



Education Standards Review Committee (ESRC)

Draft 1 Standards Amendments

Oct. 2023

Draft 1 Standards

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



ACOTE Standards and Interpretive Guide

- [2018 ACOTE Standards and Interpretive Guide](#) – Download

Revision of the ACOTE Standards

- [Call for Comment and Open Hearing on Draft 1](#) – Download
- [Overview of Standards Review Process](#) – Download

- [Draft 1 ACOTE Standards](#) – Download
- [General Comments Form](#) – 2018 ACOTE Standards



Updates to Draft 1 Standards

This PPT presentation will be shared on the ACOTE website following this meeting

At the end of the presentation, there will be time for participants to provide feedback

ESRC Composition & Purpose

Purpose

- To conduct a complete evaluation of the 2018 Accreditation Standards for:
 - Doctoral-Degree-Level and Master's-Degree-Level Educational Program for the Occupational Therapist
 - Baccalaureate-Degree-Level and Associate-Degree-Level Educational Program for the Occupational Therapy Assistant
- Review stakeholder feedback and provide recommendations to ACOTE for revisions to 2018 Standards

Process

- Feedback from stakeholders & communities of interest
- AOTA and OT practice documents
 - OTPF-4
 - Standards of Practice papers
 - Position papers
 - Choosing Wisely Campaign
- NBCOT
- USDE and CHEA requirements
- State requirements
- WFOT
- CMS

Committee Composition

Chair	Patty Coker-Bolt, PhD, OTR/L, FAOTA; ESRC Chairperson
Vice Chair (OTA)	Barbara Seguire, MAEd, COTA/L, ROH; ESRC Vice Chairperson
OTD Faculty	Amanda Amaro (student)
OTM Faculty	Richard Cicero (consumer)
OTA-B Faculty	Jewell J. Dickson-Clayton, OTD, MPH, ATP, OTR/L (AOTA observer)
OTA-A Faculty	Kimberly Ganzevoort, COTAL, CNIS, FWEd (baccalaureate-degree-level program faculty)
OT Practice	Eileen R. Garza, OTR, PhD, ATP, FAOTA (OT practice)
OTA Practice	Brenda Hughes, DrOT, MA, OTR/L, CAPS (capstone education)
FW Education	Ranelle Nissen, PhD, OTR/L (fieldwork education)
Capstone Education	Ketki D. Raina, PhD, OTR/L, FAOTA (doctoral-degree-level program faculty)
Non-OT Academic Admin	Audrea Niccole Rowe, BA, COTA/L (OTA practice)
OT Student	Earl "Gip" Seaver, PhD (academic administrator)
Consumer	Mary Smith, EdD, OTR/L (National Board for Certification in Occupational Therapy [NBCOT] observer)
Non-voting: AOTA	Sophia Uehara, MPH, COTA/L (associate's-degree-level program faculty)
Non-voting: NBCOT Board Member	Donald E. Walkovich, DHSc, MS, OTR/L, FAOTA (master's-degree-level program faculty)
Non-voting: Staff Liaison	

Review of Timeline for Standards Revision

Feedback on Draft 1 Standards

April 2023:

- Public Hearing on Draft 1 Standards at AOTA Conference
 - Presentation at Academic Leadership Council (ALC)
 - Open Hearing at AOTA Conference

ESRC Timeline

May 2023:

- Reviewed stakeholder feedback
- **Revised** Draft 1 Standards based on feedback
- Provided Revised/Amended Draft 1 Standards to ACOTE
 - ACOTE reviewed during August meeting and suggested additional edits and amendments

ESRC Timeline

- **Oct. 2023:** *Opening Hearing at ALC*
 - Report overall areas targeted for revisions to **Draft 1 Standards** based on stakeholder feedback
- **Nov. 2023:** ESRC will meet and review feedback
 - Finalize revisions to **Draft 1 Standards**

ESRC Timeline

Dec. 2023:

- ACOTE to review the revised **Draft 1 standards with amendments**
- **ACOTE will **approve** updated revised Draft 1 Standards
- **OR** direct the ESRC to distribute Draft 2 Standards and ask for additional stakeholder feedback

Revisions to Draft 1 Standards Based on Stakeholder Feedback

General

- **Preamble**
 - Replaced with short introductory statement
 - Reviewed preambles of educational standards of other professions
 - Current preamble is long, ambiguous, redundant and confusing to students/stakeholders/consumers
- **Role of OTA**
 - Strengthened language in standards regarding intraprofessional relationship between OT and OTA practitioner
- **Glossary**
 - Assure congruence with language in new standards

Diversity, Equity, Inclusion, Justice (DEIJ)

Positive overall feedback to changes in Draft 1 Standards

- Questions about impact of current state anti-DEIJ legislation on standards and ability of programs to be compliant with standards with DEIJ language
 - Emphasis on the program’s alignment with institutional policies
 - **Diversity**, includes, but is not limited to, “*socioeconomic status, race, sex, ethnicity, age, disability, sexual orientation, gender identity, and religious beliefs (AOTA DEI Toolkit, 2020)*” (in Glossary)

Diversity, Equity, Inclusion, Justice (DEIJ)

Added language to support students with disabilities

- Reviewed stakeholder feedback
 - Reviewed what is required and monitored at institutional level for compliance with Americans with Disabilities Act and other civil rights legislation
 - Reviewed accreditation policies from other professional organizations
- A.2.10. “An **adequate and accessible environment** must be provided for the private advising of students.
 - A.4.1. “Program publications.... must be consistent and accurately reflect the program offered including notification of delivery methods (e.g., in-person, distance education), and technology requirement, and **accessibility to learning environments.**”

A Standards

A.1.5. and A.1.6.

- Both standards appear to be about adherence to ACOTE policies which include honesty and integrity
- Combined these 2 standards
 - *Program Operates with Integrity and Adhering to All ACOTE Policies and Procedures*

A.2 Standards and “Core” Faculty

- Removed the word “Core” from Standards and Glossary
 - Kept “full-time”
 - As defined by institution
 - Programs can show compliance with documentation of faculty status (i.e. faculty contract) for the accredited program

A.2.4. AFWC

- **Updated language:**

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

A.2.4. AFWC

- **Updated language:**

- *“The program must identify one full-time (see Glossary), faculty member who is appointed to the occupational therapy degree level program and is responsible for coordinating academic fieldwork (see Glossary).”*
- **REPLACED** - ~~The academic fieldwork coordinator position may not be divided among multiple individuals.~~

*The AFWC can have a FW team which could have delineated roles. The students, FW sites, FW educators, and consumers should understand who is the AFWC for the program and the roles of all other members of the FW team. **The AFWC is responsible program’s compliance with the fieldwork requirements of Standards Section C.1.0. (*in 2018 Standards)**

A.2.7. Faculty Degrees – OTD

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 regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy.

~~*REMOVED At least 50% of ALL core faculty must have a post-professional doctorate*~~

A.2.3. PD & Faculty Qualifications

A.2.9. Sufficient Faculty

- Review language to Program Director and Faculty Qualifications and Sufficient Faculty
- Faculty are prepared to fulfil roles for teaching and/or research/scholarship

A.2.10. and A.2.11 Standards

Adequate Space, Equipment, Supplies...

- Reviewing language in these standards to assure it is consistent with current delivery models (*in-person, hybrid, and distance*)
 - A.2.10. *Adequate Space “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.”*
 - A.2.11. *“The institution must provide the student access and use of sufficient equipment supplies and treatment methodologies that reflect current evidence-based practice...”*

A.3.7 Advisement by Faculty

Changed language from “professional identify”

- Concerns that “*professional identity*” is difficult to measure
- It is not something that can be achieved by students at entry-level

CHANGE:

“Advisement must be documented and occur on a regular basis. Feedback must be provided to the student in the following areas:”

- Student progress
- Mindset and skills to enter the profession
 - Added definition of “mindset” to glossary

A.3.4. Student Support Services

- Reviewing language to assure support for student health and well-being throughout length of program.
 - *Alignment with other accrediting bodies which assure support for student mental and physical health*
- “Students must be informed of and have access to student support services throughout the educational program, including any need for reasonable accommodation provided to students in the institution. **Distance students must have access to the same resources as campus students.**”

A.5.3. Program Length

Added definitions to Glossary

- *“Total time to the degree”*
 - The **total length of the program in weeks**, only including the weeks that classes are in session, or the students are on fieldwork or completing the capstone experience or baccalaureate project.
- *“Academic Year”*
 - An academic year is a minimum of 30 weeks of instruction time for credit hours and a minimum of 26 weeks of instruction time for clock hours. Full time equivalent is determined by the institutional policies. (*Federal Student Aid Handbook, 2021*)

A.6.5. ****NEW** Graduation Rates

- **Added Graduation Rate Calculation in Glossary**
 - Definition includes consideration for reasons outside of academic failure:
 - *“minus the # of students who withdrew due to military, health, family issues, death”*

B Standards

B Standards

Strengthened language in B standards for OT and OTA collaboration

Instead of 1 Standard (A.4.24. Effective Intraprofessional Collaboration),
ADDED intraprofessional language to several standards; following the OT/OTA process:

- B.4.4. Standardized and Non-standardized Screening and Assessment Tools
- B.4.10. Provide Interventions and Procedures
- B.4.22 Need for Continued or Modified Intervention
- B.4.23. Effective Communication
- B.4.25. Principles of Interprofessional Team Dynamics
- B.5.9. Supervision of Personnel

B Standards

Complementary Health and Integrative Health (CHAIH)

- Added language in B.4.10. Provide Interventions and Procedures
- *“Interventions to support wellness (i.e., complementary health and integrative health approaches)”*

**(AOTA Position Statement, Draft 2023)*

B Standards – Teaching Principles

- Received feedback to **add** standard related to students demonstrating an understanding of principles of teaching and learning in **OTD and OTA-B degree level standards**
 - OTD Capstone and OTA-B Baccalaureate Project could include experiences/projects with a focus on teaching

C Standards

C.1.3 Fieldwork Objectives

Clarified language:

- *“Demonstrate that all fieldwork experiences include an objective with a focus on the OT practitioner’s role in addressing the **psychosocial aspects** of the client’s engagement in occupation.”*

C.1.3. and C.1.7.

Updated wording:

“Ensure at least one fieldwork experience (either Level I or Level II) must have a primary focus on the role of OT practitioners addressing psychosocial aspects of a client’s performance to support their engagement in occupations.”

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

C.1.6. Sufficient Fieldwork Written Agreements

Clarified language:

- “Ensure that fieldwork written agreements are sufficient in number and **provide varied practice experiences...**”

C.1.7. Level I and II Fieldwork Selection Process and Written Agreements

Use of the term “Affiliation Agreement”

Changed language of “Affiliation Agreement” to “*written agreement*”

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

C.1.9. Level I Fieldwork

- **Virtual Environments** has been added back as an instructional method

D Standards

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

- Clarified role of faculty mentor and content expert
 - Assure congruence between these 3 standards
 - Corrected confusing/conflicting language
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- Faculty qualifications
 - See A.2.3 Program Director and Faculty Qualifications
 - Sufficient faculty to oversee capstone and baccalaureate project
 - See A.2.9 Sufficient Faculty

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

- D.1.1. (OTD Programs) Ensure that the doctoral capstone is designed through collaboration with **the student, a faculty member in the occupational therapy educational program who holds a doctoral degree and an individual with documented expertise** in the content area of the capstone.

**The individual with documented expertise (i.e., site mentor), does not need to have a doctoral degree*

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

- D.1.2. (OTD Programs) Document the **content expert is informed of the plan for and purpose of the doctoral capstone** and has content expertise in the focus area.
- D.1.3. The doctoral capstone must:
 - Reflect the mission and philosophy of the program.
 - Contribute to the development of in-depth knowledge in the designated area of interest.
 - Include preparation consisting of a literature review, needs assessment, goals/objectives, and a plan to evaluate project outcomes (**already in 2018 Standards*).

D.1.4. Doctoral Experiential Plan for Doctoral Capstone Experience

- Changed MOU to *“written agreement”*
 - Keep consistent with C Standards

D.1.5. Length of the Doctoral Capstone Experience

Clarified language for what is considered “*full-term*”

“capstone experience must be a minimum of 14 weeks and a minimum of 32 hours per week...”

Provide Your Feedback

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



Please provide any feedback regarding the 2018 ACOTE Standards.

[Submit Form](#)

