

ESSENTIALS OF AN ACCREDITED EDUCATIONAL PROGRAM FOR THE
OCCUPATIONAL THERAPIST

Established and Adopted by

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

In Collaboration With

AMERICAN MEDICAL ASSOCIATION
COUNCIL ON MEDICAL EDUCATION

(Initially adopted 1935; revised 1943, 1949, 1965, 1973, 1983)

PREAMBLE

Objective:

These ESSENTIALS are the minimum requirements for baccalaureate or post-baccalaureate occupational therapy entry-level professional programs. The sponsoring institution offering a professional education program in occupational therapy assumes responsibility for ensuring that the established ESSENTIALS contained herein will be met and maintained. Surveys are made by the appropriate recognized bodies and lists of accredited programs are published for public information.

Description of Occupational Therapy

Occupational therapy is the art and science of directing man's participation in selected tasks to restore, reinforce and enhance performance, facilitate learning of those skills and functions essential for adaptation and productivity, diminish or correct pathology, and to promote and maintain health. Reference to occupation in the title is in the context of man's goal-directed use of time, energy, interest, and attention. Its fundamental concern is the development and maintenance of the capacity throughout the life span, to perform with satisfaction to self and others those tasks and roles essential to productive living and to the mastery of self and the environment.

Since the primary focus of occupational therapy is the development of adaptive skills and performance capacity, its concern is with factors which serve as barriers or impediments to the individual's ability to function, as well as those factors which promote, influence or enhance performance.

Occupational therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, physical injury or illness, or psychological and social disability.

Occupational therapy serves a diverse population in a variety of settings such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, housing projects, and community agencies and centers. Occupational therapists both receive from and make referrals to the appropriate health, educational, or medical specialists. Delivery of occupational therapy services involves several levels of personnel including the registered occupational therapist, the certified occupational therapy assistant, and aides.

Entry-level occupational therapy professional education programs prepare the individual to:

1. Provide occupational therapy services to prevent deficits and to maintain or improve function in daily living skills and in underlying components, e.g., sensorimotor, cognitive, and psychosocial.
2. Manage occupational therapy service.
3. Incorporate values and attitudes congruent with the profession's standards and ethics.

Entry level professional education lays a foundation for other roles of the experienced therapist, e.g., consultant, educator, researcher, and health planner. The American Occupational Therapy Association maintains an entry-level role delineation.

NOTE: In the following sections the ESSENTIALS are in upper case, the guidelines in lower case.

I. SPONSORSHIP

- A. AN OCCUPATIONAL THERAPY PROFESSIONAL EDUCATION PROGRAM SHALL BE LOCATED IN A COLLEGE OR UNIVERSITY AUTHORIZED TO GRANT THE BACCALAUREATE OR HIGHER DEGREE.
- B. IN PROGRAMS WHERE THE ACADEMIC AND FIELDWORK PHASES ARE PROVIDED IN TWO OR MORE INSTITUTIONS, ACCREDITATION WILL BE GRANTED TO THE SPONSORING INSTITUTION THAT ASSUMES PRIMARY RESPONSIBILITY FOR CURRICULUM PLANNING AND SELECTION OF COURSE CONTENT; COORDINATES CLASSROOM TEACHING AND SUPERVISED FIELDWORK; APPOINTS FACULTY TO THE PROGRAM; RECEIVES AND PROCESSES APPLICATIONS FOR ADMISSION; AND GRANTS THE DEGREE OR CERTIFICATE DOCUMENTING COMPLETION OF THE PROGRAM. THE SPONSORING INSTITUTION SHALL BE RESPONSIBLE FOR ASSURING THAT THE ACTIVITIES ASSIGNED TO STUDENTS IN FIELDWORK ARE EDUCATIONAL.
- C. INSTITUTIONS INVOLVED IN THE EDUCATIONAL PROCESS SHALL BE RECOGNIZED
 1. THE SPONSORING UNIVERSITY OR COLLEGE SHALL BE RECOGNIZED BY REGIONAL ACCREDITING BODIES.
 2. FIELDWORK CENTERS SHALL BE APPROVED BY RECOGNIZED ACCREDITING AGENCIES OR MEET STANDARDS ESTABLISHED BY THE EDUCATIONAL PROGRAM.

- D. RESPONSIBILITIES OF THE SPONSORING INSTITUTION AND EACH FIELDWORK EDUCATION CENTER SHALL BE CLEARLY DESCRIBED IN WRITTEN DOCUMENTS.

Examples of such documents include letters, contracts, educational objectives, or informational forms.

Provision should be made for periodic review of same.

II. EDUCATIONAL PROGRAM

- A. THE STATEMENT OF THE MISSION AND PURPOSE OF THE OCCUPATIONAL THERAPY PROGRAM SHALL BE CONSISTENT WITH THAT OF THE SPONSORING INSTITUTION.
- B. THE STATEMENT OF PHILOSOPHY OF THE OCCUPATIONAL THERAPY PROGRAM SHALL REFLECT THE PHILOSOPHY OF THE PROFESSION OF OCCUPATIONAL THERAPY.
- C. A CURRICULUM DESIGN SHALL BE BASIC TO THE DEVELOPMENT, IMPLEMENTATION, AND CONTINUING EVALUATION OF THE PROGRAM AND SHALL

1. DESCRIBE THE BASIS FOR THE SELECTION OF CONTENT, SCOPE, AND SEQUENCE.
2. IDENTIFY GENERAL OBJECTIVES.
3. EXPLAIN CONTENT SEQUENCING AS IT RELATES TO CURRICULUM DESIGN.

A wide variety of curriculum patterns may serve as effective means of organizing the professional education program.

- D. THE LENGTH OF THE EDUCATIONAL PROGRAM SHALL BE SUFFICIENT TO MEET
1. THE PROFESSION'S REQUIREMENTS.
 2. THE REQUIREMENTS OF THE SPONSORING INSTITUTION AT THE
BACCALAUREATE
CERTIFICATE OR
MASTER'S LEVEL

The profession's requirements refer to sufficient content for achievement of entry-level competencies and requirements for certification.

- E. CONTENT REQUIREMENTS SHALL INCLUDE LIBERAL AND PROFESSIONAL EDUCATION

Documentation should include instructional objectives, outlines, methods, and learning experiences.

1. LIBERAL ARTS, SCIENCES, AND HUMANITIES.

PREREQUISITE TO OR CONCURRENT WITH PROFESSIONAL EDUCATION ARE THOSE STUDIES THAT ENCOURAGE

- a. BROADENING OF INTELLECTUAL POWERS AND INTERESTS.
- b. EXPLORATION OF ATTITUDES AND VALUES.

Studies may include English composition, literature, anthropology, psychology, sociology, philosophy, biology, and speech.

2. BIOLOGICAL, BEHAVIORAL, AND HEALTH SCIENCES.

- a. STRUCTURE AND FUNCTION OF THE HUMAN BODY AND RECOGNITION OF NORMAL AND ABNORMAL CONDITIONS.

Content should include anatomy, kinesiology, physiology, neuroanatomy, and neurophysiology.

- b. HUMAN DEVELOPMENT THROUGHOUT THE LIFE CYCLE INCLUDING SENSORIMOTOR, COGNITIVE, AND PSYCHOSOCIAL COMPONENTS.

- c. HUMAN BEHAVIOR IN THE CONTEXT OF SOCIO-CULTURAL SYSTEMS AND BELIEFS, ETHICS, AND VALUES.

Studies may include the interaction between individuals and their social systems, and the affect of personal ethics and values on behavior.

- d. EFFECTS OF HEALTH AND ILLNESS ON PERSON AND SOCIETY.

Studies may include the promotion of health and prevention of disease; the etiology, clinical course, management, and prognosis of congenital, developmental, acute, and chronic disease processes and traumatic injuries; and the effect of such conditions on human functioning and society.

3. OCCUPATIONAL THERAPY THEORY AND PRACTICE

- a. HUMAN PERFORMANCE

OCCUPATION THROUGHOUT THE LIFE CYCLE; HUMAN INTERACTION, ROLES, VALUES, AND THE INFLUENCE OF THE NON-HUMAN ENVIRONMENT.

- b. ACTIVITY PROCESSES

(1) THEORIES UNDERLYING THE USE OF PURPOSEFUL ACTIVITY; THE MEANING AND DYNAMICS OF ACTIVITY--SELF-CARE, WORK, PLAY, AND LEISURE.

(2) PERFORMANCE OF SELECTED LIFE TASKS AND ACTIVITIES.

(3) ANALYSIS, ADAPTATION, AND APPLICATION OF PURPOSEFUL ACTIVITY AS THERAPEUTIC INTERVENTION.

Analysis of activities should include their sensorimotor, cognitive, and psychosocial components as well as their relevance to patients/clients.

(4) USE OF SELF, DYADIC, AND GROUP INTERACTION.

c. THEORETICAL APPROACHES INCLUDING THOSE RELATED TO PURPOSEFUL ACTIVITY, HUMAN PERFORMANCE, AND ADAPTATION.

d. APPLICATION OF OCCUPATIONAL THERAPY THEORY TO PRACTICE

(1) ASSESSMENT AND INTERPRETATION

OBSERVATION
INTERVIEWS
HISTORY
STANDARDIZED AND NON-STANDARDIZED TESTS

(2) DIRECTING, PLANNING, AND IMPLEMENTATION

- (a) THERAPEUTIC INTERVENTION RELATED TO DAILY LIVING SKILLS AND SENSORIMOTOR, COGNITIVE, AND PSYCHOSOCIAL COMPONENTS.
- (b) THERAPEUTIC ADAPTATION INCLUDING METHODS OF ACCOMPLISHING DAILY LIFE TASKS, ENVIRONMENTAL ADJUSTMENTS, ORTHOTICS, AND ASSISTIVE DEVICES AND EQUIPMENT.
- (c) HEALTH MAINTENANCE INCLUDING ENERGY CONSERVATION, JOINT PROTECTION, BODY MECHANICS, AND POSITIONING.
- (d) PREVENTION PROGRAMS TO FOSTER AGE-APPROPRIATE BALANCE OF SELF-CARE, WORK, AND PLAY/LEISURE.

(3) TERMINATION

PROGRAM TERMINATION INCLUDING RE-EVALUATION, DETERMINATION OF DISCHARGE, SUMMARY OF OCCUPATIONAL THERAPY OUTCOME, AND APPROPRIATE RECOMMENDATIONS TO MAXIMIZE TREATMENT GAINS.

(4) DOCUMENTATION

Content should include professional terminology, recording and reporting methods, and sharing information with other individuals.

e. DEVELOPMENT AND IMPLEMENTATION OF QUALITY ASSURANCE.

f. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICE

(1) PLANNING SERVICES FOR CLIENT GROUPS.

(2) PERSONNEL MANAGEMENT: COTAS, AIDES, VOLUNTEERS, AND LEVEL I STUDENTS.

Content should include roles and functions of various levels of occupational therapy personnel as well as interdisciplinary and supervisory relationships within the administrative hierarchy.

(3) DEPARTMENTAL OPERATIONS: BUDGETING, SCHEDULING, RECORD KEEPING, SAFETY, AND MAINTENANCE OF SUPPLIES AND EQUIPMENT.

4. RESEARCH

a. CRITIQUE OF STUDIES RELATED TO OCCUPATIONAL THERAPY.

b. APPLICATION OF RESEARCH APPROACHES TO OCCUPATIONAL THERAPY PRACTICE.

5. VALUES AND ATTITUDES CONGRUENT WITH

a. THE PROFESSION'S STANDARDS AND ETHICS.

b. INDIVIDUAL RESPONSIBILITY FOR CONTINUED LEARNING.

c. PARTICIPATION IN THE PROMOTION OF OCCUPATIONAL THERAPY THROUGH PROFESSIONAL ORGANIZATIONS, GOVERNMENTAL BODIES, AND HUMAN SERVICE ORGANIZATIONS.

d. DOCUMENTATION AND VALIDATION OF OCCUPATIONAL THERAPY PRACTICE THROUGH RESEARCH, PUBLICATION, AND PROGRAM EVALUATION.

6. FIELDWORK EDUCATION

a. SUPERVISED FIELDWORK SHALL BE AN INTEGRAL PART OF THE PROFESSIONAL EDUCATION PROGRAM.

- (1) THERE SHALL BE COLLABORATION BETWEEN ACADEMIC AND FIELDWORK EDUCATORS.

Collaboration may be fostered by on-site visits, written and oral communication, reports from students, a fieldwork council, and other mechanisms for communication.

- (2) OBJECTIVES FOR EACH PHASE OF FIELDWORK SHALL BE

- (a) DEVELOPED COLLABORATIVELY BY ACADEMIC AND FIELDWORK EDUCATORS.

- (b) DOCUMENTED.

- (c) KNOWN TO THE STUDENT.

- (3) FIELDWORK SHALL BE CONDUCTED IN SETTINGS APPROVED BY THE PROGRAM AS PROVIDING EXPERIENCES APPROPRIATE TO THE LEARNING NEEDS OF THE STUDENT AND AS MEETING THE OBJECTIVES OF FIELDWORK.

- b. LEVEL I FIELDWORK SHALL BE PROVIDED.

Level I Fieldwork includes those experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected field settings. These experiences are not expected to emphasize independent performance or to be considered substitutes for or part of the sustained Level II Fieldwork.

- c. LEVEL II FIELDWORK SHALL BE REQUIRED. IT SHALL

- (1) INCLUDE A MINIMUM OF SIX MONTHS OF PRACTICE.

- (2) EMPHASIZE THE APPLICATION OF AN ACADEMICALLY ACQUIRED BODY OF KNOWLEDGE.

The purpose of Level II Fieldwork is to provide an in-depth experience in delivering occupational therapy services to clients.

- (3) INCLUDE EXPERIENCE WITH A WIDE RANGE OF CLIENT AGES AND A VARIETY OF PHYSICAL AND MENTAL HEALTH CONDITIONS.

Within the six-month period there should be opportunities for supervised practice of occupational therapist entry-level roles. At least three months of the sustained fieldwork experience is desirable on a full-time basis. If equivalent time is used, it should be appropriate to the setting selected, student needs,

and continuity of client services, e.g., consecutive half-days. To ensure continuity and meaningful application of academic concepts, all fieldwork experiences should be completed not later than 24 months following completion of academic preparation.

F. EVALUATION OF THE EDUCATIONAL PROGRAM SHALL BE CONDUCTED INCLUDING

1. STUDENT LEARNING.

Methods for evaluation of student learning should be consistent with course objectives and methods of instruction. Prior to evaluation, the student should be made aware of the criteria, methods, and weight of measures to be used.

2. INSTRUCTOR AND COURSE EFFECTIVENESS.

3. CURRICULUM.

A variety of methods, procedures, and instruments may be used to obtain information on all aspects of instruction, e.g., instructor effectiveness, curriculum design, sequence, and relevance. Information from student, instructor, and course evaluation should be used to make needed adjustments.

III. RESOURCES

RESOURCES SHALL BE PROVIDED TO MEET THE PURPOSE AND OBJECTIVES OF THE EDUCATIONAL PROGRAM.

A. PROGRAM DIRECTOR

1. THE DIRECTOR OF THE EDUCATIONAL PROGRAM SHALL BE A REGISTERED OCCUPATIONAL THERAPIST WHO HAS RELEVANT OCCUPATIONAL THERAPY EXPERIENCE IN ADMINISTRATION, TEACHING, AND DIRECT SERVICE. IN ADDITION, THE DIRECTOR SHALL HOLD THE MASTER'S OR DOCTORAL DEGREE, OR HAVE EQUIVALENT EDUCATIONAL QUALIFICATIONS.

2. THE DIRECTOR OF THE EDUCATIONAL PROGRAM SHALL BE RESPONSIBLE FOR THE ORGANIZATION, ADMINISTRATION, EVALUATION, CONTINUED DEVELOPMENT, AND GENERAL EFFECTIVENESS OF THE PROGRAM.

Administration should include such functions as budget development and control and faculty selection, development, and retention as congruent with institutional policy.

B. INSTRUCTIONAL STAFF.

1. THE FACULTY SHALL INCLUDE REGISTERED OCCUPATIONAL THERAPISTS.
2. THE FACULTY SHALL BE QUALIFIED, KNOWLEDGEABLE, AND EFFECTIVE IN TEACHING THE CONTENT ASSIGNED.

Selection of faculty should assure expertise in keeping with the content inherent in an occupational therapy curriculum. Faculty should meet the standards of the sponsoring institution for their academic preparation.

3. FACULTY RESPONSIBILITIES SHALL BE CONSISTENT WITH THE MISSION OF THE SPONSORING INSTITUTION.

Faculty responsibilities may include teaching, community service, research, student advising, and participation in institutional activities.

4. THE FACULTY/STUDENT RATIO SHALL
 - a. PERMIT THE ACHIEVEMENT OF THE PURPOSE AND THE STATED OBJECTIVES OF THE PROGRAM.
 - b. BE COMPATIBLE WITH ACCEPTED PRACTICES OF THE INSTITUTION.
5. CONTINUING PROFESSIONAL DEVELOPMENT FOR FACULTY SHALL INCLUDE
 - a. A PLAN FOR AND COMMITMENT BY FACULTY.
 - b. SUPPORT FOR THE IMPLEMENTATION OF THE PLAN BY THE INSTITUTION.

The plan should be documented and may be accomplished using institutional resources. This may include opportunities for participation in educational programs and workshops, research in the area of specialty, consultative appointments, and direct involvement with delivery of occupational therapy services. Support may include released time, funding, and recognition.

C. FIELDWORK EDUCATORS.

1. THE RATIO OF FIELDWORK EDUCATORS TO STUDENTS SHALL BE SUCH AS TO ENSURE QUALITY EXPERIENCE AND MAXIMAL LEARNING.

2. LEVEL I FIELDWORK SHALL BE SUPERVISED BY QUALIFIED PERSONNEL.

Qualified personnel may include occupational therapy personnel and other appropriate personnel such as teachers, social workers, public health nurses, ministers, probation officers, and physical therapists.

3. LEVEL II FIELDWORK SHALL BE SUPERVISED BY A REGISTERED OCCUPATIONAL THERAPIST WHO SHALL

- a. COLLABORATE WITH ACADEMIC FACULTY.
- b. HAVE A MINIMUM OF ONE YEAR OF EXPERIENCE.

D. SUPPORT SERVICES.

SUPPORT SERVICES SHALL BE PROVIDED TO MEET PROGRAM AND ADMINISTRATIVE REQUIREMENTS.

E. FINANCIAL RESOURCES.

A BUDGET OF REGULAR INSTITUTIONAL FUNDS SHALL BE SUFFICIENT TO DEVELOP AND MAINTAIN THE PROGRAM.

F. PHYSICAL RESOURCES.

1. CLASSROOMS, LABORATORIES, OFFICES, AND OTHER FACILITIES SHALL BE PROVIDED.

Assigned space should be consistent with the program's educational objectives and teaching methods.

- a. LABORATORY SPACE SHALL BE ASSIGNED TO THE OCCUPATIONAL THERAPY PROGRAM ON A PRIORITY BASIS.

Space should be provided in the laboratory area to adequately store and secure equipment and supplies.

- b. FACULTY, STAFF, AND ADMINISTRATIVE OFFICES SHALL ALLOW FOR EFFICIENT OPERATION OF THE PROGRAM.
- c. SPACE SHALL BE AVAILABLE FOR PRIVATE ADVISING OF STUDENTS.

2. EQUIPMENT AND SUPPLIES CONSISTENT WITH PROGRAM OBJECTIVES AND TEACHING METHODS SHALL BE AVAILABLE.

3. A LIBRARY SHALL BE ACCESSIBLE, CONTAINING CURRENT STANDARD TEXTS, SCIENTIFIC BOOKS, PERIODICALS, AND OTHER REFERENCE MATERIALS RELEVANT TO THE PROGRAM.

"Accessible" refers to convenient location, operating hours, and particular library policies, e.g., borrowing, reserve. There should be adequate budgetary provision for purchase of pertinent reference materials to support occupational therapy education.

IV. STUDENTS

A. PROGRAM DESCRIPTION

1. A DESCRIPTION OF THE PROGRAM AND ITS CONTENT SHALL BE MADE AVAILABLE TO THE STUDENT.
2. REQUIREMENTS FOR SUCCESSFUL COMPLETION OF THE ACADEMIC AND FIELDWORK SEGMENTS OF THE PROGRAM, AND FOR GRADUATION, SHALL BE MADE AVAILABLE TO EACH STUDENT.

B. SELECTION

SELECTION OF STUDENTS SHALL BE MADE IN ACCORDANCE WITH GENERALLY ACCEPTED PRACTICES OF THE INSTITUTION. THESE PRACTICES SHALL BE DEFINED AND PUBLISHED.

The selection of students to the program and their retention should be a joint responsibility of the Director, the faculty of the program, and the appropriate administrative officials.

C. ADVISING

1. ADVISING RELATED TO PROFESSIONAL COURSE WORK AND FIELDWORK EDUCATION SHALL BE THE RESPONSIBILITY OF THE OCCUPATIONAL THERAPY FACULTY.
2. ADVISING DURING AND PERTAINING TO FIELDWORK EXPERIENCE SHALL BE A COLLABORATIVE PROCESS BETWEEN THE FACULTY AND THE FIELDWORK EDUCATORS.

D. RIGHTS AND APPEAL MECHANISMS

STUDENTS' RESPONSIBILITIES AND RIGHTS, INCLUDING APPEAL MECHANISMS, SHALL BE PUBLISHED AND MADE AVAILABLE. THESE SHALL RELATE TO BOTH THE ACADEMIC AND FIELDWORK COMPONENTS OF THE PROGRAM.

E. RECORDS

RECORDS SHALL BE MAINTAINED IN ACCORDANCE WITH INSTITUTIONAL POLICIES FOR STUDENT ADMISSION, HEALTH, ATTENDANCE, ACHIEVEMENT, AND EVALUATION.

V. OPERATIONAL POLICIES

- A. AN OFFICIAL PUBLICATION INCLUDING A CURRENT DESCRIPTION OF THE EDUCATIONAL PROGRAM SHALL BE PROVIDED.
- B. THERE SHALL BE ACCURATE AND AVAILABLE PUBLISHED STATEMENTS OF FAIR PRACTICE THAT HAVE AS THEIR PURPOSE THE PROTECTION OF THE RIGHTS, PRIVILEGES, AND RESPONSIBILITIES OF THE STUDENT, FACULTY, AND INSTITUTION, AS FOLLOWS
 - 1. NONDISCRIMINATION POLICIES AS THEY RELATE TO STUDENT ADMISSION, MATRICULATION, AND FACULTY RECRUITMENT.
 - 2. FEE AND TUITION COSTS FOR ALL REQUIREMENTS OF THE EDUCATIONAL PROGRAM.
 - 3. POLICIES AND PROCEDURES REGARDING DISCONTINUANCE, WITHDRAWAL, AND REFUNDS OF TUITION AND FEES.
 - 4. SEPARATE MECHANISMS FOR GRADUATION AND CREDENTIALING.

Certification with the American Occupational Therapy Association or licensure with the state are credentialing mechanisms separate from program completion.

VI. CONTINUING PROGRAM EVALUATION

THERE SHALL BE SYSTEMATIC AND PERIODIC PROGRAM EVALUATION.

Program evaluation should include data from faculty, fieldwork centers, students, graduates, employers, sponsoring institution, and professional associations. Such information should contribute to on-going program development and modifications. (Sometimes referred to as a Self-study.)

VII. MAINTAINING ACCREDITATION

- A. THE ANNUAL REPORT FORM PROVIDED BY THE COMMITTEE ON ALLIED HEALTH EDUCATION AND ACCREDITATION SHALL BE COMPLETED, SIGNED BY AN APPROPRIATE OFFICIAL, AND RETURNED BY THE ESTABLISHED DEADLINE.
- B. IF THE PROGRAM DIRECTOR OF AN ACCREDITED PROGRAM IS CHANGED, PROMPT NOTIFICATION SHALL BE SENT TO THE ACCREDITATION SECTION, AMERICAN OCCUPATIONAL THERAPY ASSOCIATION. A CURRICULUM VITAE OF THE NEW PROGRAM OFFICIAL, GIVING DETAILS OF EDUCATION AND EXPERIENCE IN THE FIELD, SHALL BE PROVIDED.

- C. UPON RECOMMENDATION OF THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION ACCREDITATION COMMITTEE, THE COMMITTEE ON ALLIED HEALTH EDUCATION AND ACCREDITATION MAY WITHDRAW ACCREDITATION WHENEVER THE EDUCATIONAL PROGRAM IS NOT MAINTAINED IN SUBSTANTIAL COMPLIANCE WITH THE ESSENTIALS OR THERE ARE NO STUDENTS IN THE PROGRAM FOR TWO CONSECUTIVE YEARS.

- D. ACCREDITATION SHALL BE WITHDRAWN ONLY AFTER NOTICE HAS BEEN GIVEN TO THE CHIEF EXECUTIVE OFFICER OF THE INSTITUTION THAT SUCH ACTION IS CONTEMPLATED, WITH REASONS FOR SAME, AND WITH SUFFICIENT TIME TO PERMIT A CONSIDERED RESPONSE. ESTABLISHED PROCEDURES FOR APPEAL AND REVIEW SHALL BE AVAILABLE.

The sponsoring institution should provide student with notification of substantial noncompliance with ESSENTIALS that may jeopardize accreditation of the educational program.

ADMINISTRATION OF ACCREDITATION

1. Application for accreditation of a program should be made to:

Accreditation Section
American Occupational Therapy Association
1383 Piccard Drive
Rockville, MD 20850
2. The evaluation and accreditation of a program can be initiated only at the written request of the chief executive officer of the sponsoring institution or an officially designated representative.
3. A sponsoring institution may withdraw its request for initial accreditation at any time (even after the site visit) prior to final action.
4. The program being evaluated is given the opportunity to review the factual report of the visiting survey team and to comment on its accuracy before final action is taken.
5. The Committee on Allied Health Education and Accreditation (CAHEA) and the Accreditation Committee, American Occupational Therapy Association, will periodically resurvey educational programs for continued accreditation.
6. The chief executive officer of the sponsoring institution may request that a return on-site evaluation be made in the event of significant deficiencies in the performance of an earlier evaluation team.
7. Adverse accreditation decisions may be appealed by writing to CAHEA. Due process will be followed.