

ESSENTIALS OF AN APPROVED EDUCATIONAL PROGRAM FOR THE  
OCCUPATIONAL THERAPY ASSISTANT

Established and Adopted by

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

June 1983

PREAMBLE

Objective:

These ESSENTIALS are the minimum requirements for the education of the entry-level occupational therapy assistant, i.e., certificate or associate degree programs. The sponsoring institution offering a technical education program assumes responsibility for ensuring that the established ESSENTIALS contained herein will be met and maintained. Surveys are made by the appropriate recognized body and lists of approved 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 technical education programs prepare the individual to:

1. Collaborate in providing occupational therapy services with appropriate supervision to prevent deficits and to maintain or improve function in daily living skills and in underlying components, e.g., sensorimotor, cognitive, and psychosocial.
2. Participate in managing occupational therapy service.
3. Direct activity programs.
4. Incorporate values and attitudes congruent with the profession's standards and ethics.

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 TECHNICAL EDUCATION PROGRAM SHALL BE LOCATED IN A POST-SECONDARY EDUCATION INSTITUTION.
- B. IN PROGRAMS WHERE THE ACADEMIC AND FIELDWORK PHASES ARE PROVIDED IN TWO OR MORE INSTITUTIONS, APPROVAL WILL BE GRANTED TO THE SPONSORING INSTITUTION OR THE 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. AN EDUCATIONAL INSTITUTION SHALL MEET ITS APPLICABLE APPROVAL PROCEDURES.
  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 ASSISTANT PROGRAM SHALL BE CONSISTENT WITH THAT OF THE SPONSORING INSTITUTION.
- B. THE STATEMENT OF PHILOSOPHY OF THE OCCUPATIONAL THERAPY ASSISTANT 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 technical 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  
CERTIFICATE OR  
ASSOCIATE DEGREE 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 TECHNICAL EDUCATION

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

1. GENERAL EDUCATION

PREREQUISITE TO OR CONCURRENT WITH TECHNICAL EDUCATION ARE THOSE STUDIES WHICH INCLUDE

- a. ORAL AND WRITTEN COMMUNICATION SKILLS.
- b. SOCIO-CULTURAL SIMILARITIES AND DIFFERENCES.

Course work should meet requirements of the institution and educational program as well as the student's personal and academic needs.

2. BIOLOGICAL, BEHAVIORAL, AND HEALTH SCIENCES

- a. BASIC STRUCTURE AND FUNCTION OF THE NORMAL HUMAN BODY.
- b. BASIC DEVELOPMENT OF PERSONALITY TRAITS AND LEARNING SKILLS.
- c. ENVIRONMENTAL AND COMMUNITY EFFECTS ON THE INDIVIDUAL.
- d. BASIC INFLUENCES CONTRIBUTING TO HEALTH.
- e. DISABLING CONDITIONS COMMONLY REFERRED FOR OCCUPATIONAL THERAPY.

3. OCCUPATIONAL THERAPY CONCEPTS AND SKILLS

- a. HUMAN PERFORMANCE

LIFE TASKS AND ROLES AS RELATED TO THE DEVELOPMENTAL PROCESS FROM BIRTH TO DEATH.

- b. ACTIVITY PROCESSES AND SKILLS

(1) PERFORMANCE OF SELECTED LIFE TASKS AND ACTIVITIES, INCLUDING SELF-CARE, WORK, PLAY, AND LEISURE.

(2) ANALYSIS AND ADAPTATION OF ACTIVITIES.

Activity analysis should relate to relevance of activity to patient/client interests and abilities, major motor processes, complexity, the steps involved, and the extent to which it can be modified and adapted.

(3) INSTRUCTION OF INDIVIDUALS AND GROUPS IN SELECTED LIFE TASKS AND ACTIVITIES.

- c. CONCEPTS RELATED TO OCCUPATIONAL THERAPY PRACTICE INCLUDING
  - (1) THE IMPORTANCE OF HUMAN OCCUPATION AS A HEALTH DETERMINANT.
  - (2) THE USE OF SELF, INTERPERSONAL, AND COMMUNICATION SKILLS.
- d. USE OF OCCUPATIONAL THERAPY CONCEPTS AND SKILLS
  - (1) DATA COLLECTION
    - STRUCTURED OBSERVATION AND INTERVIEWS
    - HISTORY
    - STRUCTURED TESTS
  - (2) PARTICIPATION IN PLANNING AND IMPLEMENTATION
    - (a) THERAPEUTIC INTERVENTION RELATED TO DAILY LIVING SKILLS AND SENSORIMOTOR, COGNITIVE, AND PSYCHOSOCIAL COMPONENTS.  
  
Sensorimotor should include gross and fine motor coordination, strength and endurance, range of motion, and tactile awareness.
    - (b) THERAPEUTIC ADAPTATION INCLUDING METHODS OF ACCOMPLISHING DAILY LIFE TASKS, ENVIRONMENTAL ADJUSTMENTS, ORTHOTICS, AND ASSISTIVE DEVICES AND EQUIPMENT.
    - (c) HEALTH MAINTENANCE INCLUDING MENTAL HEALTH TECHNIQUES, ENERGY CONSERVATION, JOINT PROTECTION, BODY MECHANICS, AND POSITIONING.
    - (d) PREVENTION PROGRAMS TO FOSTER AGE-APPROPRIATE BALANCE OF SELF-CARE, WORK, AND PLAY/LEISURE.
  - (3) PARTICIPATION IN TERMINATION
    - PROGRAM TERMINATION INCLUDING ASSISTING IN RE-EVALUATION, SUMMARY OF OCCUPATIONAL THERAPY OUTCOME, AND APPROPRIATE RECOMMENDATIONS TO MAXIMIZE TREATMENT GAINS.

(4) DOCUMENTATION.

Content should include professional terminology, and structured recording and reporting methods.

e. PARTICIPATION IN MANAGEMENT OF OCCUPATIONAL THERAPY SERVICE

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

(2) PERSONNEL TRAINING AND SUPERVISION: AIDES, VOLUNTEERS, AND LEVEL I OTA STUDENTS.

(3) DATA COLLECTION FOR QUALITY ASSURANCE.

f. DIRECTION OF ACTIVITY PROGRAMS

(1) ASSESSMENT OF INDIVIDUAL NEEDS, FUNCTIONAL SKILLS, AND INTERESTS.

(2) PLANNING AND IMPLEMENTATION OF PROGRAMS TO PROMOTE HEALTH, FUNCTION, AND QUALITY OF LIFE.

(3) MANAGEMENT OF ACTIVITY SERVICE.

4. VALUES, ATTITUDES, AND BEHAVIORS CONGRUENT WITH

a. THE PROFESSION'S STANDARDS AND ETHICS.

b. INDIVIDUAL RESPONSIBILITY FOR CONTINUED LEARNING.

c. INTERDISCIPLINARY AND SUPERVISORY RELATIONSHIPS WITHIN THE ADMINISTRATIVE HIERARCHY.

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

e. UNDERSTANDING OF THE IMPORTANCE OF OCCUPATIONAL THERAPY RESEARCH, PUBLICATION, PROGRAM EVALUATION, AND DOCUMENTATION OF SERVICES.

5. FIELDWORK EDUCATION

a. SUPERVISED FIELDWORK SHALL BE AN INTEGRAL PART OF THE TECHNICAL 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 TWO MONTHS 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 with a variety of ages and conditions. These experiences should be specific to the role and functions expected of an entry-level occupational therapy assistant. Although a minimum of two one-month practicums (40 full-time work days) is recommended, longer fieldwork placements offer more experiences toward integration of academic learning and actual practice. Length and type of Level II Fieldwork assignment depend somewhat on the type and amounts of Level I Fieldwork integrated within the academic portions of the training program.

If equivalent time is used, it should be appropriate to the settings selected, student needs, and continuity of client services, e.g., consecutive half days. To ensure continuity and meaningful application of academic learning, all fieldwork experiences should be completed no later than 12 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 AND WHO HOLDS THE BACCALAUREATE OR MASTER'S DEGREE.

Work experience with certified occupational therapy assistants is recommended.

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 EITHER REGISTERED OCCUPATIONAL THERAPISTS OR CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS.

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 THE RESPONSIBILITY OF A REGISTERED OCCUPATIONAL THERAPIST. SUPERVISION SHALL BE PROVIDED BY AN OTR OR A COTA 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 and 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 APPROVAL

A. THE ANNUAL REPORT FORM PROVIDED BY THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION SHALL BE COMPLETED, SIGNED BY AN APPROPRIATE OFFICIAL, AND RETURNED BY THE ESTABLISHED DEADLINE.

- B. IF THE PROGRAM DIRECTOR OF AN APPROVED PROGRAM IS CHANGED, PROMPT NOTIFICATION SHALL BE SENT TO THE ACCREDITATION SECTION, DIVISION OF CREDENTIALING, 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. THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION ACCREDITATION COMMITTEE MAY WITHDRAW APPROVAL 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 approval of the educational program.

(Revised 1958, 1962, 1967, 1970, 1975)

## ADMINISTRATION OF APPROVAL

### APPROVAL

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

Accreditation Section, Division of Credentialing  
American Occupational Therapy Association  
1383 Piccard Drive  
Rockville, MD 20850
2. The evaluation and approval 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 approval 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 Accreditation Committee, American Occupational Therapy Association, will periodically resurvey educational programs for continued approval.
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 approval decisions may be appealed by writing to the American Occupational Therapy Association. Due process will be followed.