION: Education or health promotion efforts designed to identify, reduce, or prevent the onset and reduce the incidence of unhealthy conditions, risk factors, diseases, or injuries (AOTA, 2013a).

PRIMARY CARE PROGRAMS: The provision of integrated, accessible health care services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community (IOM, 1994; Patient Protection and Affordable Care Act of 2010, 2012)

PROGRAM DIRECTOR (associate-degree-level and baccalaureate-degree-level occupational therapy assistant): An initially certified occupational therapist or occupational therapy assistant who is licensed or credentialed according to regulations in the state or jurisdiction in which the program is located. The program director must hold a minimum of a master's degree.

PROGRAM DIRECTOR (master's-degree-level and doctoral-degree level occupational therapist): An initially certified occupational therapist who is licensed or credentialed according to regulations in the state or jurisdiction in which the program is located. The program director must hold a doctoral degree.

PROGRAM EVALUATION: A continuing system for routinely and systematically analyzing data to determine the extent to which the program is meeting its stated goals and objectives.

PSYCHOSOCIAL FACTORS: "Psychosocial as pertaining to the influence of social factors on an individual's mind or behaviour, and to the interrelation of behavioural and social factors" (Martikainen et al., 2002, p. 1091).

RECOGNIZED NATIONAL INSTITUTIONAL ACCREDITING AUTHORITY: National institutional accrediting agencies recognized by the USDE to accredit postsecondary educational institutions. The purpose of recognition is to ensure that the accrediting agencies are reliable authorities for evaluating quality education or training programs in the institutions they accredit.

National institutional accrediting bodies recognized by USDE:

- Accrediting Bureau of Health Education Schools (ABHES)
- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC)
- Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges (ACSCU/WASC)
- Accrediting Commission of Career Schools and Colleges (ACCSC)
- Accrediting Council for Continuing Education and Training (ACCET)
- Council on Occupational Education (COE)
- Distance Education Accrediting Commission (DEAC)
- Higher Learning Commission, North Central Association of Colleges and Schools (HLC)
- Middle States Commission on Higher Education, Middle States Association of Colleges and Schools (MSCHE)
- New England Commission of Higher Education (NECHE)
- New York State Board of Regents
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

REFLECTIVE PRACTICE: Thoughtful consideration of one's experiences and knowledge when applying such knowledge to practice. Reflective practice includes being coached by professionals.

RELEASE TIME: Period when a person is freed from regular duties, especially teaching, to allow time for other tasks or activities.

RETENTION RATE: A measure of the rate at which students persist in their educational program, calculated as the percentage of students on the roster after the add period, from the beginning of the previous academic year who are again enrolled at, or graduated prior to, the beginning of the subsequent academic year.

SCHOLARSHIP: "A systematic investigation...designed to develop or to contribute to generalizable knowledge" (Public Welfare: Protection of Human Subjects, 2009). Scholarship is made public, subject to review, and part of the discipline or professional knowledge base (Glassick et al., 1997). It allows others to build on it and further advance the field (AOTA, 2009).

SCHOLARSHIP AGENDA: Captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant works that simultaneously meet campus mission and goals, meet the needs of the program, and are reflected in the curriculum design.

SCHOLARSHIP OF DISCOVERY: Engagement in activity that leads to the development of knowledge for its own sake. The Scholarship of Discovery encompasses original research that contributes to expanding the knowledge base of a discipline (Boyer, 1990).

SCHOLARSHIP OF INTEGRATION: Investigations making creative connections both within and across disciplines to integrate, synthesize, interpret, and create new perspectives and theories (Boyer, 1990).

SCHOLARSHIP OF APPLICATION: Practitioners apply the knowledge generated by Scholarship of Discovery or Integration to address real problems at all levels of society (Boyer, 1990). In occupational therapy, an example would be the application of theoretical knowledge to practice interventions or to teaching in the classroom.

SCHOLARSHIP OF TEACHING AND LEARNING: "Involves the systematic study of teaching and/or learning and the public sharing and review of such work through presentations, publications, and performances" (McKinney, 2007, p. 10).

SENIOR COLLEGE: A college that holds degree-granting authority that includes baccalaureate-degree-level education.

SIMULATED ENVIRONMENTS: A setting that provides an experience similar to a real-world setting in order to allow clients to practice specific occupations (e.g., driving simulation center, bathroom or kitchen centers in a rehabilitation unit, work hardening units or centers).

SKILL: The ability to use one's knowledge effectively and readily in execution or performance.

SOCIAL DETERMINANTS OF HEALTH: Conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies, and political systems (WHO, 2017c).

SPONSORING INSTITUTION: The identified legal entity that assumes total responsibility for meeting the minimal standards for ACOTE accreditation.

STANDARDIZED PATIENT: An individual who has been trained to portray in a consistent, standardized manner, a patient/client with occupational needs.

STRATEGIC PLAN: A comprehensive plan that articulates the program's future vision and guides the program development (e.g., faculty recruitment and professional growth, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program's strategic plan must include, but need not be limited to

- Evidence that the plan is based on program evaluation and an analysis of external and internal environments
- Long-term goals that address the vision and mission of both the institution and program, as well as specific needs of the program
- Specific measurable action steps with expected timelines by which the program will reach its long-term goals
- Person(s) responsible for action steps
- Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.

SUPERVISE: To direct and inspect the performance of workers or work.

SUPERVISION, DIRECT: Two-way communication that occurs in real time and offers both audio and visual capabilities to ensure opportunities for timely feedback.

SUPERVISOR: One who ensures that tasks assigned to others are performed correctly and efficiently.

THEORY: A set of interrelated concepts used to describe, explain, or predict phenomena.

TELEHEALTH: The application of evaluative, consultative, preventative, and therapeutic services delivered through telecommunication and information technologies. Occupational therapy services provided by means of a telehealth service delivery model can be synchronous, that is, delivered through interactive technologies in real time, or asynchronous, using store-and-forward technologies. Occupational therapy practitioners can use telehealth as a mechanism to provide services at a location that is physically distant from the client, thereby allowing for services to occur where the client lives, works, and plays, if that is needed or desired (AOTA, 2013b).

TRANSFER OF CREDIT: A term used in higher education to award a student credit for courses earned in another institution prior to admission to the occupational therapy or occupational therapy assistant program.

VIRTUAL ENVIRONMENTS: An environment in which communication occurs by means of airwaves or computers in the absence of physical contact. The virtual context includes simulated, real-time, or near-time environments such as chat rooms, email, video conferencing, or radio transmissions; remote monitoring via wireless sensors; or computer-based data collection.

WELLNESS: Perception of and responsibility for psychological and physical well-being as these contribute to overall satisfaction with one's life situation (Boyt Schell et al., 2014, p. 1243).

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III. ACCREDITATION PROCESS FOR NEW PROGRAMS

ACCREDITATION PROCESS FOR NEW PROGRAMS

III. A. OVERVIEW OF THE INITIAL ACCREDITATION PROCESS

DEVELOPING A NEW PROGRAM

Information and guidance regarding the accreditation process and accreditation standards are available from the staff of the AOTA Accreditation Department. Any questions regarding the accreditation standards or policies and procedures described in the Accreditation Council for Occupational Therapy Education (ACOTE®) Accreditation Manual should be referred to that office. Formal contact with the AOTA Accreditation Department would occur when the institution is ready to apply for accreditation for the new program (prior to the admission of the first class of students).

ACOTE will accept and review a maximum of 12 Candidacy Applications from new or transitioning programs during a given cycle. The assignment of due dates for Candidacy Applications will be based on the receipt date of the Letter of Intent. After the 12-program cap is reached, programs will be subject to the next available review cycle and planned student admission must be delayed accordingly. (See [New Program Slots](#).)

Beginning with Candidacy Applications due in August 2020, ACOTE is requiring that a qualified program director must be hired full-time and on-site 1 year prior to the submission of the Candidacy Application. A qualified academic fieldwork coordinator must be hired full-time and on-site 6 months prior to the submission of the Candidacy Application. At least 1 year prior to the submission date for the Candidacy Application, the program must notify the Accreditation Department (accred@ota.org) that a qualified program director has been hired full-time in order to proceed with the initial accreditation process. Otherwise, the Candidacy Application submission slot will be made available to the first program on the waiting list or to the next Applicant program with a hired qualified program director.

Cooperative and Consortium Programs

Sponsoring institutions may apply for initial accreditation for a new occupational therapy or occupational therapy assistant program as a single higher education institution, as two administrative entities having a cooperative agreement (at least one of which must hold degree-granting authority), or a consortium comprised of two or more higher education institutions having a formal agreement to share resources for the operation of an educational program.

For programs to be offered by more than one institution, the Letter of Intent must include information regarding the institutional accreditation status, the role of each institution in the cooperative or consortium arrangement, how the administration of the program will be managed, how the program will operate, and which institution(s) will grant the degree.

Sponsoring institutions wishing to offer an occupational therapy or occupational therapy assistant program at more than one of the institution's locations/campuses must apply for accreditation using [ACOTE Policy IV.B.2. Additional Locations](#).

ACCREDITATION PROCESS FOR NEW PROGRAMS

To ensure commitment to the development of quality programs and to review the potential viability of an applicant occupational therapy educational program prior to the admission of the first class of students, all new programs seeking accreditation by ACOTE are required to apply for Candidacy Status as the first step in the three-step accreditation process for new programs.

The following are the three steps of the accreditation process for new programs. All reports and documentation must be submitted in English.

- **STEP 1: CANDIDACY REVIEW**

For new programs, the process begins with the submission of a Letter of Intent, and completion and submission of the Eligibility Data. Once eligibility is confirmed, the program may submit a Candidacy Application according to the approved timeline. The program director must be hired, full-time, and on-site one year prior to submission of the Candidacy Application. The academic fieldwork coordinator must be hired, full-time, and on-site 6 months prior to submission of the Candidacy Application. The Candidacy Application must be electronically signed by the occupational therapy program director, the dean or administrator overseeing the proposed program, and the chief executive officer of the sponsoring institution. Upon review of that Application, ACOTE grants, defers action on, or denies Candidacy Status. Although the designation “Candidacy Status” is not a guarantee of accreditation, it does indicate that the resource allocation and plan for development of the proposed program appears to demonstrate the ability to meet the applicable ACOTE Standards if fully implemented as planned. Candidacy Status **must** be granted before students may be admitted or notified of admission to the program and is required in order for the program to proceed to Step 2.

Provisional Candidacy Status Granted

ACOTE has an **exception clause** to include granting Provisional Candidacy Status for programs that wish to submit Candidacy Applications for a new occupational therapy or occupational therapy assistant program and **reside in a state that requires Candidacy Status from ACOTE prior to approving the new program**. This exception allows programs to move forward with the understanding that state approval must be received before the first class of students enter the program. All other rules apply.

Once ACOTE receives official notification of state approval, the status of the program will be changed from Provisional Candidacy Status to Candidacy Status and the program may proceed with admission of the first class of students into the program.

- **STEP 2: PREACCREDITATION REVIEW**

If Candidacy Status is granted, the program may admit its first class of students and proceed to the second step of the process, the preaccreditation review. In this step, the program assesses its compliance with the ACOTE Standards and submits an initial Report of Self-Study. Upon review of this report, ACOTE grants, defers action on, or denies Preaccreditation Status. The granting of Preaccreditation Status indicates that on the basis of the paper review of the submitted materials, ACOTE has determined that the program is likely to meet the applicable ACOTE Standards if fully implemented in accordance with its plans. The granting of Preaccreditation Status is **not** a guarantee of accreditation status.

If Preaccreditation Status is denied, programs **must** note the denial of Preaccreditation Status on the program’s homepage.

- **STEP 3: THE INITIAL ON-SITE EVALUATION**

The third step of the process is an initial on-site evaluation conducted by a two-member team. The team prepares a Report of On-Site Evaluation, upon which ACOTE bases its decision to either grant or withhold accreditation.

PROGRAM DIRECTOR CHANGES DURING CANDIDACY OR PREACCREDITATION
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If the qualified program director resigns from a program holding Candidacy Status or Preaccreditation Status, the program may not admit another cohort of students until a new, qualified program director has been hired and is on-site.

OVERVIEW OF TIMELINE DEADLINES AND PROGRAM STARTING DATES
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Because graduation from an accredited educational program is a requirement of eligibility for certification by the National Board for Certification in Occupational Therapy and for licensure in most states, every effort is made to assure that the three-step accreditation process is complete prior to the graduation of the first class of students. The following information provides a general framework for the accreditation process for new occupational therapy

educational programs in institutions that follow a September through May academic pattern. It is expected that the proposed curriculum will be approved by the appropriate state and institutional bodies before the candidacy review is conducted by ACOTE.

Details regarding each step are provided below. Since the dates listed below may not apply universally, an individual schedule is prepared by AOTA Accreditation Department staff for each program entering the accreditation process.

The deadlines for receipt of the Letter of Intent and Candidacy Application are determined by the planned student enrollment date. Official action by ACOTE is taken at its spring, summer, and fall meetings (generally in April, August, and December). **ACOTE will accept and review a maximum of 12 Candidacy Applications during a given cycle. Only institutions with occupational therapy/occupational therapy assistant program directors hired, full-time, and on-site at least 1 year prior to submission of a Candidacy Application may proceed with the assigned Candidacy Application submission slot. This determination will be based on the receipt of submitted signed documentation that the program director has been hired full-time and is on-site at least 1 year prior to the submission of the Candidacy Application.**

Programs must also submit signed documentation that the academic fieldwork coordinator has been hired full-time and is on-site 6 months prior to the due date for the Candidacy Application. Programs that are unable to meet this requirement will be taken out of the queue and programs will have to reapply once they meet all the required criteria. After the 12-program cap is reached, programs will be placed on a waiting list and may be subject to the next available review cycle. The planned student admission must be delayed accordingly.

It is suggested that the program director be hired well in advance of the deadline to increase the chances of entering the desired review cycle and to allow adequate time to prepare the Candidacy Application.

It is the responsibility of the program seeking Candidacy Status to ensure that the Application is properly signed, the balance of the Candidacy Application fee is paid, and received by AOTA no later than 5:00 p.m. on the due date. Candidacy Applications or fees received after the deadline may result in loss of the Candidacy Application submission slot. All dates refer to business days. Therefore, if a deadline falls on a weekend or national holiday, the next full work day becomes the effective due date for receipt of materials.

Planned Start Date for First Class of Students	Fall (August/September)	Winter (December/January)	Spring/Summer (May/June)
Latest Date for Completed Candidacy Application and Application Fee NO LATER THAN 5:00 P.M. EASTERN ON:	December 15	April 15	August 15
Candidacy Review and ACOTE Action on Candidacy Status (ACOTE Meeting)	April	August	December
<u>IF CANDIDACY STATUS IS AWARDED, THE SCHEDULE WOULD CONTINUE APPROXIMATELY AS FOLLOWS. NOTE THAT THIS SCHEDULE IS ADJUSTED AS NEEDED TO ACCOMMODATE THE LENGTH OF EACH PROGRAM:</u>			
Students May be Notified of Acceptance Into the Program	April/May	August	December
First Class May be Enrolled	Fall (August/September)	Winter (December/January)	Spring/Summer (May/June)

Initial Report of Self-Study Due	March 1	July 1	November 1
Preaccreditation Review (ACOTE Meeting)	August	December	April
On-Site Evaluation	Late Winter/Early Spring	Late Spring/Early Summer	Fall
Accreditation Action (ACOTE Meeting)	April	August	December

SAMPLE TIMELINE FOR FALL CLASS ENROLLMENT

The following example is a minimal timeline in anticipation of a fall class enrollment.

- **ON OR BEFORE NOVEMBER 1**

A Letter of Intent, Letter of Intent Data Form, and the program director's curriculum vitae (if hired) must be attached to an email addressed to accred@aota.org. Upon receipt, accreditation staff will follow up regarding payment options for the non-refundable deposit that will be applied toward the application fee.

This letter must be signed by the chief executive officer of the sponsoring institution(s). The Letter of Intent: (1) declares the intention of the institution(s) to develop and seek accreditation for the occupational therapy or occupational therapy assistant program; (2) requests entry into the first step of the accreditation process for new programs; (3) provides information regarding the type and timelines of the proposed program; (4) states that the institution(s) agree not to admit students until Candidacy Status has been obtained; and (5) if offered by more than one institution (e.g., cooperative or consortium program), includes information regarding the institutional accreditation status, the role of each institution in the cooperative or consortium arrangement, how the administration of the program will be managed, how the program will operate, and which institution(s) will grant the degree. (See [ACOTE Policy III.A.1. Step One: The Application Review](#) for specific requirements for the Letter of Intent).

Note that the program must allow sufficient time in its timeline for development to permit submission of the initial Report of Self-Study to occur after students have completed some coursework in the occupational therapy or occupational therapy assistant curriculum.

- **BY DECEMBER 15**

The Candidacy Application and payment for the balance of the application fee must be received no later than 5:00 p.m. on December 15. The Candidacy Application must be electronically signed by the occupational therapy program director, the dean or administrator overseeing the proposed program, and the chief executive officer of the sponsoring institution.

Note: A program director meeting ACOTE requirements must be hired full-time by the institution and on-site **at least 1 year prior to submission of the Candidacy Application. An academic fieldwork coordinator meeting ACOTE requirements must be hired full-time and on-site 6 months prior to submission of the Candidacy Application. Both the program director and the academic fieldwork coordinator** must be present throughout the time the program is engaged in the initial accreditation process, including the start of the first class of students, the preaccreditation review, and the initial on-site evaluation. If the program does not have a qualified program director or academic fieldwork coordinator during the initial accreditation process for new programs, the progression of the program to the next step in the accreditation process will be delayed until the requirement of having a qualified program director and academic fieldwork coordinator hired full-time and on-site can be met. Specifically, students may not begin occupational therapy coursework in a program having Candidacy Status unless there is a qualified occupational therapy program director and academic fieldwork coordinator on staff. If students have already begun the occupational therapy coursework after Candidacy Status has been granted, but prior to a decision on Preaccreditation Status, the program's Preaccreditation Status decision will be delayed until a qualified program director and academic fieldwork coordinator are hired and on staff.

Upon receipt, the Candidacy Application will be assigned to the designated reviewers. The reviewers assess all materials submitted and may request additional written information to clarify or enhance submitted materials. Upon receipt and review of the additional materials, the review team coordinator will present recommendations to ACOTE for consideration at its next scheduled meeting.

- **APRIL**

At the ACOTE meeting, a subcommittee examines the findings of the candidacy review team and prepares a motion regarding action on Candidacy Status and a Report of Candidacy Review. After discussion, ACOTE takes action to grant, defer action on, or deny Candidacy Status.

A statement of the action taken by ACOTE is forwarded to the chief executive officer of the sponsoring institution, the dean or administrator to whom the program director reports, and the program director. A Report of Candidacy Review that details the concerns of ACOTE is reflected in the letter. If Candidacy Status has been granted, AOTA Accreditation Department staff confirm the timeline for the preaccreditation review process, including a submission date for the initial Report of Self-Study. If action on a Candidacy Status is deferred, the program receives, along with the notification of deferral, a list of concerns identified by ACOTE in reaching their decision and a due date for submission of supplementary information that addresses the concerns.

NOTE: Should the director of a program holding Candidacy Status or Preaccreditation Status **resign after the program has admitted students**, but has not completed the initial on-site evaluation, the program must submit a request to proceed to the initial on-site visit. In considering the program's request, ACOTE reviewers will determine if the program has demonstrated that it (1) has implemented steps to ensure that adequate qualified faculty have been hired to deliver the program as approved (either permanent or on an interim basis) and; (2) has made an immediate, ongoing, and reasonable good faith effort to hire a qualified program director.

- **MARCH**

The program director submits the initial Report of Self-Study for review by the assigned reviewers. The preaccreditation review team assesses all materials submitted and may request additional written information to clarify or enhance submitted materials. Upon receipt and review of the additional materials, the review team coordinator will present recommendations to ACOTE for consideration at its next scheduled meeting.

- **AUGUST**

At the ACOTE meeting, a subcommittee examines the findings of the preaccreditation review team and prepares a motion regarding action on Preaccreditation Status and a Report of Preaccreditation Review. ACOTE then takes action to grant, defer action on, or deny Preaccreditation Status. Following ACOTE action, a letter is emailed to the program director, with a copy to the dean and chief executive officer of the sponsoring institution, indicating action taken on the Preaccreditation Status. A Report of Preaccreditation Review that details the concerns of ACOTE is reflected in the letter.

If Preaccreditation Status is granted, AOTA Accreditation Department staff arrange with the program director an appropriate date for the required on-site evaluation.

If Preaccreditation Status is deferred, the program receives, along with the notification of deferral, a list of concerns identified by ACOTE in reaching its decision and a due date for submission of supplementary information that addresses the concerns.

If Preaccreditation Status is denied, no further action is taken by ACOTE unless the appropriate institutional official and the program director send a Letter of Intent to proceed with the accreditation process within 30 days of receipt of notification of denial. (If Preaccreditation Status is deferred or denied, the procedures outlined in [ACOTE Policy III.A.2. Step Two: Preaccreditation Review](#) are followed).

- **NOVEMBER/DECEMBER/JANUARY**

In preparation for the on-site evaluation, the program director should provide any additional information requested in the Report of Preaccreditation Review. This information should be provided for review by the evaluation team at least 2 months prior to the date of the on-site evaluation.

- **JANUARY/FEBRUARY/MARCH**

Two qualified evaluators conduct the 2½-day on-site evaluation. A summary report of the visit is made by the evaluators at the final on-site conference, and institution officials are given access to the Evaluators' Report of On-Site Evaluation at that time. To expedite preparation of the report for ACOTE review and action, the program director is requested to submit any corrections or comments to the AOTA Accreditation Department within 1 week after the on-site evaluation. (Additional response time is available if needed).

- **APRIL**

At its meeting, ACOTE reviews the Report of On-Site Evaluation, makes any amendments, and votes on an accreditation status for the program. If accreditation is granted and areas of noncompliance are cited in the official Report of the Accreditation Council (RAC), a due date for the required Plan of Correction is established. The program will receive the letter of notification regarding the action of ACOTE within 4 weeks after the meeting.

INITIAL ACCREDITATION FEES

Fees will be charged for each step of the three-step accreditation process. The application fee for review of the Candidacy Application is due as follows:

- A non-refundable deposit must be paid immediately after submission of the Letter of Intent. This deposit is applied toward the candidacy application fee.
- The balance of the candidacy application fee must be submitted prior to the due date for the Candidacy Application. The preaccreditation review fee is due at the time the initial Report of Self-Study is submitted, and the initial on-site evaluation fee is due upon receipt of the invoice after the initial on-site evaluation. An annual fee will not be billed until the first full academic year that the program has accreditation status. Information regarding current fees is located in the [ACOTE Policy V.A. Fees](#), and appears on the ACOTE website (www.acoteonline.org).

WITHDRAWAL OF REQUEST FOR INITIAL ACCREDITATION

An institution may withdraw its request for initial accreditation of an occupational therapy educational program at any time prior to final action by ACOTE. The request for withdrawal should be in writing and signed by the program director or dean overseeing the program and the chief executive officer of the sponsoring institution and submitted to ACOTE c/o the AOTA Accreditation Department (accred@ota.org). If the program wishes to reapply for initial accreditation, applicable fees will be assessed.

INSTITUTIONAL REQUEST FOR A CHANGE IN THE INITIAL ACCREDITATION SCHEDULE

If the institution requires a revision of the schedule developed by the AOTA Accreditation Department based on the Letter of Intent, it is the responsibility of the institution to notify the AOTA Accreditation Department in writing of the request to change the schedule. Written notification is required (including the proposed new start date and graduation date for the first class of students). If there are no available slots in the desired submission cycle, the program will be placed on a waiting list for that cycle. A new schedule will be generated.

The previously submitted Candidacy Application fee deposit will be applied toward the Candidacy Application fee as long as the balance of the application fee is scheduled to be paid within the next fiscal year. For example, an application fee deposit paid in December 2019 (FY 2019/2020) may be applied toward an application fee due on April 15, 2021 (FY 2020/2021). Otherwise, a new application fee deposit must be submitted with the request for a revision to the initial accreditation schedule.

ACCREDITATION PROCESS FOR NEW PROGRAMS

III. A. 1. STEP ONE: THE APPLICATION REVIEW

LETTER OF INTENT

To initiate the accreditation process, a Letter of Intent, Letter of Intent Data Form, and program director's curriculum vitae (if hired) must be submitted to ACOTE, c/o the AOTA Accreditation Department (accred@aota.org), prior to admission of the first class of students.

ACOTE will accept and review a maximum of 12 Candidacy Applications from new or transitioning programs during a given cycle. The assignment of due dates for Candidacy Applications will be based on the receipt date of the Letter of Intent. After the 12-program cap is reached, programs will be subject to the next available review cycle and planned student admission must be delayed accordingly. (See [New Program Slots](#).)

The Letter of Intent should be submitted well in advance of the planned start date to increase the chances of entering the desired review cycle and to allow adequate time to prepare the Candidacy Application.

The Letter of Intent must be signed by the chief executive officer of the sponsoring institution(s). The Letter of Intent must:

- Declare the intention of the institution(s) to develop and seek accreditation for the occupational therapy or occupational therapy assistant program and the degree level for which accreditation is sought.
- Request entry into the first step of the accreditation process for new programs (the Candidacy Review).
- State that the institution(s) agree not to admit students into the occupational therapy or occupational therapy assistant program until Candidacy Status has been obtained from the Accreditation Council for Occupational Therapy Education (ACOTE®).
- If offered by more than one institution (e.g., cooperative or consortium program), include information regarding the institutional accreditation status, the role of each institution in the cooperative or consortium arrangement, how the administration of the program will be managed, how the program will operate, and which institution(s) will grant the degree.

The Letter of Intent, Letter of Intent Data Form, and the program director's curriculum vitae (if hired) must be attached to an email addressed to accred@aota.org. Upon receipt, accreditation staff will follow up regarding payment options for the non-refundable deposit that will be applied toward the application fee. Information regarding current fees is located in [ACOTE Policy V.A. Fees](#) and appears in the ACOTE website (www.acoteonline.org).

In an effort to keep state occupational therapy associations informed of new applicant educational programs in their state, ACOTE notifies the appropriate state association president that a Letter of Intent has been submitted.

Please note that the initial accreditation process takes approximately 1 to 2 years to complete and the first class schedule may need to be adjusted to allow completion of the initial accreditation process prior to graduation.

Beginning with Candidacy Applications due in August 2020, ACOTE requires that a qualified* program director be hired full-time and on-site 1 year prior to the submission of the Candidacy Application. A qualified* academic fieldwork coordinator must be hired full-time and on-site 6 months prior to the submission of the Candidacy Application. At least 1 year prior to the submission date for the Candidacy Application, the program must notify the Accreditation Department (accred@aota.org) that a qualified* program director has been hired full-time in order to proceed with the initial accreditation process. Otherwise, the Candidacy

Application submission slot will be made available to the first program on the waiting list or to the next Applicant program with a hired qualified program director.

At least 6 months prior to the submission date for the Candidacy Application, the program must notify the Accreditation Department (accred@aota.org) that a qualified* academic fieldwork coordinator has been hired full-time in order to proceed with the initial accreditation process.

Should the director of an Applicant program resign after receiving a slot for submission of a Candidacy Application, the institution must notify the Accreditation Department (accred@aota.org) that another qualified* program director has been hired full-time in order to proceed with the initial accreditation process. Notification must be received within 30 days of the prior program director's resignation or the Candidacy Application submission slot will be made available to the first program on the waiting list or to the next Applicant program with a hired qualified* program director. If the institution elects to proceed with the initial accreditation process and submits notification that a qualified* program director has been hired full-time and is on-site, the institution will be advised of the timeline for submission of the Candidacy Application.

**Qualified program director: For the purposes of this policy, program directors must meet all requirements of 2018 Standard A.2.1 one year prior to submission of the Candidacy Application with the exception of the required years of experience in a full-time academic appointment with teaching responsibilities. That requirement must be met prior to starting the first class of students in occupational therapy coursework.*

**Qualified academic fieldwork coordinator: For the purposes of this policy, academic fieldwork coordinators must meet all requirements of 2018 Standard A.2.4 six months prior to submission of the Candidacy Application with the exception of the required years of clinical experience as an occupational therapist or occupational therapy assistant. That requirement must be met prior to starting the first class of students in occupational therapy coursework.*

CANDIDACY APPLICATION

Upon receipt of the Letter of Intent, data form, program director's curriculum vitae, and deposit, AOTA Accreditation Department staff will conduct a preliminary review of the program director's credentials, and, if acceptable, provide the program with instructions for completing the Eligibility Application in ACOTE Online (<https://acote.aota.org>). Once that is submitted, staff will provide the Candidacy Application and a preliminary timeline for the accreditation process.

The Candidacy Application must be electronically signed by the occupational therapy program director, the dean or administrator overseeing the proposed program, and the chief executive officer of the sponsoring institution. Candidacy Applications or fees received after the deadline may result in loss of the Candidacy Application submission slot. The program may request review in the next available Candidacy Application review cycle.

REQUIREMENTS FOR CANDIDACY STATUS

The program must provide all the requested information and meet the requirements of the Candidacy Application. In addition, the occupational therapy educational program must:

1. Be a new program that has been granted authorization through the governance processes of the parent institution to offer the credential for which Candidacy Status is sought.
2. Be sponsored by an institution that is accredited by the recognized regional or national accrediting authority in compliance with ACOTE Standard A.1.1. Institutional Accreditation. For programs in countries other than the United States, ACOTE will determine an equivalent external review process.
3. Agree, as stated in the Letter of Intent, not to admit students to the occupational therapy or occupational therapy assistant program until Candidacy Status has been obtained.
4. Agree to inform students who apply to or plan to enroll in the program that it is not yet accredited and convey the implications of nonaccreditation for program graduates. (The institution may advertise its occupational therapy or occupational therapy assistant program as an Applicant program, but it must be made clear that

there is no guarantee that the program will receive Candidacy Status or be allowed to admit students). (See [ACOTE Policy VI.E. Sample Statements Regarding Accreditation Status and Use of the ACOTE Logo](#)).

The program must describe the specific mechanisms it will use to ensure that prospective students and other relevant parties are fully and accurately informed of the program's accreditation status and its effect on graduates' eligibility for the National Board for Certification in Occupational Therapy certification examination and state licensure.

5. Ensure that the balance of the application fee and the Candidacy Application are received on or before the due date. The program will not be reviewed for Candidacy Status if payment is not received by the AOTA Accreditation Department by close of business (5:00 p.m. Eastern Time) on the due date.
6. Have a full-time, qualified* program director hired and on-site 1 year prior to submission of the Candidacy Application as well as a full-time, qualified* academic fieldwork coordinator hired and on-site 6 months prior to submission of the Candidacy Application. This must be maintained throughout candidacy and the initial accreditation process for new programs. The program must agree to delay the program's progression to the next step in the development process until program can meet the accreditation requirement of having a full-time, qualified* program director hired and on-site 1 year prior to submission of the Candidacy Application as well as a full-time academic fieldwork coordinator hired and on-site 6 months prior to submission of the Candidacy Application. Specifically, students may not begin occupational therapy coursework in a program having Candidacy Status unless there is a qualified full-time occupational therapy program director and a qualified* full-time academic fieldwork coordinator on-site.

*If the program director does not have the required years of experience in a full-time academic appointment with teaching responsibilities at the time the Candidacy Application is submitted, the institution must detail plans (e.g., additional time in a full-time academic appointment with teaching responsibilities, plan for mentoring, co-teaching, additional coursework, etc.) to ensure that the program director meets the requirements prior to starting the first class of students in occupational therapy coursework.

Similarly, if the academic fieldwork coordinator does not have the required years of clinical experience as an occupational therapist at the time the Candidacy Application is submitted, the institution must detail plans to ensure that the academic fieldwork coordinator meets the requirements prior to starting the first class of students in occupational therapy coursework.

7. Provide evidence of signed letters of intent or memorandums of understanding (MOUs) for two Level II fieldwork placements for each student in a variety of settings consistent with the curriculum design. (The signed letters of intent or MOUs are to be uploaded with the Candidacy Application for all anticipated students who will be admitted into the program during the first year. For example, if a program anticipates accepting 3 cohorts of 20 students (60 students) during the first year, the program must upload the letters of intent or MOUs for 120 student placements in the Candidacy Application.)

FEES

An application fee must be submitted by the due date for the Candidacy Application. Information regarding current fees is located in [ACOTE Policy V.A. Fees](#) and appears in the ACOTE website (www.acoteonline.org). The Candidacy Application and balance of the application fee must be received by AOTA by the close of business (5:00 p.m. Eastern Time) on the due date (or next business day if the due date falls on a weekend or holiday).

APPLICATION REVIEW

Upon receipt, the Candidacy Application will be assessed by a review team comprised of a member of the Roster of Accreditation Evaluators and a member of ACOTE. The program director may be requested to provide additional written information to the review team to clarify or enhance submitted materials. The reviewers will submit a report at the next ACOTE meeting to recommend that ACOTE grant, defer action on, or deny Candidacy Status. ACOTE may also grant provisional Candidacy Status as noted below.

Provisional Candidacy Status Granted

ACOTE has an **exception clause** to include granting Provisional Candidacy Status for programs that wish to submit Candidacy Applications for a new occupational therapy or occupational therapy assistant program and **reside in a state that requires Candidacy Status from ACOTE prior to approving the new program**. This exception allows programs to move forward with the understanding that state approval must be received before the first class of students enter the program. All other rules apply.

Once ACOTE receives official notification of state approval, the status of the program will be changed from Provisional Candidacy Status to Candidacy Status and the program may proceed with admission of the first class of students into the program.

Candidacy Status Granted

If the Candidacy Application documents that the program meets the requirements for Candidacy Status and indicates the program's potential to achieve compliance with the Standards, the action will be to **grant Candidacy Status**. As soon as the institutional officials receive notification from ACOTE that the program has been granted Candidacy Status, they may admit students into the program according to the approved timeline and move to the second step, which is the preaccreditation review. AOTA will officially list the program as having Candidacy Status.

Programs that are granted Candidacy Status may request an earlier start date for their first class of students if the scheduled graduation date will occur AFTER initial accreditation action by ACOTE. Requests for an earlier start date should be addressed to the Director, AOTA Accreditation Department and sent to accred@aota.org.

Once Candidacy Status has been granted, requests to expand or significantly change the program (e.g., admit an additional student cohort, increase the number of students to be accepted each year by 25% or more from the number indicated in the program's Candidacy Application, offer the program at an additional location by distance education, add a weekend, evening, or part-time track, etc.) require advance approval from ACOTE. The request for a significant change must include all information designated under "Significant Program Changes or Additions" in [ACOTE Policy V.B.1. Additions or Changes](#).

If the **program director resigns** after the program has received Candidacy Status, the program **may not** admit a new cohort of students until a new, qualified* program director is hired and on site.

Action on Candidacy Status Deferred

The program's **application will be deferred** if the information received from the applicant is incomplete and/or insufficient for evaluation. Supplementary information is requested for consideration at a subsequent ACOTE meeting. The program receives, along with the notification of deferral, a list of concerns identified by ACOTE in reaching their decision and a due date for submission of supplementary information that addresses the concerns. The supplementary information is reviewed at the next meeting of ACOTE, at which time a decision will be made to either grant, defer, or deny the Candidacy Status. A program may have action on the Candidacy Application deferred a maximum of two times.

Candidacy Status Denied

The program will be **denied Candidacy Status** if 1) the program does **not** meet the requirements for Candidacy Status, or 2) the Application does not indicate the program's potential to achieve compliance with the Standards. If Candidacy Status is denied, the program will **not** be able to admit students and will **not** be eligible to proceed to the preaccreditation review step. The program may reapply for Candidacy Status by submitting a new Letter of Intent and starting the initial accreditation process again. The deadline for receipt of the Letter of Intent is determined by the new planned student enrollment date. Applicable fees would be assessed. [ACOTE Policy IV.D. Appeals Process](#) clearly delineates procedures for programs wishing to appeal an action to Deny Candidacy Status.

TERM OF CANDIDACY STATUS

A program receiving Candidacy Status must admit students to the program within 2 years of the enrollment date indicated in the Letter of Intent or reapply for Candidacy Status. Candidacy Status cannot be renewed or extended; however, programs may reapply for Candidacy Status. Applicable initial accreditation fees will be assessed. A change in the timeline for initial accreditation must be requested in writing to accred@aota.org.

ACCREDITATION PROCESS FOR NEW PROGRAMS

III. A. 2. STEP TWO: PREACCREDITATION REVIEW

PREACCREDITATION REVIEW

The preaccreditation review is a process used by the Accreditation Council for Occupational Therapy Education (ACOTE®) as a mechanism for providing feedback to a developing program prior to the initial on-site evaluation. A program must have obtained Candidacy Status prior to proceeding with the preaccreditation review. The granting of Preaccreditation Status indicates that, on the basis of examination of the initial Report of Self-Study and supplementary information available to the reviewers, ACOTE has determined that the program is likely to meet the [ACOTE Accreditation Standards](#) if fully implemented in accordance with its plans. This is intended to provide an indication that program planning appears to be proceeding in a direction that will lead toward ACOTE accreditation. The program must allow time in its timeline for submission of the initial Report of Self-Study after the first class of students has completed some coursework in the occupational therapy or occupational therapy assistant curriculum.

FEES

A preaccreditation review fee (payable to AOTA) must be received by the AOTA Accreditation Department prior to ACOTE scheduled action on the preaccreditation review of the program or the preaccreditation review will be cancelled. Information regarding current fees is located in [ACOTE Policy V.A. Fees](#) and appears in the ACOTE website (www.acoteonline.org).

THE PREACCREDITATION REVIEW

The reviewers assigned to the preaccreditation review team review the materials submitted by the program director. The program director may be requested to provide additional information to the review team to clarify or enhance submitted materials. After conducting a complete review of all submitted materials, each reviewer submits a comprehensive evaluation to the review team coordinator. A Composite Report of Preaccreditation Review is prepared by the review team coordinator for presentation to ACOTE.

ACOTE ACTION ON PREACCREDITATION REVIEW

At its next scheduled meeting, ACOTE takes one of the following actions:

- **PREACCREDITATION STATUS GRANTED**
The proposed program would appear to meet the Standards if fully implemented in accordance with the plans of the sponsoring institution. An on-site evaluation will be conducted before the first class completes the academic curriculum.
- **PREACCREDITATION STATUS DENIED**
One or more of the Standards are not met and there does not appear to be evidence of the ability to comply within the immediate future.

If Preaccreditation Status is denied, the program must note the denial of Preaccreditation Status on the program's homepage.

- **PREACCREDITATION STATUS DEFERRED**

Information received from the program is incomplete and/or insufficient for evaluation. Supplementary information is requested for consideration at a subsequent ACOTE meeting.

PROGRAM DIRECTOR CHANGES DURING PREACCREDITATION

If the qualified program director resigns from a program holding Preaccreditation Status, the program may not admit another cohort of students until a new, qualified program director has been hired and is on-site.

PROCEDURES FOLLOWING ACTION ON PREACCREDITATION REVIEW

Following action by ACOTE relative to the granting of Preaccreditation Status, the results of the review are sent to the chief executive officer, dean or administrator to whom the program director reports, and program director. Included in this notification is the Report of Preaccreditation Review, which lists the strengths of the program, the concerns of ACOTE, and the action taken.

A. If **PREACCREDITATION STATUS** has been **GRANTED**:

1. Accreditation Department staff contacts the program director to schedule an on-site evaluation prior to graduation of the first class. This on-site evaluation must occur while students are still on campus. A reasonable effort is made in scheduling to allow for ACOTE action on the Report of On-Site Evaluation prior to the actual graduation date.
2. In preparation for the initial on-site evaluation, the program director is required to respond to any reopened Standards in the initial Report of Self-Study as requested in ACOTE's action letter.
3. Procedures for on-site evaluation are followed according to those outlined in [ACOTE Policy III.A.3. Step Three: The Initial On-Site Evaluation](#).

B. If **PREACCREDITATION STATUS** has been **DENIED**:

1. If Preaccreditation Status is denied, the program **must** note the denial of Preaccreditation Status on the program's homepage.
2. No further action is taken by ACOTE unless the appropriate institutional official and the program director send a Letter of Intent to proceed with the accreditation process within 30 days of receipt of notification of denial.
3. At the end of the 30 days, if no request has been received from the program, the program is removed from Candidacy Status and the accreditation process for that program is considered terminated.
4. The sponsoring institution is responsible for informing the students in the occupational therapy or occupational therapy assistant program that there is no assurance that the program will be accredited prior to their graduation. Because failure to receive accreditation would affect the students' eligibility to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination, it is imperative that students be notified by the institution of the options for protecting certification eligibility (e.g., transfer to an accredited program).
5. The institution retains the option of proceeding with the initial on-site evaluation by notifying the AOTA Accreditation Department in writing of the intent to proceed. Should the institution choose to do so, the dates of the on-site evaluation are established as described in A.1 above. The program will be notified if additional Report of Self-Study materials are required.
6. Procedures for on-site evaluation are followed according to those outlined in [ACOTE Policy III.A.3. Step Three: The Initial On-Site Evaluation](#).

7. The application review and preaccreditation review processes may be repeated. The program may submit a Letter of Intent to reenter the accreditation process from the beginning. A second application fee and preaccreditation review fee are charged. A due date for submission of new self-study materials would then be established. In preparing new self-study materials, the program should be guided by the Report of Preaccreditation Review, as provided with the letter of notification.

NOTE: There is no guarantee that the accreditation process can be repeated in time to complete accreditation action prior to the graduation of the first class of students.

C. If **ACTION** has been **DEFERRED ON PREACCREDITATION STATUS**:

1. The program receives, along with the notification of deferral, a list of concerns identified by ACOTE in reaching their decision and a due date for submission of supplementary information that addresses the concerns.
2. The supplementary information is reviewed at the next meeting of ACOTE, at which time a decision will be made to either grant or deny Preaccreditation Status. A program may have action on Preaccreditation Status deferred only once.
3. The sponsoring institution is responsible for informing the students in the occupational therapy program that there is no assurance that the program will be accredited prior to their graduation. Because failure to receive accreditation would affect the students' eligibility to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination, it is imperative that students be notified by the institution of the options for protecting certification eligibility (e.g., transfer to an accredited program).
4. If the program does not respond by the due date for submission of supplementary materials (see #1 above) or if the Preaccreditation Status is denied following the second review, the program is removed from Candidacy Status and the accreditation process for that program is considered terminated.

ACCREDITATION PROCESS FOR NEW PROGRAMS

III. A. 3. STEP THREE: THE INITIAL ON-SITE EVALUATION

THE INITIAL ON-SITE EVALUATION

In preparation for the initial on-site evaluation, the program director may be requested to submit current information to update the initial Report of Self-Study previously submitted, including any additional materials requested in the Report of Preaccreditation Review. This material is submitted at least 2 months prior to the on-site. The members of the preaccreditation review team are generally assigned to serve as either an on-site evaluator or paper reviewer for the on-site visit.

At least two evaluators (members of the Roster of Accreditation Evaluators) conduct the 2½-day on-site evaluation. In emergency situations when a suitable replacement evaluator cannot be located, a qualified AOTA occupational therapy staff member may serve as one of the team members with the advance permission of the program director. A summary report of the visit is made by the evaluators at the final on-site conference and institution officials are given access to the Evaluators' Report of On-Site Evaluation at that time. To expedite preparation of the report for ACOTE review and action, the program director is requested to submit a copy of the report with any corrections or comments to the AOTA Accreditation Department within one week after the on-site evaluation. (Additional response time is available if needed.) A written response to the on-site visit may also be submitted if there are special considerations or circumstances the program director wishes to be brought to the attention of ACOTE. Additional material or documents will not be considered by ACOTE, however. ACOTE will only consider action on the program based on those materials the on-site team had the opportunity to review and discuss during the on-site visit.

ACCREDITATION ACTION

Following Accreditation Council for Occupational Therapy Education (ACOTE®) review of the Evaluators' Report of On-Site Evaluation and any comments submitted by the program director, action is taken to grant a status of either Accreditation or Accreditation Withheld. (Descriptions of each accreditation status are provided in [ACOTE Policy IV.C. Classification of Accreditation Categories](#)) Notification of final action by ACOTE and the link to the Report of ACOTE are e-mailed to the chief executive officer, dean, and program director. The ACOTE Certificate of Accreditation (if awarded) is mailed directly to the program director. Letters containing notification of Accreditation Withheld are sent electronically, read receipt requested. Procedures for request for appeal of an ACOTE decision to withhold accreditation are found in [ACOTE Policy IV.D. Appeals Process](#).

If ACOTE determines that further information related to the program's compliance with the Standards is required to enable a fair decision to be made regarding the accreditation of the program, it may defer action until the information is received. ACOTE may request materials by mail or schedule a second on-site evaluation or fact-finding visit. The cost of the visit shall be borne by ACOTE.

If areas of noncompliance are identified in the Report of ACOTE, the program will be required to submit a Plan of Correction. Subsequent Progress Reports will be required until all areas of noncompliance are corrected. (See [ACOTE Policy IV.E.1](#) and [IV.E.2](#).)

Following action to award initial accreditation, the next on-site evaluation is scheduled 5 or 7 academic years following the initial on-site evaluation, as determined by ACOTE. Five years will be the standard number of years for initial accreditation. Seven years will be the maximum number of years for initial accreditation of a program with no areas of noncompliance.

ACOTE may extend the accreditation term awarded from 5 to 7 years for programs cited with no more than two areas of noncompliance. This decision will be based on ACOTE's review of the Plan of Correction or Progress Report submitted by the program and a determination that the program has fully resolved all cited areas of noncompliance within 1 year of ACOTE's accreditation action on the program's Report of On-Site Evaluation. ACOTE will also consider any pre-existing areas of noncompliance as well as program changes that have occurred subsequent to the on-site evaluation that affect or are likely to affect the program's full compliance with the Standards, including student learning outcomes. ACOTE may decline to extend the accreditation term of a multi-site program if one or more of the program locations was accredited for a shorter term than the primary location.

ACCREDITATION PROCESS FOR NEW PROGRAMS

III. B. INTERNATIONAL PROGRAMS

ACCREDITATION PROCESS FOR INTERNATIONAL PROGRAMS

The Accreditation Council for Occupational Therapy Education (ACOTE®) accepts applications from occupational therapy and occupational therapy assistant programs located outside the United States. Such programs are invited to submit Letters of Intent to seek ACOTE accreditation, which if granted, would allow its graduates to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination upon meeting NBCOT's application requirements. A maximum of four international programs will be reviewed by ACOTE per calendar year. The acceptance of applications for review will be based on the receipt date of the Letter of Intent.

Within 60 days of the Letter of Intent being received by ACOTE, the senior staff representative will notify, in writing, the appropriate government and non-governmental accreditation or quality assurance entities in the country where the program is located of the program's intent to apply for ACOTE accreditation. The correspondence will include an overview and purposes of ACOTE accreditation and a timeline for accreditation actions. The entities will receive copies of statements of all actions taken by ACOTE regarding the program.

The steps of the accreditation process for international programs are:

- **APPLICATION REVIEW**

International programs will follow the three-step initial accreditation process, which begins with submission of the Candidacy Application through ACOTE Online (<https://acote.aota.org>). (See [ACOTE Policy III.A. Overview of the Process](#)). Upon review of that Application, ACOTE either grants, defers action on, or denies Candidacy Status. Although the designation "Candidacy Status" is not a guarantee of accreditation, it does indicate that the resource allocation and plan for development of the proposed program appear to demonstrate the ability to meet the [ACOTE Accreditation Standards](#) if fully implemented as planned. (See [ACOTE Policy III.A.1. Step One: The Application Review](#) for further detail.)

- **PREACCREDITATION REVIEW**

The program director (head of the department) should prepare an initial Report of Self-Study using the Self-Study tab of ACOTE Online as directed by AOTA. The report must be prepared and submitted on or before the established deadline.

At its next scheduled meeting, ACOTE takes action to grant, defer action on, or deny Preaccreditation Status. Granting of Preaccreditation Status indicates that on the basis of the paper review of the submitted materials, ACOTE has determined that the program is likely to meet the [ACOTE Accreditation Standards](#) if fully implemented in accordance with its plans. (See [ACOTE Policy III.A.2. Step Two: Preaccreditation Review](#) for further detail.)

- **THE INITIAL ON-SITE EVALUATION**

The initial on-site evaluation (usually 2 to 2½ days in length) is conducted by a team of at least two evaluators. Based on review of the Evaluators' Report of On-Site Evaluation, ACOTE will either grant a status of Accreditation or Accreditation Withheld at its next scheduled meeting. (See [ACOTE Policy III.A.3. Step Three: The Initial On-Site Evaluation](#) for further details.)

INITIAL ACCREDITATION TIMELINE

The timeline for submission of the Candidacy Application, Initial Report of Self-Study, and subsequent on-site evaluation will be established in collaboration with each program.

- **ON OR BEFORE ESTABLISHED DUE DATE**

The Candidacy Application and check for the balance of the Application Fee must be received on or before the established due date. All documentation must be submitted in English. The Application must be electronically signed by the **occupational therapy program director**, the dean or administrator overseeing the proposed program, and the chief executive officer of the sponsoring institution.

- **PRIOR TO THE ACOTE MEETING**

The Candidacy Application is made available to AOTA Accreditation Department staff and the designated reviewers. The reviewers assess all materials submitted and present recommendations to ACOTE for consideration at its next scheduled meeting.

- **AT THE ACOTE MEETING**

At the ACOTE meeting, a subcommittee examines the findings of the application review team and prepares a motion regarding action on Candidacy Status and a Report of Application Review. After discussion, ACOTE takes action to grant, defer action on, or deny Candidacy Status.

A statement of the action taken by ACOTE is forwarded to the chief executive officer of the sponsoring institution, the dean or administrator to whom the program director reports, and the program director. A Report of Application Review that lists the strengths of the program and details the concerns of ACOTE accompanies the letter. If Candidacy Status has been granted, AOTA Accreditation Department staff confirm the timeline for the preaccreditation review process, including a submission date for the initial Report of Self-Study. If action on a Candidacy Status is deferred, the program receives, along with the notification of deferral, a list of concerns identified by ACOTE in reaching their decision and a due date for submission of supplementary information that addresses the concerns.

- **ON OR BEFORE ESTABLISHED DUE DATE**

The program director submits the initial Report of Self-Study on or before the established due date. All documentation must be submitted in English. The preaccreditation review team reviews all materials submitted and presents recommendations to ACOTE for consideration at its next scheduled meeting.

- **PRIOR TO THE ACOTE MEETING**

The reviewers assigned to the preaccreditation review team will assess the materials submitted by the program. The program director may be requested to provide additional written information to the review team to clarify or enhance submitted materials. After conducting a complete review of all submitted materials, each reviewer submits a comprehensive evaluation to the review team coordinator. A Composite Report of the Preaccreditation Review Team is prepared by the review team coordinator for presentation to ACOTE.

- **AT THE ACOTE MEETING**

At the ACOTE meeting, a subcommittee of ACOTE examines the findings of the preaccreditation review team and prepares a motion to grant, defer action on, or deny Preaccreditation Status.

Following ACOTE action, a letter is forwarded to the chief executive officer of the sponsoring institution, with a copy to the administrator overseeing the program (if applicable) and program director, indicating action taken on Preaccreditation Status. A Report of Preaccreditation Review that lists the strengths of the program and details the areas of concern accompanies the letter.

If Preaccreditation Status is granted, AOTA Accreditation Department staff arranges with the program director an appropriate date for the required on-site evaluation. If action on Preaccreditation Status is deferred, the program receives, along with the notification of deferral, a list of concerns identified by ACOTE in reaching its decision and a due date for submission of supplementary information that addresses the concerns. If action on Preaccreditation Status is denied, no further action is taken by ACOTE unless the appropriate institutional official and the program director send a Letter of Intent to proceed with the accreditation process within 30 days of receipt of notification of denial. (If Preaccreditation Status is deferred or denied, the procedures outlined in [ACOTE Policy III.A.2. Step Two: Preaccreditation Review](#) are followed.)

- **TWO MONTHS PRIOR TO THE ON-SITE EVALUATION**

In preparation for the on-site evaluation, the program director supplies an update of any information previously provided for the preaccreditation review. (Details regarding additional materials needed to supplement the initial Report of Self-Study are included in the Preaccreditation Report.) The program director will be requested to submit updated materials to the AOTA Accreditation Department at least 2 months prior to the date of the on-site evaluation.

- **ON-SITE EVALUATION**

At least two evaluators conduct the on-site evaluation*. A summary report of the visit is made by the evaluators at the final on-site conference and institution officials are given a copy of the Evaluators' Report of On-Site Evaluation at that time. To expedite preparation of the report for ACOTE review and action, the program director is requested to submit a copy of the report with any corrections or comments to the AOTA Accreditation Department within 1 week after the on-site evaluation. (Additional response time is available if needed.) A written response to the on-site visit may also be submitted if there are special considerations or circumstances the program director wishes to be brought to the attention of ACOTE. Additional material or documents will not be considered by ACOTE, however. ACOTE will only consider action on the program based on those materials the on-site team had the opportunity to review and discuss during the on-site visit.

*NOTE: Warnings published by the US Department of State (<https://travel.state.gov/content/travel.html>) that have implications for safety of the visiting team will be considered when scheduling an on-site evaluation. Such warnings could result in the postponement or cancellation of the on-site evaluation.

- **NEXT SCHEDULED ACOTE MEETING**

At its meeting, ACOTE reviews the Report of On-Site Evaluation and any comments submitted by the program director, makes amendments if necessary, and votes to either grant or withhold accreditation. If accreditation is granted and areas of noncompliance are cited in the final Report of ACOTE, a due date for the required Plan of Correction is established. The program will receive the letter of notification regarding the action of ACOTE within 4 weeks after the meeting.

Programs may appeal an ACOTE decision to withhold accreditation. (See [ACOTE Policy IV.D. Appeals Process](#).)

INTERNATIONAL ACCREDITATION FEES

Fees for the initial accreditation of international programs will be charged as indicated in [ACOTE Policy V.A. Fees](#).

WITHDRAWAL OF REQUEST FOR INITIAL ACCREDITATION

An institution may withdraw its request for initial accreditation of an occupational therapy educational program at any time prior to final action by ACOTE. The request for withdrawal should be in writing and signed by the program director overseeing the program and the chief executive officer of the sponsoring institution and submitted to the ACOTE Chairperson. If the program wishes to reapply for initial accreditation, applicable fees will be assessed.

IV. CONTINUING ACCREDITATION

CONTINUING ACCREDITATION

IV. A. OVERVIEW OF THE PROCESS

CONTINUING ACCREDITATION

Once awarded, accreditation continues until a reevaluation results in its reaffirmation or until it is withdrawn at the request of the institution or by the Accreditation Council for Occupational Therapy Education (ACOTE®) for cause. (See [ACOTE Policy IV.A.3. Accreditation Actions](#).) Established occupational therapy educational programs are reevaluated on a 5-, 7-, or 10-year cycle. The program director is notified 1 year in advance of the on-site year and is provided with the necessary information and links to complete the Report of Self-Study. The specific dates for the visit are established in collaboration with the program director after the selection of the visiting team.

At the time of ACOTE action on the Report of On-Site Evaluation, ACOTE awards an accreditation period based on the following criteria:

- 5-year review cycles* are given to programs that are reaccredited, but raise significant concerns as determined by ACOTE.
- 7-year review cycles are the standard number of years for reaccreditation.
- 10-year review cycles are granted to those programs that have no areas of noncompliance and have demonstrated exceptional educational quality.

*Less than 5-year review cycles may be given to accredited master's or associate-degree-level programs that are transitioning to a higher degree level. The accreditation term awarded by ACOTE will be established based on the scheduled graduation date of the last class of master's or associate-degree-level students.

Programs cited with no more than two areas of noncompliance that are given a 7-year accreditation term may be granted an extension to a 10-year term by ACOTE. This decision will be based on ACOTE's review of the Plan of Correction or Progress Report submitted by the program and a determination that the program has fully resolved the cited areas of noncompliance. ACOTE will also consider any pre-existing areas of noncompliance or program changes that have occurred subsequent to the on-site evaluation that affect or are likely to affect the program's full compliance with the Standards. This extension option is only available within 1 year of ACOTE's accreditation action on the program's Report of On-Site Evaluation.

THE SELF-STUDY PROCESS

At the heart of the continuing accreditation process is the self-study. The U.S. Department of Education (USDE) mandates inclusion of self-study as a requirement for accreditation. Self-study in this context refers to a formal process during which an educational program critically examines its structure and substance, judges the program's overall effectiveness relative to its mission and success with respect to student achievement, identifies specific strengths and weaknesses, and indicates a plan for necessary modifications and improvements. The process should flow naturally out of the ongoing program evaluation. It should include a consideration of external factors influencing educational directions as well as an assessment of the extent to which the program is in compliance with established accreditation standards.

ACOTE does not specify details regarding how the self-study process is to be conducted. However, it does have the following expectations:

- The self-study process precedes the preparation of the report. Although the requirements of the final report should be considered in the plan for the study, the initial focus should be on the evaluative process, not on the document.

- The self-study process should be comprehensive, examining in sufficient detail all aspects of the program so that eventual assessment of compliance with the [ACOTE Accreditation Standards](#) can be accomplished. Regardless of the delivery model of the educational program (i.e., consortium, distance education, etc.), compliance with the Standards must be documented.
- The self-study process begins with a well-thought-out plan that includes
 - objectives,
 - identification of resources,
 - individuals to be involved and delegation of responsibilities,
 - timeline, and
 - reporting mechanisms.

The plan should address how existing information from ongoing evaluation will be included.

- The self-study process is evaluative rather than descriptive. It should include comments, suggestions, and recommendations on program change, particularly the resolution of current problems or weaknesses that are cited in the Report of Self-Study, and should offer predictions or plans for future change.
- The self-study process involves the entire faculty of the program. Although it is recognized that a small committee or a single individual is generally assigned responsibility for overseeing the process and the preparation of the report, it is expected that the process include input from all faculty and from administration, students, graduates, and fieldwork educators.

Further guidelines are provided in the *Guide to the Report of Self-Study*, available on the [Forms](#) section of the ACOTE webpage (www.acoteonline.org). All reports and documentation must be submitted in English.

It is the self-study process from which many of the benefits of accreditation for the program derive. The report should be perceived not as the end or goal, but as the means of communicating the results of the self-study to ACOTE.

CONTINUING ACCREDITATION

IV. A. 1. THE REPORT OF SELF-STUDY

THE REPORT OF SELF-STUDY FOR CONTINUING ACCREDITATION
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The Report of Self-Study documents the self-study process and findings and provides the basis for the on-site evaluation visit. Specific instructions and forms for the preparation of the report are provided in the *Guide to the Report of Self-Study*, available on the [Forms page](#) of the ACOTE website (www.acoteonline.org).

All Reports of Self-Study are to be submitted electronically through the ACOTE Online eAccreditation portal (<https://acote.aota.org>). Program directors will receive an e-mail notification as soon as the self-study module is available. The Report of Self-Study must be completed, electronically signed by the program director, administrator to whom the program director reports (dean), and CEO, then submitted by the CEO at least 3 months prior to the date of the on-site evaluation. Upon submission, access to the Report of Self-Study will be provided to the two on-site evaluators, paper reviewer, ACOTE reader, auditor (if assigned), and AOTA Accreditation Department staff.

CONTINUING ACCREDITATION

IV. A. 2. THE ON-SITE EVALUATION

COMPOSITION OF EVALUATION TEAM

A single location on-site evaluation is conducted by a team of 2 individuals who are members of the Roster of Accreditation Evaluators (RAE). In emergency situations when a suitable replacement evaluator cannot be located, a qualified and trained AOTA accreditation staff member may serve as one of the team members with the advance permission of the program director. For occupational therapy programs, both evaluators are typically occupational therapists. For occupational therapy assistant programs, one or both evaluators may be an occupational therapy assistant. One team member is an academic educator; the other team member is a practitioner. When an on-site evaluation includes additional locations, a 2-person team is assigned to the primary location and at least 1 individual is assigned to each additional location.

Prior to the selection of the team, the program director is provided with a list of potential evaluators. This is a list of individuals representing academic education and occupational therapy practice who have been trained as accreditation evaluators. The program director is instructed to strike names of individuals who are perceived to have a conflict of interest with the program.

The on-site evaluators are selected from those remaining on the list by the ACOTE Executive Committee in collaboration with the AOTA Accreditation staff. A sincere effort is made to “match” team members to the program and institution being evaluated. Factors affecting the selection include the type of expertise needed (e.g. distance education experience), the type of institution that houses the program, the need to avoid conflict of interest, and geographic proximity. The team’s responsibility is to study the information provided concerning the educational program and the requirements for accreditation, and to carry out an objective and impartial assessment of the quality of the occupational therapy program seeking accreditation.

One of the representatives is designated as the team chairperson and serves as the official spokesperson of the team during the evaluation process, assuming primary responsibility for checking the final arrangements before the on-site evaluation; reviewing the suggested schedule and recommending changes, if appropriate; and overseeing whatever follow-up activities are indicated. For on-site evaluations to programs with multiple locations, there will be one team chairperson assigned for the on-site visit encompassing all sites.

ON-SITE EVALUATION SCHEDULE

On-site evaluations are usually scheduled for 2½ days, with visitors generally arriving the evening before the visit begins and departing in the early afternoon on the third day. Monday to Wednesday is the preferred time frame, as it allows the visitors to take advantage of the less expensive (Saturday night stay over) airfares with only one additional night’s stay.

For weekend programs or programs located on more than one campus, adjustments to the schedule are made in collaboration with the program director. ***Any other request to alter the length of the on-site evaluation must be submitted in writing to the ACOTE at least 9 months prior to the scheduled visit.***

The program director prepares a tentative schedule for the on-site evaluation, using the sample schedule (following this section) and adjusting it to most appropriately represent the program.

The schedule should include interviews with the following individuals:

- The program director, for the purpose of mutual orientation and discussion of administrative responsibilities.

- The program director and occupational therapy faculty as a group for discussion of mission, philosophy, strategic plan, curriculum design, program evaluation, and organization of the program.
- Occupational therapy faculty members to discuss their administrative, advisory, and teaching responsibilities as related to the occupational therapy program, the objectives and content of courses, the means of evaluating student performance, and relevant plans and activities of the faculty for the future. For these interviews, the faculty may be grouped as appropriate for discussion of the curriculum content areas.
- Key faculty from other disciplines to discuss their administrative, advisory, and teaching responsibilities as related to the occupational therapy program, the objectives and content of the courses, the means of evaluating student performance, and relevant plans and activities of the faculty for the future. For these interviews, the faculty may be grouped as appropriate for discussion of the curriculum content areas.
- The academic fieldwork coordinator to determine the selection process for fieldwork placements, the extent of collaboration with fieldwork educators, and how students are monitored and advised during fieldwork.
- A representative sample of fieldwork educators from nearby facilities to give the team members an opportunity to learn firsthand the role of the fieldwork educators in the students' educational experiences and to discuss their role in student educational experiences as well as their observations of student performance.
- Employers of program graduates to determine whether the graduates were adequately prepared for entry-level practice.
- The college/university president and/or designated administrative officer to discuss the mission of the institution and compatibility with the program's mission.
- The administrator to whom the program director is directly responsible (e.g., dean of the school of allied health) for orientation of the team members to the university and school or college.
- Representatives from each class in the program to discuss their views of the program and courses. Each group should be scheduled separately if possible.
- Recent graduates and students in fieldwork experience settings to discuss their views of the program, courses, fieldwork experiences, and preparation for entry-level practice. Each group should be scheduled separately if possible.

The program director should arrange an effective and efficient schedule with faculty interviews arranged so that each instructor is interviewed and each Standard is addressed. Previous experience demonstrates that it is helpful in some instances for the team to have individual interviews with key instructors, and in other instances, for them to meet in groups (e.g., when several teach together). The structure of these sessions depends on faculty size and grouping for teaching. ACOTE recognizes that each program uniquely integrates the requirements of the *Standards* into its curriculum design and that the design should affect the schedule.

When the schedule is complete, it should indicate the name, highest degree, and title for each interviewee; the name and catalog number of the course(s) taught; and the Standard(s) being covered.

In scheduling the interviews with fieldwork educators, the program director should keep in mind that it is not necessary to have all fieldwork educators from affiliating centers present at the interview. A representative sample of local fieldwork educators is suggested. If possible, at least one fieldwork educator from each major area of practice is desirable. In addition, the fieldwork educators should represent facilities that provide both Level I and Level II fieldwork experiences.

When planning and scheduling the meeting between the on-site team and fieldwork educators and employers of program graduates, the program director should plan for approximately 1 hour of discussion. Timing should be so that it is least disruptive to the work schedules of the participants. It is usually not advisable to schedule meetings in conjunction with meals; however, a lunchtime meal may be an alternative for fieldwork educators and employers who have to travel great distances (i.e., schedule meetings for lunch and a block of time immediately following the meal).

In situations where time and distance preclude in-person interviews, the program director should consider options such as telephone interviews, conference calls to several locations where fieldwork supervisors and employers can gather easily, and teleconferences.

Students, fieldwork educators, and employers may not be knowledgeable about the accreditation process. The program director should inform them of the purpose of the visit and the interviews and the types of questions that the team might ask. Typical questions may include the following:

To the Students:

- How are the institutional services? Counseling? Financial aid? Health services?
- Are faculty members available on a regular basis outside of the classroom? Is there privacy for advising?
- How are the library resources and availability of materials and equipment?
- How have the liberal art courses been? Availability? Has the content prepared you for occupational therapy courses?
- How do you like the sequence of courses? Does it make sense?
- How do you like the evaluation process for the program? What do you do? Any changes that you have helped to facilitate?

To the Fieldwork Educators and Employers:

- How are fieldwork placements made? What is the selection process?
- How do you ensure a cross section of client and facility experiences?
- How do you ensure that fieldwork educators are familiar with the program's objectives for fieldwork experiences?
- Describe your due process system for a student failing a Level I or Level II fieldwork experience.
- Do you feel program graduates were adequately prepared for entry-level practice?

In addition to the interviews, 1 hour and 45 minutes should be set aside on the first day for review of student records; evaluations of student performance (including examinations); fieldwork data; and published documents providing a description of the program, selection and retention information, rights and appeal mechanisms, institutional safety policies, and so on. Time should also be allotted for a tour of laboratories and the library. A short period should be left free for the team to review materials at the end of each day, and no meetings or activities of any nature should be scheduled for the evenings.

On the morning of the third day, the schedule should also allow time for the team to meet with the program director to review their findings and complete the report.

The tentative on-site schedule should be uploaded to the ACOTE Online (<https://acote.aota.org/login>) Self-Study Home tab at least one month prior to the on-site evaluation. Should there be suggestions for change of the tentative schedule, the team chairperson will submit them to the program director for consideration.

The program director should finalize the schedule with the on-site evaluation team chairperson prior to confirming appointments because the team chairperson may wish to make adjustments to the schedule. After the team chairperson has been contacted and the schedule is confirmed, a final copy should be uploaded to the ACOTE Online (<https://acote.aota.org/login>) Self-Study Home tab prior to the on-site evaluation.

SAMPLE SCHEDULE

Please note: This schedule is only a sample to facilitate planning for the on-site visit. Program directors, in consultation with the on-site team chairperson, may modify the schedule as institutional, faculty, and on-site team member needs dictate. Please see notes at the end of the schedule for other details.

FIRST DAY

8:00 - 8:30 a.m.	Team with program director.
8:30 - 10:00 a.m.	Team with program director and faculty: Overview of mission, philosophy, strategic plan, curriculum design, and program evaluation system of the occupational therapy/therapy assistant program.
10:00 - 10:15 a.m.	Break.
10:15 - 12:00 noon	Team reviews student records* and evaluations of student performance, including classroom assignments, examinations, fieldwork data, graduate and employer survey data, and certification examination results. Program director should have available student outcome data, program materials, meeting minutes, curricular files, selection and retention information, rights and appeals mechanisms, institutional safety policies, and so on. (Team may divide for this session). <i>*To comply with HIPAA regulations, please ensure that no identifiable patient health information is included in student files.</i>
12:00 - 1:00 p.m.	Team alone for lunch.
1:00 - 2:45 p.m.	Team meets with individual faculty/groups of faculty in the order courses occur in the curriculum. The team should experience the content and sequence as would the students in the program.
2:45 - 3:00 p.m.	Break.
3:00 - 3:45 p.m.	Team meets with the academic fieldwork coordinator.
3:45 - 4:45 p.m.	Team meets with recent graduates and/or Level II fieldwork students. (A breakout room may be required if team decides to divide).
4:45 - 5:45 p.m.	Team meets with Level I and II fieldwork educators and employers of program graduates (6-10 of each). Academic fieldwork coordinators are not expected to be present. (Consider options for scheduling interviews with fieldwork educators and employers, especially in situations where time and distance preclude in-person interviews. Such options may include telephone interviews, conference calls to several locations where fieldwork supervisors and employers can gather easily, and teleconferences).
5:45 - 6:00 p.m.	Team wraps up the day with program director.

SECOND DAY

8:30 - 9:00 a.m.	Team with program director
9:00 - 9:30 a.m.	Team with college/university president and/or designated administrative official, e.g., vice president for academic affairs, dean of medical school. (Be sure to allow for travel time in the schedule if office is located at a distance).

9:30 - 10:00 a.m.	Team meets with administrator to whom the program director is directly responsible (e.g., dean of the school of allied health).
10:00 - 10:15 a.m.	Break.
10:15 - 11:00 a.m.	Team meets with students—concurrent groups with 6-10 representatives from each level.
11:00 - 12:00 noon	Team tours college, teaching/learning areas, laboratories, faculty offices, library/resource center, and other areas as necessary (i.e., admissions office, learning center, etc.)
12:00 - 1:00 p.m.	Team alone in working lunch.
1:00 - 3:30 p.m.	Individual faculty conferences as requested by team chairperson and further record review as necessary.
3:30 - 4:30 p.m.	Team prepares ROSE report.
4:30 - 5:00 p.m.	Team meets with program director.

THIRD DAY

8:00 - 9:00 a.m.	Team finalizes the Report of On-Site Evaluation (ROSE) and meets with the program director to review it. Wrap-up conference with program director.
9:00 - 10:00 a.m.	Team discusses program enhancement ideas with the program director and faculty as needed.
10:00 - 10:30 a.m.	Team presents final report to the president (or designated representative), dean, program director, and faculty. Students and others interested may attend at the invitation of the program director. The report will be presented electronically, so it is helpful if an LCD projector and screen is available for the exit conference.

ADDITIONAL NOTES TO CONSIDER:

- The optimum number of individuals available for interview by the on-site team for each meeting is 10 or more. Please note that if the number falls below 6, there is potential that the on-site may need to be rescheduled.
- It is helpful to have a laptop computer and printer available to the team for all days of the on-site visit.
- Please prepare a tentative list of individuals (in a Word document) who will be interviewed as a part of the schedule. Full names, credentials, and titles are helpful since these names will be included on the Evaluators' Report of On-Site Evaluation. Although changes may occur, having a tentative list facilitates the process for the team. The list of fieldwork educators should include the facility in which they work. It would also expedite the preparation of the final report if this list was made electronically available to the on-site team chairperson on the morning of the first day of the site visit.
- To assure reasonable representation of participants from key constituent groups, consider alternatives to the above schedule if necessary. Consult with the team chairperson regarding scheduling alternatives.

ARRANGEMENTS FOR THE ON-SITE TEAM

Travel

The program director is asked to furnish local transportation information to the team (i.e., best method of reaching the institution, specific routes for those driving, recommendations regarding renting a car, taking a taxi, using public transportation, etc.). Team members will make their own travel arrangements and notify the program director of their plans and schedules.

Accommodations

The program director is asked to make room reservations for the on-site team at least 3 months prior to the on-site at a convenient, moderately priced hotel or motel. Because the team generally works in the room during the evenings, it is helpful if the team chairperson's room has a table or desk or the hotel has an alternate work area. Program directors will be notified by AOTA Accreditation staff of the evaluators' preference for single or double rooms.

Reservations should be made for a minimum of three (3) nights, commencing the day before the on-site evaluation is scheduled to begin. The on-site team may request an additional night depending on travel arrangements. When selecting a hotel for the on-site team, program directors are asked to select one that is moderately priced, but safe, clean, and comfortable.

Confirmation of reservations with the name, address, and telephone number of the hotel or motel should be sent to each team member and a copy to AOTA Accreditation staff. AOTA and on-site evaluators are responsible for all of the team's expenses (i.e., travel, hotel, and meals). Reimbursement of any expenses incurred by the team is handled directly through AOTA. ***The host school does not pay for any of the team's expenses as those costs are incorporated into the annual accreditation fee.***

Telephone Contacts

Team members and AOTA Accreditation staff should be sent the office and home telephone numbers of the program director, or another number for weekends and evenings, in the case of an emergency prior to the on-site visit.

In addition, the program director is asked to furnish team members and AOTA Accreditation staff with telephone numbers at which the team members may be reached in case of emergency during the visit.

Meeting Room

It is extremely helpful to have a secure room assigned to the team. Arrangements should be made for all interviews and conferences to be held there, with the exception of those with the president and/or dean. In this way, time is not lost in moving about. This room should be equipped with adequate lighting, a large table, chairs, a telephone, and light refreshments. If telephone interviews are scheduled as part of the on-site evaluation, please ensure that there is a speakerphone available and that any codes, passwords, or special dial features are made known to the team.

Preparation of the Report of On-Site Evaluation

The Report of On-Site Evaluation (ROSE) is prepared while the on-site is taking place. The on-site team often prefers to have a laptop and printer available for their personal use while conducting the on-site to prepare the ROSE. It is requested that the program director communicate with the chairperson of the on-site team prior to the visit to determine the need for computer and/or printer availability.

THE ON-SITE EVALUATION

The well-planned on-site evaluation visit usually proceeds smoothly. The team generally meets with the program director briefly at the beginning and end of each day for a brief report on their progress, needs, concerns, and so on. The team chairperson keeps the program director apprised of any additional information that the team determines it needs or any changes desired in the schedule (e.g., to pursue a particular area of concern).

The Interviews

The evaluators will conduct interviews throughout the on-site visit and will use their observations on the following points to contribute to their final decisions relative to compliance with the *Standards*:

1. The degree of support from the administration for the occupational therapy program.
2. The degree of support from the institutional teaching faculty for the occupational therapy program.
3. The level of responsibility afforded the program director
 - for faculty selection, development, and retention;
 - for budget development and control; and
 - for program development, general effectiveness, and evaluation.
4. The program director's and faculty's understanding and ability to articulate the
 - program's mission (goals, strategic plan), and
 - institution's mission (goals, strategic plan).
5. The faculty's understanding and ability to articulate the program's
 - philosophy,
 - strategic plan,
 - curriculum design,
 - course objectives, and
 - integration of fieldwork into the curriculum.
6. The faculty's understanding and ability to articulate program evaluation emphasizing student outcomes.
7. The students' ability to express their perception of their roles as therapists or assistants and their values and attitudes toward the profession.
8. Appropriate opportunities for fieldwork experience during and following the didactic program.
9. Future plans for the occupational therapy program:
 - systematic and periodic program evaluation,
 - continuing professional development, and
 - support from the administration.

THE EXIT CONFERENCE

On the third morning, prior to exit (final) conference, the team meets in executive session to review its findings and draft the Evaluators' Report of On-Site Evaluation. Following this, generally 10:00-11:00 a.m., a summation conference is held with the chief executive officer of the institution (or designated representative) and the program director. At this time, the on-site team presents its findings. Other administrative officers, faculty, fieldwork educators, employers, and students may be present at the invitation of the program director or designee.

The team's exit report is based on the Evaluators' Report of On-Site Evaluation and includes

- major strengths of the program,
- suggestions for enriching or broadening the program, and
- areas of noncompliance with the *Standards*.

Subsequent procedures leading to final action on the program are described. It should be noted that the Evaluators' Report of On-Site Evaluation is subject to modification by ACOTE.

Following the exit conference, an electronic copy of the Evaluators' Report of On-Site Evaluation (ROSE) is left with the program director with a request that any factual errors in the report be indicated. A written response to the

on-site visit may be submitted if there are special considerations or circumstances the program director wishes to be brought to the attention of ACOTE. Additional material or documents will not be considered by ACOTE, however. ACOTE will only consider action on the program based on those materials the on-site team had the opportunity to review and discuss during the on-site visit. To expedite preparation of the report for ACOTE review and action, the program director is requested to submit any corrections or comments regarding the report to the AOTA Accreditation Department within 1 week after the on-site evaluation. (Additional response time is available if needed). This information is shared with ACOTE prior to action. If no corrections are to be made, the AOTA Accreditation staff should be notified of this fact so that the review process may proceed.

PROCEDURES FOR EMERGENCIES DURING ON-SITE EVALUATIONS

In the event that an emergency situation arises during the on-site evaluation or an on-site evaluator is for any reason unable to complete his or her team responsibility, the team chairperson will meet with the program director and appropriate administrators to determine if the on-site evaluation should continue or be terminated and rescheduled.

- If the evaluation team chairperson determines that the evaluation process could satisfactorily continue and be completed and institutional personnel agree, the on-site evaluation will be continued.
- If the evaluation team chairperson determines that the evaluation process has been too seriously affected to continue and institutional personnel agree, the on-site evaluation will be terminated and rescheduled.

If circumstances call for additional consultation before reaching a final decision, the team chairperson will contact the ACOTE Chairperson, Vice Chairperson, and/or senior AOTA Accreditation staff. Such circumstances should be documented in the Report of On-Site Evaluation (ROSE).

PROGRAM SITE VISIT QUESTIONNAIRE

Following the on-site evaluation visit, the program director, dean, and chief executive officer are asked to complete an online Program Site Visit Questionnaire (PSQ) regarding the accreditation process. This questionnaire is the primary mechanism for ongoing monitoring of the perceptions of the academic community regarding the ACOTE accreditation process and its value to the program and the institution. Information from these questionnaires is compiled and used in modifying accreditation procedures. A candid response is therefore appreciated. The completed questionnaires are not seen by ACOTE prior to its taking final action on the program.

ACOTE ACCREDITATION ACTION

Unless deferred, accreditation action on the Report of On-Site Evaluation is taken by the ACOTE at the next scheduled meeting following the visit. Within 4 weeks of the ACOTE meeting, the chief executive officer, dean, and program director are sent an electronic copy of the action letter which includes notification of the accreditation status accorded to the program, a Certificate of Accreditation (if awarded), and the final Report of the Accreditation Council for Occupational Therapy Education. It should be noted that the Report of the Accreditation Council for Occupational Therapy Education may differ from the Evaluators' Report of On-Site Evaluation presented at the conclusion of the visit. For example, the ACOTE may act to change one or more "Suggestions" to "Areas of Noncompliance" or vice versa based on its analysis of the findings. If areas of noncompliance were identified in the final report, the program will be required by ACOTE to submit a Plan of Correction by a specified date, usually 2½ months after the ACOTE meeting. (See [ACOTE Policy IV.E.1. Plans of Correction.](#))

CONTINUING ACCREDITATION

IV. A. 2. a. THE VIRTUAL ON-SITE EVALUATION

COMPOSITION OF EVALUATION TEAM

A single location on-site evaluation is conducted by a team of 2 individuals who are members of the Roster of Accreditation Evaluators (RAE). In emergency situations when a suitable replacement evaluator cannot be located, a qualified and trained AOTA accreditation staff member may serve as one of the team members with the advance permission of the program director. For occupational therapy programs, both evaluators are typically occupational therapists. For occupational therapy assistant programs, one or both evaluators may be an occupational therapy assistant. One team member is an academic educator; the other team member is a practitioner. When an on-site evaluation includes additional locations, a 2-person team is assigned to the primary location and at least 1 individual is assigned to each additional location.

Prior to the selection of the team, the program director is provided with a list of potential evaluators. This is a list of individuals representing academic education and occupational therapy practice who have been trained as accreditation evaluators. The program director is instructed to strike names of individuals who are perceived to have a conflict of interest with the program.

The on-site evaluators are selected from those remaining on the list by the ACOTE Executive Committee in collaboration with the AOTA Accreditation staff. A sincere effort is made to “match” team members to the program and institution being evaluated. Factors affecting the selection include the type of expertise needed (e.g. distance education experience), the type of institution that houses the program, the need to avoid conflict of interest, and geographic proximity. The team’s responsibility is to study the information provided concerning the educational program and the requirements for accreditation, and to carry out an objective and impartial assessment of the quality of the occupational therapy program seeking accreditation.

One of the representatives is designated as the team chairperson and serves as the official spokesperson of the team during the evaluation process, assuming primary responsibility for checking the final arrangements before the on-site evaluation; reviewing the suggested schedule and recommending changes, if appropriate; and overseeing whatever follow-up activities are indicated. For on-site evaluations to programs with multiple locations, there will be one team chairperson assigned for the on-site visit encompassing all sites.

VIRTUAL ON-SITE EVALUATION SCHEDULE

The virtual on-site evaluations will follow the same requirements, policy and procedures as the on-site evaluation with modifications to accommodate the online platforms. Virtual on-sites can be scheduled for 2 days or carried out over 4 days depending on what is best for the team and the program.

Following the virtual on-site evaluation visit, a focused site visit to confirm the presence of facilities viewed during the virtual site visit and the opportunity to interview students will be scheduled within a reasonable amount of time.

The program director prepares a tentative schedule for the virtual on-site evaluation, using the sample schedule (following this section) and adjusting it to most appropriately represent the program.

The schedule should include video interviews with the following individuals:

- The program director, for the purpose of mutual orientation and discussion of administrative responsibilities.
- The program director and occupational therapy faculty as a group for discussion of mission, philosophy, strategic plan, curriculum design, program evaluation, and organization of the program.

- Occupational therapy faculty members to discuss their administrative, advisory, and teaching responsibilities as related to the occupational therapy program, the objectives and content of courses, the means of evaluating student performance, and relevant plans and activities of the faculty for the future. For these interviews, the faculty may be grouped as appropriate for discussion of the curriculum content areas.
- Key faculty from other disciplines to discuss their administrative, advisory, and teaching responsibilities as related to the occupational therapy program, the objectives and content of the courses, the means of evaluating student performance, and relevant plans and activities of the faculty for the future. For these interviews, the faculty may be grouped as appropriate for discussion of the curriculum content areas.
- The academic fieldwork coordinator to determine the selection process for fieldwork placements, the extent of collaboration with fieldwork educators, and how students are monitored and advised during fieldwork.
- The doctoral capstone coordinator (if applicable) to determine the process for ensuring compliance with the capstone requirements.
- A representative sample of fieldwork educators to give the team members an opportunity to learn firsthand the role of the fieldwork educators in the students' educational experiences and to discuss their role in student educational experiences as well as their observations of student performance.
- Employers of program graduates to determine whether the graduates were adequately prepared for entry-level practice.
- The college/university president and/or designated administrative officer to discuss the mission of the institution and compatibility with the program's mission.
- The administrator to whom the program director is directly responsible (e.g., dean of the school of allied health) for orientation of the team members to the university and school or college.
- Representatives from each class in the program to discuss their views of the program and courses. Each group should be scheduled separately if possible.
- Recent graduates and students in fieldwork experience settings to discuss their views of the program, courses, fieldwork experiences, and preparation for entry-level practice. Each group should be scheduled separately if possible.

The program director should arrange an effective and efficient schedule with faculty interviews arranged so that each instructor is interviewed and each Standard is addressed. Previous experience demonstrates that it is helpful in some instances for the team to have individual interviews with key instructors, and in other instances, for them to meet in groups (e.g., when several teach together). The structure of these sessions depends on faculty size and grouping for teaching. ACOTE recognizes that each program uniquely integrates the requirements of the *Standards* into its curriculum design and that the design should affect the schedule.

When the schedule is complete, it should indicate the name, highest degree, and title for each interviewee; the name and catalog number of the course(s) taught; and the Standard(s) being covered.

In scheduling the interviews with fieldwork educators, the program director should keep in mind that it is not necessary to have all fieldwork educators from affiliating centers present at the interview. A representative sample of local fieldwork educators is suggested. If possible, at least one fieldwork educator from each major area of practice is desirable. In addition, the fieldwork educators should represent facilities that provide both Level I and Level II fieldwork experiences.

When planning and scheduling the meeting between the on-site team and fieldwork educators and employers of program graduates, the program director should plan for approximately 1 hour of discussion. Timing should be so that it is least disruptive to the work schedules of the participants.

Students, fieldwork educators, and employers may not be knowledgeable about the accreditation process. The program director should inform them of the purpose of the visit and the interviews and the types of questions

that the team might ask. Typical questions may include the following:

To the Students:

- How are the institutional services? Counseling? Financial aid? Health services?
- Are faculty members available on a regular basis outside of the classroom? Is there privacy for advising?
- How are the library resources and availability of materials and equipment?
- How have the liberal art courses been? Availability? Has the content prepared you for occupational therapy courses?
- How do you like the sequence of courses? Does it make sense?
- How do you like the evaluation process for the program? What do you do? Any changes that you have helped to facilitate?

To the Fieldwork Educators and Employers:

- How are fieldwork placements made? What is the selection process?
- How do you ensure a cross section of client and facility experiences?
- How do you ensure that fieldwork educators are familiar with the program's objectives for fieldwork experiences?
- Describe your due process system for a student failing a Level I or Level II fieldwork experience.
- Do you feel program graduates were adequately prepared for entry-level practice?

In addition to the interviews, 1 hour should be set aside on the first day for review of student records; evaluations of student performance (including examinations); fieldwork data; and published documents providing a description of the program, selection and retention information, rights and appeal mechanisms, institutional safety policies, and so on. The team will request that much of this material be provided 1 week prior to the virtual on-site to allow for sufficient review.

The tentative on-site schedule should be uploaded to the ACOTE Online (<https://acote.aota.org/login>) Self-Study Home tab at least one month prior to the on-site evaluation. Should there be suggestions for change of the tentative schedule, the team chairperson will submit them to the program director for consideration.

The program director should finalize the schedule with the on-site evaluation team chairperson prior to confirming appointments because the team chairperson may wish to make adjustments to the schedule. Please take into consideration the time zones that the team may be working from. After the team chairperson has been contacted and the schedule is confirmed, a final copy should be uploaded to the ACOTE Online (<https://acote.aota.org/login>) Self-Study Home tab prior to the on-site evaluation.

SAMPLE SCHEDULE FOR A VIRTUAL ON-SITE EVALUATION

Please note: This schedule is only a sample to facilitate planning for the on-site visit. Program directors, in consultation with the on-site team chairperson, may modify the schedule as institutional, faculty, and on-site team member needs dictate. Please see notes at the end of the schedule for other details.

Please be aware of the different time zones of the evaluators and the program when developing the schedule.

FIRST DAY

8:00-8:20 am	Team meets with program director to discuss meeting process and identify areas of concern.
8:30-9:20 am	Team meets with program director and faculty: Overview of mission, philosophy, strategic plan, curriculum design, and program evaluation system of the occupational therapy/therapy assistant program
9:30-10:50 am	Team reviews student records* and evaluations of student performance, including classroom assignments, examinations, fieldwork data, graduate and employer survey data, and certification examination results. Program director should have available student outcome data, program materials, meeting minutes, curricular files, selection and retention information, rights and appeals mechanisms, institutional safety policies, and so on. (Team may divide for this session). This may be completed before the on-site. <i>*To comply with HIPAA regulations, please ensure that no identifiable patient health information is included in student files.</i>
11:00 am-12:20 pm	Team meets with individual faculty/groups of faculty in the order courses occur in the curriculum. The team should experience the content and sequence as would the students in the program.
12:30-1:30 pm	Lunch
1:30-2:05 pm	Team meets with academic fieldwork coordinator.
2:15-2:50 pm	Team meets with doctoral capstone coordinator (if applicable).
3:00-3:35 pm	Team meets with recent graduates and Level II fieldwork students.
3:45-4:20 pm	Team meets with Level I and II fieldwork educators and employers of program graduates (6-10 of each). Academic fieldwork coordinators are not expected to be present.
4:30-4:50 pm	Team collaboration
5:00-5:30 pm	Team meets with the program director to summarize day and discuss any remaining areas of concern.

SECOND DAY

9:00-9:20 am	Team meets with program director.
9:30-10:15 am	Team meets with students, 6-10 representatives from each level.
10:30-10:50 am	Team meets with college/university president and/or designated administrative official, e.g., vice president for academic affairs, dean of medical school.
11:00-11:30 am	Team meets with administrator to whom the program director is directly responsible (e.g., dean of the school of allied health).

11:30 am-3:00 pm	Working lunch; individual faculty conferences as requested by team chairperson and further record review as necessary, additional interviews, work on ROSE.
3:00-3:30 pm	Wrap up with program director.

THIRD DAY

9:00-9:20 am	Team meets with program director.
9:30-10:15 am	Team meets with Faculty/ program director consultation time
10:30-11:00 am	Exit Conference: Team presents final report to the president (or designated representative), dean, program director, and faculty. Students and others interested may attend at the invitation of the program director.

ADDITIONAL NOTES TO CONSIDER:

- Please allow time to log into the separate video meetings and have a call with the co-evaluator if needed between meetings
- The optimum number of individuals available for interview by the on-site team for each meeting is 10 or more. Please note that if the number falls below 6, there is potential that the on-site may need to be rescheduled.
- Please prepare a tentative list of individuals (in a Word document) who will be interviewed as a part of the schedule. Full names, credentials, and titles are helpful since these names will be included on the Evaluators' Report of On-Site Evaluation. Although changes may occur, having a tentative list facilitates the process for the team. The list of fieldwork educators should include the facility in which they work. It would also expedite the preparation of the final report if this list was made electronically available to the on-site team chairperson on the morning of the first day of the site visit.
- To assure reasonable representation of participants from key constituent groups, consider alternatives to the above schedule if necessary. Consult with the team chairperson regarding scheduling alternatives.

ARRANGEMENTS FOR THE ON-SITE TEAM

Telephone Contacts

Team members and AOTA Accreditation staff should be sent the office and home telephone numbers of the program director, or another number for weekends and evenings, in the case of an emergency prior to the on-site visit.

In addition, the program director is asked to furnish team members and AOTA Accreditation staff with telephone numbers at which the team members may be reached in case of emergency during the visit.

Virtual Meeting Room

Arrangements should be made for all interviews and conferences to be via videoconference (Zoom, GoTo Meeting etc.). A separate meeting room (code) should be set up for each meeting.

THE ON-SITE EVALUATION

The well-planned on-site evaluation visit usually proceeds smoothly. The team generally meets with the program director briefly at the beginning and end of each day for a brief report on their progress, needs, and concerns, and so on. The team chairperson keeps the program director apprised of any additional information that the team determines it needs or any changes desired in the schedule (e.g., to pursue a particular area of concern).

The Interviews

The evaluators will conduct interviews throughout the on-site visit and will use their observations on the following points to contribute to their final decisions relative to compliance with the *Standards*:

1. The degree of support from the administration for the occupational therapy program.
2. The degree of support from the institutional teaching faculty for the occupational therapy program.
3. The level of responsibility afforded the program director
 - for faculty selection, development, and retention;
 - for budget development and control; and
 - for program development, general effectiveness, and evaluation.
4. The program director's and faculty's understanding and ability to articulate the
 - program's mission (goals, strategic plan), and
 - institution's mission (goals, strategic plan).
5. The faculty's understanding and ability to articulate the program's
 - philosophy,
 - strategic plan,
 - curriculum design,
 - course objectives, and
 - integration of fieldwork into the curriculum.
6. The faculty's understanding and ability to articulate program evaluation emphasizing student outcomes.
7. The students' ability to express their perception of their roles as therapists or assistants and their values and attitudes toward the profession.
8. Appropriate opportunities for fieldwork experience during and following the didactic program.
9. Future plans for the occupational therapy program:
 - systematic and periodic program evaluation,
 - continuing professional development, and
 - support from the administration.

THE EXIT CONFERENCE

The team meets in executive session to review its findings and draft the Evaluators' Report of On-Site Evaluation. Following this a summation conference is held with the chief executive officer of the institution (or designated representative) and the program director. At this time, the on-site team presents its findings. Other administrative officers, faculty, fieldwork educators, employers, and students may be present at the invitation of the program director or designee.

The team's exit report is based on the Evaluators' Report of On-Site Evaluation and includes

- major strengths of the program,
- suggestions for enriching or broadening the program, and
- areas of noncompliance with the *Standards*.

Subsequent procedures leading to final action on the program are described. It should be noted that the Evaluators' Report of On-Site Evaluation is subject to modification by ACOTE.

Following the exit conference, an electronic copy of the Evaluators' Report of On-Site Evaluation (ROSE) is left with the program director with a request that any factual errors in the report be indicated. A written response to the on-site visit may be submitted if there are special considerations or circumstances the program director wishes to be brought to the attention of ACOTE. Additional material or documents will not be considered by ACOTE, however. ACOTE will only consider action on the program based on those materials the on-site team had the opportunity to

review and discuss during the on-site visit.

To expedite preparation of the report for ACOTE review and action, the program director is requested to submit any corrections or comments regarding the report to the AOTA Accreditation Department within 1 week after the on-site evaluation. (Additional response time is available if needed). This information is shared with ACOTE prior to action. If no corrections are to be made, the AOTA Accreditation staff should be notified of this fact so that the review process may proceed.

PROCEDURES FOR EMERGENCIES DURING ON-SITE EVALUATIONS

In the event that an emergency situation arises during the on-site evaluation or an on-site evaluator is for any reason unable to complete his or her team responsibility, the team chairperson will meet with the program director and appropriate administrators to determine if the on-site evaluation should continue or be terminated and rescheduled.

- If the evaluation team chairperson determines that the evaluation process could satisfactorily continue and be completed and institutional personnel agree, the on-site evaluation will be continued.
- If the evaluation team chairperson determines that the evaluation process has been too seriously affected to continue and institutional personnel agree, the on-site evaluation will be terminated and rescheduled.

If circumstances call for additional consultation before reaching a final decision, the team chairperson will contact the ACOTE Chairperson, Vice Chairperson, and/or senior AOTA Accreditation staff. Such circumstances should be documented in the Report of On-Site Evaluation (ROSE).

PROGRAM SITE VISIT QUESTIONNAIRE

Following the on-site evaluation visit, the program director, dean, and chief executive officer are asked to complete an online Program Site Visit Questionnaire (PSQ) regarding the accreditation process. This questionnaire is the primary mechanism for ongoing monitoring of the perceptions of the academic community regarding the ACOTE accreditation process and its value to the program and the institution. Information from these questionnaires is compiled and used in modifying accreditation procedures. A candid response is therefore appreciated. The completed questionnaires are not seen by ACOTE prior to its taking final action on the program.

ACOTE ACCREDITATION ACTION

Unless deferred, accreditation action on the Report of On-Site Evaluation is taken by the ACOTE at the next scheduled meeting following the visit. Within 4 weeks of the ACOTE meeting, the chief executive officer, dean, and program director are sent an electronic copy of the action letter which includes notification of the accreditation status accorded to the program, a Certificate of Accreditation (if awarded), and the final Report of the Accreditation Council for Occupational Therapy Education. It should be noted that the Report of the Accreditation Council for Occupational Therapy Education may differ from the Evaluators' Report of On-Site Evaluation presented at the conclusion of the visit. For example, the ACOTE may act to change one or more "Suggestions" to "Areas of Noncompliance" or vice versa based on its analysis of the findings. If areas of noncompliance were identified in the final report, the program will be required by ACOTE to submit a Plan of Correction by a specified date, usually 2½ months after the ACOTE meeting. (See [ACOTE Policy IV.E.1. Plans of Correction](#)).

VIRTUAL SITE VISIT GUIDELINES

Item	Tasks/Considerations
Platform responsibility	<ul style="list-style-type: none">• The program will host the platform for the virtual visit meetings. The team will set up their own platforms for discussion between the teams (i.e. zoom, go to meeting or telephone)• Programs and site visit teams must ensure all participants have the technology requirements and facility to use the selected platform(s):<ul style="list-style-type: none">○ internet connection – broadband wired or wireless (3G or 4G/LTE)

Item	Tasks/Considerations
	<ul style="list-style-type: none"> ○ audio device that may include speakers, microphone, phone or similar device ○ webcam built-in or USB plug-in ● The team chair must ensure testing of all platforms prior to the actual virtual visit to ensure sufficient bandwidth and familiarity with the platform(s). ● Team to work with program to ensure a contingency plan is in place. ● Team should have an alternate device if problems arise ● The accreditation staff is available to set up meeting if necessary
Platform format	<ul style="list-style-type: none"> ● The platform should allow for all program participants to be seen as well as heard by the site visit team, and vice versa. ● Bandwidth can be minimized by following the agenda closely and only having pertinent individuals logged on for respective interview sessions.
Confidentiality of interviews and meetings	<ul style="list-style-type: none"> ● Private conversations between site visit team members during the virtual visit, document review or before/after scheduled meetings can occur via telephone. If the team prefers a video and voice connection, it can set up its own separate virtual meeting. ● A comprehensive list of participants should be provided by the program to ensure that only the appropriate individuals are online for their respective interviews/meetings. ● Confidential interviews with students, faculty, employers, etc. can be accomplished with separate webinars controlled by the accreditor, or individual telephone calls. ● <u>Do not</u> use the private chat function of the platform during the virtual visit – texting or private calls during breaks are possible options.
Recording virtual visits	<ul style="list-style-type: none"> ● <u>No component of the site-visit can be audio or video recorded.</u>
Materials	<ul style="list-style-type: none"> ● Materials that would be available for review onsite will be available virtually through Dropbox that the accreditation staff will set up. Please coordinate with accreditation staff ● The program must remove access to these materials at the conclusion of the virtual visit.
Confidential documents	<ul style="list-style-type: none"> ● Confidential documents (student, faculty files), can be shared virtually with the secure document sharing application or during virtual interviews through screen sharing.
Interviews and meetings	<ul style="list-style-type: none"> ● All participants should have a quiet space with minimal distractions and a reliable internet connection. ● Site visit team members should comport themselves in the same manner as for an onsite visit by: <ul style="list-style-type: none"> ○ dressing professionally (top and bottom) ○ not multi-tasking ○ keeping their eyes on the camera and focusing on the conversations ○ speaking clearly and keeping in mind voice and video delays ● Request that the program have an IT person dedicated to the visit. ● Start the first meeting 15 minutes ahead of schedule to work out any possible technical issues. Do this as well if meetings are spread out. ● <u>Make sure all participants have audio and video functioning properly.</u>
Facility tour	<ul style="list-style-type: none"> ● The program can play a pre-recorded video of the areas to be toured (e.g. university resources: library, classrooms, department offices, practice sites, etc.). If the team has questions, the video can be paused to allow the program to answer. ● Alternately the tour may be done virtually with someone from the program using the camera on a device logged in to the webinar. ● If the videos do not provide adequate information, questions about satisfaction with the spaces can be posed to students and faculty.
Follow up in-person visit	<ul style="list-style-type: none"> ● The virtual site visit will be followed by an in-person visit as soon as reasonably possible.
Standards	<ul style="list-style-type: none"> ● All accreditation standards are expected to be reviewed and met, regardless of the format of the site visit.

This is a temporary policy and will expire June 2021.

CONTINUING ACCREDITATION

IV. A. 3. ACCREDITATION ACTIONS

ACCREDITATION ACTION AND TERM OF ACCREDITATION

Following Accreditation Council for Occupational Therapy Education (ACOTE®) review of the Evaluators' Report of On-Site Evaluation and any comments submitted by the program director, action is taken to grant Accreditation, Probationary Accreditation, or Accreditation Withdrawn. (Descriptions of these accreditation statuses are provided in the [ACOTE Policy IV.C. Classification of Accreditation Categories.](#))

At the time of ACOTE action, ACOTE awards an accreditation period based on the following criteria:

- 5-year review cycles* are given to programs that are reaccredited, but raise significant concerns as determined by ACOTE;
- 7-year review cycles are the standard number of years for reaccreditation; and
- 10-year review cycles are granted to those programs that have no areas of noncompliance and have demonstrated exceptional educational quality.

*Less than 5-year review cycles may be given to accredited master's or associate-degree-level programs that are transitioning to a higher degree level. The accreditation term awarded by ACOTE will be established based on the scheduled graduation date of the last class of master's or associate-degree-level students.

Programs cited with no more than two areas of noncompliance that are given a 7-year accreditation term may be granted an extension to a 10-year term by ACOTE. This decision will be based on ACOTE's review of the Plan of Correction or Progress Report submitted by the program and a determination that the program has fully resolved all cited areas of noncompliance within 1 year of ACOTE's accreditation action on the program's Report of On-Site Evaluation. ACOTE will also consider any pre-existing areas of noncompliance as well as program changes that have occurred subsequent to the on-site evaluation that affect or are likely to affect the program's full compliance with the Standards, including student learning outcomes. ACOTE may decline to extend the accreditation term of a multi-site program if one or more of the program locations was accredited for a shorter term than the primary location.

Notification of final action by ACOTE and the link to the Report of ACOTE are e-mailed to the chief executive officer, dean, and program director. The ACOTE Certificate of Accreditation (if awarded) is e-mailed directly to the program director. Letters containing notification of a status of Probationary Accreditation, Accreditation Withheld, or Accreditation Withdrawn are sent electronically, read receipt requested. Procedures for request for appeal of adverse ACOTE actions are found in [ACOTE Policy IV.D. Appeals Process.](#)

OPTION FOR DEFERRAL

If ACOTE determines that further information related to the program's compliance with the *Standards* is required to enable a fair decision to be made regarding the accreditation of the program, it may defer action until the information is received. ACOTE may request submission of materials or schedule a second on-site evaluation or fact-finding visit. ACOTE may grant an extension of the period for correction of areas of noncompliance to allow a fact-finding visit or on-site evaluation to be conducted prior to taking action. The cost of the visit shall be borne by ACOTE.

SUBSEQUENT REPORTS

If areas of noncompliance are identified in the Report of ACOTE, a Plan of Correction and subsequent progress reports are required. (See [ACOTE Policy IV.E.1. Plans of Correction](#)). Areas of noncompliance must be corrected within the period of time specified by the U. S. Department of Education (USDE) criteria:

- 12 months if the program is less than 1 year in length;
- 18 months if the program is at least 1 year in length, but less than 2 years in length; or
- 2 years if the program is at least 2 years in length.

OPPORTUNITY FOR WITHDRAWAL OF APPLICATION
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The sponsoring institution has the option to withdraw its request for continuing accreditation at any time prior to ACOTE final action. Programs selecting this option relinquish the opportunity to appeal that is provided to programs receiving a status of Accreditation Withdrawn-Involuntary.

CONTINUING ACCREDITATION

IV. A. 4. MAINTAINING ACCREDITATION

MAINTAINING ACCREDITATION

Administrative requirements for maintaining accreditation are detailed in Standard A.1.5 of the [ACOTE Accreditation Standards](#).

All reports and documentation must be submitted in English.

In summary, to maintain accreditation, the sponsoring institution or program must do the following.

- Inform the Accreditation Council for Occupational Therapy Education (ACOTE®) of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Inform ACOTE within 30* days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.
- Comply with the current requirements of all ACOTE policies.

*Thirty days is the maximum amount of time for programs to notify ACOTE of a change in program director. However, it is ACOTE's expectation that institutions will notify the AOTA Accreditation Department (accred@aota.org) immediately of a vacancy in the program director position and provide information regarding the appointment of an interim, acting, or permanent program director. The information to be submitted is detailed in [ACOTE Policy IV.E.4. Program Director Changes](#).

ACOTE may require additional reports or schedule a fact-finding visit if indicated by information provided in reports, as a result of a formal complaint (see [ACOTE Policy V.B. Procedure for Complaints](#)), or a potential violation of ACOTE's Doctrine of Integrity Policy (see [ACOTE Policy VII.I. Doctrine of Integrity](#).) A fact-finding visit may also be scheduled if ACOTE is unable to determine a program's compliance with one or more Standards through written documentation and finds it necessary to obtain information via on-site data gathering.

The cost of the fact-finding team's travel and per diem will be divided equally between ACOTE and the educational program.

If ACOTE does not reach a final decision to approve or withdraw a program's recognition prior to term expiration, the accreditation status will automatically remain in place until ACOTE makes its final decision.

ADDITIONS OR CHANGES

IV. B. 1. ADDITIONS OR CHANGES

MINOR AND SIGNIFICANT PROGRAM CHANGES

When an institution having an entry-level occupational therapy or occupational therapy assistant educational program makes a decision to change the program, the following review procedures apply:

- **Minor Program Changes or Additions**

Minor program changes or additions must be submitted through the ACOTE eAccreditation Portal (<https://acote.aota.org>) using the “Substantive Change” tab. This information will be forwarded to the ACOTE reviewers assigned to the program and the program will be notified if any additional information is required. There is no separate accreditation action necessary for such changes. Minor program changes include the following:

- admission requirements and selection criteria
- reduction in frequency of student admissions (e.g., not admitting students for one admission cycle or reducing admissions from once a year to every other year)
- elimination of an approved track
- changes in how the program is offered (e.g., move from a combined baccalaureate/master’s-degree-level program to a professional entry-level master’s program).
- changes to the curriculum delivery model or content for less than one third of courses (e.g., change from in-classroom to distance education delivery model)
- curricular adjustments
- changes between quarter/semester systems
- move to new facilities within the current administrative unit on the same campus (include information on how the change of location affects compliance with the Standards, such as the impact on classrooms, laboratory, storage, offices, and space for private advising of students)
- physical resources
- changes to the institution’s name
- transfer of program sponsorship/ownership with the program remaining within the current facility with no change in resources or delivery model (notification must be submitted within 30 days of the change and include details of the change, the impact on the program, and the regional/national accreditation status of the new sponsoring institution. NOTE: If the new sponsoring institution plans to relocate the program to a different institution within the next 5 years, it must apply for separate accreditation through the initial accreditation process described in [ACOTE Manual Policy III.A. Overview of the Process](#)).

Minor changes will be processed and reviewed by the assigned ACOTE reviewers at six points during the year. Minor changes do not require approval prior to implementation by the program. The following deadlines should be used for submitting a Minor Program Change:

- January 10th
- March 10th
- May 10th
- July 10th
- September 10th
- November 10th

Note that changes to program officials (CEO, Dean, Academic Fieldwork Coordinator, or Doctoral Capstone Coordinator) should be reported by using the designated Program Data Forms available in the [Forms](#) section of the ACOTE webpage and not as a minor change.

Program director changes should be reported as directed by [ACOTE Policy IV.E.4. Program Director Changes](#).

- Significant Program Changes or Additions

Significant program changes or additions require ACOTE review and approval prior to the admission of students into the new/changed program. The following are considered to be significant program changes or additions:

- addition of a student cohort
- addition of a weekend or evening cohort
- addition of an extended or part-time cohort
- addition of a distance learning cohort*
- a planned headcount increase of 25% or more since the last on-site visit
- increase in frequency of student admissions
- changes to the curriculum delivery model or content for more than one third of courses (e.g., change from in-classroom to distance education delivery model)
- addition or change of participating colleges in an accredited consortium
- move to new facilities within the current administrative unit, but at a different campus (include information on how the change of location affects compliance with the Standards, such as the impact on classrooms, laboratory, storage, offices, and space for private advising of students)

Programs must submit a request for approval of a significant change through the ACOTE eAccreditation Portal (<https://acote.aota.org>) using the “Substantive Change” tab. The request must include the following information:

- the proposed addition or change;
- the requirements for institutional/state approval of the addition or change and the status of that approval;
- the month/year the proposed addition or change would occur; and
- the accommodations to support the addition/change, including implications for 1) faculty, mentors, or other support staff composition, 2) resources, 3) budget, 4) curriculum design, 5) admission information and criteria, 6) course sequence, 7) course content, and 8) fieldwork.

*If the proposal includes the addition of a distance learning or online cohort, the program must also address, in depth, Standard A.2.19 which states:

If the program offers distance education, it must include

- *a process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit;*
- *technology and resources that are adequate to support a distance-learning environment; and*
- *a process to ensure that faculty are adequately trained and skilled to use distance education methodologies.*

The program must also describe how the proposed change reflects the philosophy of learning (Standard A.6.5) the mission of the institution (Standard A.6.6), and the curriculum design (Standard A.6.7). In addition, any other Standards that are impacted by this change must be addressed, including but not limited to:

A.2.24.	Equipment and Supplies
A.2.25.	Evaluative and Treatment Methodologies
A.2.26.	Library/Reference Materials
A.2.27.	Instructional Aids and Technology
A.3.6.	Evaluation Content and Methods
A.3.7.	Evaluation on a Regular Basis
A.3.8.	Student Support Services
A.4.1.	Accurate Program Publications

The following deadlines should be used for submitting a Significant Program Change to ACOTE:

- February 20th (for review at the April ACOTE meeting)
- June 20th (for review at the August ACOTE meeting)
- October 20th (for review at the December ACOTE meeting)

Upon review of the submitted information by ACOTE, the program will be notified whether the accreditation status of the existing program will accrue to the addition or change, if the addition or change has been denied, or if additional information is required. The accreditation status of the existing program will not accrue to the

additional/changed program until ACOTE accreditation review procedures are successfully completed and the addition or change has been approved. When considering significant change requests, ACOTE will consider any outstanding areas of noncompliance and may also elect to conduct an abbreviated on-site evaluation to assess the significant addition or change and its impact on the program. ACOTE retains the right to deny the requested addition or change if upon review, ACOTE determines that the addition or change would adversely impact current and/or prospective students.

DETERMINATION OF A MINOR CHANGE OR SIGNIFICANT CHANGE

If it is not clear whether the change is classified as a minor change or a significant change, the program must submit a letter to the ACOTE Chairperson, c/o the AOTA Accreditation Department, that requests clarification. The letter must be signed by the program director and the administrator to whom the program director reports and may be sent electronically to accred@aota.org. The letter must include information about the proposed addition or change, the requirements for institutional/state approval of the addition or change, and the status of that approval. That information will be reviewed by the ACOTE Executive Committee and a determination of the applicable policy will be made and communicated to the program.

ADDITIONS/CHANGES REQUIRING SEPARATE ACCREDITATION ACTION

In any of the following situations, programs must apply for separate accreditation through the initial accreditation process described in [ACOTE Manual Policy III.A. Overview of the Process.](#):

1. An institution with an accredited occupational therapy master's or doctoral program seeks to add a new occupational therapy assistant program.
2. An institution with an accredited occupational therapy master's program seeks to add a new occupational therapy doctoral program.
3. An institution with an accredited occupational therapy assistant program seeks to add a new occupational therapy master's or doctoral program.

NEW ADDITIONAL LOCATIONS

Accredited occupational therapy and occupational therapy assistant programs that are planning to seek accreditation for an additional location must follow the initial accreditation process described in [ACOTE Manual Policy IV.B.2. Additional Locations.](#)

DESCRIPTION OF THE PROCESS

IV. B. 2. ADDITIONAL LOCATIONS

ADDITIONAL LOCATIONS

Programs that are planning an additional location (e.g., satellite location) must follow a separate accreditation procedure for the new location. ACOTE review and acceptance of the Candidacy Application for an Additional Location is required prior to the admission of students into the additional location. The accreditation status of the existing program does not accrue to the additional location until the procedures for accreditation of an additional location are successfully completed.

Programs are limited to 4 additional locations under the accreditation status of a primary location. This policy was implemented to ensure the quality of the education provided at each accredited location under the direction and leadership of one program director. Programs seeking accreditation for more than 4 additional locations must identify a new primary location and apply as a new applicant program through the 3-step initial accreditation process.

DEFINITIONS

Additional Location:

1. A facility that is geographically separated from the primary location that offers a significant portion of the didactic and experiential component of the educational program by faculty at the primary location.
2. The degree is granted by the institution housing the ACOTE-accredited program (the primary location).
3. The additional location must demonstrate the same institutional sponsorship and governance as the accredited program.
4. Students from the additional location must graduate with a degree awarded from the accredited program's sponsoring institution.
5. The additional location has the same programmatic mission, vision, philosophy, curriculum design, strategic plan, and course objectives as the accredited primary location.
6. The program director must be responsible for management and administration of the additional site as required by the ACOTE Standards, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.
7. There is a site coordinator on-site at the additional location who meets the requirements of the ACOTE Standards.
8. Faculty, resources, and operational policies (e.g. admissions, budget, etc.) are shared.
9. The faculty at the additional location must be considered to be faculty of the accredited program.
10. The faculty at the additional location must report to the program director.
11. The additional location is within the limit of four locations per accredited primary location.

Programs that are self-contained with separate faculty, admissions, facilities, etc. that teach an identical curriculum are considered to be separate programs. As such, the institution must apply for independent accreditation for the program per the accreditation process for new programs. (See [ACOTE Policy III.A. Overview of the Initial Accreditation Process](#)).

All **proposed new additional** locations must meet the following criteria:

1. Additional locations may only be established at ACOTE-accredited programs holding no areas of noncompliance. Applicant or candidate programs are not eligible to submit a Candidacy Application for an Additional Location.
2. Additional locations may only be established at ACOTE-accredited programs demonstrating successful student learning outcomes (e.g., Level II fieldwork pass rate, NBCOT certification exam pass rate, job placement rate, employer satisfaction, etc.).

3. The program must provide evidence of all necessary approvals to offer the new location from the institution, the educational licensing and/or governing board(s) of the state(s) in which the program is to be offered, and the institutional accrediting body. In cases where no approval is needed, statements to that effect from the relevant body are required.
4. The site coordinator must be hired and physically located at the additional location prior to the start of coursework by the first class of students who have been accepted into the occupational therapy or occupational therapy assistant program.

ACCREDITATION PROCESS FOR NEW ADDITIONAL LOCATIONS

Due to the wide variations possible for additional location models, a multi-step approval and application process will be utilized as outlined below.

STEP 1: INITIAL PROPOSAL FOR AN ADDITIONAL LOCATION

Accredited programs seeking accreditation for an additional location must upload an initial proposal to ACOTE through ACOTE Online (<https://acote.aota.org>) using the “Substantive Change” tab, at least 12 months prior to the time the first group of students are projected to enter the program. ***(NOTE: It is imperative that the evaluation process be completed prior to the graduation of the first class of students).***

The initial proposal must be signed by the chief executive officer and by the occupational therapy or occupational therapy assistant program director and include the following information:

1. A brief description of the proposed additional location, the planned arrangement, and the anticipated effect(s) on each program/institution.
2. Timeline information including the month and year occupational therapy or occupational therapy assistant students are projected to enter the program at the new location, the month and year the first class is projected to begin Level II fieldwork, the month and year the first class is projected to begin the doctoral capstone experience (OTD only), and the month and year the first class is projected to graduate. An Additional Location Data Form must also be completed and submitted.
3. Documentation that the program meets the following requirements:
 - a. The primary location that is applying for accreditation of a new location is an ACOTE-accredited program holding no areas of noncompliance. (Applicant or developing programs are not eligible to submit a Candidacy Application for an Additional Location).
 - b. The primary location demonstrates successful student learning outcomes (e.g., Level II fieldwork pass rate, NBCOT certification exam pass rate, job placement rate, employer satisfaction, etc.).
 - c. The new location demonstrates the same institutional sponsorship and governance as the accredited program.
 - d. Evidence is provided that the primary location has obtained of all necessary approvals to offer the new location.
 - e. Students from the additional location will graduate with a degree awarded from the accredited program’s sponsoring institution.
 - f. The program director of the primary location will be responsible for the administration and operation of all locations offered by the accredited program.
 - g. The site coordinator will be hired and physically located at the additional location prior to the start of coursework by the first class of students who have been accepted into the occupational therapy or occupational therapy assistant program.
 - h. The faculty at the additional location will be considered to be faculty of the primary location.
 - i. The faculty at the additional location will report to the program director of the primary location.
 - j. The additional location will have the same programmatic mission, vision, philosophy, curriculum design, strategic plan, and course objectives as the primary location.

Upon receipt of the initial proposal, the two assigned ACOTE reviewers (usually the same reviewers assigned to the existing program) will complete an online review of the proposal and decide whether:

- 1) the initial proposal meets the criteria for establishment of an additional location and approve the program to submit a Candidacy Application for an Additional Location, or
- 2) the initial proposal does not meet the criteria for establishment of an additional location.

If the initial proposal meets the criteria, the institution will be provided with a due date for the Candidacy Application for an Additional Location. If the initial proposal does not meet the criteria, the institution will be informed of the available options.

STEP 2: CANDIDACY APPLICATION FOR AN ADDITIONAL LOCATION

The Candidacy Application for an Additional Location and the instructions regarding required documentation will be provided by Accreditation staff.

The application is provided as a guide to indicate areas in which information is required; however, each Standard should be reviewed to determine whether there are any changes from the currently accredited program. An explanation of the changes and the resulting impact on the program should be included in the application.

The program director will be notified by Accreditation staff of the process for submitting a Candidacy Application through ACOTE Online (<https://acote.aota.org>) and for payment of the new additional location application fee (per location) that must be submitted at the time the Candidacy Application is due. (See [ACOTE Policy V.A. Fees](#)).

Upon receipt of the application, the two assigned ACOTE reviewers (usually the same reviewers assigned to the existing program) will complete a paper review of the application and report their findings to ACOTE at its next scheduled meeting. At that meeting, ACOTE may take any one of the following actions:

- Grant Candidacy Status to the additional location and proceed with either a full-scale on-site evaluation or a modified on-site evaluation (e.g., decrease the time involved or the number of on-site team members). The program may proceed with plans to admit students into the program at the additional location according to the approved timeline. Although the designation “Candidacy Status” is not a guarantee of accreditation, it does indicate that the resource allocation and plans for development of the proposed program appear to demonstrate the ability to meet the applicable ACOTE Accreditation Standards if fully implemented as planned. Candidacy Status **must** be granted before students may be admitted or notified of admission to the program.
- Defer action on the application and request that additional information be submitted for consideration at a subsequent ACOTE meeting. The program receives, along with the notification of deferral, a list of concerns identified by ACOTE in reaching their decision and a due date for submission of supplementary information that addresses the concerns. The supplementary information is reviewed at the next meeting of ACOTE, at which time a decision regarding Candidacy Status will be made. A program may have action on the Candidacy Application for an Additional Location deferred a maximum of two times. The tentative on-site evaluation of the additional location may need to be postponed or cancelled.
- Deny Candidacy Status to the additional location. If Candidacy Program Status is denied, the program will not be able to admit students into the additional location and will not be eligible to proceed with accreditation process. The program may reapply for Candidacy Status for the additional location by submitting a new Letter of Intent and starting the initial accreditation process again. Note: ACOTE will consider an expedited review schedule for a program location that was denied Candidacy Status that submits a new Letter of Intent. Accreditation staff will develop a schedule based on the application.

STEP 3: REPORT OF SELF-STUDY AND ON-SITE EVALUATION OF AN ADDITIONAL LOCATION

If ACOTE grants Candidacy Status and determines that an on-site evaluation is required, Accreditation staff will establish the date of the visit to the additional location based on the projected graduation date of the first class. ACOTE may decide to waive the on-site evaluation of the new location if it meets all of the following criteria:

- The application materials provide adequate information upon which to assess the additional location's compliance with the applicable ACOTE Accreditation Standards.
- The main program/campus has no outstanding areas of noncompliance.
- The date of the next regularly scheduled on-site evaluation is near enough to encompass evaluation of the additional location.

In preparation for the initial on-site evaluation, the program director will be requested to submit a complete Report of Self-Study for the primary location that addresses information specific to each additional location. The report must be submitted at least 3 months prior to the on-site.

Two evaluators (members of the Roster of Accreditation Evaluators) will conduct the on-site evaluation of the additional location(s). A summary report of the visit is made by the evaluators at the final on-site conference and institution officials are provided online access to the Report of On-Site Evaluation. To expedite preparation of the report for ACOTE review and action, the program director is requested to submit any corrections or comments to the within one week after the on-site evaluation. (Additional response time is available if needed.) A written response to the on-site visit may also be submitted if there are special considerations or circumstances the program director wishes to be brought to the attention of ACOTE. Additional material or documents will not be considered by ACOTE, however. ACOTE will only consider action on the program based on those materials the on-site team had the opportunity to review and discuss during the on-site visit.

ACCREDITATION ACTION

Following Accreditation Council for Occupational Therapy Education (ACOTE®) review of the Evaluators' Report of On-Site Evaluation and any comments submitted by the program director, action is taken to grant a status of either Accreditation or Accreditation Withheld. (Descriptions of each accreditation status are provided in [ACOTE Policy IV.C. Classification of Accreditation Categories](#)). Notification of final action by ACOTE and the link to the Report of ACOTE are e-mailed to the chief executive officer, dean, and the program director. The ACOTE Certificate of Accreditation (if awarded) is e-mailed to the program director. Letters containing notification of Accreditation Withheld are sent electronically, read receipt requested. Procedures for request for appeal of an ACOTE decision to withhold accreditation are found in [ACOTE Policy IV.D. Appeals Process](#).

If ACOTE determines that further information related to the program's compliance with the Standards is required to enable a fair decision to be made regarding the accreditation of the program, it may defer action until the information is received. ACOTE may request additional materials or schedule a second on-site evaluation or fact-finding visit. The cost of the visit shall be borne by ACOTE.

If areas of noncompliance are identified in the Report of the Accreditation Council, the program will be required to submit a Plan of Correction. Subsequent Progress Reports will be required until all areas of noncompliance are corrected. (See [ACOTE Policy IV.E.1. Plans of Correction](#) and [ACOTE Policy IV.E.2. Progress Reports](#)).

Following action to award initial accreditation, the next on-site evaluation is scheduled to coincide with the next visit of the primary location.

ACCREDITATION FEES FOR AN ADDITIONAL LOCATION

A Candidacy Application for an Additional Location must be accompanied by the new additional location application fee. (See [ACOTE Policy V.A. Fees](#)) If an on-site evaluation is required, an initial on-site fee will also be charged.

An annual additional location fee becomes effective with the first full academic year for which the program has accreditation status. The fee will be included with the annual accreditation fee invoice of the main campus program.

IV. B. 3. ACCREDITED ADDITIONAL LOCATIONS TRANSITIONING TO INDEPENDENT ACCREDITATION

ACCREDITATION PROCESS FOR ACCREDITED ADDITIONAL LOCATIONS TRANSITIONING TO INDEPENDENT ACCREDITATION

Accredited additional locations of occupational therapy or occupational therapy assistant programs that are seeking to transition to independent accreditation must follow an abbreviated accreditation process that will require submission of a Report of Self-Study and an on-site evaluation.

STEP 1: LETTER OF INTENT

Accredited additional locations seeking independent accreditation must submit a Letter of Intent that declares the intention of the institution(s) to seek independent accreditation for the additional location. The Letter of Intent must be signed by 1) the chief executive officer of the sponsoring institution(s) and 2) the occupational therapy or occupational therapy assistant program director **AND/OR** dean overseeing the proposed program. A completed Letter of Intent Data Form for Additional Locations must accompany the Letter of Intent.

STEP 2: REPORT OF SELF-STUDY

Upon receipt of the Letter of Intent, the program will be provided with instructions for submission of an online Report of Self-Study that addresses compliance with all of the current [ACOTE Accreditation Standards](#). The program will be provided with a target date for submission of the Report of Self-Study and timeframe for the on-site evaluation. The actual submission date for the Report of Self-Study will be 3 months prior to the date of the on-site evaluation, but no earlier than the target date. That actual submission date will be provided to the program director as soon as the dates for the on-site evaluation are finalized.

STEP 3: ON-SITE EVALUATION (INDEPENDENT ACCREDITATION VISIT)

The process for the independent accreditation visit of the additional location will follow the steps outlined in [ACOTE Policy III.A.3. The Initial On-Site Evaluation](#). Since the accredited program location has been paying Annual Accreditation Fees that are designed to cover the cost of the on-site visit, no on-site fee will be charged.

STEP 4: ACOTE ACCREDITATION ACTION

Programs transitioning from an additional location to an independent program may be granted 5-, 7-, or 10-year cycles.

At the time of ACOTE action, ACOTE awards an accreditation period based on the following criteria:

- 5-year review cycles are given to programs that are reaccredited, but raise significant concerns as determined by ACOTE.
- 7-year review cycles are the standard number of years for reaccreditation.
- 10-year review cycles are granted to those programs that have no areas of noncompliance and have demonstrated exceptional educational quality.

Programs cited with no more than two areas of noncompliance that are given a 7-year accreditation term may be granted an extension to a 10-year term by ACOTE. This decision will be based on ACOTE's review of the Plan of Correction or Progress Report submitted by the program and a determination that the program has fully resolved the cited areas of noncompliance. ACOTE will also consider any pre-existing areas of noncompliance or program changes that have occurred subsequent to the on-site evaluation that affect or are likely to affect the program's full compliance with the Standards. This extension option is only available within 1 year of ACOTE's accreditation action on the program's Report of On-Site Evaluation.

IV. B. 4. TRANSITIONING EDUCATION LEVELS

ACCREDITED PROGRAMS TRANSITIONING TO A HIGHER DEGREE LEVEL:

- OT MASTER'S TO AN OT DOCTORAL DEGREE LEVEL**
- OTA ASSOCIATE TO AN OTA BACCALAUREATE DEGREE LEVEL**

Accreditation status is awarded based on compliance with degree-specific accreditation Standards. As a result, the accreditation status of the accredited master's-degree-level occupational therapy program or associate-degree-level occupational therapy assistant program cannot automatically accrue to the proposed doctoral-degree-level program or proposed baccalaureate-degree-level program. Accredited master's-degree-level occupational therapy programs and associate-degree-level occupational therapy assistant programs transitioning to an entry-level doctoral program or entry-level baccalaureate level program must follow a separate accreditation procedure for the new degree-level program. ACOTE review and acceptance of the Candidacy Application is required prior to the admission of students into the curriculum. The accreditation status of the existing program does not accrue to the new degree-level program until the procedures for accreditation of the new program are successfully completed.

LETTER OF INTENT

An occupational therapy program or occupational therapy assistant program seeking accreditation for a new entry-level degree program should first seek approval to offer the doctoral or baccalaureate degree from the institution, the educational licensing and/or governing board(s) of the state(s) in which the program is to be offered, and the institutional accrediting body. The program does not need to have degree-granting authority at the time of the Letter of Intent, but must have that authority at the time the Candidacy Application is submitted. To begin the accreditation process, the program should submit the following documentation:

A Letter of Intent that is signed by 1) the chief executive officer of the sponsoring institution(s) and 2) the occupational therapy or occupational therapy assistant program director of the proposed program.

The Letter of Intent must:

- Declare the intention of the institution(s) to develop and seek accreditation for the occupational therapy or occupational therapy assistant program.
- Request entry into the first step of the accreditation process for new programs (the Candidacy Review).
- State that the institution(s) agree not to admit students into the program until Candidacy Status has been obtained from the Accreditation Council for Occupational Therapy Education (ACOTE®). Provide evidence of all necessary approvals to offer the required degree from the institution, the educational licensing and/or governing board(s) of the state(s) in which the program is to be offered, and the institutional accrediting body. In cases where no approval is needed, a statement to that effect from the relevant body is required. If these approvals have not yet been received, the program should provide a timeline indicating when the approvals will be received.
- If offered by more than one institution (e.g., cooperative or consortium program), include information regarding the institutional accreditation status, the role of each institution in the cooperative or consortium arrangement, how the administration of the program will be managed, how the program will operate, and which institution(s) will grant the degree.
- Indicate:
 1. The desired submission date for the Candidacy Application (August 15th for a December Candidacy decision, December 15th for an April Candidacy decision, or April 15th for an August Candidacy Decision).
 2. The month and year the first class is projected to enter the new program (must be after Candidacy Status is awarded).
 3. The month and year the first class is projected to begin Level II fieldwork.
 4. The month and year the first class is projected to begin the doctoral-level capstone (for doctoral programs only).
 5. The month and year the first class is projected to graduate.

6. The year the first graduates are projected to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination.

The program must also document in the Letter of Intent that it meets the following criteria:

1. The master's or associate degree program must be fully accredited by ACOTE and may not be on Probationary Accreditation. If the program is carrying areas of noncompliance, those areas must be corrected prior to submission of the Letter of Intent.
2. The program director must possess all of the experience and credentials required for a doctoral or baccalaureate-degree-level educational program.

Programs should submit a scanned copy of the Letter of Intent, completed Letter of Intent Data Form, the program director's CV, and evidence of all necessary approvals to offer the baccalaureate or doctoral degree to accred@aota.org.

NOTE: No fees are required for currently accredited master's-degree-level programs transitioning to the doctoral degree level or currently accredited associate-degree-level programs transitioning to the baccalaureate degree level. Up to 6 transitioning programs may be added to a Candidacy Application submission cycle beyond the 12-program cap.

STEP 1: THE CANDIDACY APPLICATION REVIEW

Upon receipt of the Letter of Intent, Letter of Intent Data Form, and accompanying documentation, the Accreditation Department staff will provide the program with instructions for completing the Eligibility Application in ACOTE Online (<https://acote.aota.org>). Once that is submitted, staff will provide the Candidacy Application and a preliminary timeline for the accreditation process. The deadline for submission of the Candidacy Application is determined by the planned student enrollment date as follows:

Candidacy Application must be received NO LATER THAN 5:00 PM EASTERN TIME on:

December 15	(prior to fall start)
April 15	(prior to winter start)
August 15	(prior to spring/summer start)

The Candidacy Application must be signed by the occupational therapy or occupational therapy assistant program director, the dean or administrator overseeing the proposed program, and the chief executive officer of the sponsoring institution. Application materials received after the deadline will result in the materials being returned to the program. The program may resubmit on the next available Application due date.

Upon receipt, the Candidacy Application will be reviewed by a review team. The program director may be requested to provide additional written information to the review team to clarify or enhance submitted materials. The reviewers will submit a report at the next ACOTE meeting to recommend that ACOTE grant, defer action on, or deny Candidacy Status.

If the Application documents that the program meets the requirements for Candidacy Status and indicates the program's potential to achieve compliance with the Standards, the action will be to grant Candidacy Status. As soon as the institutional officials receive notification from ACOTE that the program has been granted Candidacy Status, they may admit students into the new program according to the approved timeline and move on to the second step, which is the preaccreditation review. AOTA will officially list the doctoral or baccalaureate program as having Candidacy Status.

If the information received from the applicant is incomplete and/or insufficient for evaluation, the program's application will be deferred. Supplementary information is requested for consideration at a subsequent ACOTE meeting.

The program will be denied Candidacy Status if 1) the program does not meet the requirements for Candidacy Status, or 2) the Application does not indicate the program's potential to achieve compliance with the Standards. If Candidacy Status is denied, the program will not be able to admit students and will not be eligible to proceed to the preaccreditation review step. The program may reapply for Candidacy Status by submitting a new Letter of Intent and starting the initial accreditation process again.

STEP 2: THE PREACCREDITATION REVIEW

Programs that have been granted Candidacy Status may proceed into Step 2 of the Initial Accreditation process, the Preaccreditation Review. The program will be required to submit a Report of Self-Study that addresses compliance with all of the *ACOTE Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist* or *ACOTE Accreditation Standards for a Baccalaureate-Degree-Level Educational Program for the Occupational Therapy Assistant*. No Preaccreditation Review fee will be charged.

Assigned reviewers will conduct a comprehensive assessment of the program's compliance with the applicable ACOTE Accreditation Standards and will make a recommendation to ACOTE regarding the status of the program. There are a number possible scenarios based on the review:

1. If ACOTE determines that the proposed program appears to be in substantial compliance with the ACOTE Accreditation Standards, ACOTE may:
 - a. Grant a status of preaccreditation and proceed with an initial on-site evaluation, or
 - b. Grant a status of accreditation without conducting an initial on-site evaluation. Factors that ACOTE will consider when making this decision include the history of the program, the date of the last on-site evaluation, the date of the next scheduled on-site evaluation, and the ACOTE Standards that were in effect when the program had its last on-site evaluation.
2. If ACOTE determines that the proposed program does NOT appear to be in substantial compliance with the ACOTE Accreditation Standards, the program will be denied preaccreditation status (see [ACOTE Manual Policy III.A.2. Step 2: Preaccreditation Review](#)).

STEP 3: THE INITIAL ON-SITE EVALUATION

If ACOTE determines that an initial on-site evaluation must be conducted prior to making an accreditation decision, the process will follow the steps outlined in [ACOTE Manual Policy III.A.3. The Initial On-Site Evaluation](#). Since the accredited program has been paying Annual Accreditation Fees that are designed to cover the cost of the on-site visit, no initial on-site fee will be charged.

STATUS OF THE PROGRAM AND TRANSITION RULE*

***Letters of Intent received after January 1, 2021 are not eligible for the Transition Rule.**

During the transition period, the accreditation status of the program must be maintained until at least the time that the new program is granted accreditation and the last student has graduated from the current program. During this period, there will be special transition rules implemented related to the review of the program.

NOTE: There are requirements that must be met to remain compliant with recognition agencies (e.g., U.S. Department of Education and the Council for Higher Education Accreditation). For example, federal regulations require that ACOTE conduct an on-site evaluation at regularly scheduled intervals in order for a program to maintain accreditation.

If a program has submitted a Letter of Intent with a proposed timeline to seek accreditation for a doctoral-degree-level program for the occupational therapist or baccalaureate-degree-level for the occupational therapy assistant, the program's existing accredited master's-degree-level or associate-degree-level program must comply with the following reporting requirements:

1. Annual Reports:
 - Must be submitted until the master's or associate-degree-level program has withdrawn from accreditation.
2. *Interim Reports:
 - If the master's or associate-degree-level program is scheduled to graduate its last class and voluntarily withdraw from the accreditation process 4 or more years after the reaccreditation on-site year, a full Interim Report will be required.

- If the master's or associate-degree-level program is scheduled to graduate its last class and voluntarily withdraw from the accreditation process 3 or less years after the reaccreditation on-site year, an abbreviated Interim Report will be required.

An abbreviated Interim Report will address:

- a. Any current areas of noncompliance, and
- b. Standards related to Strategic Plan, Professional Development Plans, Program Evaluation, and Certification Exam Pass Rate. (2018 Standards A.6.1-A.6.4.)

3. *Reaccreditation and Self-Study Review:

- If the master's or associate-degree-level program is scheduled to graduate its last class and voluntarily withdraw from the accreditation process 4 or more years after the reaccreditation on-site year, a full self-study and on-site will be required.
- If the master's or associate-degree-level program is scheduled to graduate its last class and voluntarily withdraw from the accreditation process 3 or less years after the reaccreditation on-site year, an abbreviated report of self-study and on-site evaluation will be required.
 - a. The abbreviated report of self-study will address:
 - (1) Any current areas of noncompliance, and
 - (2) Standards related to Strategic Plan, Professional Development Plans, Program Evaluation, and Certification Exam Pass Rate. (2018 Standards A.6.1-A.6.4.)
 - b. An abbreviated one day on-site visit will include interviews with faculty, students, administrators, and recent graduates.
 - c. The accreditation term awarded by ACOTE subsequent to an abbreviated on-site visit will be established based on the scheduled graduation date of the last class of master's or associate-degree-level students.

4. Change in Transition Plan:

- For programs whose accreditation term is about to expire, a full Report of Self-Study and on-site is required prior to term expiration. If ACOTE is unable to reach a final decision prior to term expiration, the program's accreditation status will automatically remain in place until ACOTE makes its final decision.

DESCRIPTION OF THE PROCESS

IV. C. CLASSIFICATION OF ACCREDITATION CATEGORIES

PREACCREDITATION CATEGORIES

Applicant

To initiate the accreditation process for a new occupational therapy or occupational therapy assistant program, a Letter of Intent and required attachments must be submitted to the Accreditation Council for Occupational Therapy Education (ACOTE®) by email to accred@aota.org, prior to admission of the first class of students. Once a Letter of Intent is approved and deposit is received, the program is classified as an Applicant Program and will be required to submit a Candidacy Application.

Candidacy Status

If ACOTE determines that the program's Candidacy Application meets the requirements for Candidacy Status and documents the program's potential to achieve compliance with the Standards, the action will be to grant Candidacy Status. When the program's institutional officials receive written notification from ACOTE that the program has been granted Candidacy Status, students may be admitted into the program according to the approved timeline. ACOTE will officially list the program as having Candidacy Status. (See [ACOTE Policy III.A.1. Step One: The Application Review](#)).

Preaccreditation Status

Once Candidacy Status has been granted, the program moves to the second step, the preaccreditation review. In this step, the program assesses and documents its compliance with the ACOTE Standards and submits an initial Report of Self-Study. Upon review of this report, ACOTE grants, defers action on, or denies Preaccreditation Status. The preaccreditation review is a process used by ACOTE to provide feedback to a developing program prior to the initial on-site evaluation. The granting of Preaccreditation Status indicates that, on the basis of examination of the initial Report of Self-Study and supplementary information available to the reviewers, ACOTE has determined that the program is likely to meet the [ACOTE Accreditation Standards](#) if fully implemented in accordance with its plans. An initial on-site evaluation will be conducted before an accreditation decision is made. (See [ACOTE Policy III.A.2. Step Two: Preaccreditation Review](#)).

ACCREDITATION CATEGORIES

The following accreditation categories are used by ACOTE based on evaluation of the extent to which an educational program complies with the [ACOTE Accreditation Standards](#).

A list of accredited programs is available on the [Schools page](#) of the ACOTE's website and in the archival issue of the *American Journal of Occupational Therapy*. In addition, all final accreditation actions will be posted on the [Accreditation Actions page](#) of ACOTE's website and published in *OT Practice*, the official bimonthly publication of AOTA.

The sponsoring institution of a program may withdraw the Application for Accreditation at any time prior to final action by ACOTE.

ACCREDITATION

Initial accreditation is granted to a program by action of ACOTE prior to the graduation of the first class. Continuing accreditation is granted to a fully operational program by action of ACOTE. A self-study and an on-site evaluation are integral parts of both the evaluation for initial accreditation and continuing accreditation. The accreditation review process confirms that the program is in substantial compliance with the [ACOTE Accreditation Standards](#).

A program in **substantial compliance** with the Standards may be in noncompliance in one or more Standards that are believed to be readily correctable. Based on the action of ACOTE, the sponsoring institution is provided with a clear statement of each area of noncompliance. On or before the specified due date, the institution must submit to ACOTE a plan for correcting the indicated area(s) of noncompliance. This plan must include a schedule for correcting areas of noncompliance within a specified period of time that may not exceed the United States Department of Education (USDE) criteria:

- 12 months if the program is less than 1 year in length;
- 18 months if the program is at least 1 year in length, but less than 2 years in length; or
- 2 years if the program is at least 2 years in length.

ACOTE will assess the Plan of Correction and the timeline for the program to be in full compliance with the Standards and will require Progress Reports documenting how each area of noncompliance has been or is being resolved. If ACOTE determines that the program has not returned to compliance with the Standards within the specified period of time (depending on program length), it will change the program's status to Accreditation Withdrawn-Involuntary unless the period for achieving compliance is extended for good cause. The notification of accreditation letter will inform the institution of the status awarded to the educational program.

In making a determination to grant an extension of the period for achieving compliance for good cause, ACOTE will review the rationale for the request and assess whether the program has met the following criteria:

1. The program has submitted an appropriate plan for achieving compliance within a reasonable time frame.
2. The program has provided a detailed timeline for completion of the plan.
3. The program has provided evidence that the plan has been implemented according to the established timeline.
4. The program has provided reasonable assurance that the program will achieve compliance as stated in the plan.

ACOTE may also grant an extension of the period for achieving compliance to allow a fact-finding visit or on-site evaluation to be conducted prior to taking action to withdraw accreditation. Extensions of the period of time for achieving compliance are usually limited to a maximum of 2 additional years.

PROBATIONARY ACCREDITATION

A program's status may be changed to Probationary Accreditation for any of the following reasons:

1. The areas of noncompliance are so serious that the capability of the program to provide acceptable educational experiences for the students is threatened. (If the cited areas of noncompliance are not in dispute, ACOTE may recommend Probationary Accreditation without conducting an on-site evaluation. However, most awards of Probationary Accreditation in this category are based on evidence obtained during an on-site evaluation or fact-finding visit.)
2. The program has failed to document significant progress toward compliance with one or more cited areas of noncompliance.
3. The program is in jeopardy of having its accreditation status withdrawn due to the mandated time limit for carrying areas of noncompliance.
4. The program fails to comply with administrative requirements. (See Administrative Requirements Policy section below).

Programs cited with area(s) of noncompliance are notified in writing that all area(s) must be corrected within a specified period of time that may not exceed the United States Department of Education (USDE) criteria:

- 12 months if the program is less than 1 year in length;
- 18 months if the program is at least 1 year in length, but less than 2 years in length; or
- 2 years if the program is at least 2 years in length.

Programs are required to report on progress toward correcting cited areas of noncompliance at approximate 4-month intervals throughout the year. Programs are reminded of the time limit for correcting cited areas at regular intervals, depending upon the program's specific time limit for correction. If the area(s) of noncompliance are not corrected approximately 8 months prior to the end of the time limit, the institution is notified that the program is at risk of being placed on Probationary Accreditation if the cited area(s) are not corrected in the next Progress Report. At the

same time, the program is notified of the procedure for requesting an extension for good cause.

If the area(s) of noncompliance are not corrected in the next Progress Report (reviewed by ACOTE approximately 4 months prior to the end of the time limit), and the program has NOT been granted an extension for good cause, the program status may be changed to Probationary Accreditation.

Probationary Accreditation is an accreditation category. During a period of Probationary Accreditation, programs are recognized and listed as being accredited. Probationary Accreditation is usually limited to 1 year. However, extensions may be granted by ACOTE for good cause. ***Programs receiving ACOTE's notification of a change of status to Probationary Accreditation must notify currently enrolled students and those seeking admission that the program has been placed on probation. Programs are also required to post a notification of the change of status to Probationary Accreditation on the program's homepage.***

The appropriate official is provided with a clear statement of each area of noncompliance contributing to the placement of the program on Probationary Accreditation. This official is also notified of the due date for the required Plan of Correction. ACOTE will assess the adequacy of the plan to return the program to substantial compliance with the Standards within the specified period of time and will require Progress Reports documenting how each area of noncompliance has been or is being resolved. Probationary status may be removed when the program has demonstrated that it is in ***substantial compliance*** with the Standards:

- Because the areas of noncompliance are resolved;
- Because the program has documented significant progress toward compliance with the cited areas of noncompliance within the allowed time period; or
- Because the program has complied with administrative requirements.

Failure to come into substantial compliance with the Standards within the allowed time period will result in a change of status to Accreditation Withdrawn.

ADMINISTRATIVE REQUIREMENTS POLICY

The sponsoring institution and the accredited program must comply with the following administrative requirements for maintaining accreditation as required by ACOTE Standard A.1.5. The sponsoring institution or program must

1. Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
2. Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
3. Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
4. Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
5. Pay accreditation fees within 90 days of the invoice date.
6. Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
7. Agree to a site visit date before the end of the period for which accreditation was previously awarded.
8. Demonstrate honesty and integrity in all interactions with ACOTE.
9. Comply with the current requirements of all ACOTE policies.

When an accredited program has failed to satisfy the requirements identified above, the program may be cited with an area of noncompliance pertaining to Standard A.1.5 and placed on Probationary Accreditation at the next ACOTE meeting.

Continued failure to meet the administrative requirements for maintaining accreditation may result in a recommendation for involuntary withdrawal of accreditation.

INACTIVE STATUS

Inactive status is a status applied only to programs that are not currently enrolling new students and do not plan to enroll new students in the future. Programs that continue to enroll students, even when the frequency of admissions is reduced (e.g., from once a year to every other year), do not need to request that the program be placed on inactive status.

Inactive status does not replace the program's current accreditation status. The designation follows the regular accreditation status (e.g., Accreditation-Inactive or Probationary Accreditation-Inactive). Students graduating from a program with a status of Accreditation-Inactive or Probationary Accreditation-Inactive are considered graduates of an accredited program. A program may remain on inactive status for a maximum of 3 years dependent upon the accreditation term remaining. During that time, programs with a status of Accreditation-Inactive or Probationary Accreditation-Inactive remain responsible for submission of Annual and Inactive Status Reports to ACOTE and must pay the annual accreditation fee. A program may request Inactive Status only once within the assigned accreditation term (e.g., 5, 7, or 10 years). (See [ACOTE Policy VI.D. Inactive Status](#)).

NON-ACCREDITATION CATEGORIES

The following non-accreditation categories are used by ACOTE when a program is not in substantial compliance with the [ACOTE Accreditation Standards](#).

ACCREDITATION WITHHELD

A program seeking initial accreditation may have accreditation withheld if the accreditation review process confirms that the program is not in substantial compliance with the Standards that are vital to the educational program. If there are any remaining students in the program the program is expected to assist any students who have not yet completed their degrees to find reasonable opportunities to complete their education. The program must provide to ACOTE a teach-out plan that ensures equitable treatment of the remaining students and must ensure students completing the teach-out would meet curricular requirements for professional licensure and certification. The plan must specify:

- the number of students remaining in the program and their status in the program;
- a list of similar programs that could potentially enter into a teach-out agreement with the program
- a provision for notification to the students of any additional costs;
- How the accreditation status withheld will be disclosed to students in the program as well as to prospective applicants.

If ACOTE withheld accreditation it may maintain the program's Candidacy Status or Preaccreditation Status for currently enrolled students until the program has had a reasonable time to complete the activities in its teach-out plan to assist students in transferring to another program, but for no more than 120 days unless approved by ACOTE for good cause.

The appropriate officials of the program and institution are provided with a clear statement of each area of noncompliance and is informed that a new application for accreditation may be made whenever the program is believed to be in substantial compliance with the Standards. A Letter of Intent must be filed and the initial accreditation process repeated. Initial fees are reassessed.

Opportunity for Withdrawal of Application

The institution sponsoring a program may withdraw the Application for Initial Accreditation at any time prior to final action by ACOTE. Programs selecting this option relinquish the opportunity to appeal that is provided programs receiving a status of Accreditation Withheld.

Opportunity for Appeal

The letter from ACOTE notifying the appropriate official that the program has had accreditation withheld for failure to be in substantial compliance with the Standards indicates that the institution may appeal the decision. (See [ACOTE Policy IV.D. Appeals Process](#)).

ACCREDITATION WITHDRAWN

1. ACCREDITATION WITHDRAWN-VOLUNTARY

(At the request of the sponsoring institution.)

The appropriate official of a program may at any time inform ACOTE in writing that the program is or will be discontinued by a given date or wishes to have accreditation withdrawn. If there are any remaining students in the program, this notification must include a teach-out plan that ensures equitable treatment of the remaining students and must ensure students completing the teach-out would meet curricular requirements for professional licensure and certification.. The plan must specify:

- the number of students remaining in the program and their status in the program;
- a list of similar programs that could potentially enter into a teach-out agreement with the program
- a provision for notification to the students of any additional costs;
- resources, including faculty, for ensuring a quality education for the remaining students in the program; and
- how the planned closure will be disclosed to students in the program as well as to prospective applicants.

The official is informed that the sponsoring institution must apply for accreditation as a new applicant should it wish to resume sponsorship of an accredited program.

2. ACCREDITATION WITHDRAWN-INVOLUNTARY

(For failure to be in substantial compliance with the Standards or with administrative requirements.)

Accreditation may be involuntarily withdrawn from a program with Probationary Accreditation if the accreditation review process confirms that the program has not come into substantial compliance with the Standards within the period of time mandated by USDE.

Accreditation may also be involuntarily withdrawn if the program has not complied with the administrative requirements for maintaining accreditation within a reasonable period of time, usually no longer than 1 year.

The appropriate official is provided with a clear statement of each area of noncompliance and is informed that the sponsoring institution may apply for accreditation as a new applicant when the program is believed to be in compliance with the Standards and with the administrative requirements for maintaining accreditation.

The program is expected to assist students who have not yet completed their degrees to find reasonable opportunities to complete their education. The program must provide to ACOTE a teach-out plan that ensures equitable treatment of the remaining students and must ensure students completing the teach-out would meet curricular requirements for professional licensure and certification. The plan must specify:

- the number of students remaining in the program and their status in the program;
- a list of similar programs that could potentially enter into a teach-out agreement with the program
- a provision for notification to the students of any additional costs;
- How the accreditation status withdrawn will be disclosed to students in the program as well as to prospective applicants.

Opportunity for Withdrawal of Application

The institution sponsoring a program may withdraw the Application for Continuing Accreditation at any time prior to ACOTE action. Programs selecting this option relinquish the opportunity to appeal that is provided programs receiving a status of Accreditation Withdrawn-Involuntary.

Opportunity for Appeal

The letter from ACOTE notifying the appropriate officials that the program has received Accreditation Withdrawn-Involuntary status indicates that the institution may appeal the decision. (See [ACOTE Policy IV.D. Appeals Process](#)).

MOVING FROM ONE ACCREDITATION CATEGORY TO ANOTHER

FROM INITIAL OR CONTINUING ACCREDITATION

If the accreditation review process confirms that a program is in substantial compliance with the Standards and with administrative requirements, the program is awarded continuing accreditation. If the program is not in compliance with the Standards and requirements, ACOTE may grant Probationary Accreditation or Accreditation Withdrawn.

In unusual circumstances, such as evidence of critical areas of noncompliance that appear to be irremediable within a reasonable length of time, or a documented threat to the welfare of current and potential students, ACOTE may withdraw accreditation without first providing a period of probation.

Programs from which accreditation is involuntarily withdrawn without a probationary period are ensured due process, as described in [ACOTE Policy IV.D. Appeals Process](#).

FROM PROBATIONARY ACCREDITATION

If the accreditation review process confirms that a program has corrected the identified areas of noncompliance leading to probation within a reasonable period of time and is in substantial compliance with the Standards and with administrative requirements, the program is awarded continuing accreditation. If the identified areas of noncompliance are not corrected within a reasonable period of time (usually no more than 1 year), ACOTE may grant an extension of Probationary Accreditation or change the program's status to Accreditation Withdrawn.

PUBLIC DISCLOSURE OF PROBATIONARY ACCREDITATION OR FINAL ADVERSE ACTIONS

Final decisions to place a program on Probationary Accreditation, withhold accreditation, or withdraw accreditation will be publicly disclosed via a summary of ACOTE actions on the ACOTE website (www.acoteonline.org), in an *OT Practice* article, and in response to written or verbal inquiries. This summary will include the following information:

1. The award of accreditation or reaccreditation of a program.
2. Final decisions to withhold or withdraw accreditation of a program and any findings made in connection with the action taken, together with the official comments of the affected institution.
3. Any other adverse action taken with respect to a program or placement of a program on Probationary Accreditation.

(See [ACOTE Policy VI.B. Policy on Confidentiality and Disclosure](#)).

DESCRIPTION OF THE PROCESS

IV. D. APPEALS PROCESS

OPPORTUNITY TO APPEAL

A. Opportunity to Appeal Adverse Accreditation Decisions

The procedure specified in these rules of practice and procedure is the exclusive remedy for an institution that seeks to appeal an adverse accreditation decision by the Accreditation Council for Occupational Therapy Education (ACOTE®).

1. Only the following adverse accreditation decisions made by ACOTE are subject to appeal:
 - a. Denial of Candidacy Status;
 - b. Denial of a request for reactivation;
 - c. Decision to withdraw accreditation;
 - d. Decision to withhold accreditation;
2. Decisions to place an institution on Probationary Accreditation are final and not subject to appeal.
3. ACOTE will not entertain petitions for reinstatement or petitions for reconsideration.
4. An appeal properly and timely filed pursuant to these rules automatically stays the decision to deny Candidacy Status, deny a request for reactivation, withhold accreditation, or withdraw accreditation until the final disposition of the appeal.

GROUND FOR APPEAL

B. Grounds for Appeal, Standard of Review, and Record on Appeal

1. An institution subject to an adverse accreditation decision taken by ACOTE may appeal that decision if it has reason to believe that the decision was arbitrary, capricious, in substantial disregard of the criteria or procedures of ACOTE, or that the decision was not supported by substantial evidence in the record upon which ACOTE relied in making the decision.
2. The institution has the burden of proof on appeal.
3. During an appeal, and with the exception of certain financial information (see section C.4), the Appeal Panel will only consider the record (evidence, documents, and other information) that was before ACOTE when it took the adverse accreditation action.
4. The record on appeal shall include, as applicable, the institution's appeal document and supporting materials, reports of on-site evaluation teams, decision letters and other correspondence between ACOTE and the institution, and the institution's responses to ACOTE inquiries and actions. Accordingly, the appealing institution may not present to the Appeal Panel any data, information, documents, or other evidence that was not part of the record when ACOTE made the decision from which an appeal was taken. The Appeal Panel shall disregard any such material and not utilize it in deciding the appeal.

5. The Director of AOTA's Accreditation Department shall transmit a complete copy of the record on appeal to the Chairman of the Appeal Hearing Panel as soon as the possible after the panel is selected.

APPEAL PROCEDURES

C. Appeal Procedures

1. Notice of Intent to Appeal. An institution shall commence an appeal by submitting to ACOTE a Notice of Intent to Appeal within 10 days after receiving written notice from ACOTE of the adverse accreditation decision.
2. Grounds for Appeal. Within 30 days after receipt of notice of ACOTE's adverse accreditation decision, the institution must submit a written statement to ACOTE electronically (preferred), which specifies the institution's arguments in support of its contention that the decision was arbitrary, capricious, in disregard of ACOTE's accreditation criteria or procedures, or is not supported by substantial evidence in the record on which ACOTE predicated its decision. If submitted by mail, six copies of a written statement of the Grounds for Appeal must be provided.
3. Materials Submitted with Grounds for Appeal. An institution may not submit any documents, data, evidence, or other materials with its Grounds for Appeal unless such materials were in the record before ACOTE at the time it rendered its adverse accreditation decision.
4. Exception for Financial Information. In the event that the adverse accreditation decision included a finding(s) that the institution failed to comply with ACOTE standards concerning financial soundness, an institution may submit new financial information with its Grounds for Appeal under the following conditions: (a) the financial information is relevant and significant; (b) the information was unavailable to the institution and/or ACOTE prior to the adverse decision; (c) the financial data would materially impact the findings of ACOTE with respect to the financial viability of the institution; (d) the institution may provide new financial information only once; and (e) any subsequent final decision by ACOTE taking into account the new financial information does not present the institution with the basis for another appeal.
5. Personal Appearance and Representation by Legal Counsel. The institution has the right to a hearing before the Appeal Panel and may select a qualified individual(s) to represent the institution at the hearing. The institution also has the right to be represented by legal counsel at the hearing if it so chooses. Within 10 days of the scheduled hearing date, the institution shall provide ACOTE with the names, titles, and contact information for all representatives who will be participating in the appeal hearing on the institution's behalf. The institution shall also furnish the names and contact information for any legal counsel who will be representing the institution during the appeal proceedings and hearing.
6. Transcript of Hearing. The institution has the right to a written transcript of the appeal hearing and may exercise this right by notice to ACOTE at the time of filing of the Grounds for Appeal. ACOTE will provide the transcription services, but the institution will be responsible for the cost services. An institution may not videotape the appeal hearing.
7. Timing of Appeal Hearing. The appeal hearing will be conducted within 60 days of receipt of the institution's Notice of Intent to Appeal. ACOTE may extend this time for good cause. After consultation with the chief executive officer of the appealing institution, the date, time, and place for the appeal hearing shall be set by Chairperson of ACOTE. ACOTE shall give written notification to the institution of the date, time, and location of the appeal hearing no later than 10 business days prior to the hearing date.
8. Hearing Format. The following process shall be observed during the appeal hearing:
 - a. The Chairperson of the Appeal Panel shall make an opening statement identifying the participants in the hearing, briefly describing the issues on appeal, the standard of review to be

used by the Appeal Panel in deciding the appeal, and summarizing the procedures to be followed during the hearing.

- b. Following the Chairperson's opening statement, a representative of the AOTA Accreditation Department will make a brief statement describing ACOTE's accreditation decision and the grounds for that decision.
- c. The appealing institution will be afforded 30-40 minutes to present arguments as to why its appeal of ACOTE's adverse accreditation decision should be granted. The presentation may be made by one or more representatives of the institution and/or by the institution's legal counsel. The institution's presentation shall be limited to issues relevant to the adverse decision of ACOTE.
- d. After the institution has concluded its presentation, members of the Appeal Panel may question the representatives of the institution about its appeal or any of the issues raised by the institution during the hearing.
- e. Following the question and answer period, the Chairperson of the Appeal Panel shall permit the institution to make a brief concluding statement.
- f. The appeal hearing shall be concluded and the record closed after the institution makes its concluding statement.

APPEAL PANEL

D. Appeal Panel

1. Appeals Board Roster. ACOTE shall select fifteen or more individuals to participate in an Appeals Board Roster from which individuals will be selected to serve on an Appeal Panel to hear appeals from institutions subject to an adverse accreditation decision. The Chairperson of ACOTE shall nominate individuals for the Appeals Board Roster and the members shall be confirmed by ACOTE. Individuals in the Appeals Board Roster must have experience with educational accreditation, have a working knowledge of the ACOTE Accreditation Standards, and be familiar with the administration and functional components of the specific type of institution sponsoring the educational program under appeal (e.g. community college, university). The Appeals Board Roster shall also include public members from industry, government, education, or individuals with accreditation experience from other accreditation agencies. No current member or staff member of ACOTE or the Board of Directors of the American Occupational Therapy Association (AOTA) may serve on the Appeals Board Roster. Members of the Appeals Board Roster shall be subject to applicable ACOTE policies, procedures, and ethics and conflicts requirements. ACOTE may remove an individual from the Appeals Board Roster for failure to comply with any of these requirements.
2. Appeal Hearing Panel. In the event of a timely and duly filed appeal from an institution, the Chairperson of ACOTE shall select three individuals from the Appeals Board Roster to serve on an Appeal Hearing Panel to consider the appeal. The Appeal Hearing Panel will consist of one public member, one OT or OTA educator, and one OT or OTA practitioner. The Chairperson of ACOTE shall designate one of the members of the Appeal Hearing Panel to serve as the chairperson.
3. No Prior Involvement with Institution or Decision. No individual from the Appeals Board Roster may be selected to serve on an Appeal Hearing Panel if he or she has had any prior involvement with the appealing institution or had any involvement with ACOTE's accreditation review which gave rise to the decision which the institution is appealing.
4. Notice to Institution of Appeal Hearing Panel Members. No later than 15 days prior to the scheduled appeal hearing date, ACOTE shall advise the appealing institution of the names and affiliations of the three individuals selected to serve on the Appeal Hearing Panel.

5. Objections to Appeal Hearing Panel Members. If the institution has good cause to believe that any member(s) of the Appeal Hearing Panel should not hear the institution's appeal, it must promptly notify the Chairperson of ACOTE in writing that it objects to the panelist(s) and state with specificity the grounds for the objection. The Chairperson of ACOTE will consider the objections and decide whether to replace the member(s) of the Appeal Hearing Panel with another individual(s) from the Appeals Board Roster. The decision of the ACOTE Chairperson with respect to the members of the Appeal Hearing Panel is not an appealable decision.

SCOPE OF AUTHORITY

E. Scope of Authority of the Appeal Hearing Panel

1. Authority of the Appeal Hearing Panel. The Appeal Hearing Panel may affirm, amend, reverse, or remand the adverse accreditation decision made by ACOTE. The action must be approved by a majority of the members of the Appeal Hearing Panel.
2. Affirm. If the decision of the Appeal Hearing Panel is to affirm (uphold) ACOTE's accreditation decision, ACOTE's decision becomes final as of the date of the Appeal Hearing Panel's decision without further action by ACOTE.
3. Remand. If the decision of the Appeal Hearing Panel is to remand ACOTE's accreditation decision back to ACOTE for further consideration, the Appeal Hearing Panel must identify the specific issues which the Panel has determined that ACOTE must address. ACOTE's subsequent accreditation decision must be consistent with the Appeal Hearing Panel's findings and decision. If upon remand, ACOTE renders an adverse accreditation decision which is predicated on grounds that were not considered by the Appeal Hearing Panel, the institution may appeal that action based only on the new grounds identified by ACOTE in its decision.
4. Amend. If the Appeal Hearing Panel amends ACOTE's accreditation decision, ACOTE shall implement the decision in a manner that is consistent with the Appeal Hearing Panel's ruling.
5. Reverse. If the Appeal Hearing Panel reverses ACOTE's accreditation decision, ACOTE shall carry out the decision in a manner consistent with the Appeal Hearing Panel's decision.
6. No Further Appeal. Except as otherwise specified, the decision of the Appeal Hearing Panel to affirm, remand, amend, or reverse ACOTE's accreditation decision is not appealable.

APPEAL HEARING PANEL DECISION

F. Appeal Hearing Panel Decision

1. Standard of Review. In considering what action to take on the institution's appeal, the Appeal Hearing Panel shall utilize the standard of review set out in section B.1 of these rules. The Appeal Hearing Panel will determine whether each area of noncompliance or area of concern cited in ACOTE's accreditation decision and challenged by the appealing institution is supported by substantial evidence in the record. If raised on appeal by the institution, the Appeal Hearing Panel shall also consider whether ACOTE's accreditation decision contravened any applicable procedures, policies, practices, or standards.
2. Written Decision. After the hearing, the Appeal Hearing Panel shall prepare a written decision which details its decision in detail, specifies the reasons for its decision, and describes with particularity the action which it is taking—viz. to affirm, remand, amend, or reverse ACOTE's accreditation decision.
3. Transmittal of Decision. Within 30 days of the conclusion of the appeal hearing, the Chairperson of the Appeal Hearing Panel shall transmit the written decision of the panel to the Chairperson of ACOTE.
4. ACOTE Action. As promptly as possible after receipt of the Appeal Hearing Panel's written decision, ACOTE shall take action consistent with the appeal decision. Pursuant to section E.2 of these rules, if the

decision is to affirm the accreditation decision, no further action by ACOTE is required to make the decision effective.

5. Notice of Decision. Upon the decision of the Appeal Hearing Panel to affirm ACOTE's accreditation decision, or upon further action by ACOTE to carry out the Appeal Hearing panel's decision to remand, amend, or reverse the accreditation decision, the Director of the AOTA Accreditation Department shall notify the appealing institution in writing of the final ACOTE decision. At the same time that the appealing institution is notified, the U.S. Department of Education, applicable state regulatory authorities, and the appropriate institutional accrediting agency will be notified of final ACOTE decisions to deny Candidacy Status, deny a request for reactivation, withhold accreditation, or withdraw accreditation. The public will be notified of final ACOTE decisions through AOTA's website within 24 hours of confirmation that the institution has received notification of ACOTE's final decision.

APPEAL EXPENSES

G. Appeal Expenses

1. Expenses of Appealing Institution. An appealing institution is fully responsible for all of its expenses in prosecuting its appeal.
2. Expenses of the Appeal Hearing Panel. The appealing institution shall also be exclusively responsible for all of the reasonable costs associated with the appeal hearing including the hearing room, transcription services, travel, meals, and lodging for members of the panel.

NOTICES, CALCULATION OF DAYS, EXTENSIONS OF TIME

H. Notices, Calculation of Days, Extensions of Time

1. Notices. All notices and other correspondence referred to in these rules shall be send by certified mail, return receipt requested.
2. Days. All days referred to in these rules mean business days unless the period of time is 30 days or more in which case days refers to calendar days.
3. Extensions of Time. For good cause shown, the Chairperson of ACOTE may extend any time period provided for in these rules.

IV. E. 1. PLANS OF CORRECTION

PLAN OF CORRECTION REQUIREMENTS

Whenever areas of noncompliance are identified as a result of an on-site evaluation, fact-finding visit, or other form of program review, a Plan of Correction is required. The ACOTE action letter will provide instructions for submission of the Plan of Correction and a due date.

For each area of noncompliance, the report must include a description of the plan for bringing the program into compliance with each Standard cited, a projected timeline, and a description of the documentation to be submitted to demonstrate compliance. If progress has been made toward correcting the area of noncompliance, a summary of the progress may also be included.

Because one of the U.S. Department of Education (USDE) recognition criteria mandates that ACOTE withdraw accreditation from a program if all areas of noncompliance are not corrected within the specified period of time (unless the period for achieving compliance is extended for good cause), it is strongly recommended that the program develop a Plan of Correction with a timeline for correction that does not exceed:

- 8 months if the program is less than 1 year in length;
- 14 months if the program is at least 1 year in length, but less than 2 years in length; or
- 20 months if the program is at least 2 years in length.

The Plan of Correction must be submitted as requested by ACOTE. All materials must be submitted in English or translated to English.

ACOTE ACTION ON PLANS OF CORRECTION

The reviewers assigned to the program will assess the Plan of Correction and present a motion to ACOTE for consideration and vote at its next scheduled meeting. If ACOTE determines that execution of the Plan of Correction is likely to bring the program into compliance with the cited Standard(s) in a timely manner, the report is accepted and a due date is established for a Progress Report. If ACOTE determines that the Plan has inadequately addressed the area(s) of noncompliance or that execution of the Plan is not likely to bring the program into compliance with the cited area(s) of noncompliance in a timely manner, the report is not accepted and a due date is established for a revised Plan of Correction. The ACOTE action letter notifying the program director that the Plan of Correction has not been accepted will specify the reasons why the Plan was considered inadequate.

If the Plan of Correction is determined by ACOTE to correct all cited areas of noncompliance, it may be accepted with no further report. Accreditation terms for programs that were cited with no more than two areas of noncompliance may be extended if the areas are corrected within 1 year of ACOTE's action on the Report of On-Site Evaluation. For initial programs, terms may be extended from 5 to 7 years; for reaccredited programs, terms may be extended from 5 to 7 or from 7 to 10 years. This decision will be based on ACOTE's review of the Plan of Correction or Progress Report submitted by the program and a determination that the program has fully resolved the cited areas of noncompliance. ACOTE will also consider any pre-existing areas of noncompliance as well as program changes that have occurred subsequent to the on-site evaluation that affect or are likely to affect the program's full compliance with the Standards, including student learning outcomes. ACOTE may decline to extend the accreditation term of a multi-site program if one or more of the program locations was accredited for a shorter term than the primary location.

ADDITIONAL REPORTS

IV. E. 2. PROGRESS REPORTS

PROGRESS REPORT REQUIREMENTS

Following acceptance of a Plan of Correction, periodic Progress Reports are required until all areas of noncompliance are corrected. The ACOTE action letter will provide instructions for submission of the Progress Report and a due date.

For each area of noncompliance, the report should indicate whether the program director believes that the cited area has been corrected. The report should also provide a summary of the progress made toward correcting the cited area(s), the documentation that is being submitted, and additional action to be taken (if any) **with a timeline** for completion. If no progress has been made toward correcting the area(s) of noncompliance, a statement to that effect should be included.

The Progress Report must be submitted as requested by ACOTE. All materials must be submitted in English or translated to English.

ACOTE ACTION ON PROGRESS REPORTS

The reviewers assigned to the program will assess the Progress Report and determine whether any or all areas of noncompliance have been fully corrected. At the next scheduled ACOTE meeting, the reviewers will present a motion to ACOTE for consideration and vote.

If the Progress Report is determined by ACOTE to correct all cited areas of noncompliance, it may be accepted with no further report. Accreditation terms for programs that were cited with no more than 2 areas of noncompliance may be extended if the areas are corrected within 1 year of ACOTE's action on the Report of On-Site Evaluation. For initial programs, terms may be extended from 5 to 7 years; for reaccredited programs, terms may be extended from 5 to 7 or from 7 to 10 years. This decision will be based on ACOTE's review of the Plan of Correction or Progress Report submitted by the program and a determination that the program has fully resolved the cited areas of noncompliance. ACOTE will also consider any pre-existing areas of noncompliance as well as program changes that have occurred subsequent to the on-site evaluation that affect or are likely to affect the program's full compliance with the Standards, including student learning outcomes. ACOTE may decline to extend the accreditation term of a multi-site program if one or more of the program locations was accredited for a shorter term than the primary location.

If areas of noncompliance remain, a due date for an additional report will be established. If a change in status is indicated, the program will be notified of the action.

EXTENSIONS FOR GOOD CAUSE

Any program carrying an area of noncompliance will be notified in writing of ACOTE's policy on timelines for correction of areas of noncompliance and ACOTE's criteria for granting an extension for good cause. Programs will receive notification of the need to submit a letter requesting an extension for good cause if necessary. The timing of the notification is dependent upon the remaining time the program has to correct the cited areas.

In making a determination to grant a request for extension of the period for achieving compliance, ACOTE will review the rationale for the request and assess whether the program has met the following criteria:

- 1) The program has submitted an appropriate plan for achieving compliance within a reasonable time frame.
- 2) The program has provided a detailed timeline for completion of the plan.
- 3) The program has provided evidence that the plan has been implemented according to the established timeline.
- 4) The program has provided reasonable assurance that the program will achieve compliance as stated in the plan.

Extensions of the period of time for achieving compliance are usually limited to a maximum of 2 additional years.

TIME LIMIT FOR CARRYING AREAS OF NONCOMPLIANCE

Any program that is in jeopardy of having its accreditation withdrawn due to the mandated time limit for carrying areas of noncompliance that has not requested and been granted an extension for good cause may be placed on Probationary Accreditation. This action will be scheduled at the ACOTE meeting preceding the end of the mandated time limit for carrying areas of noncompliance. Depending upon ACOTE's scheduled meeting dates, this generally occurs as follows:

- 8 months if the program is less than 1 year in length;
- 16 months if the program is at least 1 year in length, but less than 2 years in length; or
- 20 months if the program is at least 2 years in length.

If ACOTE determines that the program has not returned to compliance with the Standards within the specified period of time (depending on program length), it will change the program's status to Accreditation Withdrawn-Involuntary. Unless the period for achieving compliance has been extended for good cause, the United States Department of Education (USDE) mandated time for correction is:

- 12 months if the program is less than 1 year in length;
- 18 months if the program is at least 1 year in length, but less than 2 years in length; or
- 2 years if the program is at least 2 years in length.

IV. E. 3. INTERIM REPORTS TO ACOTE

INTERIM REPORT REQUIREMENTS

Each active program that is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) is required to submit an Interim Report to document continuing compliance with the [ACOTE Accreditation Standards](#). Programs on Inactive Status are not required to complete an Interim Report, but must complete Inactive Status Reports as required by ACOTE. All materials must be submitted in English or translated to English.

An accredited occupational therapy program that has submitted an acceptable Letter of Intent to transition to an entry-level doctoral-degree-level program will be required to submit an abbreviated Interim Report for the occupational therapy master's program on the regularly scheduled due date. The abbreviated Interim Report will require the program to address any current areas of noncompliance and Standards related to Strategic Plan, Professional Development Plans, Program Evaluation, and Certification Exam Pass Rate. (2018 Standards A.6.1-A.6.4).

The current Interim Report submission requirements follow:

- For programs granted a 10-year accreditation term, an Interim Report would be due at the completion of year 4 and the Report of Self-Study would be prepared in year 9. The on-site visit would occur in year 10.
- For programs granted a 7-year accreditation term, an Interim Report would be due at the completion of year 3 and the Report of Self-Study would be prepared in year 6. The on-site visit would occur in year 7.
- For programs granted a 5-year accreditation term, an interim report would be due at the completion of year 2 and the Report of Self-Study would be prepared in year 4. The on-site visit would occur in year 5.

* Note: The period between reports will not exceed 5 years for any program.

The purpose of the Interim Report is to facilitate ongoing monitoring of programs in the interval between on-site evaluations. Questions are designed to elicit self-evaluation of continuing compliance with each Standard. For maximum benefit to the program, the report should be discussed by the entire program faculty and should be incorporated into, or flow directly from, a program's ongoing evaluation.

Online forms for completion of the Interim Report to ACOTE are made available early in the fall and are due by the following spring. Completed Interim Reports must be electronically signed by both the program director and administrator to whom the program director reports.

ACOTE ACTION ON INTERIM REPORTS

Interim Reports are reviewed by the ACOTE at its summer meeting. Actions that may be taken by the ACOTE include:

- Acceptance of the report with no further action required.
- Acceptance of the report with no further action required; however, an item or items will be monitored on future reports.
- Deferral of action on the report with a request for clarification of one or more items. Following receipt of the requested information, the ACOTE will act upon the report a second time. **It is the program's responsibility to supply all requested information. If it is not provided subsequent to this request, ACOTE may cite an area of noncompliance.**
- Acceptance of the report with a request for a Plan of Correction regarding one or more areas of noncompliance with the Standards.

IV. E. 4. PROGRAM DIRECTOR CHANGES

NOTIFICATION OF PROGRAM DIRECTOR CHANGE

A requirement for maintaining accreditation is that prompt notification be sent to the AOTA Accreditation Department if the program director of an accredited occupational therapy or occupational therapy assistant program changes. (Programs must inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.) If the position is vacant, written notification should include the plan for filling the position and the name, credentials, and contact information of the individual who will serve as the primary point of contact for the program.

Upon the appointment of an acting or permanent program director or individual who is primarily responsible for handling the duties of the program director, the following documentation must be submitted to ACOTE through ACOTE Online (<https://acote.aota.org>) using the Substantive Change (SUBS. CHANGE) tab.

1. A letter of appointment, including the effective date of appointment of the new program director or the individual who is primarily responsible for handling the duties of the program director.
2. A completed Program Director Data Form available in the “[Forms](#)” section of the ACOTE website (www.acoteonline.org).
3. Documentation that the program director is assigned full-time to the occupational therapy educational program and evidence of release time provided for that position. Release time documentation must be from the institution (e.g., signed letter from administration, employment/annual contract, job description). The document must specify the numerical release time provided (e.g., percentage, credit hours compared to regular faculty hours).
4. Documentation of initial or current certification; copy of current occupational therapy license for the state(s) in which the program is located; and copy of diploma or transcript indicating the highest degree level obtained from an accredited institution.
5. The curriculum vitae of the new program director or the individual who is primarily responsible for covering the duties of the program director. The curriculum vitae should detail occupational therapy experience, and should give particular attention to experience and qualifications in clinical practice, administration, and teaching.
6. A summary of experience and qualifications that is pertinent to the [ACOTE Accreditation Standards](#). See the “Summary of Program Director Credentials” form in the “[Forms](#)” section of the ACOTE website (www.acoteonline.org).

ACOTE REVIEW OF PROGRAM DIRECTOR CREDENTIALS

The assigned Accreditation Council for Occupational Therapy Education (ACOTE®) reviewers will assess the information and determine compliance with the relevant ACOTE Standards as follows:

Doctoral-Degree-Level Educational Program for the Occupational Therapist

OT Doctoral Standard A.2.1. Program Director

- *The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.*

- *The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The doctoral degree is not limited to a doctorate in occupational therapy. For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.*
- *The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include:*
 - *Clinical practice as an occupational therapist.*
 - *Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.*
 - *Scholarship (e.g., scholarship of application, scholarship of teaching and learning).*
 - *Understanding of the role of the occupational therapy assistant.*
 - *At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postbaccalaureate level.*
- *The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.*
- *The program director position cannot be shared.*

Master's-Degree-Level Educational Program for the Occupational Therapist

OT Master's Standard A.2.1. Program Director

- *The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.*
- *The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The doctoral degree is not limited to a doctorate in occupational therapy. For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.*
- *The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include:*
 - *Clinical practice as an occupational therapist.*
 - *Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.*
 - *Scholarship (e.g., scholarship of application, scholarship of teaching and learning).*
 - *Understanding of the role of the occupational therapy assistant.*
 - *At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.*
- *The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.*
- *The program director position cannot be shared.*

Baccalaureate-Degree-Level Educational Program for the Occupational Therapy Assistant

OTA Baccalaureate Standard A.2.1. Program Director

- *The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.*
- *The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The*

master's degree is not limited to a master's degree in occupational therapy. For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.

- *The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include::*
 - *Clinical practice as an occupational therapist or occupational therapy assistant.*
 - *Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.*
 - *Scholarship (e.g., scholarship of application, scholarship of teaching and learning).*
 - *Understanding of and experience with occupational therapy assistants.*
 - *At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.*
- *The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.*
- *The program director position cannot be shared.*

Associate-Degree-Level Educational Program for the Occupational Therapy Assistant

OTA Associate Standard A.2.1. Program Director

- *The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.*
- *The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The master's degree is not limited to a master's degree in occupational therapy. For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.*
- *The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include::*
 - *Clinical practice as an occupational therapist or occupational therapy assistant.*
 - *Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.*
 - *Scholarship (e.g., scholarship of application, scholarship of teaching and learning).*
 - *Understanding of and experience with occupational therapy assistants.*
 - *At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.*
- *The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.*
- *The program director position cannot be shared.*

ACOTE ACTION ON PROGRAM DIRECTOR CREDENTIALS

If review of credentials for a director of an established occupational therapy educational program reveals compliance with the Standards, no further action is taken. If the credentials indicate noncompliance and ACOTE agrees, an area of noncompliance will be cited and the program will be required to submit a Plan of Correction to ACOTE. Notification of ACOTE's decision is sent electronically to the chief executive officer, dean, and program director within 4-5 weeks of ACOTE's meeting.

IV. E. 5. ANNUAL REPORTS TO ACOTE

ANNUAL REPORT REQUIREMENTS

Each program that is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) is required to submit an Annual Report to provide data on key indicators and quality outcomes of the programs including, but not limited to:

- General program information
- Applicants and student enrollment
- Faculty resources
- Program Operations
- Outcomes
- Access to Information

ACOTE receives an annual report on certification exam pass rates of all programs directly from the National Board for Certification in Occupational Therapy (NBCOT).

ACOTE ACTION ON ANNUAL REPORTS

Annual Reports are reviewed by ACOTE at its spring meeting. Actions that may be taken by the ACOTE include:

- Acceptance of the report with no further action required.
- Acceptance of the report with no further action required; however, an item or items will be monitored on future reports.
- Deferral of action on the report with a request for clarification of one or more items. Following receipt of the requested information, the ACOTE will act upon the report a second time. **It is the program's responsibility to supply all requested information. If it is not provided subsequent to this request, ACOTE may cite an area of noncompliance.**
- Acceptance of the report with a request for a Plan of Correction regarding one or more areas of noncompliance with the Standards.

**V. ADMINISTRATIVE
PROCEDURES**

ADMINISTRATIVE PROCEDURES

V. A. FEES

ACCREDITATION FEES

The Accreditation Council for Occupational Therapy Education (ACOTE®) is committed to administering a quality accreditation program in a cost-effective and efficient manner. Accreditation fees paid by the educational programs help to support costs attributed to the entire accreditation process. ACOTE uses a fixed fee formula that includes the cost of the on-site visit in the annual fee; therefore, educational programs are not charged a fee for reaccreditation on-site evaluations.

ACCREDITATION FEE SCHEDULE (NOTE: All fees are subject to change.)

REACCREDITATION FEES (Fees effective July 1 - June 30)	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Annual Accreditation Fee (per location)	\$ 4,225	\$ 4,395	\$ 4,570	\$ 4,750	\$ 4,940
Annual Inactive Fee	\$ 2,115	\$ 2,200	\$ 2,285	\$ 2,375	\$ 2,470
Reaccreditation On-Site Fee	NONE	NONE	NONE	NONE	NONE

INITIAL ACCREDITATION FEES (Fees effective for reviews conducted between August 1 – July 31)	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Letter of Intent Deposit	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Application Fee Balance	\$ 4,065	\$ 4,250	\$ 4,440	\$ 4,640	\$ 4,845
Preaccreditation Review Fee (US)	\$ 4,565	\$ 4,750	\$ 4,940	\$ 5,140	\$ 5,345
Initial On-Site Fee (US)	\$ 4,565	\$ 4,750	\$ 4,940	\$ 5,140	\$ 5,345
Preaccreditation Review Fee (Non-US)	\$ 6,525	\$ 6,785	\$ 7,060	\$ 7,340	\$ 7,635
Initial On-Site Fee (Non-US) - Actual plus:	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000

NEW ADDITIONAL LOCATION FEES (Fees effective August 1 – July 31)	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
New Location Application Fee	\$ 4,565	\$ 4,750	\$ 4,940	\$ 5,140	\$ 5,345
New Location On-Site Fee	\$ 4,565	\$ 4,750	\$ 4,940	\$ 5,140	\$ 5,345

FEE INFORMATION

Institutions with Multiple Levels: Institutions housing more than one accredited program level (i.e., OT doctoral, OT master's, OTA baccalaureate, OTA associate) must pay the application, preaccreditation, initial on-site, and annual fees applicable to each program.

Annual Accreditation Fees are billed in advance of the coming academic year. Invoices are mailed in July and payment is due no later than October 15th. If early notification is required to facilitate processing of a purchase order for payment, the Accreditation Department (accred@aota.org) should be notified. Annual fees are due each year, including the year in which an on-site evaluation is scheduled. For new programs, the annual fee becomes effective with the first full academic year for which the program has accreditation status.

Application Fees are based on the due date of the Candidacy Application. After submission of a Letter of Intent, \$500 of this fee will be invoiced as a non-refundable deposit. Accredited OT master's-degree level programs transitioning to the OT doctoral-degree level or OTA associate-degree level programs transitioning to the OTA baccalaureate-degree level are exempt from the application fee.

Preaccreditation Review Fees will be invoiced by Accreditation staff and must be paid by the due date of the initial Report of Self-Study. Accredited OT master's-degree level programs transitioning to the OT doctoral-degree level or OTA associate-degree level programs transitioning to the OTA baccalaureate-degree level are exempt from the preaccreditation review fee.

Initial On-Site Fees will be invoiced by Accreditation staff after the on-site evaluation is completed. Accredited OT master's-degree level programs transitioning to the OT doctoral-degree level or OTA associate-degree level programs transitioning to the OTA baccalaureate-degree level are exempt from the initial on-site fee.

Inactive Fees: Inactive fees for all inactive programs must be paid until a program applies for and receives voluntary withdrawal of accreditation.

Transitioning Programs and Inactive Fees: Programs must pay the annual reaccreditation fee for each accredited program. Once a program transitions to a higher degree level, the newly accredited program will be charged the annual reaccreditation fee. Annual Inactive Fees will be charged for programs transitioning from the OT master's-degree level to the OT doctoral-degree level or for programs transitioning from the OTA associate-degree level to the OTA baccalaureate-degree level until the transitional program applies for and receives voluntary withdrawal of accreditation.

FEE PAYMENTS

Payment by Regular Mail

Accreditation fee invoices may be paid by check made payable to AOTA and mailed to:

AOTA Accreditation Department
c/o Eagle Bank Lockbox
PO Box 347171
Pittsburgh, PA 15251-4171

Payment by Credit Card or Electronic Transfer

Accreditation fee invoices may be paid by credit card or electronic transfer by calling AOTA at 1-800-729-2682 and pressing 0. To expedite payment, please have ready the order number found on the fee invoice.

ADMINISTRATIVE PROCEDURES

V. B. PROCEDURE FOR COMPLAINTS

POLICY FOR COMPLAINTS AGAINST EDUCATIONAL PROGRAMS

The Accreditation Council for Occupational Therapy Education (ACOTE®) follows established procedures when complaints are received by ACOTE indicating that accredited programs or programs seeking accreditation may not be in compliance with the ACOTE Accreditation Standards (herein referred to as *Standards*), or may not be following established accreditation policies or procedures. Actions taken by other accrediting agencies do not preclude ACOTE from investigating a complaint against the same institution or program.

ACOTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, appointment, promotion, or dismissal. A copy of the *Standards* may be obtained from the [Standards page](#) of the ACOTE website (www.acoteonline.org) or by contacting Accreditation Department staff at the American Occupational Therapy Association (AOTA) at accred@aota.org.

PROCEDURES FOR COMPLAINTS AGAINST EDUCATIONAL PROGRAMS

1. To receive formal consideration, all complaints against a program subject to ACOTE accreditation must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an e-mail addressed to accred@aota.org and must include a signed complaint form, “[Complaint Against a Program Subject to ACOTE Accreditation](#)”. A complaint against an educational program must:
 - a. describe the nature of the complaint and the related accreditation *Standards* or accreditation policies or procedures that the complainant believes are not being met by the program, including any evidence or documents that might substantiate the complaint;
 - b. provide documentation that the complainant has followed the academic program’s complaint or grievance policy and made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing; and
 - c. be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.)
2. Complaints that do not meet all of the above requirements will be returned to the complainant with an explanation. Complaints meeting the above requirements are transmitted by AOTA Accreditation staff to the ACOTE Chairperson for consideration. The identity of the complainant is concealed.
3. The ACOTE Chairperson will determine whether, in fact, the complaint relates to the manner in which the program complies with the *Standards* or follows established accreditation policies or procedures.
 - a. If the complaint does not relate to the *Standards* or to established policies or procedures, the person initiating the complaint will be notified accordingly by the ACOTE Chairperson.
 - b. If the complaint is judged to relate to program compliance with the *Standards* or to accreditation policies or procedures, the following procedures will be followed:
 - (1) AOTA Accreditation staff will acknowledge receipt of the complaint and share with the filing party a description of the process and policies that pertain to handling such complaints.
 - (2) AOTA Accreditation staff will notify the program director and the chief executive officer of the sponsoring institution of the substance of the complaint and will request the institution/program to provide a preliminary investigation and report on the findings within 30 days of the sponsoring institution’s receipt of the letter of notice. The identity

of the complaining party is not revealed unless release of identity has been authorized by the complainant or disclosure is required by legal action.

- (3) At the request of the ACOTE Chairperson, AOTA Accreditation staff may request further information or material relative to the complaint from the complaining party, the institution, or other relevant sources.
4. On receipt of the responses referred to in 3.b.(2) and (3) above, or at its next scheduled meeting, the ACOTE reviewers for the program in question will consider the complaint and all relevant information obtained in the course of investigation and formulate an appropriate action to present to ACOTE at its next scheduled meeting according to the following guidelines:
 - a. If the complaint is determined to be unsubstantiated or unrelated to the *Standards* or established accreditation policies or procedures, the complaining party, officials of the program in question, and the appropriate official of the sponsoring institution will be so notified.
 - b. If the investigation reveals that the program may not be or may not have been in compliance with the *Standards* or may not be or may not have been following the established accreditation policies or procedures, one of two options will be taken.
 - (1) The program may be requested to submit a report and documentation that the substantiated complaint has been corrected. Should ACOTE be satisfied with this response, the program, its sponsoring institution, and the party filing the complaint will be notified of ACOTE's satisfaction with the resolution of the matter and notice that the program's accreditation status remains unaffected by the complaint.
 - (2) Should ACOTE judge the program or sponsoring institution's response to the complaint inadequate and lacking in evidence of the program's continuing compliance with the *Standards* or adherence to accreditation policies or procedures, ACOTE may request that the program submit additional information or may arrange for a fact-finding visit to the program. The cost of the visit will be divided equally between ACOTE and the educational program.
 - (a) If ACOTE, on the basis of the evidence before it, determines that the program is in compliance with the *Standards* and is adhering to accreditation policies and procedures, the program, its sponsoring institution, and the complaining party will be notified of this assessment and the fact that the program's current accreditation status remains unaffected by the complaint.
 - (b) If ACOTE, on the basis of the evidence before it, determines that the complaint is valid and that the program is not in compliance with one or more *Standards*, areas of noncompliance will be cited and a Plan of Correction will be required.

If ACOTE, on the basis of the evidence before it, determines that the program is not in substantial compliance with the *Standards*, areas of noncompliance will be cited, a Plan of Correction will be required, and the program's accreditation status will be changed to Probationary Accreditation.

The program, its sponsoring institution, the complaining party, and the U.S. Department of Education will be advised of ACOTE's action to change accreditation status to Probationary Accreditation. Final decisions to place a program on probationary accreditation will be publicly disclosed via a posting on the ACOTE Web site within 24 hours of confirmation that the program has received notification of ACOTE's decision to place the program on Probationary Accreditation.
5. The AOTA Accreditation Department maintains a file of all complaints received by ACOTE. All complaints against an educational program that are judged by the ACOTE Chairperson or designee to relate to program compliance with the *Standards* or to accreditation policies or procedures since the last on-site evaluation will be made available for review by the on-site team scheduled to visit that program.

POLICY FOR COMPLAINTS AGAINST ACOTE

ACOTE is dedicated to providing a sustained quality of program evaluation and review. Established procedures are followed when complaints are received alleging that ACOTE has not complied with established accreditation practices, including noncompliance with its own policies and procedures, exceeding its scope as defined by the *Standards*, the behavior of its on-site evaluation team members, or noncompliance with the recognition criteria of the U.S. Department of Education ([USDE](#)) or the recognition standards of the Council for Higher Education Accreditation ([CHEA](#)).

ACOTE will not consider complaints that include matters pertaining to an adverse accreditation action or citing of areas of noncompliance. If program representatives wish to appeal an adverse action, they should refer to [ACOTE Policy IV.D. Appeals Process](#).

No institution or person who, in good faith, makes a complaint against ACOTE, its members, agents, or its staff will be subject to harassment, retaliation, or adverse accreditation decisions by virtue of having lodged the complaint.

PROCEDURES FOR COMPLAINTS AGAINST ACOTE

1. A complaint against ACOTE may be filed by completing the printable complaint form, “[Complaint Against ACOTE](#).” Completed forms must be submitted as an attachment to an e-mail addressed to accred@aota.org.

The complaint against ACOTE must:
 - a. describe the nature of the complaint in detail;
 - b. list the established accreditation practices that the complainant believes are not being met by ACOTE or ACOTE accreditation evaluators; and
 - c. be signed by the complainant.
2. Within one week of the receipt of the complaint, the Accreditation Department staff will acknowledge receipt of the complaint and attach a copy of the procedure for handling complaints against ACOTE. The complaint will be copied to the ACOTE Chairperson.
3. The ACOTE Chairperson will appoint a 3-person complaint panel consisting of former ACOTE members currently serving on the Roster of Accreditation Evaluators (RAE). One of the panelists will be appointed as chairperson of the complaint panel by the ACOTE Chairperson. The ACOTE Chairperson will request that the complaint panel investigate the complaint and report its findings to the complainant and ACOTE within 30 days.
4. The complaint panel will review complaints that relate to ACOTE’s compliance with established accreditation practices and take the following action:
 - a. The complaint panel chairperson may request further information or material relative to the complaint from the complaining party.
 - b. The complaint panel will consider the complaint and all relevant information obtained in the course of investigation and formulate an appropriate action according to the following guidelines:
 - (1) If the complaint is determined to be unsubstantiated or unrelated to ACOTE compliance with established accreditation policies or procedures, the complainant and ACOTE Chairperson will be so notified in writing.
 - (2) If the investigation reveals that ACOTE may not be or may not have followed established accreditation policies or procedures, ACOTE will be so notified in writing by the complaint panel chairperson. ACOTE, at its next meeting, must review its noncompliant practices and policies and either make necessary modifications to comply with its established accreditation policies or procedures, or revise/develop policies or procedures appropriate to reflect accepted accreditation practice.
 - (3) The complaint panel and the complainant will be notified in writing of ACOTE’s final resolution of the complaint.
5. The AOTA Accreditation Department maintains a file of all complaints filed against ACOTE.

ADMINISTRATIVE PROCEDURES

V. C. DELAY OF ON-SITE EVALUATION

PROCEDURE FOR REQUESTING RESCHEDULING OF AN ON-SITE EVALUATION WITHIN THE SAME ACADEMIC YEAR

A program director may request that an on-site evaluation be rescheduled within the same academic year. Such requests with accompanying rationale should be sent to AOTA Accreditation staff and do not require ACOTE approval and vote. Because rescheduling an on-site evaluation involves a significant amount of logistics, such requests should be made as far in advance of the on-site as possible.

PROCEDURE FOR REQUESTING A DELAY OF ON-SITE EVALUATION TO A SUBSEQUENT ACADEMIC YEAR

A program director may request that an on-site evaluation be delayed to a subsequent academic year. Such requests require ACOTE approval and vote. The procedure for requesting a delay of on-site follows:

1. Requests for delay must be submitted in writing to ACOTE, c/o the AOTA Accreditation Department (accred@aota.org), *at least* 6 months prior to the scheduled on-site evaluation.
2. The request must include the program's rationale for requesting a delay and the length of delay requested (e.g., 1 or 2 years). Unless there are extenuating circumstances, requests for delays that would result in an accreditation term of longer than 10 years will not be considered.
3. Until a decision is made, the program must proceed with preparations as though the on-site were occurring as originally scheduled.

ACOTE'S CONSIDERATION OF A REQUEST FOR DELAY OF ON-SITE EVALUATION

1. Upon receipt, the program's request for a delay of on-site evaluation is forwarded by AOTA Accreditation staff to the ACOTE reviewers assigned to the program. The reviewers complete a review of program's history with consideration given to the factors listed below.
 - Request for participation in a joint or coordinated survey
 - Changes in program level since the last on-site evaluation (e.g., transition from a master's-degree level to a doctoral-degree level)
 - Number of years since the last on-site evaluation
 - Impact on current students
 - Frequency and history of asking for delays
 - Status at the last on-site evaluation
2. The reviewers' motion to either approve or deny the request for a delay of on-site evaluation is presented for a vote by ACOTE at its next scheduled meeting.
3. A letter indicating the final decision of ACOTE regarding the request for delay will be sent to the CEO, dean, and program director. If the delay is granted, a new ACOTE Certificate of Accreditation reflecting the extension of accreditation will be included with the program director's copy of the letter. Subsequent administrative adjustments will be coordinated by AOTA accreditation staff.

ADMINISTRATIVE PROCEDURES

V. D. POLICY ON LATE REPORTS

FAILURE TO SUBMIT REPORTS BY THE SPECIFIED DUE DATE

A requirement for maintaining accreditation is to submit all required reports by the due date specified by the Accreditation Council for Occupational Therapy Education (ACOTE®). All reports must be submitted according to the instructions provided. Timely submission of accreditation reports is critical to provide adequate review time prior to ACOTE action. ACOTE has established the following procedures regarding the failure to submit accreditation reports by the specified due date:

1. A due date is established for each accreditation report and provided to the program in writing.
2. When an accreditation report is not received by the specified due date, warning notification is sent to the program director (with a copy to the dean), stating that the **report must be received within one week (7 days) of the due date** or the program may be cited with an area of noncompliance pertaining to Standard A.1.5 and placed on Probationary Accreditation at the next scheduled ACOTE meeting. (See [ACOTE Policy IV.C. Classification of Accreditation Categories](#))
3. If the late report is a Report of Self-Study:
 - a. The paper reviewer and on-site team will be contacted by Accreditation Department staff and a determination will be made regarding a postponement of the on-site evaluation.
 - b. Should the on-site evaluation be postponed, the program will be billed for any financial penalties incurred by cancellation of airline tickets, hotel rooms, or other related costs.
4. If a report is received by the Accreditation Department before the end of the 7-day grace period, receipt of the report is acknowledged by the Accreditation Department and the report is reviewed by the ACOTE at the next scheduled meeting.
5. If a report is not received by 5:00 p.m. on day 7 of the grace period, the program will be placed on the agenda of the next scheduled ACOTE meeting for action to cite an area of noncompliance pertaining to Standard A.1.5 and place the program on Probationary Accreditation.

Once a delinquent report is received, it is acknowledged by the Accreditation Department, and will be scheduled for review at ACOTE's next meeting. The action to cite an area of noncompliance pertaining to Standard A.1.5 and place the program on Probationary Accreditation will be removed from the ACOTE agenda.

ADMINISTRATIVE PROCEDURES

V. E. STANDARDS REVISION PROCESS

ACOTE EDUCATIONAL STANDARDS REVIEW COMMITTEE

Within 5 years after new accreditation standards are adopted, the Accreditation Council for Occupational Therapy Education (ACOTE®) will appoint members to serve on the ACOTE Educational Standards Review Committee according to that Committee's Standard Operating Procedure. This Committee will conduct a complete evaluation and revision of the *Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist*, *Accreditation Standards for a Master's-Degree-Level Educational Program for the Occupational Therapist*, *Accreditation Standards for a Baccalaureate-Degree-Level Educational Program for the Occupational Therapy Assistant* and *Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant*.

STANDARDS REVIEW AND REVISION TIMELINE

The following is a suggested review and revision timeline. The actual timeline to be followed may be expanded as needed.

Year One:

1. First meeting of the ACOTE Educational Standards Review Committee:
 - Develop a timeline and methodology for the Standards revision process.
 - Review recommendations for change made by ACOTE.
 - Review other comments and feedback received from stakeholders.
 - Review Standards for compliance with current United States Department of Education (USDE) and Council for Higher Education Accreditation (CHEA) criteria for recognition.
2. Publish an article on the ACOTE website (www.acoteonline.org), in relevant publications (e.g., *OT Practice* and *OT Advance*) announcing the revision of the Standards and describing the process and schedule for Standards review/revision. Disseminate a call for comment (with timeline indicated for comment) to all communities of interest and outline the procedure for those wishing to provide input to the ACOTE Educational Standards Review Committee.

Communities of interest include all the bodies within the AOTA organizational structure; related bodies or organizations (the American Occupational Therapy Foundation, the American Occupational Therapy Political Action Committee, the National Board for Certification in Occupational Therapy); OT and OTA educational program representatives (CEOs, deans, program directors, fieldwork coordinators, and student advisors); occupational therapy fieldwork educators; practitioners; consumers; employers; regulators (licensure boards, state higher education commissions); recognition bodies (U.S. Department of Education, Council for Higher Education Accreditation); accreditors (Association of Specialized and Professional Accreditors, regional, national, and specialized accreditors); students; and the public at large.

3. Second meeting of the ACOTE Educational Standards Review Committee:
 - Review the data collected from all evaluation instruments.
 - Review any correspondence, e-mails, or telephone calls received by ACOTE regarding the Standards.
 - Identify Standards determined to have greatest concerns.
 - Prepare draft Standards for ACOTE review and discussion.

4. ACOTE meeting
 - Review and discuss the draft Standards.
 - Provide feedback to the ACOTE Educational Standards Review Committee.

Year Two:

5. Third meeting of the ACOTE Educational Standards Review Committee:
 - Revise the draft Standards based on input from ACOTE.
 - Develop an online survey for comment and feedback on the draft Standards.
6. Publish a draft of the revised Standards on the ACOTE website and disseminate with a survey instrument to invite feedback from all communities of interest.
7. Hold a Standards Open Hearing that is open to the public and send ACOTE representatives to a variety of meetings (e.g., OT and OTA Program Directors' Council meetings, regional fieldwork council meetings, Faculty Forum, Education Special Interest Section, etc.) to present identified Standards issues and request input on the Standards revision.
8. Fourth meeting of the ACOTE Educational Standards Review Committee:
 - Review feedback regarding the draft revised Standards.
 - Revise the draft Standards based on input.
9. ACOTE meeting
 - Review and discuss the draft Standards.
10. Fifth meeting of the ACOTE Educational Standards Review Committee:
 - Finalize the draft Standards based on ACOTE input.
 - Develop an online survey for comment and feedback on the draft Standards.
11. Post a draft of the revised Standards on the ACOTE website and invite comment.
12. Sixth meeting of the ACOTE Educational Standards Review Committee:
 - Review feedback regarding the draft revised Standards.
 - Revise draft Standards (if necessary) based on input.
13. ACOTE meeting:
 - Approval of New Standards: ACOTE will vote on approval of the new Standards and establish a transition timeline (usually a minimum of 18 months). Typically, an implementation date of July 31st is set so that each academic year of on-site evaluations (August-July) is conducted using the same set of Standards.
 - Implementation for Programs Undergoing Initial Accreditation: During the transition period, programs undergoing initial accreditation that have initial on-site evaluations scheduled after the implementation date will be required to prepare both the Candidacy Application (if not already submitted) and the initial Report of Self-Study for Preaccreditation Review under the new Standards. If the initial on-site evaluation is scheduled prior to the implementation date of the new Standards, both the Candidacy Application and initial Report of Self-Study for Preaccreditation Review must be prepared using the current Standards.
 - Implementation for Programs Undergoing Reaccreditation: Programs scheduled for reaccreditation on-site evaluations after the implementation date will be required to prepare the Report of Self-Study under the new Standards. If the reaccreditation on-site evaluation is scheduled prior to the implementation date of the new Standards, the Report of Self-Study must be prepared using the current Standards.
14. Post the new Standards on the ACOTE website and send an e-mail announcement to all communities of interest regarding the new Standards.

Year Three

15. Provide ACOTE workshops to program directors and all accreditation evaluators on implementing the new Standards.
16. Begin assessing compliance with the new Standards as part of the regular on-site and interim report review process.

ONGOING REVIEW

Once the new Standards have been adopted, the ongoing review of the Standards becomes the responsibility of the ACOTE Standards and Ethics Committee, a standing committee of ACOTE. This Committee is responsible for review of the feedback obtained through the Standards Evaluation Forms and other evaluation instruments to determine:

1. The need for an immediate change to the Standards. If ACOTE determines, at any point during its systematic program of review, that it needs to make changes to the Standards, ACOTE will initiate action within 12 months to make the changes and will complete that action within a reasonable period of time. Before finalizing any changes to the Standards, ACOTE will provide advance public notice of proposed new or revised Standards. ACOTE will provide adequate opportunity for broad comment from the academic community and the public prior to adoption of proposed changes to ACOTE Standards.
2. Continued compliance with USDE and CHEA recognition criteria. ACOTE will notify the Secretary of USDE in writing of any changes in its policies, procedures, or accreditation standards which might alter ACOTE's scope of recognition or its compliance with the USDE requirements for notification to the Secretary.
3. The need for an ACOTE interpretation of a Standard or Standards. Such interpretations will be included in ACOTE's Standards Interpretive Guide to be maintained on the ACOTE website. Any changes to the Standards Interpretive Guide will be immediate unless otherwise indicated by an implementation date. In determining the implementation date, ACOTE will take the following guidelines into consideration:
 - (a) If the interpretation is to the benefit of the programs, it will be implemented immediately.
 - (b) If the interpretation potentially requires changes by the program in order to be in compliance, then an implementation date will be determined by ACOTE that provides all programs a reasonable time period with which to come into compliance.
4. The need for a change to any of ACOTE's policies, procedures, or forms.

ADMINISTRATIVE PROCEDURES

V. F. RECORDS RETENTION POLICY

USDE REQUIREMENTS

§602.15(b) The agency maintains complete and accurate records of --

(1) Its last full accreditation or preaccreditation review of each institution or program including on-site evaluation team reports, the institution's or program's responses to on-site reports, periodic review reports, any reports of special reviews conducted by the agency between regular reviews, and a copy of the institution's or program's most recent self-study; and

(2) All decisions made throughout an institution's or program's affiliation with the agency regarding the accreditation and preaccreditation of any institution or program and substantive changes, including all correspondence that is significantly related to those decisions.

ACOTE POLICY

The Accreditation Department electronically maintains one full accreditation or preaccreditation review of each program. This includes the following:

1. Most recent self-study report
2. Evaluators' Report of On-Site Evaluation (ROSE)
3. Program Director's response to the Report of On-Site Evaluation (ROSE)
4. Reports of the Accreditation Council (RACs)
5. Plans of Correction
6. Progress Reports
7. Interim Reports
8. Reports of Fact-Finding Visit
9. Substantive Changes
10. Annual Reports

Formal correspondence associated with the above reports is also electronically maintained.

NOTE: The following materials are retained longer than one cycle:

1. Reports of the Accreditation Council (RACs)
2. Reports of Fact-Finding Visit
3. Appeals reports and correspondence
4. Substantive changes
5. Record of ACOTE decisions on programs not granted Candidacy Status, Preaccreditation Status, or Accreditation
6. Corresponding action letters to numbers 1-5

VI. GUIDELINES AND POLICY STATEMENTS

GUIDELINES AND POLICY STATEMENTS

VI. A. COMMUNICATION GUIDELINES

WRITTEN COMMUNICATION

In order to prevent problems related to misunderstanding and/or misinformation, it is the policy of the Accreditation Council for Occupational Therapy Education (ACOTE®) that all communications regarding ACOTE actions related to the accreditation status shall be presented through official written correspondence. Such correspondence is sent electronically from the AOTA Accreditation Department or through ACOTE Online and is addressed and copied as follows:

- For all ACOTE action that involves or may involve areas of noncompliance with the [ACOTE Accreditation Standards](#), correspondence is forwarded to the CEO, dean, and program director, and copied to reviewers.
- For ACOTE actions that do not directly affect accreditation status, letters are generally addressed to the program director and may be copied to the CEO, dean, and reviewers.

Additional written communication related to procedures and scheduling of the accreditation process is sent directly to the program director from Accreditation Department staff.

VERBAL COMMUNICATION

To facilitate the accreditation process, regular communication with Accreditation Department staff is encouraged. Questions related to the self-study process, interpretation of the accreditation standards, preparation of required reports, arrangements for the on-site evaluation, or other procedural issues may be directed at any time to the staff. In addition, questions regarding clarification of an action or a request from ACOTE may be directed to the Director or Assistant Director of Accreditation, AOTA. They will contact the ACOTE reviewers and subsequently provide a response to the program representative.

Although Accreditation Department staff and ACOTE will clarify statements in regard to areas of noncompliance or acceptability of reports, it is not their role to provide consultation regarding program development.

Direct communication between members of ACOTE and members of educational program faculty and staff *prior to an on-site evaluation visit* is appropriate when it is related to specific arrangements for travel or housing for the visit or discussion of the on-site schedule. It shall not be appropriate for there to be direct communication between reviewers and the program director or faculty in those instances where the communication relates to the substance or appropriateness of a decision of ACOTE. Communication at that time should occur with the Accreditation Department staff who, in turn, will relate concerns to ACOTE.

Telephone conversations are documented by the Accreditation Department staff and copies sent to program reviewers as appropriate.

GUIDELINES AND POLICY STATEMENTS

VI. B. CONFIDENTIALITY AND DISCLOSURE POLICY

In keeping with its responsibility to the public, the American Occupational Therapy Association (AOTA) Accreditation Council for Occupational Therapy Education (ACOTE®) has clearly delineated policies regarding confidentiality and disclosure.

STATEMENT ON CONFIDENTIALITY

ACOTE maintains the confidentiality of information collected during the accreditation process. Materials such as Reports of Self-Study, Plans of Correction, Progress Reports, Annual Reports, and Interim Reports to ACOTE are considered confidential and are accessible only to AOTA Accreditation Department staff and members of the evaluating bodies of ACOTE. Written permission must be secured from the authorities of the educational institution prior to release of this information to any other individual or group, except when this released information does not disclose the identity of the educational institution or is required to meet recognition criteria of the U.S. Department of Education (USDE) or Council for Higher Education Accreditation (CHEA).

During discussions related to review and evaluation of specific programs, strict safeguards of confidentiality are maintained. These meetings are closed and the minutes are kept confidential. Meetings may be open during discussion of general accreditation procedures. During open meetings, participants avoid references to specific programs by name or through elaborate descriptions.

To ensure that accurate and current information regarding student outcomes is readily available to the public, AOTA Accreditation Department staff may release a program's 3-year aggregate national certification examination pass rate data that is obtained directly from the National Board for Certification in Occupational Therapy (NBCOT). Statistical summaries that do not specifically reveal information about individual programs may also be disclosed. ACOTE shall not be responsible for attempts to use general information disclosed by ACOTE to identify specific programs.

In an effort to keep state occupational therapy associations informed of new applicant educational programs in their state, ACOTE notifies the appropriate state association president that a Letter of Intent has been submitted and provides the program's contact information.

Upon written request to the AOTA Accreditation Department (6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929), ACOTE will provide a brief summary of the most recent on-site visit report (Report of ACOTE) regarding any ACOTE-accredited program.

STATEMENT ON DISCLOSURE

Information regarding ACOTE: The scope, policies, procedures, and decisions of ACOTE are described in official documents and are available to the public through the ACOTE website (www.acoteonline.org). Relevant policies and procedures are disseminated to educational programs on a regular basis.

Information relevant to decisions on accreditation status: Lists of all ACOTE-accredited, developing, and applicant occupational therapy and occupational therapy assistant educational programs are available to the public through the ACOTE website (www.acoteonline.org). Each program listing includes complete contact information for the program, the level(s) of the program accredited, and the academic year of the next scheduled on-site evaluation. A list of accredited and developing programs is also published annually in the *American Journal of Occupational Therapy*.

The definitions of the specific categories of accreditation are presented in the introduction to the listing as follows:

ACCREDITATION:

The program is in substantial compliance with the Accreditation Standards for a Doctoral-Degree-Level or Master's-Degree-Level Educational Program for the Occupational Therapist, or Accreditation Standards for a Baccalaureate-Degree-Level or Associate-Degree-Level Educational Program for the Occupational Therapy Assistant.

PROBATIONARY ACCREDITATION:

At the occasion of its most recent review, the program was not in substantial compliance with the administrative requirements or one or more of the Accreditation Standards for a Doctoral-Degree-Level or Master's-Degree-Level Educational Program for the Occupational Therapist, or Accreditation Standards for a Baccalaureate-Degree-Level or Associate-Degree-Level Educational Program for the Occupational Therapy Assistant.

The listing published in the *American Journal of Occupational Therapy* does not specify which of the accreditation categories applies to each individual program. Those programs on probation are included in the listing without differentiation from the other accredited programs, since Probationary Accreditation is an accreditation status. Probationary Accreditation status and the findings made in connection with the action taken, together with the official comments of the affected institution are, however, disclosed on the ACOTE website, where those listings can be kept current.

If inquiries, written or verbal, are received regarding the accreditation status of a program, the inquirer is told:

1. whether the program is accredited,
2. the specific accreditation category,
3. the definition of the applicable accreditation category, and
4. the next review date.

If the status is Probationary Accreditation, the inquirer is also provided with the information that appears on the ACOTE website and referred to the program for further, current information regarding the reason(s) for the probation and the program's progress in addressing the reason(s).

NOTIFICATION TO THE USDE, STATE REGULATORY AUTHORITIES, INSTITUTIONAL ACCREDITING AGENCIES, AND THE PUBLIC

Within 10 business days of receiving notification from a program that it is withdrawing voluntarily from accreditation or preaccreditation status, the Secretary of the United States Department of Education (USDE), the appropriate State licensing or authorizing agency, the appropriate accrediting agencies, and, upon request, the public are provided written notice.

Within 30 days after a decision is made, the Secretary of the United States Department of Education (USDE), appropriate state regulatory authority, appropriate institutional accrediting agency, and the public are provided written notice of the following types of ACOTE decisions:

1. A decision to grant Candidacy Status to an applicant program.
2. A decision to grant, defer action on, or deny Preaccreditation Status to a developing program.
3. A decision to award initial accreditation or reaccreditation to a program.
4. A decision to change a program's status to Accreditation—Inactive at the request of the institution.
5. A decision to change a program's status to Accreditation Withdrawn—Voluntary at the request of the institution.

Notification of all final ACOTE accreditation actions is sent to the USDE within 30 days after a decision is made. The public is notified of all final actions via a posting on ACOTE's website and an article in *OT Practice*, the official bimonthly publication of AOTA.

The Secretary of the USDE, the appropriate state regulatory authority, and the appropriate institutional accrediting agency will be notified of the following types of decisions at the same time as the program, and no later than 30 days after a decision is made.

1. A decision by ACOTE to place a program on probation.
2. A decision by ACOTE to deny Candidacy Status, withhold accreditation, or withdraw accreditation of a program.

No later than 60 days after a final decision by ACOTE to deny Candidacy Status, deny Preaccreditation Status, withhold accreditation, or withdraw accreditation, the USDE, appropriate state regulatory authority, and the public, are provided a brief statement summarizing the reasons for the action and the official comments, if any, that the affected institution or program may wish to make regarding that decision, or evidence that the affected institution has been offered the opportunity to provide official comments.

ACOTE also will provide the following information to the USDE:

1. A copy of the AOTA Annual Report.
2. An updated copy of the list of accredited and developing occupational therapy and occupational therapy assistant programs after each ACOTE meeting at which program actions are taken.
3. If requested by the Secretary of the USDE, a summary of ACOTE's major accrediting activities during the previous year (an annual data summary).

PUBLIC DISCLOSURE OF PROBATIONARY ACCREDITATION OR FINAL ADVERSE ACTIONS

Final decisions to place a program on Probationary Accreditation, deny Candidacy Status, deny Preaccreditation Status, withhold accreditation, or withdraw accreditation will be publicly disclosed via a posting on the ACOTE website within 24 hours of:

1. Confirmation that the program has received notification of ACOTE's decision to place the program on Probationary Accreditation or deny Preaccreditation Status;
2. Confirmation that the program has received notification of ACOTE's final decision to deny Candidacy Status, withhold accreditation, or withdraw accreditation (subsequent to an appeal); or
3. The conclusion of the allowable period for appeal of ACOTE's decision to deny Candidacy Status, withhold accreditation, or withdraw accreditation (in the absence of an appeal).

Final decisions to place a program on Probationary Accreditation, deny Candidacy Status, deny Preaccreditation Status, withhold accreditation, or withdraw accreditation will also be disclosed in an *OT Practice* article and in response to written or verbal inquiries.

OPPORTUNITY FOR THIRD-PARTY COMMENT

Notice of the dates when a program is scheduled for an initial accreditation or reaccreditation on-site evaluation will be posted on ACOTE's website and published in *OT Practice*, the official bimonthly publication of AOTA, to provide an opportunity for written third-party comment concerning the program's qualifications for accreditation. (See [ACOTE Policy VI.H. Policy on Third-Party Comment](#).)

PROGRAM FAILURE TO MEET TITLE IV, HEA REQUIREMENTS OR ENGAGEMENT IN FRAUDULENT ACTIVITY

ACOTE will notify the Secretary of the USDE in writing of the name of any program accredited by ACOTE that ACOTE has reason to believe is failing to meet its Title IV, HEA program responsibilities or is engaged in fraud or abuse. The written notification shall document the reason for the agency's concern. The notification to USDE shall be copied to the educational program.

If the Secretary requests, ACOTE will provide information that may bear upon an accredited or preaccredited institution's compliance with its Title IV, HEA program responsibilities, including the eligibility of the institution or program to participate in Title IV, HEA programs.

PUBLIC NOTICE OF CHANGE IN ACOTE ACCREDITATION STANDARDS

If ACOTE determines, at any point during its systematic program of review, that it needs to make changes to the *Accreditation Standards for a Doctoral-Degree-Level or Master's-Degree-Level Educational Program for the Occupational Therapist*, or *Accreditation Standards for a Baccalaureate-Degree-Level or Associate-Degree-Level Educational Program for the Occupational Therapy Assistant*, ACOTE will initiate action within 12 months to make the changes and will complete that action within a reasonable period of time. Before finalizing any changes to the Standards, ACOTE will provide advance public notice of proposed new or revised Standards. ACOTE will provide adequate opportunity for broad comment from the academic community and the public prior to adoption of proposed changes to ACOTE Standards.

- An article detailing the proposed changes in the Standards and requesting comment on the proposal prior to its adoption will be posted on the ACOTE website and published in *OT Practice*, the official bimonthly publication of AOTA.
- ACOTE will directly notify all educational programs in its accreditation system of proposed changes in the Standards and will request written comment on the proposal prior to adoption.

ACOTE will notify the Secretary of the USDE in writing of any changes in its policies, procedures, or accreditation standards that might alter ACOTE's scope of recognition or its compliance with the USDE requirements for notification to the Secretary.

GUIDELINES AND POLICY STATEMENTS

VI. C. STATEMENT OF ETHICAL RESPONSIBILITIES AND CONFLICT OF INTEREST GUIDELINES

In carrying out their charge to protect the interest of the public through accreditation of educational programs in occupational therapy, members of the Accreditation Council for Occupational Therapy Education (ACOTE®), Appeals Board Roster, and the Roster of Accreditation Evaluators (RAE) must demonstrate that evaluations are conducted and decisions rendered under conditions that assure an impartial and objective judgment.

Therefore, the following guidelines are to be applied as indicated to paid AOTA accreditation staff, ACOTE members, Appeals Board Roster, and RAE members in making decisions regarding potential conflicts of interest.

STATEMENT OF ETHICAL RESPONSIBILITIES

ACOTE members:

1. may not serve as a paid or unpaid consultant to an institution subject to ACOTE accreditation on matters related to accreditation unless such consultations are performed under the auspices of ACOTE or other official body or committee of AOTA.

ACOTE, Appeals Board Roster, and RAE members:

1. shall abide by AOTA's Code of Ethics;
2. shall act in ways to preserve the confidentiality of the personnel, students, programs, and institutions that are evaluated;
3. shall expeditiously handle all matters pertaining to accreditation;
4. shall not advertise or publicly promote or permit others to act in a similar manner with respect to their membership on ACOTE or the RAE for any purpose unrelated to official business of ACOTE, RAE, or AOTA with the exception of such responsibilities as are appropriate for inclusion in curriculum vitae, professional publications, and manuscripts;
5. shall not provide any service, whether paid or unpaid, to any institution or program in litigation with ACOTE or having an appeal of an ACOTE action under active consideration;
6. shall not disclose to any person, institution, or program any information related to ACOTE actions that is not publicly available.

CONFLICT OF INTEREST RESULTING FROM MEMBERSHIP IN OTHER BODIES

Accreditation evaluators (RAE) and members of accreditation bodies with decision-making authority (ACOTE and Appeals Board Roster) must not hold concurrent voting positions on any AOTA policy or decision-making body for occupational therapy. Therefore, membership (as a voting member) in the following bodies presents a conflict of interest:

1. AOTA Representative Assembly
2. AOTA Board of Directors
3. AOTA Ethics Commission

In addition, members of accreditation bodies with decision-making authority (ACOTE and Appeals Board Roster) must not hold concurrent voting positions on the following bodies:

1. AOTA Commission on Education
2. National Board for Certification in Occupational Therapy (as a Board member, staff, or individual involved in writing certification examination questions).

CONFLICT OF INTEREST WITH INDIVIDUAL EDUCATIONAL PROGRAMS

Responsibility for identifying a conflict of interest with any given educational program lies with the individual staff member, public member, or evaluator. ACOTE has the final authority to determine when a conflict of interest exists. In making a decision regarding conflict of interest, a staff member, public member, or evaluator must consider the possibility of perceived conflict of interest as well as actual conflicts of interest as defined as follows:

1. A close personal, professional, educational, or financial interest, or other special relationship (including those of a negative nature), in any institution in question.
2. An employee or consultant to an entity, other than the institution under review or other consideration, that provides all or a significant portion of the institution's funding (e.g., a state department of education or a federal or private agency providing significant grants or research funding).
3. A current or former student or graduate, or parent of a current or former student or graduate of the institution in question.
4. A current or former candidate for a paid position within the past 5 years with the entity in question.
5. A position, whether paid or voluntary, current or within the past 5 years, to or for the institution in question. This includes positions as a consultant, advisor, or faculty member (including clinical or adjunct).
6. A residence and/or place of employment in the same state or in close proximity to the institution in question. Close proximity is determined by geographic, educational, and economic spheres (communities of interest) of influence rather than strict political boundaries.
7. A position, whether paid or voluntary, current or within the past 5 years, in an institution that is generally viewed by peers and occupational therapy students as a major competitor to the institution in question. This includes positions as a consultant, advisor, or faculty member (including clinical or adjunct).
8. A former Appeals Hearing Panelist for the institution in question.

ABSENTING ONESELF FROM ACOTE DELIBERATIONS

Members of ACOTE, with the exception of paid staff, shall absent themselves from ACOTE's deliberation on the institution in question if conditions below are applicable.

- Special Relationship: A close personal, professional, educational, or financial interest, or other special relationship (including those of a negative nature), in any institution in question. (*Conflict code #1*)
- Paid or Voluntary Position: A position, whether paid or voluntary, current or within the past 5 years, to or for the institution in question. This includes positions as a consultant, advisor, or faculty member (including clinical or adjunct). (*Conflict code #5*)
- Same State/Close Proximity: A residence and/or place of employment in the same state or in close proximity to the institution in question. Close proximity is determined by geographic, educational, and economic spheres (communities of interest) of influence rather than strict political boundaries. (*Conflict code #6*)

If any of these conditions apply, or if a member has any doubt or discomfort as to their applicability, the member must physically leave the room during any formal or informal discussion of the institution in question. *(For conference call meetings, the individual should declare the conflict, receive acknowledgement from the Chairperson, and hang up the telephone. When discussion of the program in question is completed, a staff member will call that individual and instruct him or her to rejoin the conference call.)* The minutes of the official proceedings of ACOTE will reflect the absence, and the absented member will be permitted back into the room or invited to rejoin the conference call only after the discussion ends.

WITHDRAWING ONESELF FROM PARTICIPATION IN ACOTE DISCUSSION

Members of ACOTE and paid staff must withdraw from any formal or informal discussion of any institution when the potential exists for another party to reasonably perceive that they have a conflict of interest. Withdrawal means that the individual conveys no information, either verbal or nonverbal, that could be construed as influencing the course of the discussion or action.

Circumstances requiring ACOTE members or staff to withdraw from participation include, but are not limited to conditions listed below.

- Funding Source Employee or Consultant: An employee or consultant to an entity, other than the institution under review or other consideration, that provides all or a significant portion of the institution's funding (e.g., a state department of education or a federal or private agency providing significant grants or research funding). *(Conflict code #2)*
- Former/Current Student: A current or former student or graduate, or parent of a current or former student or graduate of the institution in question. *(Conflict code #3)*
- Candidate for Paid Position: A current or former candidate for a paid position within the past 5 years with the entity in question. *(Conflict code #4)*
- Work for Competitor: A position, whether paid or voluntary, current or within the past 5 years, in an institution that is generally viewed by peers and occupational therapy students as a major competitor to the institution in question. This includes positions as a consultant, advisor, or faculty member (including clinical or adjunct). *(Conflict code #7)*
- Appeals Hearing Panelist: A former Appeals Hearing Panelist for the institution in question. *(Conflict code #8)*

If any of these conditions apply, the individual may ask to withdraw from the discussion, either formal or informal. The individual withdrawing from the discussion may remain in the room or on the conference call, but will not actively participate in the discussion unless responding to a direct inquiry from the Chairperson. The minutes of the official proceedings of ACOTE will reflect the individual's withdrawn status.

ABSTAINING FROM A VOTE DURING ACOTE MEETINGS

Abstaining (or abstention) is a parliamentary term that means that a voting member chooses not to cast a vote. An abstention in no way implies or indicates that a conflict of interest exists.

Abstentions are to be used only when a voting member of the ACOTE cannot make an informed decision based on the information presented/discussed/debated. The minutes of the official proceedings of ACOTE will record all abstentions as a part of the vote count on all action items.

When a motion has been discussed to the satisfaction of ACOTE, and the question has been called, the Chairperson will ask for either a hand or voice vote from those in favor of the motion, those against the motion, and those abstaining from the vote.

VISITORS TO ACOTE MEETINGS

All visitors to ACOTE meetings will review and sign ACOTE Policy VI.B. Confidentiality and Disclosure. Visitors will be seated with staff.

DISCLOSURE

Disclosure of Program Conflicts

Upon notification of appointment to ACOTE, Appeals Board Roster, or the RAE, the appointed member shall submit to AOTA accreditation staff a listing of all educational programs with which a conflict exists as determined by criteria 1 through 8 above. AOTA accreditation staff shall maintain a record of this conflict of interest listing.

During tenure as a member, a member shall advise as above, in writing, of the commencement of any new affiliation with a program that creates an additional conflict.

Disclosure of Program Conflicts Related to Consultation

At any time during an individual's tenure on the Appeals Board Roster or the RAE, if the individual accepts or performs a service that creates a conflict of interest, the individual shall notify the institution for which the services are to be provided that a conflict of interest exists. The notification shall consist of the following statement:

“My services to [SCHOOL] are strictly independent in nature and cannot be construed in any way by any party to be related to ACOTE or the accreditation process. Further, I hereby declare myself in conflict of interest with any ACOTE accreditation activities related to [SCHOOL].”

In addition, members of the Appeals Board Roster or RAE must notify ACOTE, c/o the AOTA Accreditation Department, of any consulting activity. This written notification must include the following information:

1. The program at which consultation is being provided and subsequent declaration of a conflict of interest with that program.
2. The nature of the consultation (e.g., consultant, advisory board, council).
3. The frequency and duration of the consultation.
4. Whether financial remuneration is being provided for the consultation.
5. Whether the appropriate persons at the institution(s) were provided with the ACOTE disclaimer statement.

For a period of 2 years following the conclusion of their service to ACOTE, Appeals Board Roster, or the RAE, any former ACOTE, Appeals Board Roster, or RAE members who agree to serve as a consultant to an institution or program must send a letter addressed to the program director or other appropriate program representative stating that the advice given is personal advice and does not represent the opinion of ACOTE. A copy of this letter shall be forwarded to ACOTE, c/o the AOTA Accreditation Department.

Disclosure of ACOTE Meeting Actions

Information regarding program actions or ACOTE discussions and motions that occur during the meetings will not be released to the Board of Directors prior to being made public. This includes, but is not limited to disclosures from Council members or accreditation staff to the AOTA Board of Directors.

Disclosure of AOTA Accreditation Staff

Accreditation staff must maintain confidentiality at all times. This includes, but is not limited to all ACOTE actions and meetings.

Independent Counsel

Pursuant to bullet 6 of the AOTA-ACOTE Policy, ACOTE and AOTA shall have clear and effective controls against conflicts of interest or perceived conflicts of interest with respect to the independence and autonomy of ACOTE in its conduct of accreditation duties and its accreditation decisions. In the event that a conflict of interest arises between AOTA and ACOTE that impacts ACOTE's accreditation duties and decision, ACOTE will secure independent legal counsel.

GENERAL

1. An ACOTE or RAE member who served as a reviewer of a program that was denied Candidacy Status may not be reassigned as a reviewer of that program should the program reapply for Candidacy Status.
2. An evaluator is not prohibited from serving as an on-site evaluator at an institution evaluated previously, although such a selection is not encouraged.

GUIDELINES AND POLICY STATEMENTS

VI. D. INACTIVE STATUS

INACTIVE STATUS POLICY

Inactive status is a special status applied only to programs that are not currently enrolling new students and do not plan to enroll new students in the future. Programs that continue to enroll students, even when the frequency of admissions is reduced (e.g., from once a year to every other year), do not need to request that the program be placed on inactive status.

Inactive status does not replace the program's current accreditation status. The designation follows the regular accreditation status (e.g., Accreditation-Inactive or Probationary Accreditation-Inactive). Students graduating from a program with a status of Accreditation-Inactive or Probationary Accreditation-Inactive are considered graduates of an accredited program. A program may remain on inactive status for a maximum of 3 years dependent upon the accreditation term remaining. During that time, programs with a status of Accreditation-Inactive or Probationary Accreditation-Inactive remain responsible for submission of Annual and Inactive Status Reports to the Accreditation Council for Occupational Therapy Education (ACOTE®) and must pay the annual accreditation fee. Programs on Inactive Status are not required to complete an Interim Report. A program may request Inactive Status only once within the assigned accreditation term (e.g., 5, 7, or 10 years).

Written requests to change the program's status to inactive must be signed by the CEO of the institution and the program director. Requests should be addressed to ACOTE, c/o the AOTA Accreditation Department, and include the information listed under "Procedures for Requesting Inactive Status". Decisions to place a program on inactive status become effective on the date the decision becomes final. Once a program is placed on inactive status, no new students may be admitted into the program until an Application for Reactivation/Candidacy Application is submitted and ACOTE grants a status of Accreditation or Accreditation-Reactivating. A program may request reactivation at any time during the 3-year period of inactive status by following the process outlined under "Procedure for Requesting Reactivation."

If the program chooses not to reactivate, the program may request voluntary withdrawal of accreditation. If a request is not received prior to the end of 3 years or prior to the expiration of the accreditation term (whichever is sooner), the status of an accredited program will be changed from Accreditation-Inactive or Probationary Accreditation-Inactive to Involuntary Withdrawal of Accreditation.

PROCEDURE FOR REQUESTING INACTIVE STATUS

Written requests to change the program's status to inactive must be signed by the CEO of the institution and the program director and addressed to ACOTE. The letter and any supporting documentation must be submitted through ACOTE Online (<https://acote.aota.org>) using the "Substantive Change" tab. Requests must include information regarding:

- How the institution plans to continue the program while on inactive status (e.g., teach out current students, increase recruitment efforts, etc.)
- Anticipated plans for the program at the end of the 3-year period (e.g., whether the program plans to close or reactivate).
- If the program plans to close, a teach-out plan that ensures equitable treatment of the remaining students. The plan must specify:
 - the number of students remaining in the program and their status in the program;
 - a teach-out agreement that ensures that all current students complete all aspects of the program within 3 years;
 - a provision for notification to the students of any additional costs;
 - resources, including faculty, for ensuring a quality education for the remaining students in the program; and
 - how the inactive status will be disclosed to students in the program as well as to prospective applicants.

Upon receipt, the request for inactive status will be forwarded to the ACOTE reviewers assigned to the program. If the request for inactive status includes a request for delay of an on-site evaluation visit, the request will be considered in accordance with [ACOTE Policy V.C. Delay of On-Site Evaluation](#). A letter indicating the final decision will be sent to the CEO, dean, and program director. If inactive status is granted, it will become effective on the date the decision became final, as stated in the letter. Programs will be required to provide updated inactive status reports as requested by ACOTE.

REPORTING REQUIREMENTS WHILE ON INACTIVE STATUS

Programs with a status of Accreditation-Inactive or Probationary Accreditation-Inactive remain responsible for submission of the Annual Report and regular Inactive Status Reports as requested by ACOTE.

At a minimum, Inactive Status reports must include information on the number of students remaining in the program, their status in the program, and resources (including faculty), for ensuring a quality education for those remaining students. At ACOTE's discretion, programs on inactive status that are carrying areas of noncompliance may also be required to report on any progress made toward correcting the cited areas.

PROCEDURE FOR REQUESTING REACTIVATION

A request to reactivate accreditation must be submitted in writing 12 months prior to the planned enrollment of students. The letter and any supporting documentation must be submitted through ACOTE Online (<https://acote.aota.org>) using the "Substantive Change" tab.

The letter of intent to request reactivation must be addressed to ACOTE, c/o the AOTA Accreditation Department, and signed by (1) the chief executive officer of the sponsoring institution and (2) the occupational therapy program director **AND/OR** dean overseeing the proposed program. (Although signature of the occupational therapy program director is not required on the letter of intent, it is strongly recommended that the program director be hired in sufficient time to be instrumental in preparing the Application for Reactivation/Candidacy Application.) The request must:

- declare the intention of the institution to reactivate the occupational therapy or occupational therapy assistant educational program, and
- state that the institution agrees not to admit students into the occupational therapy or occupational therapy assistant program until ACOTE grants a status of Accreditation or Accreditation-Reactivating.
- Indicate:
 - the degree level of the program;
 - the month and year the first class is projected to enter the program;
 - the month and year the first class is projected to begin Level II fieldwork and for doctoral programs, the doctoral capstone;
 - the month and year the first class is projected to graduate; and
 - the year the first graduates are projected to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination.

APPLICATION FOR REACTIVATION/CANDIDACY APPLICATION

Upon receipt of the request for reactivation, AOTA Accreditation Department staff will provide access to the Application for Reactivation/Candidacy Application and a preliminary timeline for the reactivation process.

The Application for Reactivation/Candidacy Application must be electronically signed by the occupational therapy program director, the dean overseeing the proposed program, and the chief executive officer of the sponsoring institution.

APPLICATION REVIEW

Upon submission, the Application for Reactivation/Candidacy Application will be reviewed and one of the following decisions will be made at the next ACOTE meeting:

- **GRANT** a status of **ACCREDITATION** on the basis of the application review, extend the status until action is taken on the next regularly scheduled on-site evaluation, and notify the program that students may be admitted into the program.
- **GRANT** a status of **ACCREDITATION—REACTIVATING**, notify the program that students may be admitted into the program, and **SCHEDULE A FULL ON-SITE** of the program.
- **GRANT** a status of **ACCREDITATION—REACTIVATING**, notify the program that students may be admitted into the program, and **SCHEDULE A FOCUSED ON-SITE** of the program to assess specific areas identified by ACOTE.
- **DEFER ACTION** on the request for reactivation, request additional information for review at a subsequent ACOTE meeting, and notify the program that students may NOT be admitted into the program until ACOTE grants a status of Accreditation or Accreditation—Reactivating.
- **DENY** a status of **ACCREDITATION—REACTIVATING** and notify the program that students may NOT be admitted into the program.

If the application documents sufficient compliance with the applicable ACOTE Accreditation Standards, the action will be to GRANT a status of Accreditation or Accreditation—Reactivating. As soon as the institutional officials receive written notification from ACOTE that the program has been granted Accreditation or Accreditation—Reactivating status, they may admit students into the program according to the approved timeline and proceed with plans for the on-site evaluation (if scheduled). AOTA will officially list the program as having a status of Accreditation or Accreditation-Reactivating.

If the application materials are insufficient to allow ACOTE to determine compliance with the applicable ACOTE Accreditation Standards, ACOTE will DEFER ACTION on the request for reactivation and request additional information for review at a subsequent ACOTE meeting. A program may have action on the Application for Reactivation/Candidacy Application deferred a maximum of two times.

The program will be DENIED a status of Accreditation—Reactivating if the program does not document sufficient compliance with the applicable ACOTE Accreditation Standards. If a status of Accreditation—Reactivating is denied, the program will not be able to admit students. Clearly delineated procedures for programs wishing to appeal an action of Denial of Accreditation—Reactivating are described in [ACOTE Policy IV.D. Appeals Process](#). Options for programs denied a status of Accreditation—Reactivation include the following:

- If the program is still within the 3-year period for Inactivation, the program will remain on inactive status and may reapply for Accreditation—Reactivating by submitting a new request for reactivation.
- If the program is beyond the 3-year period for Inactivation, the program's status will be changed to Accreditation Withdrawn. The program may apply for accreditation through the initial accreditation process described in ACOTE Accreditation Manual Section III.A. Applicable fees would be assessed.

SAMPLE STATEMENTS FOR INACTIVE PROGRAMS

A program placed on a status of Accreditation-Inactive may use the following sample statements when publishing the accreditation status of the program:

The occupational therapy / occupational therapy assistant program has been granted a status of Accreditation-Inactive by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. This status indicates that the program is not currently enrolling new students and does not plan to enroll new students in the future. While the program is on Accreditation-Inactive status, the graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACCREDITATION—REACTIVATING

Programs that have been granted a status of Accreditation—Reactivating must have a qualified occupational therapy program director on staff throughout the reactivation process. Students shall not be admitted to the program unless there is a qualified occupational therapy program director on staff.

ACCREDITATION FEES

Should an on-site evaluation be required during the reactivation process, the program will be responsible for all costs related to the accreditation visit (actual expenses for travel and per diem of the on-site team).

GUIDELINES AND POLICY STATEMENTS

VI. E. SAMPLE STATEMENTS REGARDING ACCREDITATION STATUS AND USE OF THE ACOTE LOGO

SAMPLE STATEMENTS FOR APPLICANT PROGRAMS

APPLICANT PROGRAMS:

The following are samples of university/college catalog statements concerning accreditation and credentialing mechanisms for new programs that have submitted an acceptable Letter of Intent to the Accreditation Council for Occupational Therapy Education (ACOTE®) c/o the AOTA Accreditation Program.

DOCTORAL-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM (Applicant Program)

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and doctoral capstone requirements in a timely manner. This must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program.

Sample wording: "Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within [##] months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

MASTER'S-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM (Applicant Program)

The entry-level occupational therapy master's degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: “Students must complete 24 weeks of Level II fieldwork within [##] months following completion of the didactic portion of the program.”

BACCALAUREATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM (Applicant)

The baccalaureate-degree-level occupational therapy assistant program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and baccalaureate project requirements in a timely manner. This must include a statement that all Level II fieldwork and the baccalaureate project must be completed within a time frame established by the program.

Sample wording: “Students must complete 16 weeks of Level II fieldwork as well as a baccalaureate project within [##] months following the completion of the didactic portion of the program.”

ASSOCIATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM (Applicant)

The associate-degree-level occupational therapy assistant program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: “Students must complete 16 weeks of Level II fieldwork within [##] months following the completion of the didactic portion of the program.”

SAMPLE STATEMENTS FOR PROGRAMS WITH CANDIDACY STATUS

PROGRAMS WITH CANDIDACY STATUS:

The following are samples of university/college catalog statements concerning accreditation and credentialing mechanisms for new programs that have been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE).

DOCTORAL-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM (Program with Candidacy Status)

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and doctoral capstone requirements in a timely manner. This must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program.

Sample wording: "Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within [##] months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

MASTER'S-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM (Program with Candidacy Status)

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: "Students must complete 24 weeks of Level II fieldwork within [##] months following completion of the didactic portion of the program."

BACCALAUREATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM (Program with Candidacy Status)

The baccalaureate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200,

North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and baccalaureate project requirements in a timely manner. This must include a statement that all Level II fieldwork and the baccalaureate project must be completed within a time frame established by the program.

Sample wording: "Students must complete 16 weeks of Level II fieldwork as well as a baccalaureate project within [##] months following the completion of the didactic portion of the program."

ASSOCIATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM (Program with Candidacy Status)

The associate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: "Students must complete 16 weeks of Level II fieldwork within [##] months following the completion of the didactic portion of the program."

SAMPLE STATEMENTS FOR PROGRAMS WITH PREACCREDITATION STATUS

PROGRAMS WITH PREACCREDITATION STATUS:

The following are samples of university/college catalog statements concerning accreditation and credentialing mechanisms for new programs that have been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE).

DOCTORAL-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM (Program with Preaccreditation Status)

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After

successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and doctoral capstone requirements in a timely manner. This must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program.

Sample wording: "Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within [##] months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

MASTER'S-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM (Program with Preaccreditation Status)

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: "Students must complete 24 weeks of Level II fieldwork within [##] months following completion of the didactic portion of the program."

BACCALAUREATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM (Program with Preaccreditation Status)

The baccalaureate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and baccalaureate project requirements in a timely manner. This must include a statement that all Level II fieldwork and the baccalaureate project must be completed within a time frame established by the program.

Sample wording: “Students must complete 16 weeks of Level II fieldwork as well as a baccalaureate project within [##] months following the completion of the didactic portion of the program.”

ASSOCIATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM (Program with Preaccreditation Status)

The associate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: “Students must complete 16 weeks of Level II fieldwork within [##] months following the completion of the didactic portion of the program.”

SAMPLE STATEMENTS FOR ACCREDITED PROGRAMS
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ACCREDITED PROGRAMS:

The following are samples of university/college catalog statements concerning accreditation and credentialing mechanisms for programs that are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE):

ACCREDITED DOCTORAL-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and doctoral capstone requirements in a timely manner. This must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program.

Sample wording: “Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within [##] months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

ACCREDITED MASTER'S-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

(Sample paragraph if transitioning to the OTD and admission is closed to the master's-level program):

The occupational therapy program is in the process of transitioning to the doctoral level. New admissions to the master's degree program are no longer being accepted. Please refer to the following webpage for further information about the occupational therapy doctoral program *[list webpage]*.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: "Students must complete 24 weeks of Level II fieldwork within [##] months following completion of the didactic portion of the program."

ACCREDITED BACCALAUREATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The baccalaureate-degree-level occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and baccalaureate project requirements in a timely manner. This must include a statement that all Level II fieldwork and the baccalaureate project must be completed within a time frame established by the program.

Sample wording: "Students must complete 16 weeks of Level II fieldwork as well as a baccalaureate project within [##] months following the completion of the didactic portion of the program."

ACCREDITED ASSOCIATE-DEGREE-LEVEL OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The associate-degree-level occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

(Sample paragraph if transitioning to the OTA baccalaureate level and admission is closed to the associate-degree-level program):

The occupational therapy assistant program is in the process of transitioning to the baccalaureate level. New admissions to the associate degree program are no longer being accepted. Please refer to the following webpage for further information about the occupational therapy assistant baccalaureate program *[list webpage]*.

NOTE: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

Sample wording: “Students must complete 16 weeks of Level II fieldwork within [##] months following the completion of the didactic portion of the program.”

GUIDELINES FOR USE OF THE ACOTE LOGO



ACOTE-accredited programs are invited to use the ACOTE logo when reflecting the program’s ACOTE accreditation status in written or web-based publications. However, the use of the logo is governed by the following guidelines:

1. The ACOTE logo may only be used by currently accredited occupational therapy and occupational therapy assistant educational programs. The logo may NOT be used by programs that have applied for, but not yet received accreditation, including programs granted Candidacy Status or Preaccreditation Status.
2. When programs or program levels are included in the publication or webpage that are not accredited by ACOTE, the accompanying text must clearly indicate which programs or levels are ACOTE-accredited.
3. Use of the logo is subject to revocation and withdrawal by ACOTE when, in its sole judgment, its continued use would not serve the best interests of ACOTE or the public.

GUIDELINES AND POLICY STATEMENTS

VI. F. PUBLIC CORRECTION OF INCORRECT OR MISLEADING STATEMENTS REGARDING ACCREDITATION STATUS

PUBLIC DISCLOSURE

Any institution or program making a public disclosure of the accreditation status of its occupational therapy or occupational therapy assistant program must accurately disclose the status; the specific academic program covered by that status; and the name, address, and telephone number of the accrediting agency as follows:

Accreditation Council for Occupational Therapy Education (ACOTE®)
American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301-652-2682

Any institution or program that elects to make a public disclosure of the results of any ACOTE report, including Reports of Application Review, Reports of Preaccreditation Review, and Reports of On-Site Evaluation, must accurately disclose:

- For on-site evaluations: Statements from the final report, the Report of the Accreditation Council (RAC)—not the Evaluators' Report of On-Site Evaluation (ROSE).
- For all ACOTE reports: Complete information regarding ACOTE's findings (i.e., strengths, suggestions, areas of concern, possible areas of noncompliance, cited areas of noncompliance, and ACOTE's final accreditation action). Strengths cited in the report may not be published without also publishing any suggestions, areas of concern, possible areas of noncompliance, or cited areas of noncompliance.

PUBLIC CORRECTION

The following are requirements of the *Accreditation Standards for a Doctoral-Degree-Level or Master's-Degree-Level Educational Program for the Occupational Therapist*, and *Accreditation Standards for a Baccalaureate-Degree-Level or Associate-Degree-Level Educational Program for the Occupational Therapy Assistant*:

Standard A.4.1.: All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.

Standard A.4.2.: Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:

- Program graduates
- Graduation rates

The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.

PROGRAMS MAY USE EITHER CALENDAR YEAR OR ACADEMIC YEAR WHEN PUBLISHING THE TOTAL NUMBER OF PROGRAM GRADUATES AND GRADUATION RATES FROM THE PREVIOUS 3 YEARS AS LONG AS THE TIME FRAME IS CLEARLY DELINEATED. THE NUMBER OF PROGRAM GRADUATES MUST BE TOTALED FOR THE 3-YEAR REPORTING PERIOD. IF THE PROGRAM HAS ONLY ONE OR TWO YEARS OF GRADUATE DATA, THIS MUST BE MADE AVAILABLE AND TOTALED. THE TOTAL MAY BE IN THE FORM OF A NARRATIVE OR WITHIN A GRID. THE TOTAL NUMBER OF PROGRAM GRADUATES AND GRADUATION RATES MUST BE POSTED ON THE PROGRAM'S WEB PAGE. THE PROGRAM MUST PROVIDE AN ACTIVE DIRECT LINK TO THE NBCOT PROGRAM DATA RESULTS ON THE PROGRAM'S HOME PAGE:
[HTTPS://WWW.NBCOT.ORG/EN/EDUCATORS/HOME#SCHOOLPERFORMANCE](https://www.nbcot.org/en/educators/home#schoolperformance) (PREFERRED LINK) OR
[HTTPS://SECURE.NBCOT.ORG/DATA/SCHOOLSTATS.ASPX](https://secure.nbcot.org/data/schoolstats.aspx).

Standard A.4.3.: The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.

SAMPLE WORDING: "THE OCCUPATIONAL THERAPY/OCCUPATIONAL THERAPY ASSISTANT PROGRAM IS ACCREDITED BY THE ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE) OF THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA), LOCATED AT 6116 EXECUTIVE BOULEVARD, SUITE 200, NORTH BETHESDA, MD 20852-4929. ACOTE'S TELEPHONE NUMBER, C/O AOTA, IS (301) 652-AOTA, AND ITS WEB ADDRESS IS WWW.ACOTEONLINE.ORG."

In the case that a program accredited by ACOTE does not comply with any of the above requirements, ACOTE may cite an area of noncompliance. The program must then demonstrate compliance with Standard A.4.1, A.4.2, and/or A.4.3 to remove the area of noncompliance.

If any occupational therapy or occupational therapy assistant program (ACOTE accredited or not) fails to make public correction of incorrect or misleading information regarding its accreditation status, the contents of reports of site team visitors, reports of application or preaccreditation review, or the accreditation actions taken, the AOTA Accreditation Department will post an article providing correct information to the public on the ACOTE website (www.acoteonline.org).

GUIDELINES AND POLICY STATEMENTS

VI. G. REGARD FOR DECISIONS OF STATES AND OTHER ACCREDITING AGENCIES

STATEMENT OF NOTIFICATION OF ACCREDITATION ACTION ON ANY PROGRAM PENDING DECISIONS BY STATES OR OTHER ACCREDITING AGENCIES

The Accreditation Council for Occupational Therapy Education (ACOTE®) will consider the accreditation status of sponsoring institutions prior to making programmatic accreditation decisions to grant initial or continued accreditation or preaccreditation (Candidacy Status) to an occupational therapy (OT) or occupational therapy assistant (OTA) program during a period in which the sponsoring institution is the subject of:

- (1) a pending or final action brought by a state agency to suspend, revoke, withdraw, or terminate the institution's legal authority to provide postsecondary education in the state;
- (2) a decision by a recognized agency to deny accreditation or preaccreditation;
- (3) a pending or final action brought by a recognized accrediting agency to suspend, revoke, withdraw, or terminate the institution's accreditation or preaccreditation; or
- (4) probation or an equivalent status imposed by a recognized agency.

Should initial or continued accreditation or preaccreditation (Candidacy Status) be granted, ACOTE will provide the Secretary of the United States Department of Education, within 30 days of its action, a thorough and reasonable explanation consistent with its accreditation standards, for why the action of the other body does not preclude ACOTE's action.

STATEMENT OF ACOTE PROCEDURE

If ACOTE learns that the sponsoring institution of an occupational therapy or occupational therapy assistant program that it accredits or preaccredits is the subject of an adverse action by another recognized accrediting agency or has been placed on probation or an equivalent status by another recognized agency, it will promptly review its accreditation or preaccreditation status of the program to determine if it should also take adverse action or place the program on probation.

- Specifically, review will be conducted to determine compliance with the following Standard as applicable to the program:

OT Doctoral-Degree-Level Standard A.1.1.:

The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional accrediting authority. For programs in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.

OT Master's-Degree-Level Standard A.1.1.:

The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional accrediting authority. For programs in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.

OTA Baccalaureate-Degree-Level Standard A.1.1.:

The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional accrediting authority.

OTA Associate-Degree-Level Standard A.1.1.:

The sponsoring institution(s) and affiliates, if any, must be accredited by a recognized regional or national accrediting authority.

ACOTE will promptly review the accreditation status of an OT or OTA program if a state agency has suspended, revoked, or terminated the institution's legal authority to provide postsecondary education.

- Specifically, review will be conducted to determine compliance with the following OT or OTA Standard:

OT Doctoral-Degree-Level Standard A.1.2.:

Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate doctoral degree-granting authority.

OT Master's-Degree-Level Standard A.1.2.:

Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority.

OTA Baccalaureate-Degree-Level Standard A.1.2.:

Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority, or the institution must be a program offered within the military services.

OTA Associate-Degree-Level Standard A.1.2.:

Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority, or the institution must be a program offered within the military services.

GUIDELINES AND POLICY STATEMENTS

VI. H. POLICY ON THIRD-PARTY COMMENT

POLICY

The Accreditation Council for Occupational Therapy Education (ACOTE®) may consider written third-party comment concerning an institution's or program's qualifications for accreditation (i.e., whether a program appears to be in compliance with the current ACOTE Accreditation Standards or ACOTE accreditation policy).

Notice of the dates of all initial accreditation and reaccreditation visits to occupational therapy and occupational therapy assistant educational programs will be posted on ACOTE's website (www.acoteonline.org) and published in *OT Practice*, the official bimonthly publication of AOTA. This provides interested parties an opportunity to submit written third-party comment concerning a program's compliance with the ACOTE Accreditation Standards or ACOTE accreditation policy prior to the accreditation team's on-site evaluation of that program.

PROCEDURES FOR SUBMITTING THIRD-PARTY COMMENT

To receive formal consideration, all third-party comment shall be clearly labeled as such and submitted in writing addressed to: Director of Accreditation, AOTA, 6116 Executive Boulevard, Suite 200, North Bethesda, Maryland 20852-4929. The comment letter should be sent by e-mail attachment to accred@aota.org.

To be eligible for consideration, all third-party comments must be received by the AOTA Accreditation Department 20 days before the program's scheduled on-site evaluation.

AOTA accreditation staff will acknowledge receipt of the third-party comment and will copy the letter of comment to the relevant program director and on-site evaluation team. The individual making the third-party comment may request in writing to remain anonymous. AOTA staff will redact personal information contained within the document prior to forwarding the comment to the program director and the on-site evaluation team.

Any issues related to the program's compliance with the ACOTE Accreditation Standards or ACOTE accreditation policy will be reviewed by the accreditation team while on-site.

Individuals with questions regarding third-party comment may call the AOTA Accreditation Department at 301-652-2682 or send an e-mail to accred@aota.org.

GUIDELINES AND POLICY STATEMENTS

VI. I. DOCTRINE OF INTEGRITY

INTEGRITY IS ELEMENTAL

In all relationships with the Accreditation Council for Occupational Therapy Education (ACOTE®), a program shall demonstrate honesty and integrity. In submitting materials for accreditation or reaccreditation, the program agrees to comply with ACOTE's requirements, policies, guidelines, decisions, and requests. During the process of accreditation, the program must evidence full and candid disclosure, and shall make readily available all relevant information. The program shall provide ACOTE with unrestricted access to all parts and facets of its operations, and with full and accurate information about the program's affairs, including reports of any other accrediting, licensing, or auditing agencies, as requested. Programs are responsible for ensuring the integrity of the data and information submitted. Presenting false information, either through intent or through failure to exercise care and diligence in verifying the information, is considered a breach of this policy. This would include the misrepresentation of credentials, degrees obtained, or work/volunteer experience by either the program director or faculty members.

POLICY ON BREACHES OF INTEGRITY

The program's failure to disclose information honestly and completely by presenting false information, by the intentional omission of relevant information, or by a distortion of information for the purpose of deliberate misrepresentation, will be considered to be a breach of integrity, in and of itself. Furthermore, because a program can only exist and operate through its representatives, it is crucial for each program to be aware that it will be held responsible for the actions of its representatives. Verification of any instances of breaches of integrity may adversely affect the program's accreditation status with ACOTE. Depending on the seriousness of the infraction, sanctions may result in a letter of censure and/or warning, probationary status, or withdrawal of accreditation.

INVESTIGATION OF POTENTIAL BREACHES OF INTEGRITY

If ACOTE has reason to believe that a program or a representative of the program may have violated the Doctrine of Integrity, an investigation may be instituted. ACOTE may conduct the investigation by scheduling a fact-finding visit to the program, by requesting that the program or institution submit a report to ACOTE that addresses the stated concerns, or in such other manner as ACOTE may deem reasonable and appropriate. Upon completion of that investigation, a report will be provided to the program and the program will be afforded an opportunity to respond to any alleged infractions prior to ACOTE action.

ACOTE ACTION

If, after notice and opportunity to respond, ACOTE concludes that the program is willfully practicing misrepresentation, has presented false information to ACOTE or to any other concerned parties, or fails to provide and disclose completely all relevant information and materials requested, ACOTE may issue a letter of censure and/or warning, place the program on probation, or withdraw accreditation, depending upon the seriousness of the infraction. If ACOTE finds that there is a misrepresentation of credentials, degrees obtained, or work/volunteer experience by either the program director or a faculty member, the program will be notified by letter and will be asked to correct the misrepresentation immediately. If appropriate, the individual may also be reported to the AOTA Ethics Commission.

An institution may appeal an adverse decision by ACOTE to withdraw accreditation by submitting in writing its objections, together with supporting data and a request for reevaluation. An appeal filed in accord with the ACOTE Appeals Process ([ACOTE Policy IV.D. Appeals Process](#)) automatically delays the decision to withdraw accreditation until its final disposition. ACOTE awards of Probationary Accreditation are final and not subject to appeal.

GUIDELINES AND POLICY STATEMENTS

VI. J. POLICY ON EMERGENCIES AND DISASTERS

DISASTER POLICY

The Accreditation Council for Occupational Therapy Education (ACOTE®) recognizes that there are times of local, regional, or national emergency or disaster that may delay or in other ways compromise communications between occupational therapy educational programs, the AOTA Accreditation Department, and ACOTE members. It may also disrupt operation of programs and classes. For the purpose of this policy/procedure, such an emergency or disaster must impact, or be perceived as potentially impacting, operations and/or communications for at least a 1-month period.

REQUESTS FOR SPECIAL CONSIDERATION

In order to avoid unintentional injury to students, programs, or other stakeholders during times of emergency or disaster, the following policy will be followed.

1. The program director or administrator is requested to contact the Accreditation Department as soon as physically possible after the emergency/disaster to inform accreditation staff of any expected short- or long-term impact on the program and its ability to remain in compliance with the Standards. If there is no communication within 2 weeks, Accreditation Department staff will attempt to contact the program director and administrators of the impacted program by electronic means, telephone, and mail.
2. Once communication is established, the program director or administrator will be asked to consider a request for special consideration by ACOTE under the emergency/disaster policy.
3. Requests for special consideration must include the following information:
 - The nature of the impact on the program and students.
 - The tentative plan and timeline for resumption of classes and other services by the educational program.
 - Contact information for the program director and administrator.
 - Status of the students during the interim period, if any.
 - Length of time for special consideration. (Requests may be granted for a period of time up to 6 months.)
4. Upon receipt of the request, Accreditation Department staff will forward the request to the ACOTE reviewers assigned to the program.
5. Action to grant or deny emergency/disaster special consideration will occur within 2 weeks of receipt of required information and a written request from the program director or administrator based on the verbal and written information supplied by the program director or administrator.

If the two reviewers are unable to agree upon action, or length of the term, or believe that the entire ACOTE membership should be involved, a conference call or other rapid method of information sharing and decision making will be requested.

During the period of special consideration, submission by the program of any requested information (e.g., Plan of Correction, Progress Report, Annual Report, Interim Report, or Report of Self-Study) or other action by the program may be delayed without negative consequences. If an on-site evaluation is scheduled during the granted period, it may be rescheduled. ACOTE may also decide to conduct a virtual, rather than in-person on-site evaluation of the program as long as it can meet the requirements of USDE and CHEA.

6. One extension of the special consideration term may be granted for good cause, for up to 3 months with written information from the program director or administrator explaining the rationale for an extension. The

maximum period a program may be granted special consideration under this policy is 9 months (6 months initially, followed by a 3-month extension).

7. Information will be placed on the ACOTE website (www.acoteonline.org) indicating the period for which the program was granted special consideration status as a result of the emergency or disaster.
8. At the end of the special consideration period, the program director or administrator will be informed of the timeline for submission of any previously requested reports.

RESPONSIBILITIES OF THE PROGRAM

1. If special consideration is granted by ACOTE reviewers, the program director or administrator must provide monthly written updates of progress toward resumption of classes and other services by the educational program.
2. During the granted period of special circumstances, the program director or administrator may request in writing, one extension of up to 3 months should it become evident that the program will not resume operations within the initially granted time period.
3. Should it be evident that the program will not be able to resume classes and other services by the end of the total period of special circumstances, the program director and administrator must request in writing that the program be placed on Inactive Status. (Refer to [ACOTE Policy VI.D. Inactive Status.](#))

RESPONSIBILITIES OF ACOTE

1. If Accreditation staff are unable to make contact with a program representative within 3 weeks of the emergency/disaster, the program's status will be changed to Accreditation-Inactive. Prospective students and others inquiring about the program will be informed that the program is not currently accepting new students. Subsequent actions will be guided by ACOTE's policy on Inactive Status.

GUIDELINES AND POLICY STATEMENTS

VI. K. STATEMENT ON EDUCATIONAL QUALITY

This statement is adapted from the original white paper titled “Educational Standards: Foundation for the Future” (1998).

QUALITY EDUCATIONAL STANDARDS: A PROFESSIONAL IMPERATIVE

A profession is distinguished by a variety of factors. Among these are a set of recognized educational standards for professional preparation; a credentialing mechanism for certifying its members; and a degree of autonomy in making decisions which guide its future.

ACOTE, the body selected to ensure the quality of occupational therapy education:

- has established educational standards that are recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).
- has developed a collaborative relationship with the National Board for Certification in Occupational Therapy (NBCOT) to allow graduates of ACOTE accredited programs to become credentialed for practice.
- continues to develop as a decision-making body, accountable to members of the profession and numerous communities of interest.

Through in-depth self-study and analysis and ongoing dialogue with multiple communities of interest, ACOTE has determined that revisions to the standards must be guided by the following imperatives that ensure the quality of the educational programs it accredits. When applying these imperatives, ACOTE must respect and acknowledge the program and host institution’s mission and right to autonomy in fulfilling that mission.

The standards must:

1. Require an educational experience with breadth and depth in the liberal arts and science, which includes a focus on globalism and multiculturalism.
2. Respond to the rapidly changing and dynamic nature of contemporary health and human services delivery systems.
3. Require an educational experience that prepares a competent generalist who can practice in a variety of delivery systems and service models where occupational therapy currently exists and where it is emerging as a service.
4. Address the role of occupational therapy in interprofessional collaborative practice and clearly articulate the unique nature of occupational therapy, its professional foundations, intervention approaches and rationales, and expected outcomes using occupation as a therapeutic medium.
5. Prepare practitioners who are effective consumers of the latest research, evidence, and knowledge bases that undergird practice and who contribute to the growth and dissemination of research, evidence, and knowledge.
6. Ensure the integration of fieldwork education into the educational program so that it is implemented and evaluated as a key component of the overall curriculum design.