



Board of Trustees  
15 Estabrooke Drive  
Orono, ME 04469

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www.maine.edu

May 3, 2019

TO: Members of the Academic & Student Affairs Committee

FR: Ellen N. Doughty, Clerk of the Board

RE: **May 15, 2019 - Academic & Student Affairs Committee Meeting**

The University of Maine

University of Maine  
at Augusta

University of Maine  
at Farmington

University of Maine  
at Fort Kent

University of Maine  
at Machias

University of Maine  
at Presque Isle

University of  
Southern Maine

The Academic & Student Affairs Committee will meet from **9:00 am to 12:00 pm on May 15, 2019**. The meetings will be held at the University of Maine System Executive Offices in the Rudman Conference Room, 253 Estabrooke Hall, 15 Estabrooke Drive in Orono. The following Polycom sites will also be available:

- UMA – Executive Conference Room, Alumni Center
- UMF – Executive Conference Room 103, Merrill Hall
- UMFK – Alumni Conference Room, Nadeau Hall
- UMM – Executive Conference Room 203, Powers Hall
- UMPI – Executive Conference Room, Preble Hall
- USM – Room 427, Wishcamper
- Phone – 1-800-605-5167 Passcode 743544#

Refreshments will be provided at the UMA and USM locations. The meeting materials will be posted to the Diligent Board Portal as well as the Board of Trustees website (<http://www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/>).

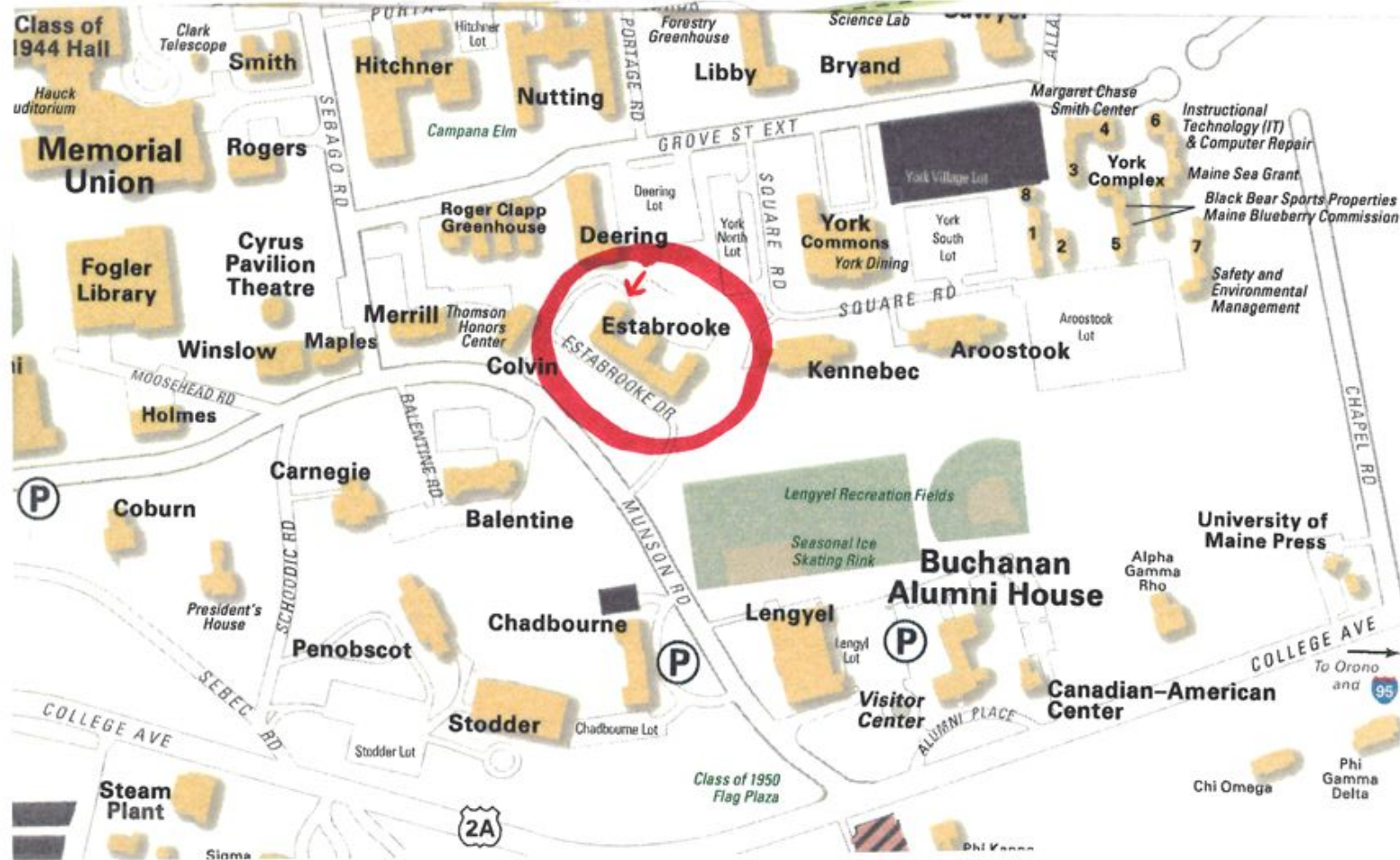
If you have questions about the meeting arrangements or accessing the meeting materials, please call me at 581-5840. If you have any questions or desire additional information about the agenda items, please call Robert Neely at 581-5843 or Rosa Redonnett at 621-3419.

cc: Trustees not on the Academic and Student Affairs Committee  
James Page, Chancellor  
Faculty & Student Representatives  
Presidents  
Ryan Low  
Robert Neely  
Kay Kimball  
Rosa Redonnett  
Mark Schmelz

# University of Maine System

15 Estabrooke Drive, Orono

**Rudman Conference Room**  
253 Estabrooke Hall, 2<sup>nd</sup> Floor  
15 Estabrooke Drive, Orono



## Directions to the UMS located on the UMaine Campus

**From the South on I-95:** take exit 191 to Kelly Road and turn right. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

**From the North on I-95:** take exit 191 to Kelly Road and turn left. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

The UMS is located on the 2<sup>nd</sup> floor of Estabrooke Hall. Enter Estabrooke Hall from the back of the building, the entrance closes to Deering Hall.

**Board of Trustees  
Academic and Student Affairs Committee  
May 15, 2019  
University of Maine System Office  
253 Estabrooke Hall, Orono**

9:00-9:40am

Tab 1 [University of Maine: Draft Strategic Vision and Goals Update](#)

9:40-10:00am

Tab 2 [Update: UMS Research & Development Plan, FY 2020 Update](#)

10:00-10:20am

Tab 3 [Increasing Affordability and Decreasing Student Debt](#)

10:20-10:50am

Tab 4 [USM: Update related to Naming of Institution](#)

10:50-11:30am

Strategic Drivers of Innovation and Academic Sustainability

Tab 5 [Program Innovation Fund \(PIF\) 2018-2019](#)

Tab 6 [Academic Partnerships](#)

Tab 7 [Revisions to Board of Trustees Policies: 305 – Program Inventory  
and 305.1 – Academic Program Approval](#)

**Tab 8** [New Academic Program Proposal: MS in Special Education \(UMF\)](#)

**Tab 9** [New Academic Program Proposal: Doctorate in Occupational Therapy \(USM\)](#)

11:30-11:40am

Tab 10 [First Year Review of Board of Trustees Policy 214 –  
Institutional Authority on Political Matters](#)

11:40-11:50am

Tab 11 [Student Representatives Discussion](#)

11:50am-12 Noon

Tab 12 [Faculty Representatives Discussion](#)

Action items are noted in **red**.

*Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.*




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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** University of Maine Strategic Vision and Values Goals Update
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**  
 Primary Outcomes:
  - Increase enrollment
  - Improve student success and completion
  - Expand research and development
  - Enhance fiscal positioning
5. **BACKGROUND:**

Over the past nine months, the University of Maine and its regional campus, the University of Maine at Machias, have been engaged in an open and inclusive process to develop a new strategic vision and plan. The Strategic Vision and Values process has included a series of town-hall style forums, pop-up meetings, web-based information gathering, and formal input gathering by college deans and the university's vice presidents. Well over 1,000 members of the university community have provided input. Through this process UMaine has articulated a set of strategic values that provide the foundation for developing the broad institutional goals that will realize those values. With input from students, faculty, staff, alumni, and community partners, the university has identified goals that will guide decision making over the next five years as well as broad strategies that will be utilized to pursue those goals and key indicators to track progress.



# Strategic Vision and Values

*Defining Tomorrow at the University of Maine*

University of Maine at Machias – January 23, 2019

University of Maine  
Strategic Vision and Values



## Process

Inclusive

Guided by Strategic Values

Timely

Responsive (Nimble)



### Phase 1. Develop Strategic Values

November, 2018 – February, 2019

### Phase 2: Develop Goals, Strategies and Key Indicators

March, 2019 - April 2019

### Phase 3: Develop Responsive Strategic Plan

May, May 2019 – June, 2019



**Strategic Vision and Values Forums:**



**Defining Tomorrow at the University of Maine**

November 15, 2018, University of Maine

**Fostering Learner Success**

November 29, University of Maine

**Creating and Innovating for Maine and Beyond**

December 6, University of Maine

**Growing and Stewardship Partners**

December 10, University of Maine



**Strategic Vision and Values**

January 23, 2019, University of Maine at Machias

**Graduate Education Summit**

March 8, 2019, University of Maine

**Goals, Strategies & Key Indicators**

March 26, University of Maine at Machias

**Goals, Strategies & Key Indicators**

April 15, 2019, University of Maine

**Goals, Strategies & Key Indicators**

April 22, 2019 University of Maine



## Strategic Vision and Values: Engaging Constituents

PEAC/CEAC pop up – January 22, 2019

University of Maine at Machias Board of Visitors Meetings –  
February 4, 2019, March 26, 2019

UMaine Student pop-ups, Memorial Union, February, 4, 5, & 11,  
2019

University of Maine Board of Visitors Meeting – February 8, 2019

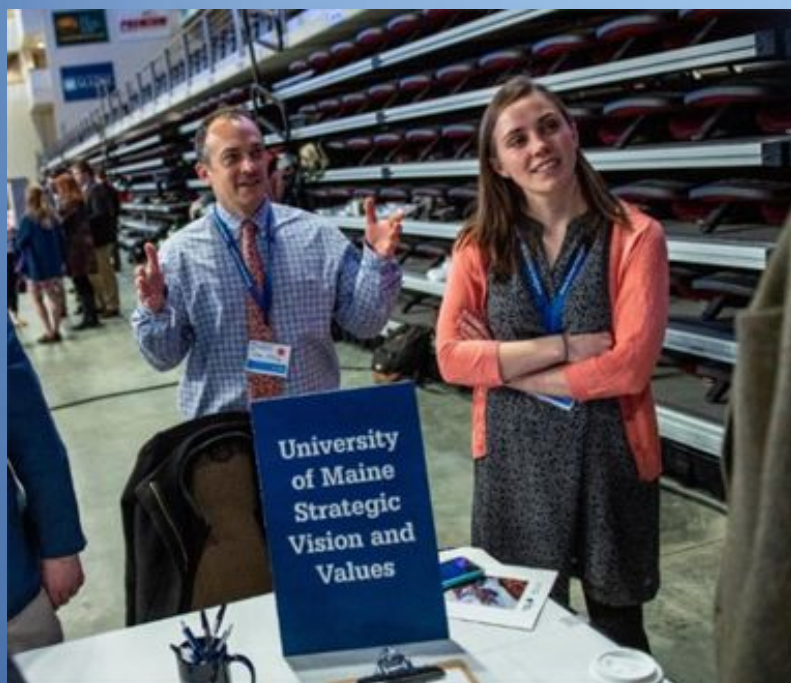
University of Maine Alumni Board Meeting – March 15, 2019

Community Research Partnerships pop up – April 5, 2019

Office of International Programs pop up – April 8, 2019

Student Symposium – April 10, 2019

**Board of Trustees ASA Committee – May 15, 2019**







# Phase 1: Strategic Values

**Fostering  
Learner  
Success**

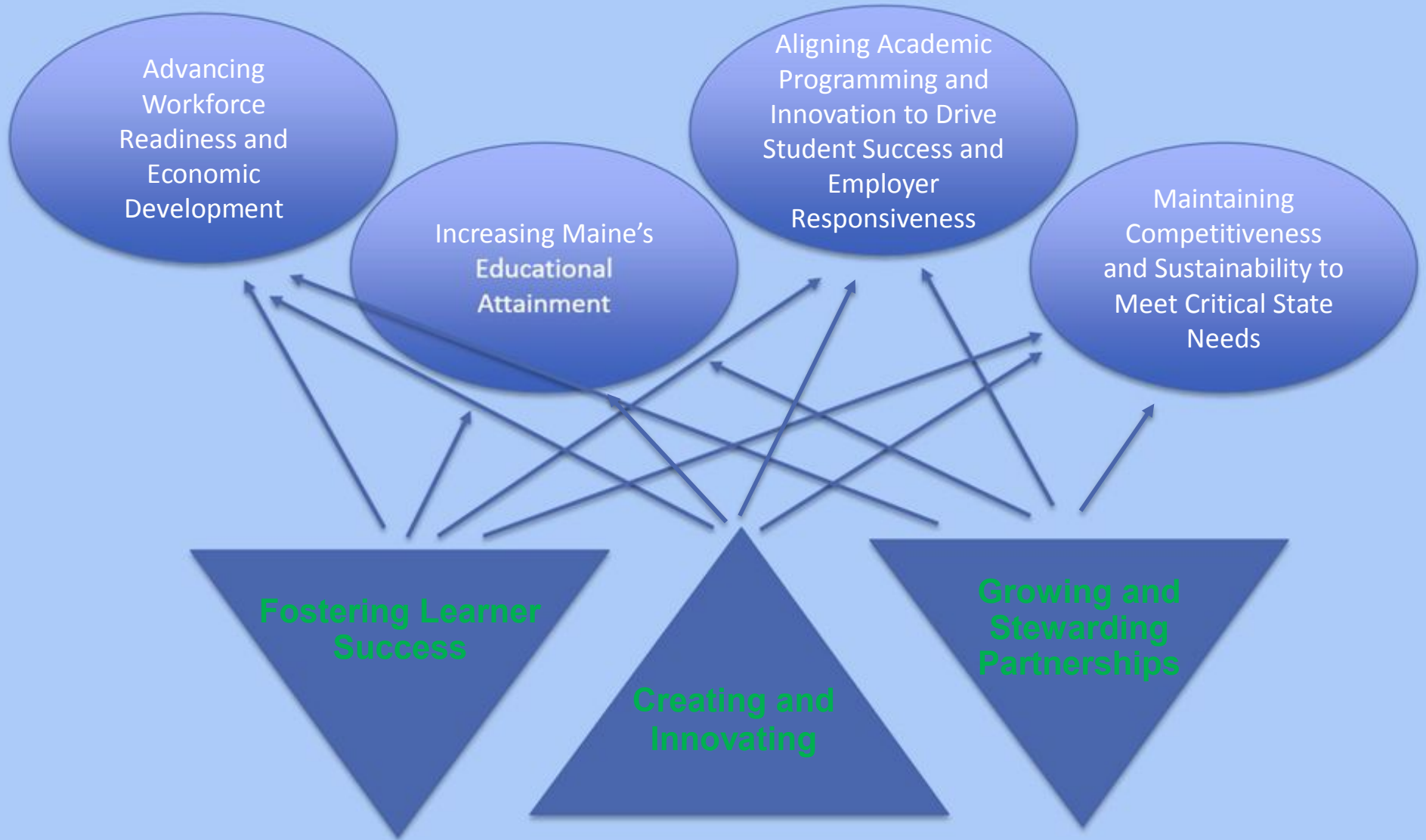
**Growing and  
Stewarding  
Partnerships**

**Creating and  
Innovating**





### UMS/BOT Strategic Priorities



### UMaine/UMM Strategic Values



## Phase 2: Goals, Strategies & Indicators

### Fostering Learner Success

Goal: We will welcome and support all learners, and engage them in deep learning.

### Creating and Innovating

Goal: We will create new knowledge, and apply innovative research and scholarship to enrich lives.

### Growing and Advancing Partnerships

Goal: We will grow and advance partnerships to catalyze the cultural, economic and civic future of Maine and beyond.



## Fostering Learner Success

Goal: We will welcome and support all learners, and engage them in deep learning.

Our first-year student retention rate will increase by at least 5% and sustain at that level.

Our curricula will prepare students for success by aligning tailored academic pathways with the skills needed to thrive in a range of career contexts.

Every undergraduate student will have a meaningful, authentic experience in research, scholarship, or creative activity.

We will offer a range of educational programs to our diverse learners, including noncredit, professional development programs, badges, and other micro-credentials.

We will be a welcoming, inclusive and unified community where every viewpoint and every person is respected and diversity is embraced.

We will enhance and organize our student support structures to serve our growing traditional, nontraditional, on-campus and at-a-distance learners.

We will ensure access, improve retention and reduce student debt.

Increase four-year graduation rate to 50 percent.

Educational engagement on and off campus will inform and improve the lives of learners of all ages.



## Growing and Advancing Partnerships

Goal: We will grow and advance partnerships to catalyze the cultural, economic and civic future of Maine and beyond.

We will create new knowledge to contribute to a greater understanding of our society and our world.

We will mobilize our expertise and resources to solve pressing and important societal problems through research, development, and engagement.

We will move new products from concept to commercialization, growing economic sectors and creating new markets in Maine and beyond.

We will produce graduates prepared to contribute to the knowledge, innovation, and creative economy.

The student experience will be informed by the breadth and depth of the research university, including valuable connections to real-world opportunities to gain transferable workforce skills.

We will grow the doctoral education and research enterprise at UMaine, in partnership with stakeholders and collaborators, including other UMS campuses.



## Creating and Innovating

Goal: We will create new knowledge, and apply innovative research and scholarship to enrich lives.

We will collaborate with stakeholders, taking advantage of individual and collective strengths to address needs, innovate for the future, and bring about positive change.

We will build UMaine's reputation as an easily accessible and highly desirable partner to apply creativity and innovation to solve problems for Maine businesses, K-12 education, industry and the state.

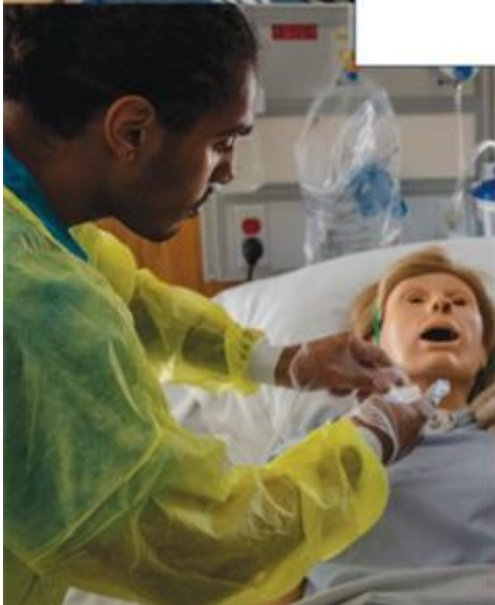
We will improve our internal and external communications to spur the development and launch of new or expanded partnerships.

We will align research and academic resources in cross-campus partnerships to expand opportunities for students and communities throughout Maine.

We will enhance partnerships with other UMS campuses to ensure that all current and incoming UMS students have the educational and experiential opportunities to meet their educational goals.



## Fostering Learner Success





We will welcome and support all learners, and engage them in deep learning.

**Our first-year student retention rate will be at a sustained 85 percent or higher.**

- Strategies:
1. Implement Navigate.
  2. Expand living learning communities.
  3. Coordinate academic support services/create Student Success Hub.
  4. Optimize financial aid to support retention.
  5. Support instructors in first year “gateway” courses.
  6. Revamp new student orientation.
  7. Instill core curriculum into first year success courses.
  8. Develop cadre of summer preparation courses.
  9. Implement valid placement assessment for “gateway” courses.
  10. Enhance experiential and research learning opportunities.





We will welcome and support all learners, and engage them in deep learning.

**We will offer a range of educational programs to our diverse learners, including noncredit, professional development programs, badges, and other micro-credentials.**

- Strategies:**
1. Develop curricula that meet the ongoing professional development needs of graduates.
  2. Division of Lifelong Learning and departments develop marketing, delivery, and support methods to engage graduates throughout their lives.
  3. Develop nondegree course fee structures in the lifelong learning curricula that take into consideration market demand, delivery costs and other variables.



We will welcome and support all learners, and engage them in deep learning.

**We will be a welcoming, inclusive and unified community where every viewpoint and every person is respected and diversity is embraced.**

- Strategies:
1. Expand professional development programs for faculty and staff to increase awareness, motivation, and skills related to inclusivity.
  2. Develop target enrollment goals and action plans to achieve those goals in disciplines with significant gender imbalances in their student populations (e.g., engineering, computer science, nursing).
  3. Create Director of Diversity position to organize and manage diversity initiatives. Enhance and organize our student support structures to serve our growing traditional, nontraditional, on-campus and at-a-distance learners.



## Phase 3: Developing a Responsive Strategic Plan





## Phase 3: Developing a Responsive Strategic Plan

### Tasks to complete:

- Complete process of aligning strategies with goals
- Eliminate redundant strategies and synthesize where appropriate
- Finalize dashboard of key indicators
- Develop process for assigning (and soliciting) responsibility for implementation of strategies
- Release strategic plan
- Charge colleges and other major divisions to develop (or modify) strategic plans so that they align with university's strategic plan
- Revamp annual reporting to align with goals and key indicators



Reactions

Feedback

Questions



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** UMS Research and Development Plan, FY 2020 Update

2. **INITIATED BY:** Lisa Marchese Eames, Chair

3. **BOARD INFORMATION:** X **BOARD ACTION:**

4. **OUTCOME:** **BOARD POLICY:**

Primary Outcomes:

- Impact economic and workforce development in Maine through research and development
- Enhance fiscal positioning of UMS
- Engage students UMS-wide in high-impact learning experiences through research

5. **BACKGROUND:**

The University of Maine System Board of Trustees Declaration of Strategic Priorities (December 2018) identified an immediate deliverable of a multi-year plan for prioritizing expanded research and development across the University of Maine System by March 2019. This plan was developed and written by March 2019 and since that time has been distributed to various constituencies for review and feedback. This is an update on that process and a presentation of implementation.



# UMS Research & Development Plan FY20-FY24

*R&D to promote industry, business, and community growth in Maine*

UMS BOT Academic and Student Affairs Committee Meeting

May 15, 2019



# Update on Progress

March

- Plan delivered to BOT
- Executive summary shared with key stakeholders

April

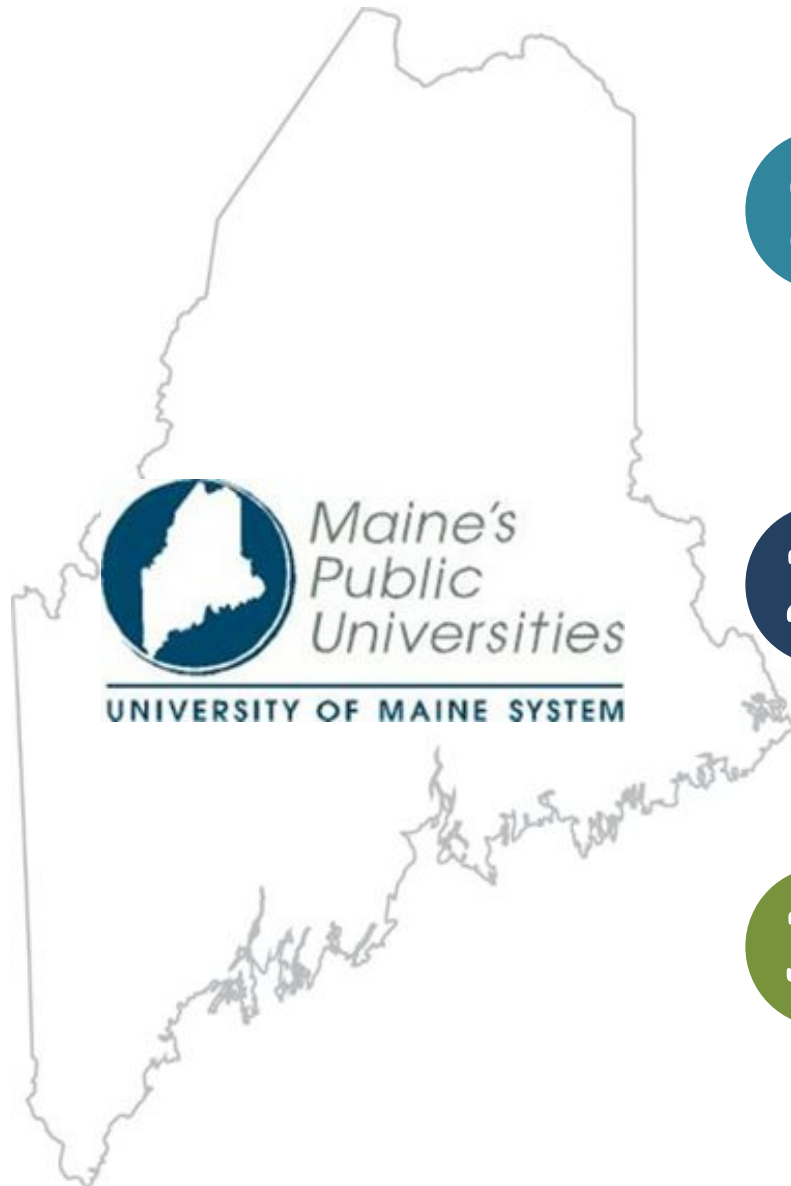
- Work Session with BOT
- Revisions being incorporated

May

- BOT adoption at May meeting
- Public launch



# Goals to Drive the Expansion of UMS Research and Development



**1**

**Make Maine the best state in the nation in which to live, work, and learn by 2030.**

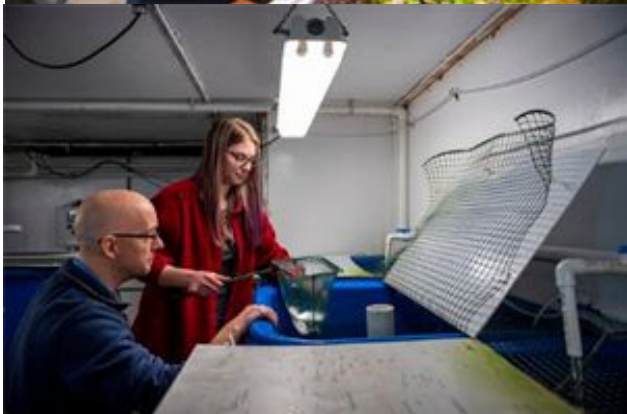
**2**

**Establish an innovation-driven Maine economy for the 21st century.**

**3**

**Prepare the knowledge-and-innovation workforce for Maine.**

# Finding 1: Investment by the State of Maine and the University of Maine System in R&D has been essential to reach our current R&D capacity.



1

Research Reinvestment Fund be renewed.

**\*Focused Grand Challenges**

2

Increase Maine State MEIF investment to reach a steady level of \$40M annually by the end of FY24.

3

Campuses integrate R&D expenses in the Educational and General (E&G) budget, in parallel to the way that instructional costs are embedded.

**\*Aligns with new appropriations allocation model**

## Finding 2: Each System campus has its own unique, engaged R&D core of expertise that should be further strengthened.



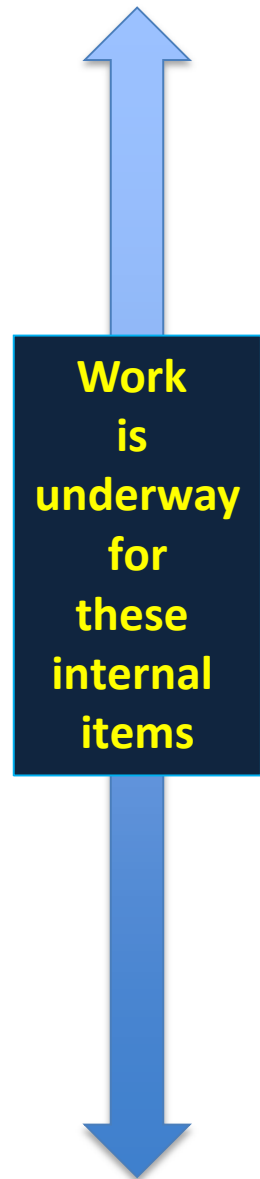
Campuses collaborate to develop coordinated five-year R&D plans for increasing research expenditures.



With AFUM and Human Resources, consider joint faculty appointments, including membership in the University of Maine Graduate Faculty.



Collaborate on data governance in R&D to achieve consistency in reporting and to wider access to research databases.



Work is underway for these internal items

**Finding 3: Across System we have been failing to compete as well as we should for significant Federal funding, and our facilities, infrastructure, and administrative support for R&D are inadequate in several fields important to Maine's future.**

1

Review and address needs for coordinated hiring of faculty in key areas of importance to the state.

2

Conduct a system-wide inventory of R&D instruments and facilities and consider role of expanded and renovated R&D facilities in campus master plans.

3

Make UMaine's comprehensive research administration and development capacity available across the System and share research compliance expertise at UMaine and USM more widely.

**Finding 4: Across the System students are engaging in authentic research experiences and community-engaged research initiatives that are benefitting the region and the state.**

**1**

Enable every UMS undergraduate student the opportunity for a meaningful/authentic experience in research, scholarship, development, creative production, policy analysis, translation, or commercialization.

**2**

Pilot and evaluate the use of Course-based Undergraduate Research Experiences (CURES) across the System.

**3**

Use R&D opportunities in recruitment, enrollment, and retention and support to obtain paid summer internships and future employment in Maine.

## **Finding 5: The private and non-profit sectors and the Maine State Government are eager for expanded R&D interactions with higher education.**

**1**

Continue to work closely with the private and government sector to establish productive collaborations.

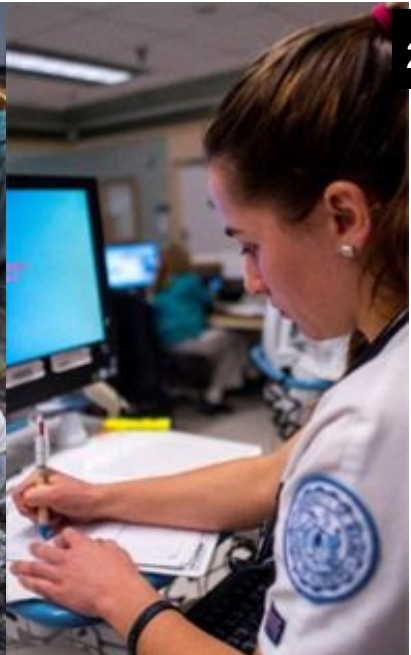
**\*Commercialization growth metrics**

**2**

UMaine will undertake a high-level review of existing doctoral graduate programs in the STEM fields.

**3**

Do more robust communication of System R&D accomplishments, including strategic interactions with stakeholders.



# Discussion



# Next Steps

Spring

- Publication and roll out
- Implementation plan

Summer

- Internal assessments
- Grand Challenges initiative launched

Fall

- R&D Summit
- MEIF ROI study





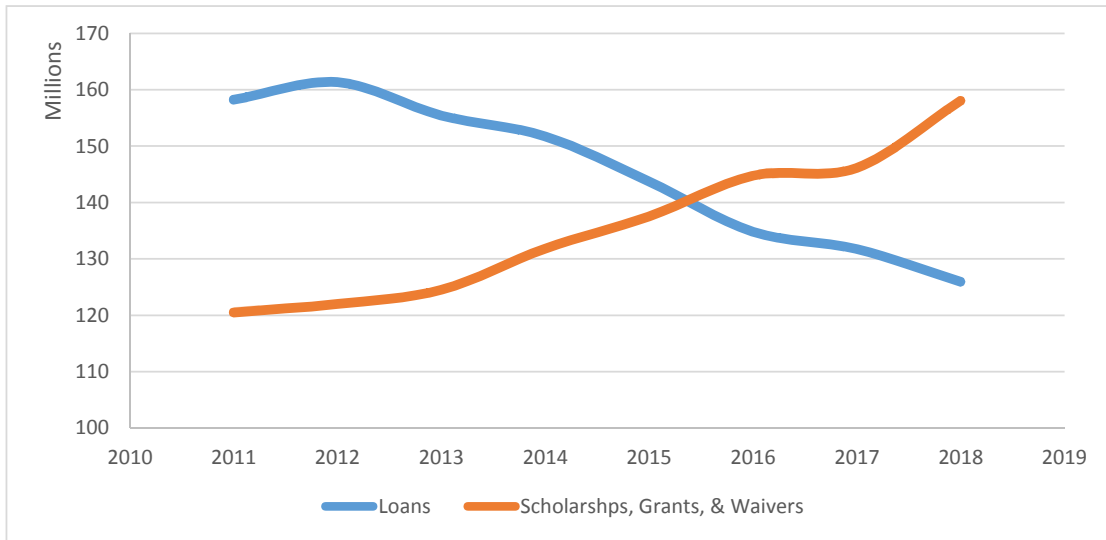
**AGENDA ITEM SUMMARY**

- 1. **NAME OF ITEM:** Increasing Affordability & Reducing Student Debt
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** X **BOARD ACTION:**
- 4. **OUTCOME:** **BOARD POLICY:**  
 Improve Student Success & Completion
- 5. **BACKGROUND:**

In December 2019, the University of Maine System Board of Trustees issued a *Declaration of Strategic Priorities to Address Critical State Needs*. Among other provisions, the UMS Trustees state:

To remain competitive, UMS must retain its status as a national leader in higher education affordability and tuition restraint, limiting tuition increases, investing in financial aid, and creating pathways for students with the highest need to complete their educational programs without tuition debt. UMS will strive to make all credential and degree attainment readily affordable and accessible to all Maine families, with the lowest possible level of debt.

Student debt is a complex problem requiring a comprehensive set of solutions involving the federal and state governments, as well as higher education. This report explores the current perceptions on student debt held nationally, Educate Maine’s goals for affordability, and how Maine’s Public Universities are currently performing. It discusses current programs offered by the federal and state governments, as well as the University of Maine System’s (UMS) own programs and progress towards reducing the use of loans by its’ students. Finally, the paper concludes with suggestions for additional efforts by the State and the UMS.



**University of Maine System Progress on Reducing Student Dependency on Debt**

# INCREASING AFFORDABILITY & REDUCING STUDENT DEBT

University of Maine System

April 2019

## Increasing Affordability & Reducing Student Debt

### Introduction

**“THE BEST WAY TO CONTROL STUDENT DEBT IS NEVER TO TAKE IT ON IN  
THE FIRST PLACE”** *CHANCELLOR JAMES H. PAGE*  
**2019 STATE OF THE UNIVERSITY ADDRESS**

Student debt is a complex problem requiring a comprehensive set of solutions involving the federal and state governments, as well as higher education. This paper explores the current perceptions on student debt held nationally, Educate Maine’s goals for affordability, and how Maine’s Public Universities are currently performing. It discusses current programs offered by the federal and state governments, as well as the University of Maine System’s (UMS) own programs and progress towards reducing the use of loans by its’ students. Finally, the paper concludes with suggestions for additional efforts by the State and the UMS.

Inherent in this discussion is the desire for a college education as a means to a better life, the relatively high cost of college as a percentage of family income and the need for borrowing to close that cost gap. “Students with family incomes of \$50,000.00 or less—even those who receive Pell Grants—are 20 percent more likely to borrow than their more affluent peers. In addition, these students also borrow higher amounts than their peers... [T]hese students are often first generation college students and are at a higher risk of dropping out and defaulting on debt.” *Reducing Undergraduate Indebtedness: Strategies for Reducing Student Debt Accrued by Undergraduates, EAB Academic Affairs Forum, 2012, p. 8.*

The same EAB study indicates the following factors contribute to undergraduate student debt:

- **STUDENT ACCESS TO INCREASED LOAN LIMITS**
- **UNINFORMED BORROWERS**
- **STUDENT SOCIOECONOMIC STATUS**
- **TIME ELAPSED BEFORE DECLARING MAJOR**
- **TYPE OF INSTITUTION ATTENDED**
- **RISING COST OF TUITION AND THE STATE OF THE ECONOMY**

## National Outlook

**NATIONAL STUDENT DEBT.** Open any recent article on student debt in Higher Education and the beginning will read something like, “student debt has more than tripled since 2004, reaching \$1.44 trillion in the first quarter of 2018, according to the Federal Reserve”. A trillion dollars is hard to imagine. Putting the student debt total in context, in the beginning of 2018 the consumer automotive debt was \$1.27 trillion and the total debt for mortgages was \$9.14 trillion. <https://www.statista.com/statistics/500814/debt-owned-by-consumers-usa-by-type/>

**IMPACT OF STUDENT DEBT.** In the report, *Buried in Debt*, the researchers found that students with high levels of debt had high levels of stress that delayed big life events like getting married. Students with debt had restricted opportunities for jobs that may offer low pay (e.g., social workers, teachers, government, and business startups). The researchers also found that people with high levels of student debt had lower credit scores, inability to save, and lower levels of home ownership. <https://www.meetsummer.org/share/Summer-Student-Debt-Crisis-Buried-in-Debt-Report-Nov-2018.pdf>

**PARENT DEBT.** Another rapidly rising trend is that parents now are taking on more debt for their children’s higher education. According to the Department of Education, college students may only borrow up to \$31,000 as a dependent and up to \$57,500 as an independent student. Parents are making up the difference in a new federally sponsored program called Parent PLUS Loans. Research done by Mark Kantrowitz, on data from the National Postsecondary Student Aid Study, indicates that in fiscal year 2016, Parent PLUS loans averaged \$33,291. <https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>.

**FEDERAL STUDENT LOAN INTEREST RATES.** To make matters worse, the interest rate for federal direct undergraduate student loans increased to 5.05%, up from 4.45% in 2017-18. Unsubsidized direct graduate student loan rates rose to 6.60%, up from 6.00%. Rates for PLUS loans, which are for graduate students and parents, rose to 7.60%, up from 7.00%. <https://studentaid.ed.gov/sa/types/loans/interest-rates>

**BENEFITS OF STUDENT LOANS.** Debt isn’t inherently bad. Businesses grow when debt is effectively managed to provide more value than what is owed. This is the contradiction in the national concern about student debt. Even controlling for changes in the economy, on average students with a higher education will earn as much as \$2 million more in their lives, than if they just have a high school education. <https://www.ssa.gov/policy/docs/research-summaries/education-earnings.html> Creating a net positive value of \$2 million by borrowing on average \$30,000 is a return on investment unparalleled in the business world. This benefit is even more inspiring when you consider that the people who borrow the money are typically from low income families that would not be able to attain a higher education without our nation’s commitment. Consider **Table 1 below** that shows that the UMS cohort of 2011 graduated 579 students, who qualified and used their Pell Grants. These 579 students will collectively earn a billion dollars more in their lifetime because they had the opportunity to gain a credential of value. Collectively student loans make sense

and offer great value to our country's citizens; however, this isn't always the case. Students with aspirations to enter careers that historically haven't paid much, will not enjoy the same level of return on investment.

Marx and Turner found in their 2019 study, *Benefits of Borrowing: Evidence on student loan debt and community college attainment*, that students who took out loans had better grades, took more credits, and transferred to four year colleges at statistically significant higher rates. Marx said, "there may be two explanations for why student borrowers outperform their peers. Now a student knows they have to repay a loan in the future, and they take their studies seriously. Loans also provide students with additional financial resources, which means they don't have to spend as many hours working to earn money and can take more classes instead." <https://www.educationnext.org/benefits-of-borrowing-evidence-student-loan-debt-community-college-attainment/>

**Table 1. Pell vs Non-Pell/Non-Subsidized Stafford Loan Recipient Graduation Rates, Bachelor's Degree Seeking**

*Note: as 2011 is the latest 6-year cohort data currently available, it does not reflect interventions put in place since 2011.*

Institution	2011 Pell Cohort			2011 Non-Pell, Non-Subsidized Cohort		
	Pell Recipient Adjusted Cohort	Completed within 6 Years	6 Year Graduation Rate	Adjusted Cohort	Completed within 6 Years	6 Year Graduation Rate
University of Maine	610	295	48.40%	600	404	67.30%
University of Maine at Augusta	170	23	13.50%	28	5	17.90%
University of Maine at Farmington	252	116	46.00%	90	52	57.80%
University of Maine at Fort Kent	68	20	29.40%	50	15	30.00%
University of Maine at Machias	71	21	29.60%	20	8	40.00%
University of Maine at Presque Isle	92	21	22.80%	39	14	35.90%
University of Southern Maine	282	83	29.40%	174	61	35.10%
<i>Total</i>	<i>1,545</i>	<i>579</i>	<i>37.50%</i>	<i>1,001</i>	<i>559</i>	<i>55.80%</i>

Produced by Robert.Zuercher@maine.edu on January 28, 2019. Source IPEDS

## How Does Maine Perform?

**AVERAGE DEBT OF UMS STUDENTS.** University of Maine System (UMS) Students who graduated in 2016 had an average debt of \$28,619, which was lower than the regional average of \$30,432, slightly higher than the national average for public, four-year or above universities of \$27,293, and significantly lower than the national average of \$37,172.

**STUDENT AND INSTITUTIONAL CHARACTERISTICS.** Institutions within the UMS have substantially different student characteristics that explain some of the differences in student debt behaviors/outcomes. For example, UMA primarily serves low-income, first generation, adult learners who attend college only part-time (see Table 2). Students with these characteristics tend to accumulate debt and default at higher rates (see Tables 3 and 4).

The program mix at UMS institutions also influence student debt outcomes. For example, the University of Maine has large enrollments in programs that produce graduates in fields that pay well and are in high demand (e.g., Engineering). An Engineering student will likely find a job right out of college that pays a wage sufficient to cover their student loans. So the students tend to take out a high loan amount, knowing they can pay it back, and default at lower rates (see table 1 and 2).

Additionally, the standard measure for reporting student debt includes resident and nonresident students. Nonresident students pay significantly more tuition and therefore skew the average amount of student debt.

**Table 2. University of Maine at Augusta Student Characteristics**

Description	UMA	Peers	Difference
Part-time enrollment as percentage of total enrollment, %	64.5%	35.4%	29.1%
Percentage of enrollment age of 25 or older, %	64.8%	32.7%	32.1%
Percent of full-time first-time undergraduates awarded Pell grants, %	70.0%	45.9%	24.1%
Percent of undergraduate students enrolled exclusively in distance education courses, %	42.0%	16.3%	25.7%

*UMA Peer Analysis Fall 2017, source IPEDS (Fall 2015)*

Table 3. Average Debt of Graduates

Source: Internal Reports	FY 2016
UMS Average	\$28,619
Source: <a href="http://www.savingforcollege.com">http://www.savingforcollege.com</a> (Mark Kantrowitz)	
National Average	\$37,172
Source: <a href="http://www.college-insight.org">http://www.college-insight.org</a>	
Nation - Public, 4-year or above	\$27,293
New Hampshire - Public, 4-year or above	\$35,657
Vermont - Public, 4-year or above	\$29,012
New York - Public, 4-year or above	\$26,380
Massachusetts - Public, 4-year or above	\$30,679

*Represents only first-time college students with debt earning a bachelor's degree in 2015-2016*

Table 4. FY 2015 3-YEAR COHORT DEFAULT RATES

University of Maine System	Default Rate
University of Maine	6.7%
University of Maine at Augusta	17.0%
University of Maine Farmington	7.0%
University of Maine Fort Kent	8.3%
University of Maine at Machias	16.8%
University Maine Presque Isle	13.8%
University of Southern Maine	6.2%



## Educate Maine's Goal: College Cost & Debt

"The best way to ensure a prosperous future for Maine is to increase the number of Mainers pursuing a credential of value after high school. However, the cost of college and student debt burden has a great influence over who enrolls in higher education and whether or not they graduate. Although tuition is lower in Maine on average, it represents a greater percentage of income. In order to be competitive in an increasingly educated marketplace, the cost of college needs to be more affordable for Maine students, with a goal of closing the affordability gap with New England."

### MAINE IN 2015-16

The average net price of college for students was \$16,735 (39% of per-capita income) and average student debt was 17% of per-capita income.

### NEW ENGLAND IN 2015-16

The average net price of college was \$21,050 (35% of per-capita income) and the average student debt was 12% of per-capita income."

*Education Indicators for Maine 2018, Educate Maine, p. 21,*

[http://www.educatemaine.org/docs/EducateMaine\\_2018\\_IndicatorReportWEB01.pdf](http://www.educatemaine.org/docs/EducateMaine_2018_IndicatorReportWEB01.pdf)



## Federal Programs

**PELL GRANT.** Federal Pell Grants are available to students who have the greatest financial need. Pell Grants are our country's commitment to providing access to college to low-income families. Additionally, unlike most other federal aid programs, the Pell Grant does not have to be repaid. The amount of the award is determined on the basis of unmet need and current maximum award is \$6,095 annually.

<https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

**POST 9/11 GI BILL.** Citizens that served in the military may receive (or assign to a dependent) up to \$21,970 per year for tuition, \$1,000 for books, and money for housing. These benefits are prorated depending on time served; 40% of the benefits if they served 90 days and 100% of the benefits if they served at least three years.

[https://www.benefits.va.gov/GIBILL/resources/benefits\\_resources/rates/ch33/ch33rates080116.asp](https://www.benefits.va.gov/GIBILL/resources/benefits_resources/rates/ch33/ch33rates080116.asp)

Only 50% of veterans use their available GI Bill benefits. Veterans who use their GI Bill benefits have equivalent graduation rates (51.7%); however, take longer than their peers to obtain their credential of value.

<https://www.insidehighered.com/quicktakes/2014/03/24/data-student-veterans-college-outcomes-under-new-gi-bill>

**TEACH GRANT.** The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year to students who are completing or who plan to complete coursework that is required to begin a career in teaching, and agree to teach full time for at least four years at an elementary school, secondary school, or educational service agency that serves students from low-income families and to meet other requirements. <https://studentaid.ed.gov/sa/types/grants-scholarships/teach>

**PUBLIC SERVICE LOAN FORGIVENESS PROGRAM.** The remaining balance of Direct Loans is paid after you have made 120 qualifying monthly payments while working full-time for a qualifying employer (e.g., government agency, certain nonprofit organizations).

## State Programs

**THE STATE OF MAINE GRANT PROGRAM.** The Maine State Grant provides need-based grants to Maine undergraduate students. For the 2018–2019 academic year, the maximum grant award amount is \$1,500. This amount has not increased in many years despite increasing tuition and, historically, the grant has required a May application deadline. [https://www.famemaine.com/maine\\_grants\\_loans/state-bof-maine-grant-program/](https://www.famemaine.com/maine_grants_loans/state-bof-maine-grant-program/)

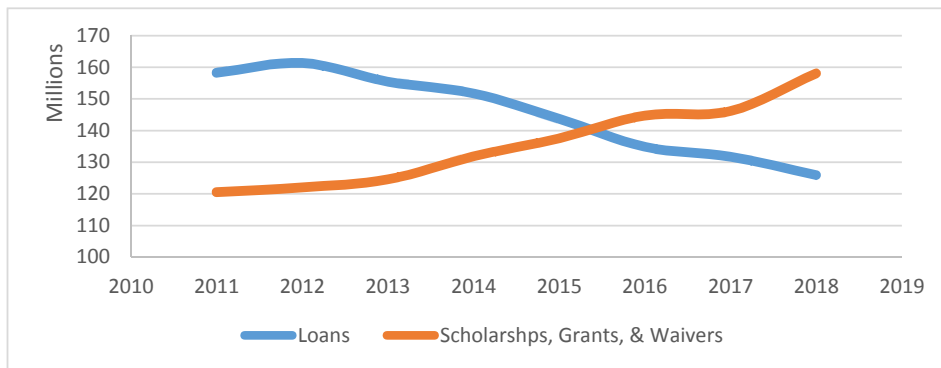
**EDUCATIONAL OPPORTUNITY TAX CREDIT.** Students who earn an Associate's, Bachelor's, or Master's degree and continued to live and work in Maine after graduation – may be eligible for an Educational Opportunity Tax Credit on their Maine income tax return. Tax credits are based on the amount of student loan payments. The tax credit is also available to Maine businesses that make their employees' educational loan payments.

**FAME ALFOND LEADERS:** The Alfond Leaders student debt reduction program provides student loan repayment assistance to people who live and work in Maine in a STEM- (Science, Technology, Engineering and Math) designated occupation at a Maine-based employer. Alfond Leaders may qualify for loan repayment up to half of their outstanding student loan balance at the time of application to the program, not to exceed \$60,000 <https://www.famemaine.com/education/topics/managing-student-loans/alfond-leaders/>

## UMS Programs & Progress

**TUITION FREEZE & INCREASED SCHOLARSHIPS, GRANTS AND WAIVERS.** Beginning in 2012 the UMS froze tuition and the mandatory fee for six consecutive years. Also beginning in 2012, UMS total scholarship, grant and waiver awards began to increase. As a result, total loans have been decreasing since 2012. See graph A.

**Graph A: Total UMS Dollars Awarded in Aid v. Loans**



Source University of Maine System Financial Aid Annual Reports

**EAB STUDENT SUCCESS COLLABORATIVE.** EAB provides technology and techniques designed to maximize student success and completion. All UMS campuses utilize the Foundations tool, which provides predictive analytics associated with student success and risk within key courses and major milestones. Three campuses (UMA, UMM and UMPI) have also implemented the Navigate suite, which enables campuses to identify patterns of student success and failure, plan strategic interventions, coordinate student support and measure impacts.

**PROMISE PROGRAMS.** Available to first-time, full-time college students who are Pell Grant-eligible Maine residents and who agree to take 30 or more credits per year and maintain a 2.0 or higher GPA. The Promise program covers tuition and the mandatory fee and is designed to be a “last dollar” method of student financial support after the Pell Grant, Maine State Grant and other forms of aid are applied. Promise Programs are available at the University of Maine at Augusta (UMA), the University of Maine at Fort Kent, the University of Maine at Machias, and the University of Maine at Presque Isle. UMA also extends its program to “new to UMS” in-state full-time and part-time transfer students who have earned at least 30 transferable credits.

**ADULT DEGREE COMPLETION SCHOLARSHIP.** Dedicated scholarship to support adult students returning to college after an absence of three or more years to complete their first baccalaureate degree. Applicants may qualify for up to \$4,000 per academic year for up to eight consecutive semesters.

**EARLY COLLEGE.** Early College is a program that provides higher education courses to high school students. The course offerings vary. Some are offered on university campuses and others are taught directly in the high schools. Currently, students can take up to 12 tuition-free credit hours per year (6 credits per semester). <https://academics.maine.edu/early-college/> The average debt for students with early college credits is significantly lower than their peers. A study at UMaine showed that students who graduated in four years and entered UM with one to nine early college credits was 15% lower than those who did not bring in early college credit. For those who brought in 10 to 15 early college credits, the average debt level was 22% lower than those who did not bring in any early college credits. – *UM Report on Student Debt for Graduates*

**COMPLETE COLLEGE AMERICA'S 15 TO FINISH.** The goal of the 15 to Finish program is to get students to enroll in 15 credits each semester (or 30 credits per year, including winter/summer session). Students aren't taking the credits needed to graduate on time, despite research showing the significant benefits of doing so – including better academic performance, higher retention rates and the increased likelihood of completion. Programs like UMaine's Think 30, USM's 15 to Finish, UMF's Farmington in Four and the UMA, UMFK, UMPI and UMM promise grant programs, which require 30 credit hours annually, work towards the 15 to Finish goal. In an analysis of student debt at UMaine, researchers found average student debt for Maine residents who complete their UM degree in four years is \$22,101. For those who graduate in five, it's \$29,973, and if it takes six years to graduate, the debt load is \$33,482. Their finding clearly illustrates the impact of timely graduation on student debt. – *UM Report on Student Debt for Graduates*

**BLOCK TRANSFER & PRIOR LEARNING ASSESSMENT.** The UMS implemented block transfer of general education within our System and between the UMS and the Maine Community College System. Such agreements help to reduce time and cost to degree. Prior learning assessment (PLA) enables students to document their learning outside of the classroom and, where appropriate, translate that learning into academic credit, again reducing time and cost to degree. The campuses of the UMS have adopted a uniform set of guidelines for PLA which ensure alignment across the System.

**FINANCIAL LITERACY TRAINING.** The UMS utilizes the iGrad financial literacy platform to provide valuable informational resources for students. Additionally, UMA's New Ventures Maine offers workshops on personal finance, budgeting, savings and repairing your credit that are open to all UMS students.

**DEBT COUNSELING.** Through a partnership with FAME, UMS employs ECMC as our vendor to conduct grace period counseling, and "61+" day calls to borrowers who are behind in their payments to help get them back on track to avoid default. Beginning in Fall 2019, ECMC will produce debt summary letters and infographics for every borrower once per semester to help them track their student debt.

## What More Can We Do?

### STATE

**Increase E&G Funding for Public Higher Education.** State appropriation underwrites the cost of tuition for in-state students, and keeping tuition low is the best way to minimize or avoid student debt.

**Increase Maine State Grant.** Increasing the size of the Maine State Grant will help to help close the higher education funding gap for in-state students. Making the filing deadline more flexible will also help adult students who tend to enter college when convenient, rather than the traditional Fall enrollment.

**Increase Early College Funding.** Early College helps to reduce the cost and time to completion by allowing students to start college with up to 24 credit hours.

**Funds for Flexible or Emergency Grants.** The availability of small grants to cover past due balances or emergencies helps students to enroll, stay in school and focus on their completion goals.

**Funds for Navigational Support.** Low income, first generation students tend to be more vulnerable in many ways, including lower completion rates and higher borrowing and default rates. Providing our public colleges and universities funding for navigational support to coach these students on how to access available funding and make good financial choices would help improve overall outcomes.

**Financial Literacy Education.** The Department of Education, in partnership with FAME, should expand financial literacy training to public middle schools to help kids learn how to plan and pay for college.

### UNIVERSITY OF MAINE SYSTEM

**Incentivize/Require Financial Literacy Training.** Financial literacy training and advising helps students to face their financial fears, develop a plan for financing their education and make responsible choices.

**Expand Financial Literacy Peer Education Program.** UMF's Peer Education Program provides comprehensive education concerning personal financial well-being including but not limited to: understanding student loans and repayment options, budgeting, smart saving habits, debt management and reduction, tax credits, scholarships and loan forgiveness options for graduates who work in Maine. Funded by a grant from the Maine Attorney General's office, the Financial Literacy Peer Education Program's mission is to implement the program at all seven University of Maine schools.

**Financial Aid Packaging.** UMS should find ways to creatively package financial aid, to show the true cost of attendance and to discourage unnecessary borrowing.

**Close Data Gap.** UMS should strive to improve data collection on student borrowing and indebtedness in order to better understand patterns and implement interventions.



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** USM: Update related to Naming of Institution
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**  
 Primary Outcome: Enrollment
5. **BACKGROUND:**

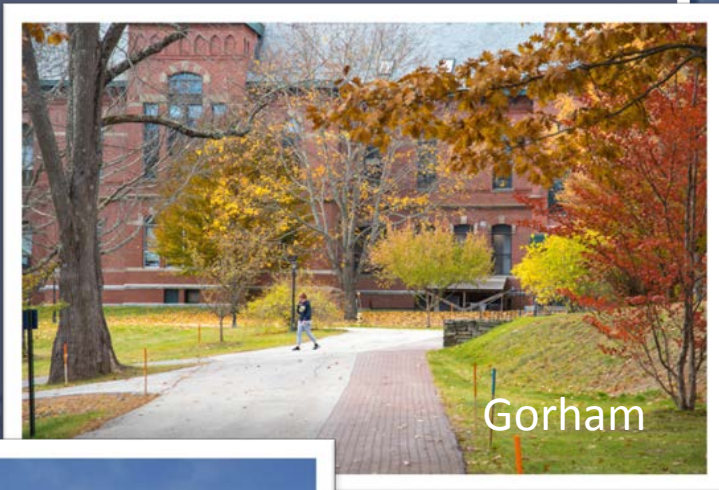
USM President Glenn Cummings will present the findings of a market research study recommending the University of Southern Maine change its name to the University of Maine-Portland.

- For the past year, the University of Southern Maine has been exploring a possible name change to the University of Maine - Portland. There are several reasons for this name change, including better alignment with the rest of the University of Maine System.
- The primary driving reason, however, is to attract out-of-state students, crucial to USM's and the System's continued growth, as well as to meeting Maine's workforce challenges.
- In the fall of 2018, the University of Southern Maine engaged Market Decisions and Broadreach Communications to conduct a market research study to ascertain whether a name change would, in fact, generate greater interest among out-of-state students.
- Conducted among several hundred prospective students, guidance counselors and the parents of prospective students from Northern New England to the New York metropolitan area, the 107 page report revealed the following key findings:
  - Portland is a very popular city among both Mainers and those out-of-state.
  - Out-of-state students, parents and counselors, however, do not know USM is located in Portland.
  - A new name that clearly associates USM with Portland would significantly move the needle in attracting out-of-state students.
  - A name change would also generate interest in other universities in the University of Maine System.
- Based on the clear data and the recommendation of the market research firms, President Cummings is recommending to the Board of Trustees that USM change its name to the University of Maine – Portland. If the BOT approves the

- recommendation, it would then go to the State Legislature for approval next year.
- For the past six months, President Cummings has been sharing the data at close to 20 forums with faculty, staff, students and alumni, as well as at external meetings with organizations in Portland, Gorham, Lewiston-Auburn and surrounding areas.
  - From these forums and meetings, the initiative to change its name has been overwhelmingly endorsed by USM's Alumni Board, its Foundation Board, and its Board of Visitors. The Portland Press Herald also ran a strong [editorial](#) in favor of a name change.

# *Name Change: Market Research Presentation*

4.1



# Reasons for a Name Change

- Not clear we are a public university
  - New name would align us with the University of Maine System
  - And our Law School
- Name Confusion
  - Southern Maine Community College
  - University of Southern Mississippi (usm.edu)

But major reason is this:





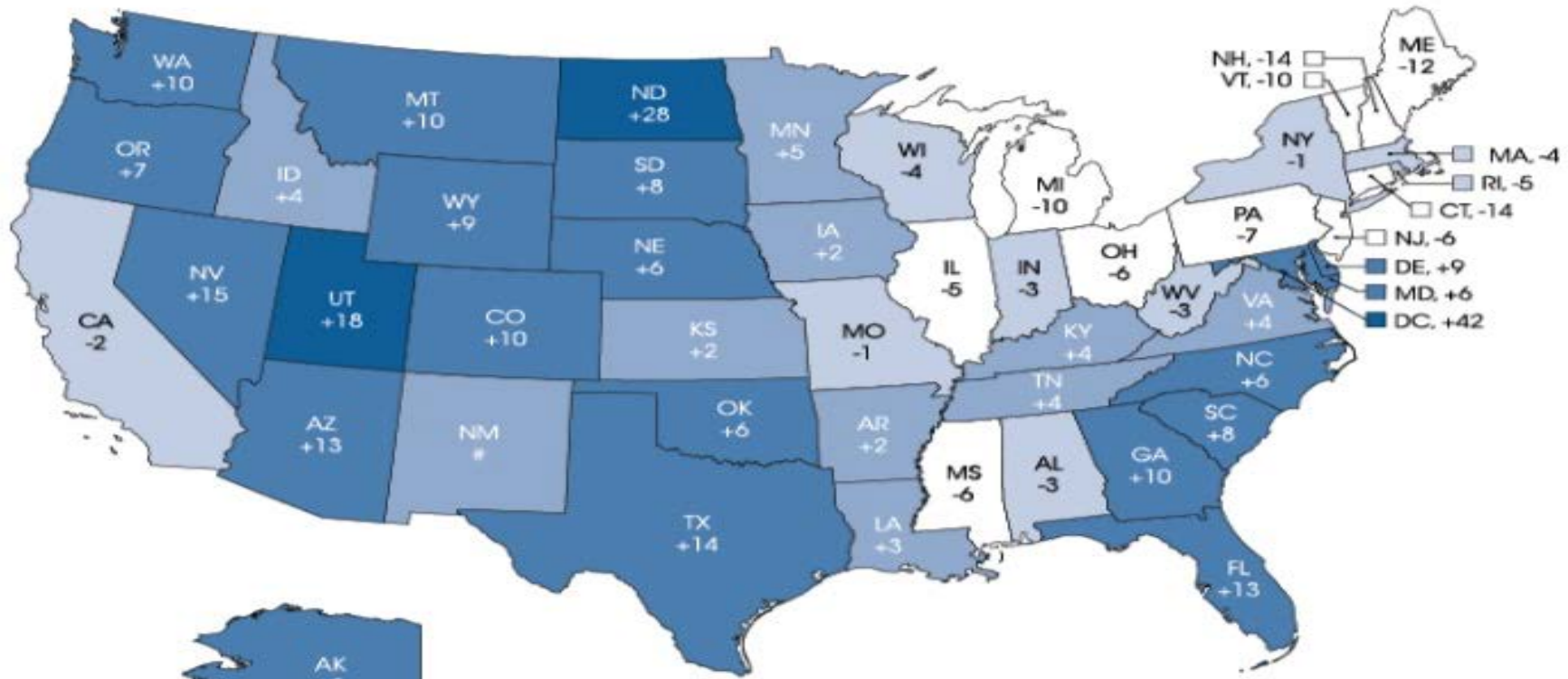
# Major Reason for Name Change

Because of alarming population trends in Maine, recruiting more out-of-state students is crucial to

- our university and
- Maine's economy and employers.



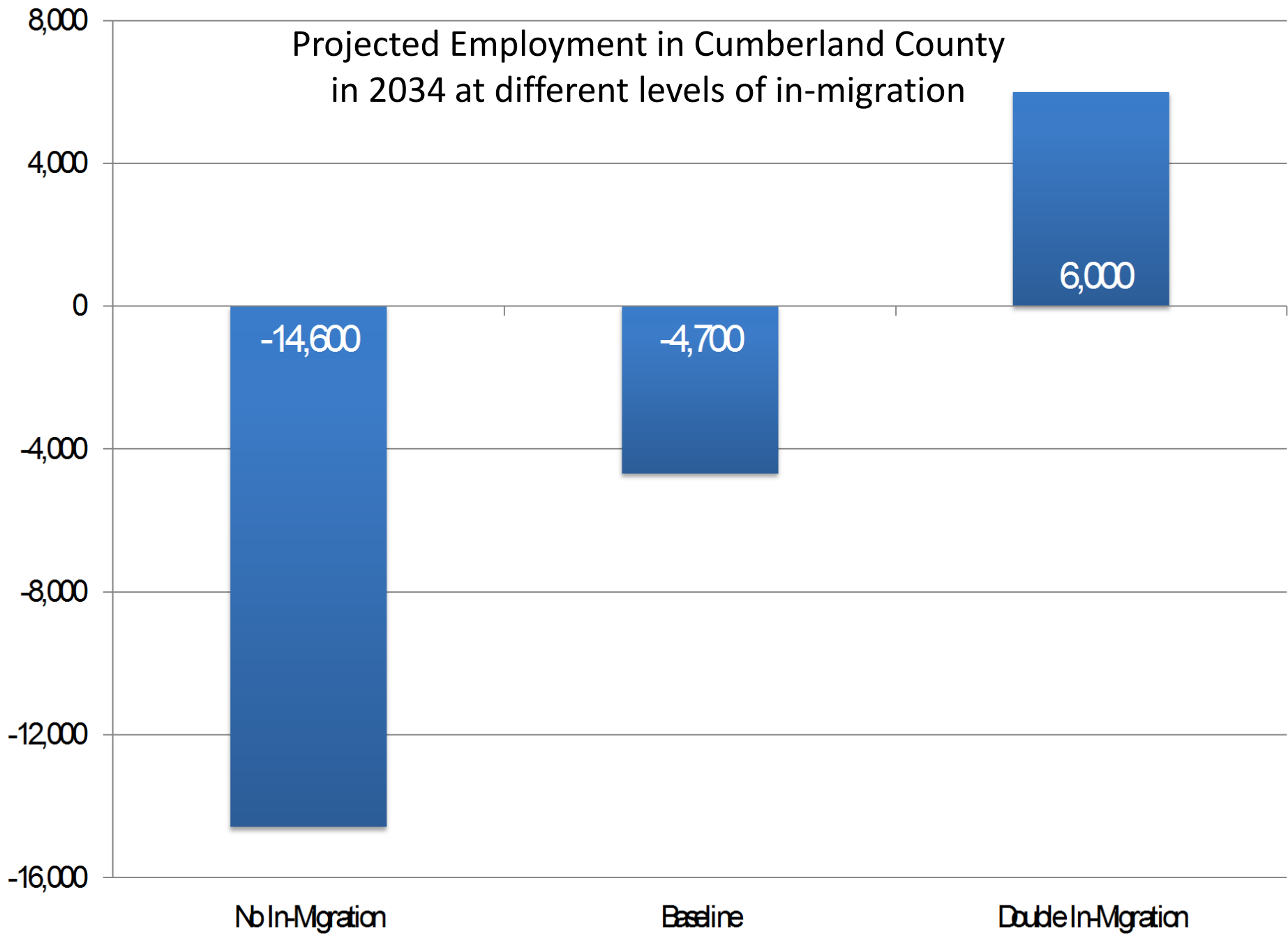
**Figure 3. Projected percentage change in public elementary and secondary school enrollment, by state: Between fall 2014 and fall 2026**





## Maine searches for answers as deaths outnumber births

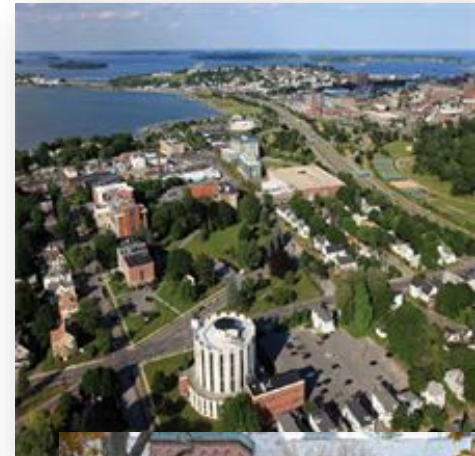
Across the state, the rapid aging of Maine's population has reached a crucial tipping point. As baby boomers head into retirement, and many young people



4.1

# Out-of-State Students: An Imperative for Maine's Workforce Challenge

Bringing in more out-of-state students is essential to addressing this economic challenge, because studies show that 70% of graduates stay within 70 miles of where they attended college.



# Out-of-State Students: An Imperative for USM's Future

For our university, the precipitous drop in Maine high school student translates to projected lower enrollments and less tuition dollars, which in turn, means:

- Less money for student aid & support
- Less money for new faculty & staff
- Less money for academic programs
- Less money to provide upgrades on all three campuses.

Our way out of this impending crisis will depend on our ability to recruit out-of-state students.



# Portland's Appeal to the Out-of-State Market

With our largest campus located in Portland — one of the most appealing and opportunity-laden small cities in America — we should be an attractive option for out-of-state students.

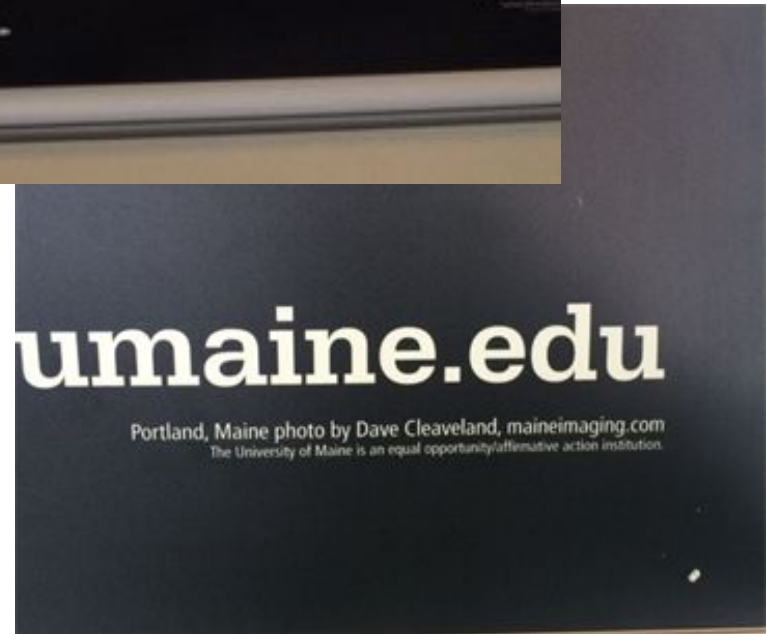


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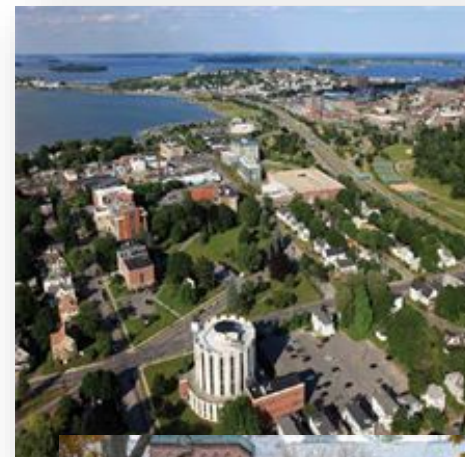
University of Maine promotion showing Portland aerial image, on display in the Portland Jetport terminal, 2016





# Portland's Appeal

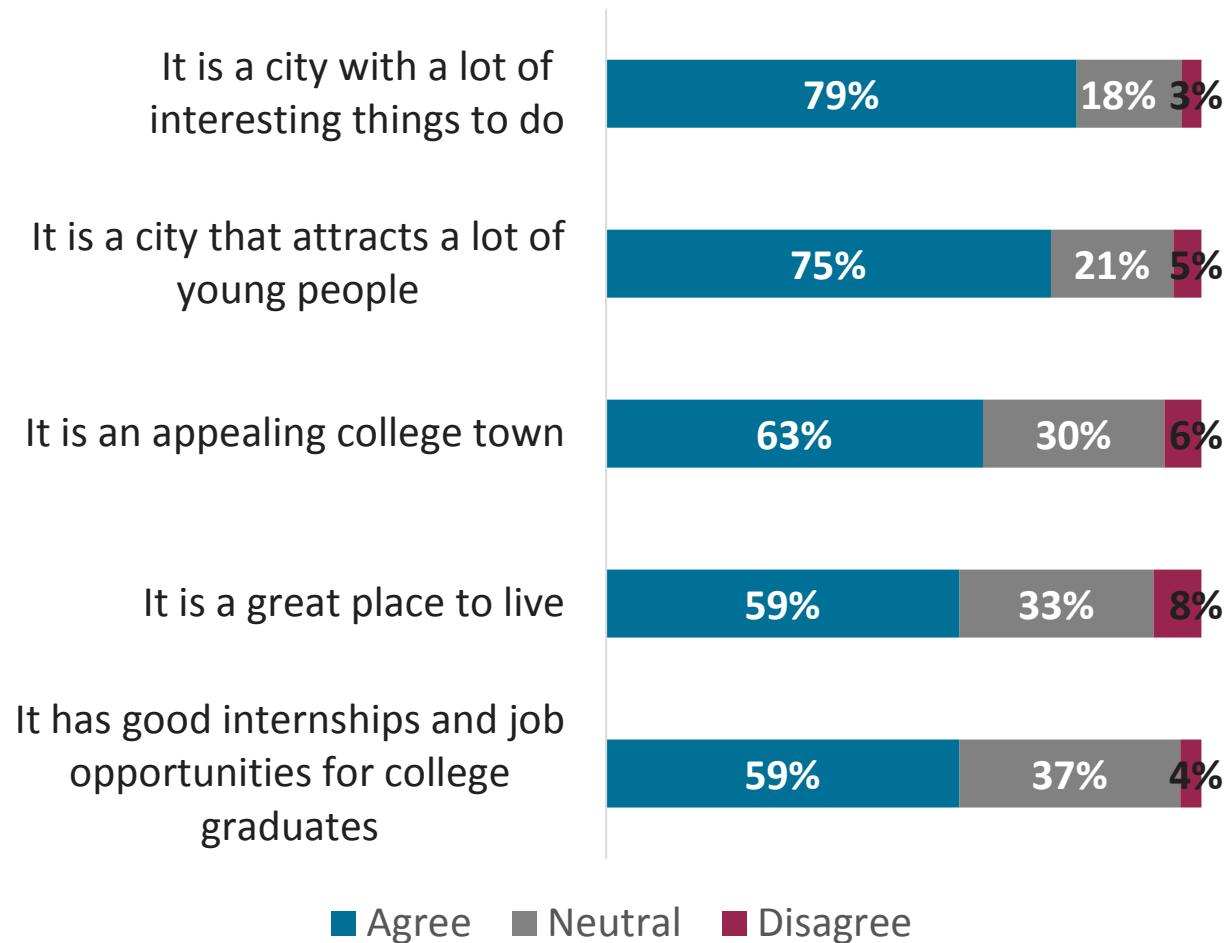
An exhaustive market research study of prospective students, parents of prospective students, and guidance counselors confirmed that Portland is an appealing city throughout New England and the New York Metropolitan area.



4.1

## Positive Perceptions of Portland

*How much do you agree or disagree with the following statements about Portland, Maine: (Prospective Students)*



Portland is a popular city among both Mainers – who like the activity and opportunities it offers – and those out-of-state, who have a more general opinion of the city.

4.1

# Out-of-Staters Know Little of USM

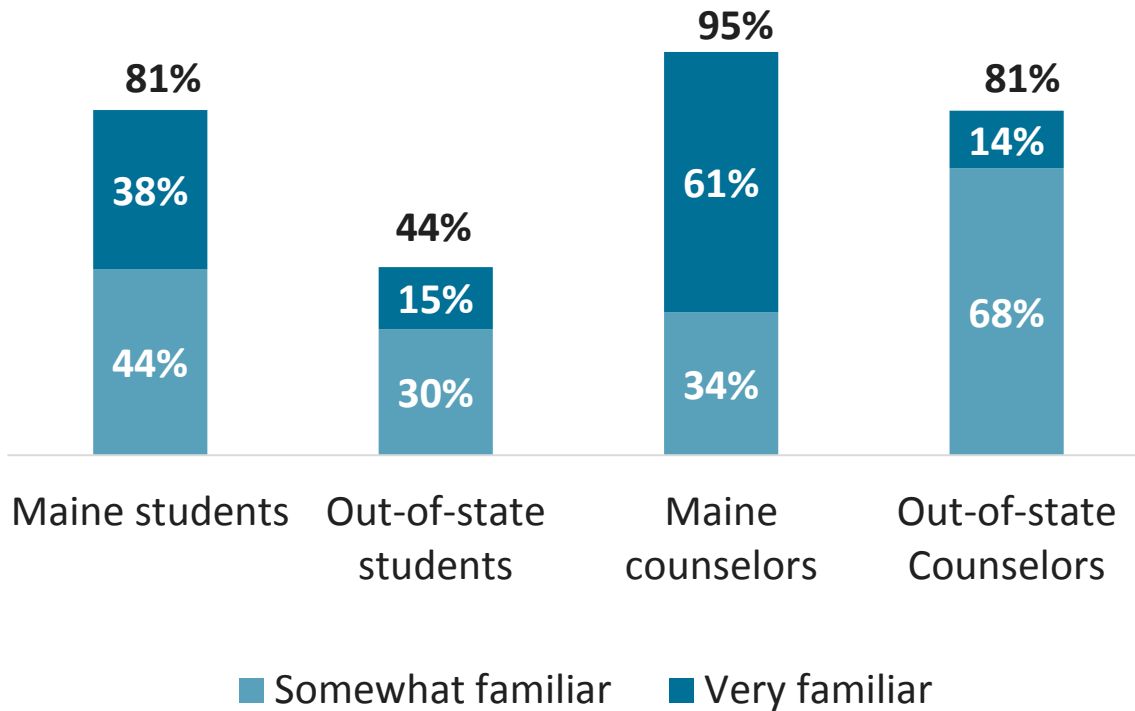
What we have found from the market research study is that out-of-state students, parents and counselors do not know who or where we are.



4.1

## High In-State, Low Out-of-State Familiarity with USM

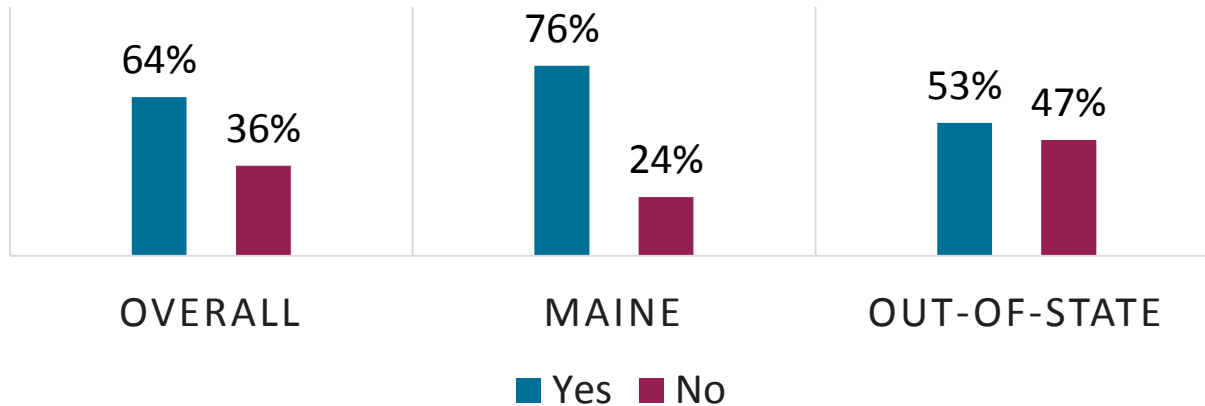
*How familiar are you with the University of Southern Maine (USM)? (Prospective Students and School Counselors)*



While awareness of the University of Southern Maine in Maine is high, it declines quickly outside the state of Maine.

## Low Knowledge of USM's Location

**Do you know where the University of Southern Maine is located?  
(Prospective Students)**



**Where is that? (Prospective Students)**

	Overall	Maine	Out-of-State
Portland	48%	65%	27%
Maine	23%	4%	45%
Gorham	14%	21%	5%
Southern Maine	11%	5%	18%
South Portland	6%	9%	2%
Lewiston	2%	4%	1%
Augusta	1%	2%	-
Orono	1%	2%	-
Other	6%	2%	11%

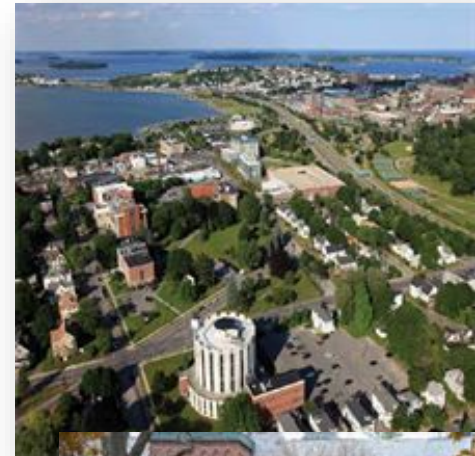


Most out-of-state students do not know where the University of Southern Maine is located (other than Maine).

High knowledge within southern Maine quickly disperses, even within northern Maine.

# A Name Change Makes a Big Difference

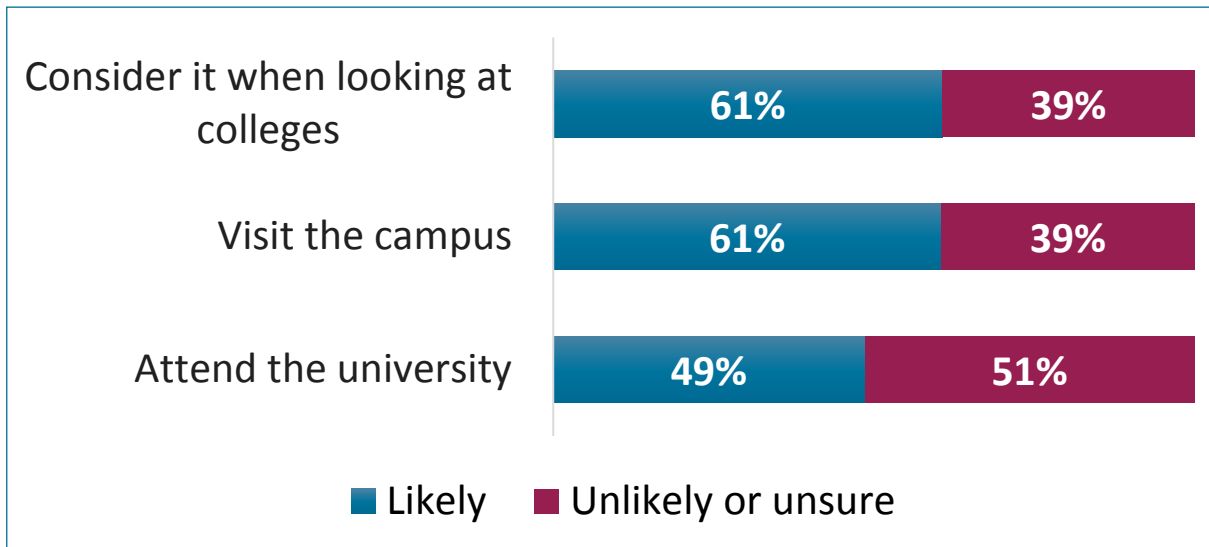
The market research showed a new name that clearly associates us with Portland could significantly move the needle in attracting out-of-state students.



4.1

## Impact of Name Change on Prospective Students

***Thinking about the University of Maine - Portland, how likely would you be to:***

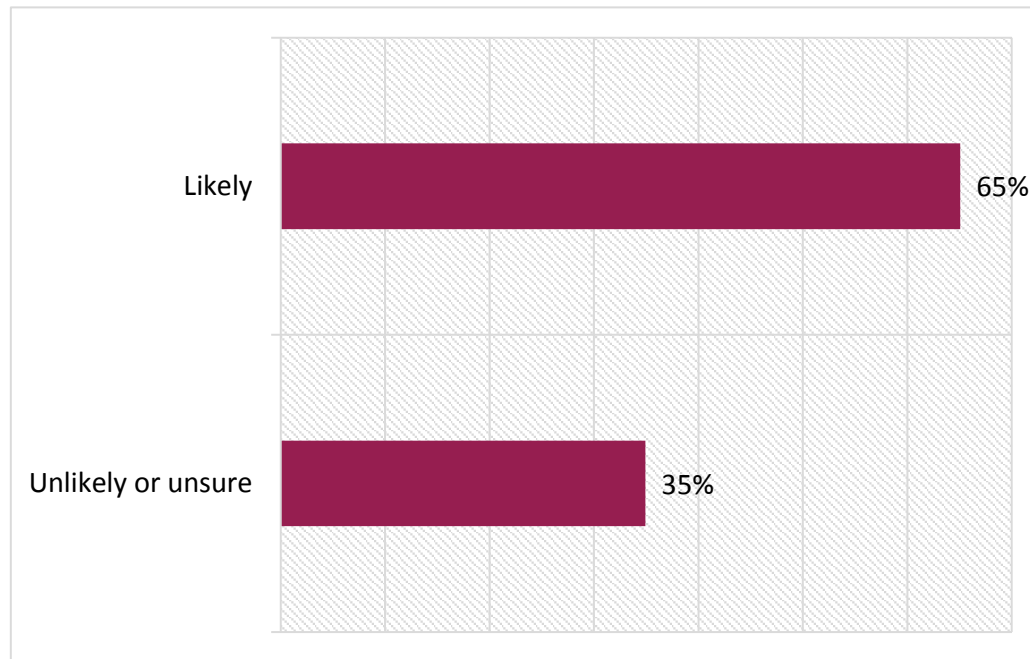


4.1

Association with Portland, both in general and with a name change, helps to drive interest in and likelihood to visit the university.

## Name Change Also Helps Our Sister Campuses

***If you were impressed by the University of Maine at Portland after learning more about it and/or visiting the campus, would you be more likely to consider other public universities in Maine?***



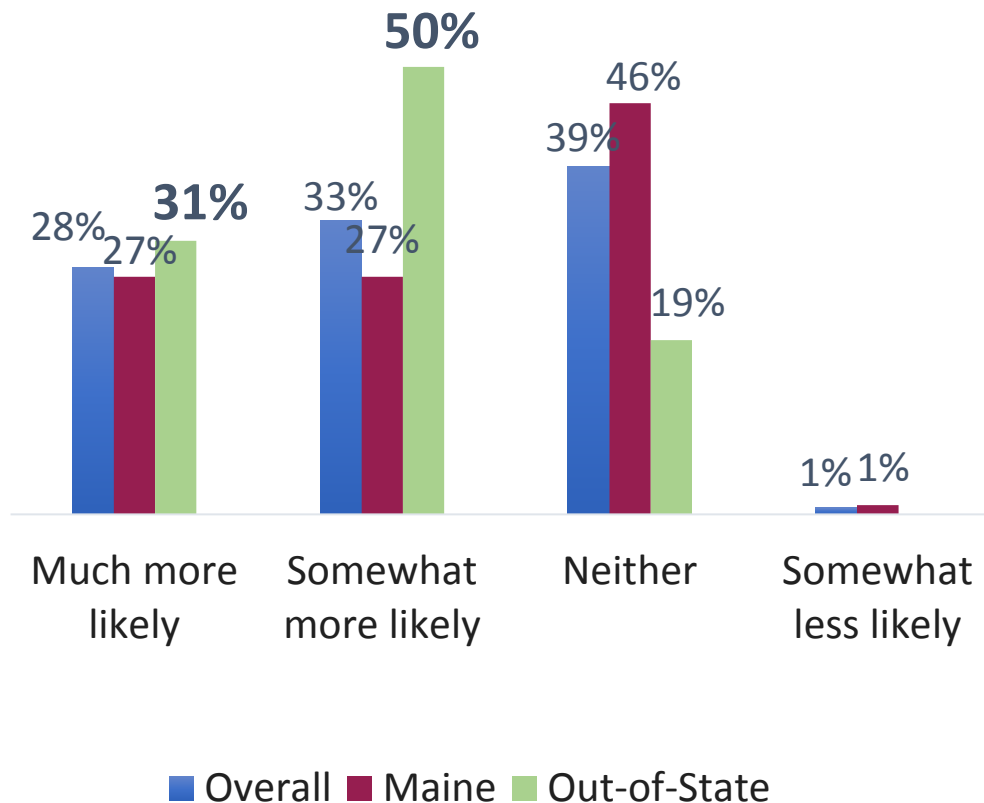
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Nearly two-thirds (65%) of prospective students said they would be likely to consider other public universities in Maine.



## Likelihood of School Counselors to Recommend University of Southern Maine

*Does knowing that the University of Southern Maine is in Portland make you more or less likely to recommend that students consider it when looking at colleges?*



4.1

### Summary

81% of out-of-state counselors said they are more likely to recommend University of Southern Maine knowing that it is in Portland compared to only 53% of in-state counselors.

### Bottom Line:

Knowing that the University is located in Portland helps increase recommendations among in-state and out-of-state school counselors.

# Market Research Conclusion

*“According to the data, a name change would significantly increase interest in USM across all out-of-state groups. Given the large populations of these states and the difference between in and out-of-state tuition, these students represent increases in enrollment and in revenue.*

*Because of this, data suggests that a name change would be a sound strategic move that positions USM for long-term success.”*



4.1

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Based on the market research study, and the recommendations of the firms who conducted the study, we are recommending we change our name to:

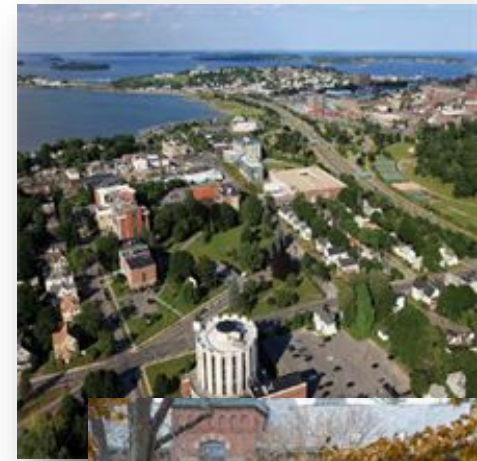
# UNIVERSITY OF MAINE PORTLAND

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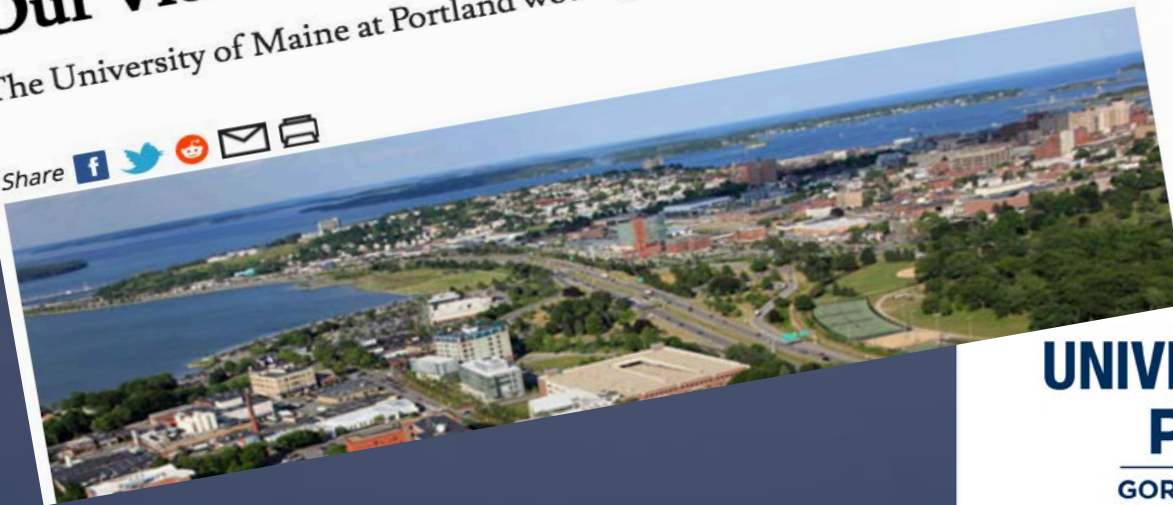
# Name Change Endorsements

- USM Alumni Board (voted 10-1)
- USM Foundation (voted 18-0)
- USM Board of Visitors (voted 19-0)
- Portland Press Herald



**Our View: Time for USM to change its name**  
The University of Maine at Portland would get on the radar of more out-of-state students.

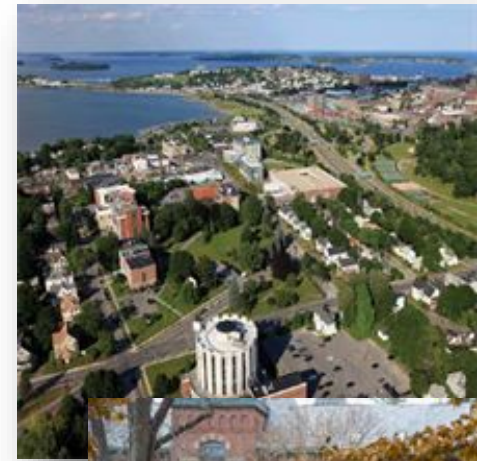
Share     



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# CEOs & Business Leaders Say Name Change Good for Economy

Michael Bourque, MEMIC  
Jon Ayers, Idexx  
Rich Petersen, MaineHealth  
Jeff Sanders, MaineMed  
Deanna Sherman, Dead River  
Steve Smith, LL Bean  
Michael Simonds, Unum  
John Chandler, BerryDunn  
Dayton Benway, Baker Newman Noyes  
Chris Joyce, Texas Instruments  
Bill Tracy, Auburn Savings  
Bill Burke, Sea Dogs  
Ellen Belknap, SMRT  
Leeann Leahy, VIA  
Jo-an Lantz, Geiger  
Bill Williamson, Bank of America

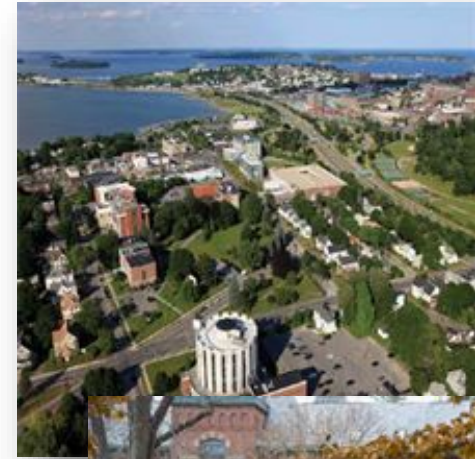


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**PORTLAND**  
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# Projection of Additional Out-of-State Students & Revenue with Name Change

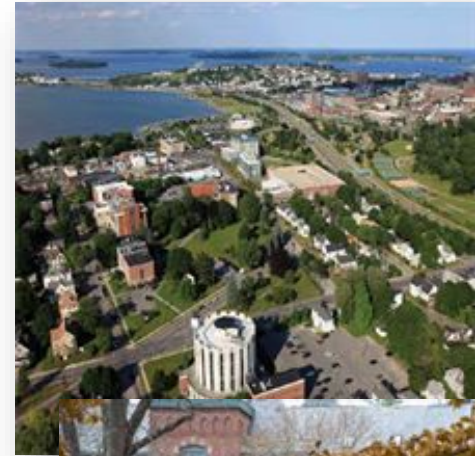
- If timed to coincide with completion of Portland's first residence hall, we project a 10% increase of out-of-state students in first year of a name change.
- This translates to 80-100 students, bringing in new revenue of \$2 million in year one alone.
- This revenue number would likely double in year two.



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# Timeline (subject to change)

- Campus Community Dialogue  
Winter – Spring 2019
- Approval of Board of Trustees  
Summer/Fall 2019
- Approval of Legislature  
Winter/Spring 2020
- Name Change Planning  
Summer 2020 - Summer 2021/2022
- Name Change  
Effective Fall 2021/2022



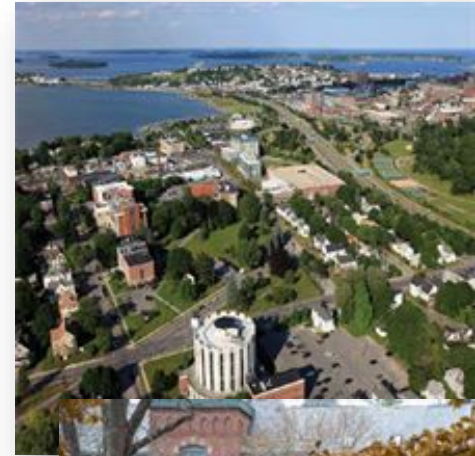
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# Two Pledges

1. First and foremost, Gorham and Lewiston are part of our long-term future, and in changing our name we will ensure that prospective students and the public understand we are a three-campus university.
2. Second, we will never lose sight that we are a university whose primary mission is to support Maine, our state's citizens and their children.

We are pursuing a name change to to help fulfill that mission, as well as our obligation to meet state economic needs.



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PORTLAND**  
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*For more information:  
[usm.maine.edu/president/name-change](http://usm.maine.edu/president/name-change)*

*Thank You!*

# UNIVERSITY OF MAINE PORTLAND

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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** 2018-2019 Program Innovation Fund (PIF)
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**  
Relevant Academic Programming and Student Success
5. **BACKGROUND:**

The UMS 2018-2019 Program Innovation Fund process began on September 21, 2018 with a request for pre-proposals from interested faculty on each of the seven campuses. This year's criteria closely aligned with Board priorities: address workforce needs, increase adult attainment, and develop credentials of value, with enrollment growth, collaboration, feasibility, and expediency completing the list.

A total of twenty pre-proposals were submitted. Of these, fifteen were selected by the Chief Academic Officers Council (CAOC) to move forward to the full proposal stage and twelve were finally submitted. Eight of those proposals have been selected for full or partial funding:

- “Increasing Workforce Development Programmatic Capacity for Working Learners through CBE” – (UMPI lead campus)
- “Core Education Tailored to the Adult Online Student” – (UMF and UM)
- “Mental Health and Rehabilitation Cooperative Minor” – (UMM and UM)
- “Credentialing Maine Adults for Transition into Careers in Information Systems and Computing” – (UM lead campus, with UMM, UMPI, USM, UMF, and UMA)
- “A Pilot for Enhancing Nurses’ Competency at Graduation through Clinical Immersion” – (USM and UMA)
- “Aquaculture Workforce Development: Aquatic Systems, Health and Husbandry” – (UM and UMM)
- “Northern and Downeast Pilot to Expand Inclusive Early Childhood Education” – (UMM and UMPI)
- “Portable Dental Assisting Program” – (UMA and UMPI)



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Academic Partnerships
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:** NA  
Increase enrollment  
Improve student success and completion  
Enhance fiscal positioning  
Maine workforce development

5. **BACKGROUND:**

A brief update will be provided on the Academic Partnership (AP) implementation. Associate Vice Chancellor of Academic Affairs, Dr. Robert Placido will summarize the work underway at UMFK, UMPI and USM; he will also share the final steps leading into the launch in the Fall.

In response to the Chancellor's request for more information, UMF Acting Provost and Vice President for Academic Affairs Dr. Katherine Yardley and USM Provost and Vice President for Academic Affairs Dr. Jeannine Uzzi will provide updates from their campuses regarding collaboration decisions with AP.



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Revisions to Board of Trustees Policies: 305 – Program Inventory and 305.1 – Academic Program Approval

2. **INITIATED BY:** Lisa Marchese Eames, Chair

3. **BOARD INFORMATION:** X

**BOARD ACTION:**

4. **OUTCOME:**

**BOARD POLICY:**

305 Program Inventory

305.1 Academic Program Approval

5. **BACKGROUND:**

The Administrative Procedures for Section 305.1 of Board Policy governing academic program approval took effect in 1987 and were last revised in 2010 (although the accompanying program proposal form hasn't been updated since 2001). In the spirit of facilitating One University goals, and as part of a general review of Board policies pertaining to academic programs, the office of the Vice Chancellor for Academic Affairs submits the following set of proposed revisions as an information item to the Academic and Student Affairs committee:

1. That Board Policy 305: Program Inventory be revised to include all academic programs, not just majors and degree programs. The revised inventory would include all concentrations, minors, associate degrees, and credit-bearing certificates;
2. That Board Policy 305.1: Academic Program Approval be revised to include approval policies and processes for the above;
3. That Board Policy 305.1: Academic Program Approval be revised to streamline approval processes and timelines, include a market research expectation, and make optional the requirement for an external review for new programs seeking approval.

5/3/2019

<p><b>Section 305 Program Inventory</b>                  Effective: 3/28/79                  Last Revised:</p> <p><b>Procedures for Submission of Program Inventory</b>                  Board of Trustees policy states that the Academic Program Inventory is the definitive list of all academic degree programs offered by the institutions or units of the University of Maine System. An academic program is defined as a course of study identified by a specific degree title and a specific subject matter area with a prescribed set of requirements which a student must complete.</p> <p>The Academic Program Inventory is maintained by the Office of the Vice Chancellor for Academic Affairs. Each summer the institutions are requested to update their portions of the Inventory. The completed document is submitted to the Board of Trustees for the Board’s information each September.</p> <p>See: <a href="#">Policy Manual Section 305: Program Inventory</a></p> <p><b>Section 305.1 Academic Program Approval</b>                  Effective: 1/29/87                  Last Revised: 2/25/2010</p> <p><b>Academic Program Approval</b>                  The approval process requires the following steps, some of which can occur in parallel:</p> <p><b>Part A: Intent to Plan</b></p> <ol style="list-style-type: none"> <li>1. The initiating university will follow all appropriate university processes in preparing the Intent to Plan.</li> <li>2. When approved by the university President, the <a href="#">Intent to Plan</a> will be submitted to the Vice Chancellor for Academic Affairs who will acknowledge receipt of the document.</li> <li>3. The Vice Chancellor will distribute via email the Intent to Plan, along with the names and contact information of four potential reviewers, to the President and the Chief Academic Officer of each university for their information.</li> <li>4. The Intent to Plan will be discussed by the Chief Academic Officers first via email. If a consensus to accept the Intent to Plan can be reached via email, then the Plan is moved to step 5. If no consensus can be reached via email, the proposing CAO will be notified and the Plan may be considered at the next regular CAO business meeting. To provide adequate time for individuals to prepare and distribute written</li> </ol>	<p><b>Section 305 Program Inventory</b>                  Effective: 3/28/79                  Last Revised:</p> <p><b>Procedures for Submission of Program Inventory</b>                  Board of Trustees policy states that the Academic Program Inventory is the definitive list of <b>all academic programs of study</b> <del>academic degree programs</del> offered by the institutions or units of the University of Maine System. An academic program <b>of study</b> is defined as a prescribed <b>course of study (i.e., course or other academic requirements)</b> that a student must complete <b>within</b> a specific subject matter area. <b>This definition includes academic programs of study</b> identified by a specific degree title, <b>documented on a transcript, and/or described in an undergraduate or graduate catalog. All undergraduate majors, graduate degree programs, advanced certificates of study, concentrations, minors, associate degrees, and credit-bearing certificates are programs of study. Concentrations, minors, associate degrees and credit-bearing certificates, however, are subject to abbreviated review leading to approval and inclusion in the Program Inventory (see Roman numeral II below).</b></p> <p>The Academic Program Inventory is maintained by the Office of the Vice Chancellor for Academic Affairs. Each summer the institutions are requested to update their portions of the Inventory. The completed document is submitted to the Board of Trustees for the Board’s information each September.</p> <p>See: <a href="#">Policy Manual Section 305: Program Inventory</a></p> <p><b>Section 305.1 Academic Program Approval</b>                  Effective: 1/29/87                  Last Revised: 2/25/2010</p> <p><b>Academic Program Development</b> – Regardless of the level of a program (e.g., undergraduate majors, graduate degree program, advanced certificate of study, concentrations, minors, associate degrees, or credit-bearing certificates), academic units are encouraged to continuously explore innovative programming that can serve the needs of the discipline, students and State of Maine. To that end, programs should align to:</p> <ol style="list-style-type: none"> <li>a. the mission and goals of the submitting university(ies);</li> <li>b. need for the program;</li> <li>c. availability of resources for program support;</li> <li>d. appropriate delivery modalities to best provide educational access and service to students.</li> </ol>
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<p>statements in support of or in opposition to the Plan, only Plans submitted 7 days prior will be considered at the next scheduled meeting of the Chief Academic Officers. Items not submitted within the time frame established will not receive consideration until the next CAO meeting.</p> <p>In review of the Intent to Plan, the CAOs will take into consideration the following:</p> <ul style="list-style-type: none"> <li>a. Appropriateness of the program to the mission and goals of the submitting university;</li> <li>b. Need for the program and rationale for any duplication;</li> <li>c. Availability of adequate resources to support the program; and</li> <li>d. Statewide need and corresponding interest, mode of delivery, and the potential catchment areas from which students would be drawn.</li> </ul> <p>After review of the Intent to Plan, the University of Maine System Chief Academic Officers will decide upon one of four actions:</p> <ul style="list-style-type: none"> <li>a. Acceptance;</li> <li>b. Acceptance with qualifications;</li> <li>c. Returned with suggestions for revision; or</li> <li>d. Rejection with rationale to substantiate decision.</li> </ul> <p>5. The recommendation of the CAOs will be conveyed to the Vice Chancellor who in turn will make his/her recommendation concerning an Intent to Plan to the Chancellor. The minutes of the Chief Academic Officers will be the record of action on an Intent to Plan. If the Intent to Plan is approved by the Chancellor, the Vice Chancellor will notify the Chief Academic Officer of the originating university in writing that the development of a full proposal may proceed, with copies of the action to all other universities. The Board of Trustees will be informed when Intent to Plan Statements have been approved by the Chancellor.</p> <p>6. Once an Intent to Plan has been approved, a status report must be filed in the Vice Chancellor's Office at the end of a six-month period in order to keep the plan active if a program proposal has not yet been submitted. An approved Intent to Plan which is not followed by the submission of a program proposal within one year from the time of initial acceptance will be automatically voided unless a specific request for an extension of time has been received and approved by the Vice Chancellor for Academic Affairs.</p> <p><b>Part B: Program Proposal</b></p> <p>7. Approval of an Intent to Plan is to be followed by the submission of a <a href="#">Program Proposal</a> by the originating university through the appropriate university process. The development of the Program</p>	<p><b>I. Approval of Undergraduate Majors, graduate degree programs, and advanced certificates of study</b></p> <p><i>Step 1: Program Request</i></p> <ul style="list-style-type: none"> <li>a. Request submitted to Provost(s) with a written description and rationale for a new program in 250 words or less. Such requests must briefly mention the findings of a market analysis consultation with campus or UMS institutional researchers.</li> <li>b. If recommended by the appropriate Provost(s) to whom the request was submitted, the request is provided electronically to the VCAA and CAOC.</li> <li>c. Except under extenuating circumstances, formal response from a Provost Office and the VCAA office regarding the CAOC recommendation should occur within two weeks.</li> </ul> <p><i>Step 2: Submission of Program Proposal.</i></p> <p>Upon approval of a program request from the Provost and the VCAA office, a <a href="#">Program Proposal</a> must be prepared and evaluated through the originating university's normal curricular process(es). Program proposals must be submitted within six months, after which time the request must be renewed. The Program Proposal must address the following areas:</p> <ul style="list-style-type: none"> <li>a. Program objectives and content</li> <li>b. Evidence of program need (to include the detailed findings of the market analysis conducted in consultation with campus or UMS institutional researchers, or other relevant programmatic information)</li> <li>c. Program resources and total financial considerations</li> <li>d. Program evaluation</li> </ul> <p><i>Step 3: University of Maine System (UMS) Evaluation.</i></p> <p>After completion of the campus program evaluation process, University of Maine System evaluation is initiated by submission of the proposal by the university President to the Vice Chancellor for Academic Affairs who will acknowledge receipt of the document and distribute the proposal electronically to members of the Chief Academic Officers Council (CAOC).</p> <p>The CAOC will collectively evaluate and discuss the proposed program at the first available CAOC meeting. In some instances, and</p>
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<p>Proposal in most instances will be developed in parallel with the Intent to Plan in order to speed the approval process, and it is urged that the university administration share an early draft of the program proposal with other Chief Academic Officers and the Vice Chancellor for Academic Affairs. The Program Proposal must address the following areas:</p> <ol style="list-style-type: none"> <li>Program objectives and content</li> <li>Evidence of program need</li> <li>Program resources and total financial considerations</li> <li>Program evaluation</li> </ol> <p>When approved by the university President, the program proposal will be submitted electronically to the Vice Chancellor for Academic Affairs who will acknowledge receipt of the document and distribute via e-mail copies to the Chief Academic Officers.</p> <p>8. The Vice Chancellor will select, contact, and compensate two external reviewers from those suggested to provide an independent assessment of the proposal. The external reviewers will report in writing their findings and recommendations to the Vice Chancellor for Academic Affairs, who in turn will share these with the originating university for proposal revision, as deemed necessary.</p> <p>Following revisions, the completed proposal, with the approval of the university President, will be submitted to the Vice Chancellor for Academic Affairs 30 days before the Board meeting at which the proposal is to be considered. The Vice Chancellor for Academic Affairs will distribute it to the Chief Academic Officers for information only.</p> <p>The Vice Chancellor has three action options:</p> <ol style="list-style-type: none"> <li>forward the proposal with a recommendation for approval to the Chancellor;</li> <li>return the proposal to the originating university with specific critiques and suggestions for revision; or</li> <li>return the proposal to the initiating university with specific written rationale for its rejection.</li> </ol> <p>9. The Chancellor will recommend program proposals to the Board of Trustees for its review and approval. Notice of final approval of program proposals will be transmitted to all universities.</p> <p>Temporary Programs</p> <p>To meet urgently needed workforce development demand in a university's immediate catchment area, the Vice Chancellor of</p>	<p>on the basis of CAOC input, the VCAA may seek external reviews of a program proposal (e.g., instances in which major questions of program relevance, content, or demand have been raised in the CAOC). After CAOC review, the VCAA has four action options:</p> <ol style="list-style-type: none"> <li>forward the proposal with a recommendation for approval to the Chancellor;</li> <li>seek external review from disciplinary experts;</li> <li>return the proposal to the originating university with specific critiques and suggestions for revision; or</li> <li>return the proposal to the initiating university with specific written rationale for its rejection.</li> </ol> <p>Should revisions be required by the CAOC or VCAA, the originating university must submit a revised proposal to the Vice Chancellor for Academic Affairs at least 30 days before the UMS Board of Trustees meeting at which the proposal is to be considered. Revisions will be distributed by the VCAA to the CAOC for information only.</p> <p><i>Step 4: Chancellor and BOT Action, Notification, and Program Inventory</i></p> <p>The Chancellor will recommend program proposals to the Board of Trustees for its review and approval. Notice of final approval of program proposals will be transmitted to all universities. The originating university is notified of Board of Trustees approval, and has 12 months to implement the program, i.e., admit students. After formal notice of implementation from the originating university's provost, the new program is added to the UMS Program Inventory through the VCAA's office.</p> <p><b>II. Approval of Concentrations, Minors, associate Degrees and Credit-bearing Certificates,</b></p> <p><i>Step 1: Program development.</i></p> <p>A program concentration, minor, associate degree, or credit-bearing certificate is developed in accordance with the originating university processes and procedures for evaluation.</p> <p><i>Step 2: CAOC Consideration</i></p>
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7.1

<p>Academic Affairs may make exceptions to the above policy. Universities may seek permission from the VCAA to offer credit bearing certificates and associate degrees for a specified and limited time period.</p> <ol style="list-style-type: none"> <li>1. Proposal is sent to VCAA electronically</li> <li>2. VCAA shares proposal electronically with all CAOs</li> <li>3. Consultation between the CAOs and VCAA is held to:             <ol style="list-style-type: none"> <li>a. Review soundness of the proposal</li> <li>b. Determine if collaboration is needed, desired, and/or valuable to the success of the plan</li> <li>c. Facilitate any such collaboration(s) as deemed needed</li> </ol> </li> <li>4. Chancellor signs-off on the proposal on behalf of the BOT</li> </ol>	<p>An approved program concentration, minor, associate degree, or credit-bearing certificates is submitted by the originating university(ies) Provost(s) to the VCAA office for CAOC consideration at the next regularly scheduled CAOC meeting (typically within two weeks).</p> <p><i>Step 3: Final notification, approval and Program Inventory</i></p> <p>On the basis of input from the CAOC, the VCAA notifies the originating university of the CAOC's recommendation and the VCAA office's decision. Upon approval, a new program concentration, minor, associate degree, or credit-bearing certificate is added to the UMS Program Inventory through the VCAA's office.</p> <p><b>III. Temporary Program Approval</b></p> <p>To meet urgently needed workforce development demand in a university's immediate catchment area, the VCAA may make exceptions to the above policy, with notification to the Chancellor and the Board of Trustees. <del>Universities may seek permission from the VCAA to offer credit bearing certificates and associate degrees for a specified and limited time period.</del></p> <ol style="list-style-type: none"> <li><del>1. Proposal is sent to VCAA electronically</del></li> <li><del>2. VCAA shares proposal electronically with all CAOs</del></li> <li><del>3. Consultation between the CAOs and VCAA is held to:</del> <ol style="list-style-type: none"> <li><del>a. Review soundness of the proposal</del></li> <li><del>b. Determine if collaboration is needed, desired, and/or valuable to the success of the plan</del></li> <li><del>c. Facilitate any such collaboration(s) as deemed needed</del></li> </ol> </li> <li><del>4. Chancellor signs-off on the proposal on behalf of the BOT</del></li> </ol>
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## AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** New Academic Program Proposal: Master in Special Education (UMF)
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** **BOARD ACTION:** X
- 4. **OUTCOME:** **BOARD POLICY: 305.2**  
 Relevant Academic Programming - Substantive Changes to Existing Academic Programs
- 5. **BACKGROUND:**

The University of Maine at Farmington (UMF) is seeking permission to offer a Master of Science in Education (M.S.Ed.) in Special Education. As described in the proposed program, a shortage of Special Education teachers exists in Maine, which was also confirmed by a UMS-level analysis of workforce demand. The proposed program includes an accelerated 4+1 track for students to earn both their bachelor's and master's degrees in Special Education at UMF, as well as adding a new dimension to the graduate programming at UMF. Given UMF's strong foundation and long history of education and expertise in Special Education, the proposed program fits the mission of UMF, and serves as a pathway for helping UMF attract new students, as well as meeting a documented need in the State of Maine.

The proposal was reviewed at all appropriate faculty and administrative levels at UMF, and was endorsed by the Chief Academic Officers Council at their 14 April, 2019 meeting. Given the upcoming recommendations for changes to Board of Trustee policy from my office to streamline program approval processes, the Vice Chancellor for Academic Affairs is requesting for an exception to UMS Board of Trustees policy requiring external review of the proposal because the workforce analysis through the UMS Burning Glass license supports the demand for the program.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Academic and Student Affairs Committee forwards the following resolution to the Consent Agenda for the Board of Trustees meeting on May 19-20, 2019.

That the Board of Trustees approves the recommendation of the Academic & Student Affairs Committee and authorizes the creation of the Master of Science in Education in Special Education for the University of Maine at Farmington.

05/03/19



Vice Chancellor for  
Academic Affairs  
15 Estabrooke Drive  
Orono, ME 04469  
  
Tel: 207-581-5842  
Fax: 207-581-9212  
www.maine.edu

Date: April 19, 2019  
  
To: Dr. James Page, Chancellor  
University of Maine System (UMS)  
  
From: *R. Neely*  
Robert Neely, VCAA

Regarding: Master of Science in Education (M.S.Ed.) in Special Education

8.1

The University of Maine

Please find attached a program proposal from the University of Maine at Farmington (UMF) to offer a Master of Science in Education (M.S.Ed.) in Special Education. The attached material includes recent letters of support from Interim President Brown and Interim Provost Yardley, as well as the full proposal. As described in the proposed program, a shortage of Special Education teachers exists in Maine, and was confirmed by a UMS-level analysis of workforce demand. Further, the proposed program includes an accelerated 4+1 track for students to earn both their bachelor's and master's degrees in Special Education at UMF, as well as adding a new dimension to the graduate programming at UMF. In summary, building on the strong foundation of education and expertise in Special Education at UMF, the proposed program meets an important state need, fits the mission of UMF, and serves as a pathway to attract new students to UMF.

University of Maine  
at Augusta

University of Maine  
at Farmington

University of Maine  
at Fort Kent

University of Maine  
at Machias

University of Maine  
at Presque Isle

University of  
Southern Maine

The proposal was reviewed at all appropriate faculty and administrative levels at UMF, and was endorsed by the Chief Academic Officers Council at their 14 April, 2019 meeting. Given the upcoming recommendations for changes to BOT policy from my office to streamline program approval processes, I am requesting for an exception to policy to move this program forward without seeking external reviews. This exception is predicated on the workforce analysis conducted through the UMS Burning Glass license documenting the demand for the proposed program. If you agree with waiver of external review, I am happy to recommend this program proposal for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMF master's degree in Special Education

*Page*

5.1.19

Chancellor James H. Page

Date

Cc: Eric Brown, UMF  
Kathy Yardley, UMF



Office of the Vice President for Academic Affairs and Provost  
The University of Maine at Farmington  
Merrill Hall  
224 Main Street  
Farmington, Maine 04938

April 3, 2019

Dr. Eric Brown  
Interim President  
University of Maine at Farmington  
224 Main Street  
Farmington, Maine 04938

8.1

Dear President Brown:

I am pleased to share this program proposal for a Masters in Special Education. The proposal was developed by the faculty in Special Education and is intended to achieve the following objectives:

- Increase the number of certified special education teachers and administrators in the state of Maine and beyond to address persistent shortages of qualified personnel
- Attract new students to UMF through a 4+1 pathway that leads to a Masters in Special Education
- Provide a clear pathway to a Masters in Special Education for graduate students participating in UMF's SPARC (Special Education Alternative Route to Certification) program

There is tremendous need for Special Education teachers and administrators as supported by data from Burning Glass. There were over 268 job postings in special education over the last twelve months, with an expectation that demand will grow over the next eight years.

UMF has followed its procedures for approving new academic programs. The Intent to Plan and program approval were approved by the Division, Graduate Council, Faculty Senate and President's Council, with final approval of the program proposal granted by President's Council on April 3, 2019.

Throughout the process, I have worked closely with the Special Education faculty and leaders of Graduate Education. They have thoughtfully considered program goals, curriculum, delivery mode, and resources necessary to support the program. I am confident that this program is of the highest quality, and it has my full support.

Sincerely,

A handwritten signature in cursive script that reads "Katherine Yardley".

Katherine Yardley

Acting Vice President for Academic Affairs and Provost



Office of the President  
Merrill Hall  
224 Main Street  
Farmington, Maine 04938

April 25, 2019

Robert Neely, Vice Chancellor of Academic Affairs  
University of Maine System  
15 Estabrooke Drive  
Orono, ME 04469

8.1

Dear Vice Chancellor Neely:

I am pleased to support enthusiastically the University of Maine at Farmington's program proposal for a Masters in Special Education. The new program aligns perfectly with UMF's mission and strengths in education, including graduate education, addresses a statewide shortage in certified special education instructors and administrators, further animates the undergraduate programs in Special Education by creating a streamlined 4 + 1 pathway, and is responsive to data demonstrating workforce demand.

The program proposal has passed through all necessary approval steps on our campus, including unanimous endorsement from President's Council earlier this month. I request that it now be moved forward for System approval.

Sincerely,

A handwritten signature in black ink, appearing to read "EC" followed by a flourish.

Eric Brown  
Interim President

## **Proposal for a Master of Science in Education (M.S.Ed.) in Special Education at the University of Maine Farmington**

### **I. Full program title.**

#### **Master of Science in Education (M.S.Ed.) in Special Education**

### **II. Program objectives.**

#### **A. Narrative description of program rationale.**

The purpose of the master's degree in special education at the University of Maine at Farmington (UMF) is to provide students with multiple, accessible pathways to earn a master's degree in special education and, if desired, special education teacher certification (K-8 or 7-12) with various high-need specialization options provided by expert faculty at UMF and at partner campuses across the University of Maine System. A blended face-to-face and online delivery model will ensure we meet the needs of various student populations (pre-service teachers, alternative route to certification students) and local schools by addressing the special education teacher shortage in Western Maine, Maine, and New England.

This proposal leverages long-standing special education options at UMF. First, UMF has a storied special education program at the undergraduate level that has existed for almost 60 years (1961). Additionally, UMF has offered graduate education courses in special education since 2006 through the SPARC (Special Education Alternative Route to Certification) program. Currently, the SPARC program is at capacity, offering courses throughout the calendar year and serving close to 100 students per semester. This new degree program provides an accelerated pathway to certification for two groups of students; those completing an undergraduate minor in special education and current UMF SPARC students taking graduate special education courses at UMF. It also provides an accelerated pathway to a master's degree for undergraduate special education majors at UMF. Thus, this program is intended to attract new people to the field that are not already seeking a master's degree or certification in special education through existing programs.

Undergraduate students will participate in a "4+1" where they can obtain a bachelor's degree with a major or minor in special education and a master's degree in special education in five years. Specifically, during summer sessions, students will complete six credits of graduate coursework between their junior and senior year, and six credits following their senior year before completing their graduate work in the fifth year. Graduate students who have completed nine graduate special education credits through SPARC will also be eligible to apply to the program.

It is anticipated that this program will support attracting undergraduate majors to UMF due to the prospect of also obtaining a master's degree in five years. The program is also designed to provide students with the unique opportunity to specialize in areas of need within the special education field (e.g., assistive technology, inclusive special education, low incidence disabilities, special education leadership) through coursework at UMF or through collaborative options at other UMS institutions (see below). This offering is intended to provide a unique program to attract additional people into the field of special education. By focusing on existing UMF students as the primary audience (UMF undergraduate special education majors and minors, SPARC students) we will attract new professionals into the field and also further

develop the expertise of special educators. In particular, this program is partially intended to support undergraduate enrollment at UMF given the prospect of earning a master's degree in five years. Indeed, a hallmark of this program will be to provide students with a seamless advising experience that supports program continuity and student engagement and retention by assigning an advisor that undergraduate students will have for all 5 years of their program. This aspect of the program capitalizes on UMF's strong advising program that focuses on holistic, close student-advisor relationships between a full-time faculty member and student.

#### **B. General program goals (limit to 3-5 major items maximum).**

##### **1. *Develop educators who can support students with disabilities in inclusive education settings achieve high standards so they can be ready for postsecondary education or the workforce.***

Students with disabilities are primarily educated in inclusive settings with non-disabled peers. Indeed, 85.62% of Maine's students with disabilities spend at least 40% of their school day in general education classrooms with 56.58% spending at least 80% of their school day in general education classrooms. At the same time, all students in public schools are being expected to meet high academic standards so they are prepared for higher education or the workforce. However, there remains an urgent need for effective inclusive education that provides accessible, yet rigorous, curriculum to all students. For example, only 23% of fourth grade students with disabilities in Maine schools score "basic" or above on the National Assessment of Educational Progress (NAEP) and only 43% of these students score "Basic" or above on the NAEP mathematics assessment. Thus, a unique feature of this program will be its explicit focus on preparing educators to facilitate inclusive programming for students with disabilities.

##### **2. *Infuse Maine's workforce with an adequate supply of special education teachers and leaders***

As stated elsewhere in this document, Maine has a significant shortage of qualified special education teachers and districts struggle to hire enough professionals to fill these positions. Over the past two decades, Maine regularly reports to the U.S. Department of Education that it has a shortage of special education teachers. Indeed, currently, 49 of 50 States report critical shortages in special education. In New England alone, there are 1,800 special education teaching positions either open or staffed by unqualified personnel. This struggle is particularly evident in rural, low socioeconomic status school districts. With this degree program, there is the potential to support the teacher shortage in dozens of Maine schools in a short period of time.

##### **3. *Prepare leaders who have the vision, expertise, and skills to transform learning environments to support the success of students with disabilities***

A focus of this program is to ensure that students leave the program with expertise in important content knowledge, pedagogy, and intervention methods (high-leverage practices). Many programs in special education provide for this opportunity. However, a unique feature is the explicit focus on developing leaders (broadly defined) who can implement such practices in inclusive settings.

**C. Specific student outcomes or behavioral objectives (limit to 5-8 items, written for public accountability)**

Objectives were developed based on standards set forth by experts in the field (Council for Exceptional Children) and are intended to ensure that graduates have the knowledge, skills, and dispositions to effectively educate and support students with disabilities. Specifically, graduates will:

1. use foundational knowledge and professional ethical principles to inform inclusive, and culturally and linguistically responsive special education practice
2. engage in lifelong learning and assume leadership responsibilities to advance the profession and promote the success of colleagues, and individuals with exceptionalities.
3. collaborate with stakeholders to create and improve inclusive programs, services, and outcomes for individuals with exceptionalities and their families.
4. use their knowledge of general and specialized curricula to create and improve inclusive programs, supports, and services at classroom, school, community, and system levels.
5. conduct, evaluate, and use inquiry to guide professional practice.
6. set goals and meet high professional expectations, advocate for effective and inclusive policies and evidence-based practices, and create positive and inclusive work environments.

**III. Evidence of program need.**

**A. Existence of educational, economic and social needs to include citations or specific authorities or studies consulted.**

This program is an important addition to meet the statewide shortage of special education teachers, particularly in high poverty areas. National data from the U.S. Department of Education indicate that about 50% of all school districts and 90% of high poverty districts have teacher shortages. Furthermore, 49 of 50 States (including Maine) report special education teacher shortages. A recent report to University of Maine System Chief Academic Officers indicated that there are 1,800 special educator job openings in New England. In 2016 the CEEDAR Center, a federally funded national center dedicated to improving the preparation of special educators, released a report titled *Teacher shortages: Meeting the demand without sacrificing quality preparation and support*. The report noted that there is an urgent need to find multiple, flexible, and innovative ways to attract new people into high quality, supportive teacher preparation programs. Such training programs, the CEEDAR Center concludes, must prepare educators to work in inclusive environments. The program's blended delivery model is intended to serve students desiring to work as special educators in Maine schools, particularly students in western and central Maine. Additionally, the median age in Maine is 44, five years older than the median age across the rest of the US. Thus, impending retirements of veteran special education teachers will only increase the demand for special education teachers. The program has the potential to attract young people from all New England states through New England Board of Higher Education's New England Regional Student Program. Given that Maine has reported a

shortage of special educators for years, it is clear that the current special education degree and certification program offerings in the State are simply not enough to meet the demand.

In addition to the documented need for special education teachers and leaders, there is demand from the field for UMF to offer a master's degree in special education. UMF currently has several master's students who focus on special education as part of their concentration in the master's degree in education leadership. Other students take part in the administration concentration with the intent to becoming certified as a special education administrator. These students often indicate that they want a master's in special education but also want to pursue their master's degree at UMF. Additionally, the Office of Graduate Studies receives regular inquiries from current SPARC students as well as the field about offering a master's degree in special education.

Several recent surveys also support the development of this degree. In January of 2019, various groups were sent surveys to gauge the level of interest in this degree and to also identify areas of need to target through curriculum development. Specifically, three separate groups were surveyed: current students in undergraduate special education courses, and current students in SPARC graduate level special education courses, and school district special education administrators.

**Current undergraduate survey results:** Thirty-six students currently enrolled as undergraduates at UMF's College of Education, Health and Rehabilitation responded to the survey. Twenty-nine of the respondents indicated an interest in participating in a master's degree in special education offered by UMF. Twenty-eight of the respondents indicated an interest in participating in a UMF 4+1 program to earn a master's of special education in their 5th year. The respondents were a diverse group, including majors in early childhood education ( $n=5$ ), early childhood special education ( $n=3$ ), special education ( $n= 10$ ), elementary education ( $n=6$ ), secondary education ( $n= 7$ ), rehabilitation ( $n=2$ ), double major in psychology and special education ( $n=1$ ), double major in rehabilitation and special education, ( $n=1$ ) and an undeclared major ( $n=1$ ).

**Current SPARC graduate students:** Thirty-nine students who had recently participated in SPARC courses responded to the survey. Many of these students are seeking special education teacher certification and are employed in school districts as teachers or paraprofessionals (i.e., Educational Technicians). Thirty-three of the respondents indicated an interest in participating in a master's degree in special education offered by UMF. The specializations planned for the program were also of interest. Specifically, a number of respondents indicated interest in special education administration ( $n = 21$ ), a certification track ( $n = 16$ ), inclusive education ( $n = 15$ ), low incidence disabilities ( $n = 14$ ), and assistive technology ( $n = 10$ ) (note: totals add up to over thirty-three as respondents could indicate more than one area of interest). Only three respondents indicated a desire for UMF to offer other specializations (e.g., autism, behavior).

**Special education administrators:** Special education administrators are a key constituency. Special education administrators hire and train special education teachers, supervise staff, and oversee compliance and implementation of special education programs. Thus, their input was sought to identify important features of this proposed degree. Of the 60



respondents, 58 indicated their support for this program. The proposed specializations were also popular among administrators. Eighty-one percent indicated support for a specialization leading to special education teacher certification. Sixty-one percent indicated an interest in a specialization focused on inclusive education, followed by specializations in special education administration (55%), low incidence disabilities (46%), and assistive technology (23%).

**C. Detailed survey of similar programs that are offered within the University System, other higher education institutions or other agencies within the State.**

A search of existing programs in the State of Maine found three graduate programs relevant to the one proposed. As can be seen, this proposed master's degree would be the only program that offers a blended (face-to-face and online) delivery model.

- University of Maine (100% online)
- University of Southern Maine (100% online)
- University of New England master's in education offers a 15 credit concentration in special education (100% online)

*University of Maine* The University of Maine (UMaine) offers a master's degree in special education. The degree is offered 100% online and offers concentrations in early intervention, high incidence disabilities, and low incidence disabilities. UMaine also offers a Certificate of Advanced Studies in special education for students who already have a master's degree.

*University of Southern Maine* The University of Southern Maine (USM) offers a master's degree in special education with concentrations in initial teacher certification, gifted and talented education, or a core knowledge concentration that includes courses in applied behavior analysis (ABA). This latter concentration can be taken as part of a post-master's certification in applied behavior analysis.

*University of New England* The University of New England does not offer a master's degree in special education. However, they offer a 15 credit concentration in special education as part of the master of education degree that is offered 100% online.

**D. Enrollment projections for five years.**

Given current enrollment in SPARC and undergraduate courses as well as the recent survey data, we anticipate enrolling 20 students in the first year of operation (2020-2021) and would accept approximately 20 students annually. As an accelerated program, undergraduate students choosing the 4+1 option will participate in the program for about a year, which means that enrollment will remain stable from year to year as only one cohort at a time will be participating. Students entering the program from UMF's SPARC program are projected to spend one to three years in the program depending on their prior coursework and pacing. Program enrollment is in part contingent upon undergraduate students choosing this accelerated pathway, an option that will need to be declared up to two years before completing the bachelor's degree. Thus, we expect enrollment to start small and expand after two to three years. Projected enrollment is detailed in the table below. Projections are based on survey data (see above) as well as inquiries received by the graduate office.

Semester*	2020	2021	2022	2023	2024
Number of Students Admitted	20	30	35	35	35

\*Typical program has students begin during summer session

**IV. Program content. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:**

The master’s degree program is intended to offer flexible options for students to specialize in a specific area with all students participating in a core program comprised of 12 credits. The core of the program emphasizes inclusive education, evidence-based practices (high-leverage practices), and research. These three areas will provide an advanced foundation ensuring students have the opportunity to emerge as leaders in the field as special education demands that practitioners can support students in inclusive classrooms while implementing best practices. The six credits in research also ensure that graduates have an understanding of research methods and current special education research, providing them with a foundation to make effective decisions based on available evidence and data.

In addition to the core, students will select a track or specialization based on their professional goals. These tracks and specializations have been carefully designed based on needs in the field and gaps in current special educator preparation programs in the State. Three options are designed to provide students with the necessary coursework and internship experiences to obtain certification (two special education teacher certification tracks and special education administrator certification track). One of these specializations is offered in collaboration with the University of Maine. The remaining tracks serve to provide students with specialized expertise in one of two areas: inclusive education and assistive technology. Tracks will be offered based on student demand and may be phased in over time, depending on demand from the field. Specifically, students may enter the program from one of three pathways: (1) as an undergraduate special education major at UMF (2) as an undergraduate special education minor at UMF, comprised of 20 credits in special education, or (3) upon completion of at least 9 graduate credits in special education through UMF’s SPARC program. A list of undergraduate and graduate special education courses offered at UMF can be found in Appendix B.

8.1

**A. outline of required and/or elective courses;**

**Curriculum Outline for Special Education Master's Degree**

**Total credits for degree: 33**

**Core (12 credits)**

All students take 12 credits of core program courses

SED 551 Advanced Intervention Methods

EDU 582 Research Methods

SED 586 Special Education Research

SED 598 Inclusive Education Reform: A Social Justice Approach to School and Systemwide Reform

Students will also be required to take, or to have taken, a course in special education law (SED 450 or SED 518)

**Track or Specialization (21 credits)**

Students choose either a certification track or a specialization from the options below.

---

**Outline for Tracks and Specializations**

**Certification Track** (for those seeking Maine Department of Education Certification 282-Teacher-Disabled Students K-8 or 7-12)

Choose at least 12 credits from the following (based on individual certification needs)

\*SED 503 Preparing Students for the Future: Transition Programming, Self-Determination, and Advocacy

SED 504 Collaborative Partnerships Among Individuals with Disabilities, Families, and Professionals

SED 505 Universal Design for Learning and Curriculum Access

\*SED 506 Assessment in Special Education

\*SED 507 Curriculum and Instructional Programming for Students with Disabilities

\*\*\*SED 508 Classroom and Behavior Management of Students with Disabilities

SED 511 Mathematics Instruction for Students with Disabilities

SED 514 Literacy Development for All Students

\*SED 518 Special Education Law

SED 519 Assistive Technology

\*\*\*SED 529 Individualized Positive Behavior Supports

Other graduate courses (see specializations below, for example)

\*Courses are required for 282 certification (K-8 and 7-12)

\*\*Course required for 282 certification (7-12 only)

\*\*\*At least one of these courses required for 282 certification (K-8 or 7-12)

6 credits of internship to meet State certification requirements

SED 522 Internship in Special Education (3 credits, repeated for 6 credits total)

**Low Incidence Disabilities Track** (offered in collaboration with the University of Maine)

SED 528 Educational Methods for students with autism (UMaine)

SED 536 Instructional strategies for students with severe disabilities (UMaine)

SED 556 Assessment II: Students with autism spectrum disorders and severe disabilities (UMaine)

SED 563 Positive behavior support for students with autism spectrum disorders (UMaine)

SED 522 Internship in Special Education (3 credits, repeated for 6 credits total) (UMF course)

SED 599 Advanced inclusive education (UMF course)

**Special Education Administration Track** (for those seeking Maine Department of Education Certification 030 Administrator of Special Education)

EDU 550 School Law for Administrators

EDU 551 Changing Educational Organizations in a Diverse World

EDU 552 Supervision and Evaluation of School Personnel

EDU 553 Finance for School Administrators

EDU 554 Internship in School Leadership (6 credits)

3 credits of electives or SED 518 Special Education Law\*

\*Required if a special education law course not already taken

**Assistive Technology Specialization**

SED 519 Assistive Technology Devices and Services (Prerequisite if not taken already)

SED 571 Software and Mobile Technologies for Individuals with disAbilities

SED 572 Designing Adapted Environments

SED 573 Alternative Communication and Transition

SED 574 Assessment, Planning and Implementation in Assistive Technology

SED 570 Internship in Assistive Technology

3-6 credits of electives

**Inclusive Schools and Leadership Specialization**

EDU 550 School Law for Administrators

EDU 551 Changing Educational Organizations in a Diverse World

SED 599 Advanced Inclusive Education

SED 590 Internship in Inclusive Schools (3 credits, repeated for 6 credits total)

9 credits of electives at the 500 level

**B. development of new courses and/or what they may displace;**

No courses are being displaced but most of the graduate courses needed will be newly developed. Courses that will be new to the graduate catalog include:

SED 586

SED 551

SED 599

SED 570

SED 571

SED 572  
 SED 573  
 SED 574  
 SED 590

**C. type of research activity, if any, in program design;**

As part of the degree program requirements, students will enroll in two research courses. First, students will take EDU 582: Research Methods. EDU 582 is designed to introduce educators to different methodological frameworks in educational research and become more familiar with a range of research designs and practices. Participants select an area of inquiry and begin an in-depth analysis of the research on this topic. This is a foundational course that will precede enrollment in SED 586: Special Education Research, which will be a capstone research experience where students will design and conduct a research study in the field under the mentorship of a faculty advisor.

**D. nature of independent study, clinical experience, and/or field practicums employed in curriculum design;**

Field experiences will vary for students depending on the track they select. However, all students will take part in rigorous and relevant field experiences through coursework, internship, or practica. For students seeking certification as a special education teacher, a year-long internship (SED 522) that meets the requirements for State certification (i.e., 282 endorsement) will be offered. This internship will take place in a special education setting under the direction of a mentor special education teacher in the field and a university-based field supervisor. UMF currently staffs a Field Services office for such purposes, which includes a Director of Field Services as well as several field supervisors. This office has already been consulted about graduate level field experiences and continued collaboration will occur. Students not seeking certification will be offered various field experiences within their area of specialization. For example, under the direction of a faculty mentor, students specializing in assistive technology will have the opportunity to explore, implement, and practice assessment and intervention strategies in the field with students with disabilities. Students specializing in special education administration will take part in an administrative internship that is currently offered through UMF's Educational Leadership program.

**E. impact of program on existing programs on the campus.**

As part of the program design, it is expected that this degree will attract new students into the special education major and the special education minor, thus increasing the demand for undergraduate special education courses at UMF.

The master's degree in special education will also share resources with the existing graduate studies office. For example, currently, Education Leadership students take EDU 582: Research Methods. Students in the special education master's program will also take this course, which will likely increase the number of course sections offered during the year. Similarly, students choosing the special education administration specialization in this new degree program will also take part in an administration internship. This internship is currently offered at UMF for students in the administration track of the Education Leadership program.

Again, this may either increase the number of students taking this course or may increase the demand for more sections of the course.

Operationally, graduate studies will also be influenced by this new program. First, additional administrative tasks related to admissions and registration will occur and can be absorbed by the current staff. Also, This will be the third master’s degree at UMF requiring a research experience. Thus, Institutional Review Board (IRB) workload may increase by up to 25%. The Office of Graduate Studies is currently taking part in conversations with IRB members to further understand the impact of this change and support streamlined ways to implement research that meets regulatory ethics requirements.

**V. Program resources.**

**A. Personnel.**

**1. Vita of faculty and staff who will assume major role for program.**

See appendix A.

**2. Specific effect on existing programs of faculty assignments to new program. List necessary faculty adjustments.**

Currently faculty in the special education program will have adjustments to their teaching assignments. Currently, full-time special education faculty at UMF teach undergraduate courses only to special education majors and minors as well as other education majors needing a state-approved course in special education (SED 360/SED 361). The proposed degree includes the development of three new required courses in the core of the program and five to six additional courses across various specializations or tracks. Thus, with the development of this master’s degree, faculty will also have some graduate teaching assigned to their course loads. Specifically, rather than automatically being assigned six undergraduate courses (3 spring/ 3 fall) per year, faculty would likely teach one to four graduate courses per year. This adjustment will be offset by the addition of a fifth tenure-track faculty member as well as a field supervisor whose duties will involve supervising internships and, depending on needs and expertise, supervising practica or teaching courses. The table below summarizes a hypothetical teaching “load” for five faculty members and one field supervisor that accounts for graduate and undergraduate courses in both programs.

Hypothetical Teaching Load Per Academic Year (based on 6 courses per year or equivalent)\*

Faculty #1	Faculty #2	Faculty #3	Faculty #4	Faculty #5**	Field Supervisor**
SED 100	SED 360	SED 301	SED 551	SED 360	SED 522 (6 cr.)
SED 100	SED 360	SED 307	SED 586	SED 570	SED 522 (6 cr.)
SED 361	SED 590	SED 314	SED 220	SED 571	SED 209
SED 361	SED 215	SED 308	SED 220	SED 572	SED 409
SED 361	SED 210	SED 320	SED 518	SED 573	

SED 360	SED 450	SED 212	SED 598	SED 599	
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**Notes:**

All 100-400 level courses are 4 credits, All 500 level courses are 3 credits unless otherwise indicated

Actual course assignments will vary based on faculty expertise and scheduling needs

\*All 500-level courses are new (except SED 518), 100-400 level course loads are based on current course demand

\*\*New positions

**B. Current library acquisitions available for new programs.**

UMF's Mantor Library has extensive resources available for this master's degree program due to the university already offering two master's degrees. Mantor Library provides access to more than 350,000 volumes and 75,000 serials in print and digital form, as well as over 140 full-text databases and indexes. Existing library resources currently support the two existing master's degree programs on campus (Educational Leadership and Early Childhood Education). Students and faculty have access to numerous databases including those commonly used in the field of special education such as Academic Search Complete, ERIC, JSTOR, and PsycInfo. Mantor Library also operates the Spenciner Curriculum Materials Center, housed in the Kalikow Education Center. The primary mission of the Spenciner Curriculum Materials Center is to provide an opportunity for UMF students in the fields of education, special education, and rehabilitation services to preview and evaluate a variety of materials for use with their students and/or clients. The center's collection includes books for children, both fiction and non-fiction, as well as manipulatives, assistive devices, and computer software and peripherals. Within the Spenciner Center is the Assistive Technology Collection (AT Center). As a partner of the Maine CITE program, the Center for Assistive Technology and its collection serve as a resource offered free to UMF students, faculty, and staff, and to individuals with disabilities and their families. It also serves as a resource to professionals in the community. The Assistive Technology Collection provides a place to view assistive technology (AT) devices, to receive instruction in the use and evaluation of the equipment, and to obtain information about AT in general. Many of the items may be signed out for use at home or in a school or therapeutic settings.

**C. New equipment necessary for new program and plan for its acquisition and implementation.**

It is not anticipated that any additional equipment will be needed for the program. Existing infrastructure and technology resources are adequate for online education as well as face-to-face courses.

**D. Additional space requirements, if any, including renovations.**

No additional space will be needed for the program. The program will be housed at the UMF Kalikow Education Center. Opened in 2007, the building has state-of-the-art technologies in all

of its classrooms and also houses offices for education faculty, administrators, and staff. The Kalikow Education Center is also home to the university's Office of Graduate Studies, which coordinates graduate degree programs, certificates, and course enrollment.

**E. Extent of cooperation with other programs, both on the initiating campus and other campuses.**

A unique feature of this degree program will be the opportunity for students to choose a specialization to develop expertise in a given content area of special education. One of these specializations (Low Incidence Disabilities) will be offered in collaboration with the University of Maine. Students will take the courses for this specialization through UMaine while taking their core program requirements through UMF. Additional specialization offerings may be developed in collaboration with UMaine and the University of Southern Maine as needs arise or students express particular interests. Such specializations may include, for example, early intervention (UMaine) or Applied Behavior Analysis (USM).

Additionally, one group of students that will have access to this program are undergraduate students at UMF that are completing a minor in special education. Thus, as is already the case, special education faculty will work closely with advisors of students minoring in special education to ensure effective advising. Also, the foundational research methods course in the program is also a required course for the master's in educational leadership. Coordination across programs will occur to ensure an effective, relevant learning experience for students enrolled in both degree programs.

Finally, the additional field experiences at the graduate level will require collaboration with UMF's Field Services office, which coordinates practicum and student teaching experiences. Coordinated activities between the special education program and field services include ensuring adequate staffing for practica and internships and ensuring field experiences are of high quality and meet State certification rules.

**VI. Total financial consideration.**

**A. Estimate of anticipated cost and anticipated income of the program for five years.**

Costs are estimated using current price of tuition and program costs (e.g., salary, benefits, travel)

Fiscal Year	Cost	Income
2021	\$166,194	\$260,480 (tuition based on 20 students) \$82,728 (donated funds) Total: \$343,208
2022	\$165,194	\$390,720 (30 students) \$82,728 (donated funds)
2023	\$165,194	\$455,840 (35 students)
2024	\$165,194	\$455,840 (35 students)



2025	\$165,194	\$455,840 (35 students)
Total	\$826,970	\$2,101,448

**B. Detailed information on first-year costs, including:**

**1. new personnel requirements (include employee benefits);**

The program will require an additional faculty member in special education (cost of one faculty line at rank of assistant professor (salary + benefits = \$82,728) and 1.0 FTE investment of a field supervisor (salary + benefits = \$64,344). This field supervisor cost is accounted for in the figures above although the university will work to identify existing resources within the Field Services department and division to defray this cost.

**2. first-year revenue and identity of source;**

Assuming enrollment of 20 full time students in the first year at \$13,024 per student, revenue generated from tuition is expected to be \$260,480. Additionally, through a donation, an additional \$82,728 would be allocated for the first two years.

**3. how operational costs are to be absorbed into current campus operating budget over a 5-year period;**

We anticipate that once the program is fully enrolled, the funding for the program will be self-sustaining through tuition dollars.

**4. what additional funding is required to support the program (identify the source);**

*Materials:* An additional estimated expense of \$400 per year will be needed to support materials acquisition. The program will include a required course on special education intervention and assessment (SED 551). Assessment courses in special education often include additional expenses for published assessment materials, including consumables. The undergraduate assessment course offered at UMF currently charges a course fee of \$20 per student for a total of \$400 (assuming 20 students taking the course) although the exact cost is determined by student enrollment. This approach will also be taken for the graduate course.

*AT costs:*

*Travel:* Field supervision for students in practica and internships is expected to be approximately \$1,200 per year. This estimate is based on current costs of field supervision in current undergraduate programs. The source for this funding will be from revenue generated through tuition. To offset some of this cost, some supervision activities will take place through distance modalities (e.g., conference calls).

*Field Services Mentors:* Students participating in internship or practical will be mentored by an in-service educator. Mentors in UMF teacher education programs currently receive a stipend of \$300 per semester. Assuming 10 students participating in a field experience it is anticipated that costs for mentors will be \$3,000.

*Course development:* New courses will be developed as part of the degree program. An anticipated cost of \$100 per day for 10 total days (\$1,000 total) during the summer is budgeted for this activity. The Office of Graduate Studies will utilize its own funding for this purpose.

*Adjunct/Overload or fiscal year faculty appointment:* We anticipate two to three courses per year will need to be taught as a course overload for a faculty member or to pay for an adjunct instructor (about \$10,000).

*Program coordination:* One tenure track faculty member will also serve as the program coordinator. Similar to UMF's early childhood master's degree program, this could be paid on a per credit basis. Currently, the early childhood coordination is paid at a rate of two credits per semester but the position includes advising. Because the master's program in special education will be advised by multiple faculty members, the program coordination would be paid at a rate of one credit per semester, including summer (3 credits per year at \$3,522).

**5. lifetime of outside or independent funding and plan for how and when ~ becomes part of E & G Budget.**

For this program, with the exception of donated funds in the first year to cover the cost of a new faculty member, we do not anticipate additional funding beyond student tuition and fees.

**VII. Program evaluation.**

**A. A post audit of an approved new program must be made after two years.**

This program will adhere to standards for review and accreditation through the New England Commission of Higher Education (NECHE) as well as the Council for the Accreditation of Education Preparation (CAEP). CAEP accreditation includes the use of multiple quantitative and qualitative data sources including student and graduate surveys, focus groups, and portfolio assessments. The program will utilize the TK20 data system to which other educator preparation programs on campus have access to upload documents, track student progress, and evaluate program outcomes.

**B. The results of the audit must be reported to the Vice Chancellor for Academic Affairs.**

Data from NECHE and CAEP accreditation activities will be shared with stakeholders internal and external to the university, including the Vice Chancellor for Academic Affairs.



**AGENDA ITEM SUMMARY**

- 1. **NAME OF ITEM:** New Academic Program Proposal: Doctorate in Occupational Therapy, USM
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** **BOARD ACTION:** X
- 4. **OUTCOME:** **BOARD POLICY: 305.2**  
 Relevant Academic Programming - Substantive Changes to Existing Academic Programs
- 5. **BACKGROUND:**

The University of Southern Maine is proposing to offer a doctorate in Occupational Therapy (OTD) at their Lewiston Auburn College. The intention is to offer two tracks leading to the doctorate: the entry level OTD and the post professional OTD to bridge students from the current master’s in occupational therapy to the doctorate. The primary rationale behind this request is that the accrediting body for occupational therapy (Accreditation Council for Occupational Therapy Education – ACOTE), is moving toward a requirement for a doctorate as the entry degree to practice in the discipline. Although the timeline for meeting this requirement has been extended by ACOTE, the need for such a program is clear and will be a forthcoming requirement. As written, the proposal seeks to offer a post-professional OTD to meet the needs of students who are entering, or have entered, the profession of occupational therapy. To date, the only competitors in Maine are Husson University and the University of New England. The proposal documents strong interest in this program by current students, and an internal UMS workforce analysis confirms the need for occupational therapists in Maine and across the country.

The Vice Chancellor for Academic Affairs (VCAA) is requesting an exception to UMS Board of Trustees policy to waive the requirement for external review of the proposal. The rationale for this request is:

- a. ACOTE standards are quite prescriptive about program content and clinical experiences for the OTD. Review and reaccreditation by ACOTE will amply serve as external review.
- b. UMS analyses of job market demand support the need for occupational therapists in Maine.
- c. The wavier of mandatory external review is consistent with the VCAA’s

05/03/19

pending recommendation to the UMS Board of Trustees as a means to expedite development of programs meeting a workforce need.

With respect to procedure, the lead-up to this proposal included approval of an Intent-to-Plan in June, 2018 by the Chief Academic Officers Council (CAOC) and the VCAA, adherence to USM and UMS curricular approval processes, including a recommendation from the USM Faculty Senate, support from President Cummings and Provost Uzzi, approval by the CAOC, and a recommendation of approval from the VCAA to the Chancellor. Given the current master's degree in occupational therapy at USM, the existing faculty and other resources are sufficient to support this program without funding from the UMS and the program will be self-supporting.

**6. TEXT OF PROPOSED RESOLUTION**

That the Academic & Student Affairs Committee forwards the following resolution to the Consent Agenda for the Board of Trustees meeting on May 19-20, 2019.

That the Board of Trustees approves the recommendation of the Academic & Student Affairs Committee and authorizes the creation of the Doctorate in Occupational Therapy for the University of Southern Maine.



Vice Chancellor for  
Academic Affairs  
15 Estabrooke Drive  
Orono, ME 04469  
  
Tel: 207-581-5842  
Fax: 207-581-9212  
www.maine.edu

Date: April 30, 2019  
  
To: Dr. James Page, Chancellor  
University of Maine System (UMS)  
  
From: *R. Neely*  
Robert Neely, VCAA

Regarding: USM Academic Program Proposal: Doctor of Occupational Therapy

The University of Maine

9.1

University of Maine  
at Augusta

University of Maine  
at Farmington

University of Maine  
at Fort Kent

University of Maine  
at Machias

University of Maine  
at Presque Isle

University of  
Southern Maine

Please find attached a program proposal from the University of Southern Maine to offer a doctorate in Occupational Therapy (OTD) at their Lewiston Auburn College. With respect to procedure, the lead-up to this proposal included approval of an Intent to Plan in June, 2018 by the CAOC and me, adherence to the USM curricular approval process, including a recommendation from the USM Faculty Senate, and support from President Cummings and Provost Uzzi (attached). Additionally, the CAOC, reviewed this proposal on 14 April 2019 and recommended approval.

The primary rationale behind this request is that the accrediting body for occupational therapy (Accreditation Council for Occupational Therapy Education – ACOTE), is moving toward a requirement for a doctorate as the entry degree to practice in the discipline. Although the timeline for meeting this requirement has been extended by ACOTE, the need for such a program is clear and will be a forthcoming requirement. As written, the proposal seeks to offer a post-professional OTD to meet the needs of students who are entering, or have entered, the profession of occupational therapy. To date, the only competitors in Maine are Husson University and the University of New England. The proposal documents strong interest in this program by current students, and an internal UMS workforce analysis confirms the need for occupational therapists in Maine and across the country.

I am asking for approval to waive the requirement for external review of the proposal for the following reasons:

- a. ACOTE standards are quite prescriptive about program content and clinical experiences for the OTD. Review and reaccreditation by ACOTE will amply serve as external review.
- b. UMS analyses of job market demand support the need for occupational therapists in Maine.
- c. The waiver of mandatory external review is consistent with my pending recommendations to the UMS Board of Trustees as a means to expedite development of programs meeting a workforce need.



Vice Chancellor for  
Academic Affairs  
15 Estabrooke Drive  
Orono, ME 04469  
  
Tel: 207-581-5842  
Fax: 207-581-9212  
www.maine.edu

Given the current master's of occupational therapy at USM, existing faculty and other resources are sufficient to support this program without funding from the UMS and the program will be self-supporting. Thus, please accept this proposed program with my recommendation for approval.

	I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
The University of Maine				
University of Maine at Augusta				
University of Maine at Farmington	✓			Approval of USM OTD program proposal

9.1

University of Maine at Fort Kent

*Page*

5.1.19

University of Maine at Machias

*Chancellor James H. Page*

*Date*

University of Maine at Presque Isle

cc: Glenn Cummings, President, USM  
Jeannine Uzzi, Provost, USM

University of Southern Maine



**Office of the President**

March 1, 2019

Dr. Robert Neely  
Vice Chancellor for Academic and Student Affairs  
University of Maine System  
259 Estabrooke Hall  
15 Estabrooke Drive  
Orono, ME 04469

Dear Vice Chancellor Neely:

The University of Southern Maine (USM) is pleased to submit a new Program Proposal to the University of Maine System.

The faculty and the Dean of the Lewiston Auburn College at USM have developed an OTD in Occupational Therapy. This proposal is in response to the changing standards to practice Occupational Therapy across the US. The Master's program at USM has been successful in attracting students and producing distinguished alumni.

The enclosed Program Proposal has been unanimously recommended by the Faculty Senate and has the full support of Provost Jeannine Uzzi.

As with the Intent to Plan we submitted for this degree, the Program Proposal for the OTD in Occupational Therapy at LAC has my unequivocal support.

I request that the enclosed Program Proposal move to the next step of the approval process, the external review and comments and review by the Chief Academic Officers.

Sincerely,

A handwritten signature in black ink that reads "Glenn A. Cummings". The signature is written in a cursive style with a large initial "G" and a long, sweeping underline.

Glenn A. Cummings  
President  
University of Southern Maine

ENC.

CC: Provost Uzzi  
Dean Toy  
Professor Bickmore  
File



UNIVERSITY OF  
**SOUTHERN MAINE**  
Provost and Vice President  
for Academic Affairs

March 1, 2019

Dr. Glenn Cummings  
President  
University of Southern Maine  
93 Falmouth Street  
Portland, ME 04104

Dear President Cummings:

The Lewiston Auburn College and the Department of Occupational Therapy have developed a Program Proposal for a doctorate in Occupational Therapy.

OT has long been an area of study at USM with a highly successful Master's degree. Here, the program looks to address a need for doctorally-prepared practioners for the state of Maine and beyond.

At USM, the initial phase of any new degree program is the Intent to Plan phase. As you remember, the Intent to Plan followed the approval processes, with input from the program, recommendation and approval from the LAC Dean, and review and recommendation by the other college deans, review and recommendation by the Faculty Senate per its bylaws. You approved the Intent to Plan in June 2018 and forwarded to the University of Maine System for consideration. We were notified of approval of the Intent to Plan and permission to move to the Program Proposal stage on June 29, 2018.

Since that time, the Occupational Therapy program has worked to complete the Program Proposal, going into extensive detail about the proposed doctoral degree including program goals and the curriculum.

Throughout this process I have reviewed the Intent to Plan and Program Proposal thoroughly and have provided feedback to the program; I am satisfied the faculty considered my recommendations and incorporated responses into the document I am now recommending.

I am pleased to forward this Occupational Therapy Doctorate Program Proposal to you with my full support.

Sincerely,

Dr. Jeannine D. Uzzi  
Provost and Vice President for Academic Affairs

ENC.

cc: Dean Toy  
Professor Bickmore  
File

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**Program Proposal:** University of Southern Maine Occupational Therapy

- I. Doctor of Occupational Therapy (Post Professional Level)
- II. Program Objectives:

A. The University of Southern Maine at Lewiston Auburn College presently has the only Occupational Therapy program at the Registered Occupational Therapist (OTR) level in the University of Maine System. The program is accredited and is under the direct order as follows:

*The Accreditation Council for Occupational Therapy Education (ACOTE®), which has independent authority to set standards for the profession's education programs, took action at its recent August 3–6, 2017, meeting to mandate to move the entry-level degree for the occupational therapist to the doctoral level by 2027.*



In order for the University of Maine system to continue to offer occupational therapy education, the current Master of Occupational Therapy program will need to transition to a Doctor of Occupational Therapy program.

B. This proposal is to offer a post-professional Doctor of Occupational Therapy degree option for students in the Master of Occupational Therapy program to continue their education to the terminal degree point of the profession. The profession of occupational therapy has been debating for several years the appropriate entry degree for the occupational therapist. In 2014, the profession recommended transitioning to an entry level OTD. At that time, many programs began or continued planning for the OTD.

Given the ability to currently enter the profession at both a master's or doctoral degree, programs are required to consider how they will position themselves within the profession and how they will meet the expectations of students at both a master's degree and a clinical doctorate. The University of Southern Maine will transition to the mandatory doctorate as required by accreditation but this will happen over the next several years. We have current and past master's prepared students who are seeking the terminal degree in OT at this time.

C. The post professional occupational therapy doctoral program will educate students who are already entering or have entered the profession of occupational therapy. These students will get advanced training beyond their current degree in areas in alignment with the current accreditation doctoral standards while also allowing students to expand their knowledge in a current area of clinical practice.

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III. Evidence of Program Need:

- A. The field of occupational therapy is consistently rated as a top job and recession proof job by outlets such as US News and World Report, Glassdoor, MSN Money, and Forbes magazine. <https://www.aota.org/Education-Careers/Considering-OT-Career/JobOutlook.aspx>

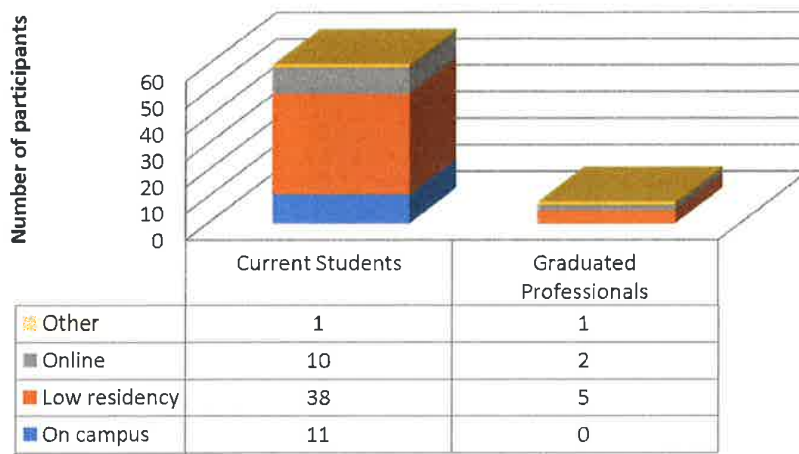
The American Occupational Therapy Association Workforce Trends in OT has been included in Appendix A of this document for review.

- B. The Master of Occupational Therapy program currently supports the State of Maine employers with qualified occupational therapy personnel. Employers include our school systems, hospitals, long term care facilities, preschool/early intervention programs, community day programs, psychiatric care centers, and private practices. The program also provides qualified personnel who are employed throughout the United States in these areas of practice.
- C. There are currently no other programs within the University System. There are two other programs within the state of Maine. One program is at Husson University in Bangor and the second is at the University of New England in Portland. Both programs will be moving to the doctoral degree as mandated by ACOTE.
- D. We anticipate this degree will have a ten year timeframe as current occupational therapists transition to the doctoral level. In a 2017 USM survey of the students currently enrolled in the program, as well as clinicians in the community, the reality of obtaining a post professional degree to maintain the credentials of future entry level practitioners is a strong consideration for many.

Survey data was collected from 63 current graduate students and 8 graduated professionals. Of the graduate students, 24 were in their first year, 20 in their second and 18 in their third. Of the graduated professionals, 6 graduated from the University of Southern Maine and 2 graduated elsewhere. Results of each question are below.

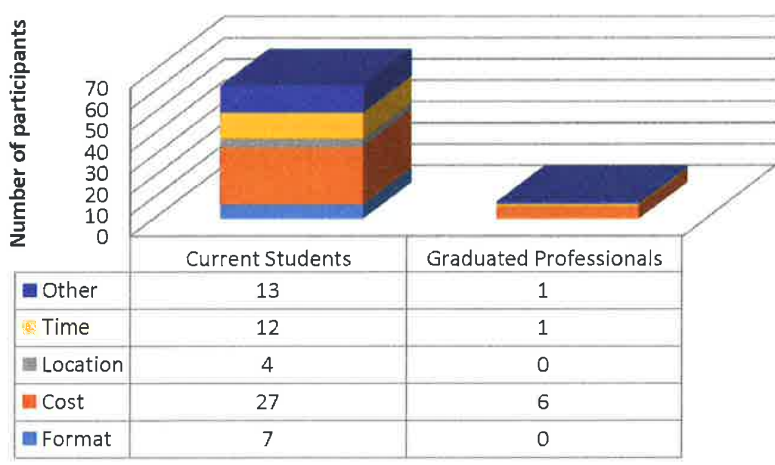


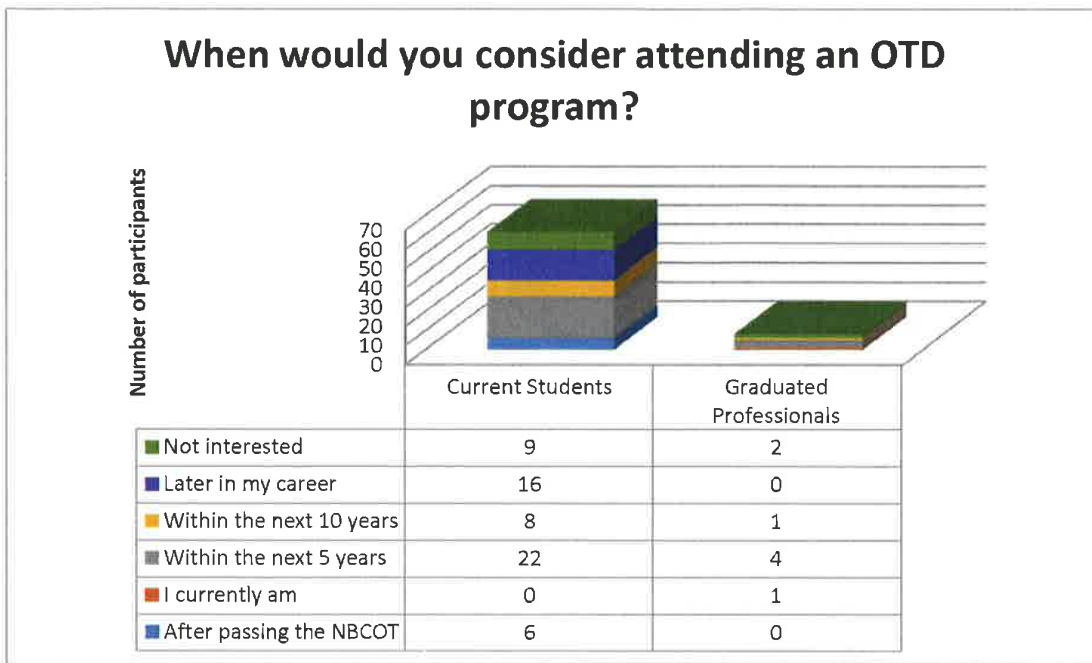
### If you want to attend an OTD program, what format would you prefer?



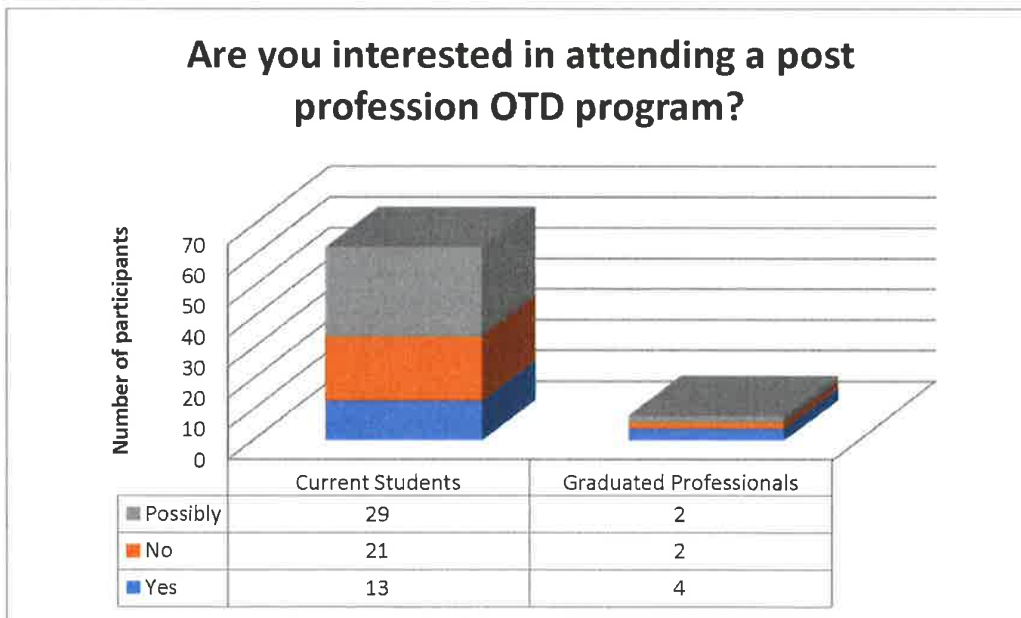
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### What are the key factors influencing your likelihood to enter an OTD program?





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IV. Program Content:

A. The full MOT curriculum will be used as a foundation for the transition to the doctoral degree and the final year courses will be used as a foundation for the post professional degree. The MOT course sequence is included in Appendix B of this document and can be found at <https://usm.maine.edu/ot/course-descriptions>. The doctoral program content is informed by the ACOTE standards for the entry level doctorate. The primary heading for each content area is listed below and a full copy of the standards is attached in Appendix C to this document and can be found at

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf> :

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 sciences must also be evident in professional coursework.

B.2.0. BASIC TENETS OF OCCUPATIONAL THERAPY

B.3.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES

B.4.0. SCREENING, EVALUATION, AND REFERRAL The process of screening, evaluation, referral, and diagnosis as related to occupational performance and participation must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. In addition, this process must consider the continuum of need from individuals to populations.

B.5.0. INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be culturally relevant; reflective of current and emerging occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference. In addition, this process must consider the continuum of need from individual- to population-based interventions.

B.6.0. CONTEXT OF SERVICE DELIVERY Context of service delivery includes the knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.

B.7.0. LEADERSHIP AND MANAGEMENT Leadership and management skills include principles and applications of leadership and management theory.

B.8.0. SCHOLARSHIP Promotion of scholarly endeavors will serve to describe and interpret the scope of the profession, establish new knowledge, and interpret and apply this knowledge to practice.

B.9.0. 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.



- B. The post professional level OTD will require coursework and capstone/experiential components that support further knowledge in contemporary practice and evidence based practice. The degree will also require an expansion of the current evidence based practice course sequence by adding additional research requirements per ACOTE standards. Additional coursework outlined in the standards that set the OTD degree apart from the MOT degree include a focus on leadership, population level interventions, public health and occupational therapy, international occupational therapy, community program planning, and other higher level functions within the scope of practice of an occupational therapist with a doctoral degree. It is anticipated that the post professional doctorate will be approximately 36 credits. See Appendix D for Curriculum Committee approval.
  
- C. The doctoral degree has a mandated set of standards of research activity included below that will support the clinician transitioning to doctoral level:
  - B.8.1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.
  - B.8.2. Effectively locate, understand, critique, and evaluate information, including the quality of evidence.
  - B.8.3. Use scholarly literature to make evidence-based decisions.
  - B.8.4. Select, apply, and interpret basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.
  - B.8.5. Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.
  - B.8.6. Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.
  - B.8.7. Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).
  - B.8.8. Write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal. Examples of scholarly reports would include position papers, white papers, and persuasive discussion papers.
  - B.8.9. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.
  - B.8.10. Complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.



- D. Clinical experience is currently required within the MOT program and will be expanded in the OTD per the ACOTE standards listed below:

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. 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 supervision of a qualified occupational therapy practitioner serving as a role model.

C.2.0. DOCTORAL EXPERIENTIAL COMPONENT The goal of the doctoral experiential component is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral experiential component shall be an integral part of the program’s curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential component. The specific content and format of the competency requirement is determined by the program.

- E. The post professional level OTD will allow MOT program graduates to obtain a doctoral degree during the profession transition to entry level OTD.

V. Program Resources:

A. Personnel

1. Current MOT Faculty:

- Dr. Tammy Bickmore, OTD – Program Director and Assistant Professor
- Dr. Mary Anderson, OTD – Lecturer
- Dr. Susan Noyes, PhD – Assistant Professor
- Dr. Bernadette Kroon, DPT – Lecturer
- Sarah Grinder, MOT, PhD Candidate – Lecturer
- Paula Spyropulos, MA, OTR - Lecturer

Curriculum Vitae of faculty are included in Appendix E.

- 2. Erin McCall, MS, OTR is currently in a one year fixed length position in the MOT program for academic year 2018-2019. We are currently approved for and searching for a tenure track assistant professor position to replace this fixed length position.
- B. The USM library currently has the library resources to support this degree program.
- C. USM LAC currently has the equipment to support this degree program.
- D. USM LAC currently has the facilities to support this degree program.



E. The program will be located at the University of Southern Maine and will continue to encourage undergraduate applications from all campuses as it currently does now. This includes select programs from USM Portland/Gorham (accelerated pathway), University of Maine Orono (Kinesiology), University of Maine Farmington (Rehabilitation) and other students interested in our program. We are currently exploring inter-professional education opportunities within USM and other institutions in the system for course shared course content. This includes programs such as nursing, athletic training, public health, and social work.

VI. Total Financial Consideration:

Expenses

MOT Program	Personnel Cost	Operational Cost	Personnel Budget	Operational Budget
2016-2017	\$725,664	\$50,651		
2017-2018	\$732,490	\$63,431		
2018-2019			\$816,491	\$86,927
2019-2020			\$836,251*	\$86,927
2020-2021			\$958,011**	\$86,927
2021-2022			\$1,053,771***	\$86,927
2022-2023			\$1,053,770	\$86,927

\*FL to AP search now

\*\*Additional AP and transition of current lecturer positions

\*\*\*Additional Capstone Coordinator, Doctoral Level

**Operational Budget 2018-2019**

Consulting Services Fees	\$0
Professional Services	\$40,217
Catering Svcs	\$500
Accreditation Fees	\$4,225
Conference & Registration Fees	\$12,185
Membership Dues	\$500
Books	\$200
Printing & Copying Svcs	\$0
Rentals & Leases	\$250
Supplies and Materials	\$0
Awards & Recognition Items	\$100
Laboratory Supplies	\$10,000
Office Supplies	\$250
Educational Supplies	\$8,000
Meals Non-Travel	\$500
Refreshments	\$200





In-State Travel	\$1,000
In-State Meals	\$2,500
Out of State Travel	\$2,000
YE Travel Accrual (acctg use)	\$0
Computer Equip < \$5000	\$4,200
Telephone & Telecommunications	\$0
Toll Charges	\$50
Network Access	\$50
Maintenance Copiers	\$0

Revenue – AY17-18 through AY21-22

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AY 2017-2018			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall 2017	1349	In-State	\$393
Spring 2018	1045	Out of State	\$1,063
Summer 2018	587	NEBHE/Canadian	\$629
<b>Student Count*</b>			
IS	81	<b>Total Revenue AY 17-18</b>	
OS	22	<b>\$1,517,627</b>	
NEBHE/CAN	2		
*Based on actual numbers			
AY 2019-2020			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall 2019	1406	In-State	\$407
Spring 2020	1144	Out of State	\$1,100
Summer 2020	640	NEBHE/Canadian	\$651
<b>Student Count*</b>			
IS	112	<b>Total Revenue AY 19-20</b>	
OS	12	<b>\$1,511,101</b>	
NEBHE/CAN	3		
*Based on actual numbers for current students			
Assumes incoming class of 40 (30 FT (27 IS, 3 OS), 10 PT (9 IS, 1 OS))			
AY 2021-2022			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall 2021	1398	In-State	\$407
Spring 2022	1140	Out of State	\$1,100
Summer 2022	650	NEBHE/Canadian	\$651
<b>Student Count*</b>			
IS	115	<b>Total Revenue AY 21-22</b>	
OS	12	<b>\$1,516,582</b>	
NEBHE/CAN	1		
*Based on actual numbers for current students			
Assumes incoming class of 40 (30 FT (27 IS, 3 OS), 10 PT (9 IS, 1 OS))			

AY 2018-2019			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall 2018	1319	In-State	\$407
Spring 2019	1107	Out of State	\$1,100
Summer 2019	625	NEBHE/Canadian	\$651
<b>Student Count*</b>			
IS	100	<b>Total Revenue AY 18-19</b>	
OS	16	<b>\$1,492,924</b>	
NEBHE/CAN	4		
*Based on actual numbers			
AY 2020-2021			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall 2020	1400	In-State	\$407
Spring 2021	1120	Out of State	\$1,100
Summer 2021	638	NEBHE/Canadian	\$651
<b>Student Count*</b>			
IS	115	<b>Total Revenue AY 20-21</b>	
OS	11	<b>\$1,495,060</b>	
NEBHE/CAN	3		
*Based on actual numbers for current students			
Assumes incoming class of 40 (30 FT (27 IS, 3 OS), 10 PT (9 IS, 1 OS))			



VII. Program Evaluation

This degree program will be informed by the ACOTE accreditation standards and results reported to the University of Southern Maine Lewiston Auburn College Dean and the University of Southern Maine President and Provost.



## APPENDICIES



Appendix A



Resources for students  
from The American  
Occupational Therapy Association

## Your career in Occupational Therapy

### Workforce Trends in Occupational Therapy

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The demand for occupational therapy services is strong. The U.S. Department of Labor's Bureau of Labor Statistics (BLS) projected employment of occupational therapists to increase by 26% and of occupational therapy assistants to increase by 30% or more between 2008 and 2018. This projection is based on the Bureau's assumptions that demographic trends and advances in medical technology will continue to fuel demand for therapy services.

Occupational therapy workforce shortages are appearing in selected markets and sectors. Demand for occupational therapy services in early intervention programs and in schools that enroll children with disabilities who are served under the federal Individuals with Disabilities Education Improvement Act of 2004 remains strong. Newly emerging areas of practice for occupational therapy practitioners related to the needs of an aging population are increasing demand for services. These include low-vision rehabilitation; treatment of Alzheimer's disease and other forms of dementia, including caregiver training; older driver safety and rehabilitation; assisted living; and home safety and home modifications to enable "aging in place." In a survey of education program directors, the overwhelming majority (80%+) of the 318 programs reported that more than 80% of occupational therapy and occupational therapy assistant graduates were able to secure jobs within 6 months of graduation. Many of these graduates had secured job offers prior to graduating.

#### Current Workforce

Based on 2010 survey results from state occupational therapy regulatory boards, the American Occupational Therapy Association (AOTA) estimates the current active occupational therapy workforce to be roughly 137,000 practitioners. This includes approximately 102,500 occupational therapists and 34,500 occupational therapy assistants.

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Recent AOTA surveys indicate that 92% of practitioners are female, more than three quarters (85%) are employed full-time in the profession, and the median level of professional experience is 13 years.

Data from the 2010 AOTA Occupational Therapy Compensation and Workforce Study indicate a median annual income of \$64,722 for occupational therapists and \$44,000 for occupational therapy assistants.

In addition, the Workforce study indicated average entry-level salaries of \$52,000 for occupational therapists and \$34,298 for occupational therapy assistants. Recent indications of plentiful job advertisements and frequent sign-on bonuses suggest that those entry-level salaries continue to rise and that applicants are receiving multiple job offers.

Occupational therapy practitioners work in a wide range of settings including schools, hospitals, skilled nursing facilities, home health, outpatient rehabilitation clinics, psychiatric facilities, and community health programs. School systems, hospitals, and long-term-care facilities are the primary work settings for occupational therapists and occupational therapy assistants.

### Licensure and Regulation

The practice of occupational therapy is regulated in all 50 states, the District of Columbia, Puerto Rico, and Guam. The most common and highest form of regulation is licensure. Licensure is required in 48 of those jurisdictions for occupational therapists and 47 jurisdictions for occupational therapy assistants.

Colorado and Hawaii do not regulate occupational therapy assistants but do regulate occupational therapists (registration law in Hawaii and Colorado). Occupational therapy assistants are regulated by certification law in New York.

If you have specific questions about a career in occupational therapy, please contact [educate@aota.org](mailto:educate@aota.org). Visit [www.aota.org](http://www.aota.org) for more information about the profession and the activities of the American Occupational Therapy Association.



The American Occupational Therapy Association



## The Occupational Therapy Workforce (2010)

### Who They Are...

102,500	Occupational Therapists
34,500	Occupational Therapy Assistants
137,000	Total Practitioner Workforce

### Where They Work...

26.2%	Hospitals
21.6%	Schools
19.9%	Nursing Facilities
9.3%	Outpatient Clinics
5.8%	Home Health
5.2%	Academia
4.8%	Early Intervention
4.3%	Community/Other
2.9%	Mental Health

(AOTA Occupational Therapy Compensation and Workforce Study, 2010)





Appendix B



**Continuous Part Time\* Course Sequence Guide  
2018-2019**

\*Replaces old part time sequence fall 2018

**9.1**

FALL - YEAR 1		
Course #	Course Title	Credits
OTH 501	OT Foundations	3
OTH 502	Introduction to Occupation	3
OTH 503	Reflective Practitioner	3
<b>Semester Total</b>		<b>9</b>
SPRING - YEAR 1		
Course #	Course Title	Credits
OTH 506	Contextual Considerations	3
OTH 507	Ethics & Occupational Justice	3
OTH 514	Fund of Human Anatomy Lecture	3
OTH 515	Fund of Human Anatomy Lab	1
<b>Semester Total</b>		<b>10</b>
SUMMER - YEAR 1		
Course #	Course Title	Credits
OTH 505	Mental Health Part I Lecture	3
OTH 508	Mental Health Part I Lab	1
OTH 509	Level I Fieldwork: Mental Health	1
OTH 520	Neuroscience for OTs Lecture	3
OTH 521	Neuroscience for OTs Lab	1
<b>Semester Total</b>		<b>9</b>

FALL - YEAR 2		
Course #	Course Title	Credits
OTH 504	Research & EBP I	3
OTH 604	Infancy-Adolescence Part I Lecture	3
OTH 607	Infancy-Adolescence Part I Lab	1
<b>Semester Total</b>		<b>7</b>
SPRING - YEAR 2		
Course #	Course Title	Credits
OTH 518	Mental Health Part II	3
OTH 615	Infancy-Adol Part II Lecture	3
OTH 619	Infancy-Adol Part II Lab	1
<b>Semester Total</b>		<b>7</b>
SUMMER - YEAR 2		
Course #	Course Title	Credits
OTH 510	Level I Fieldwork: Comm Practice	1
OTH 512	Research & EBP II	3
OTH 603	Adulthood Part I Lecture	3
OTH 606	Adulthood Part I Lab	1
<b>Semester Total</b>		<b>8</b>

FALL - YEAR 3		
Course #	Course Title	Credits
OTH 511	Level I Fieldwork: Populations	1
OTH 605	Management in OT	3
OTH 602	Applied Kinesiology Lecture	3
OTH 609	Applied Kinesiology Lab	1
<b>Semester Total</b>		<b>8</b>
SPRING - YEAR 3		
Course #	Course Title	Credits
<i>January - March (7 weeks)</i>		
OTH 614	Adulthood Part II Lecture	3
OTH 617	Adulthood Part II Lab	1
<i>March - June (12 weeks)</i>		
OTH 620	First Level II Fieldwork	6
<b>Semester Total</b>		<b>10</b>
SUMMER - YEAR 3		
Course #	Course Title	Credits
OTH 608	Cognition and Perception	1
OTH 616	Professional Presentations	3
OTH 699	Advanced Topics in OT	2
<b>Semester Totals</b>		<b>6</b>
FALL - YEAR 4		
Course #	Course Title	Credits
OTH 621	Final Level II Fieldwork	6
<b>Semester Totals</b>		<b>6</b>
<b>Total MOT Program Credits</b>		<b>80</b>





**Full Time Course Sequence Guide  
2018 - 2019**

9.1

FALL - YEAR 1		
Course #	Course Title	Credits
OTH 501	Occupational Therapy Foundations	3
OTH 502	Introduction to Occupation	3
OTH 503	Reflective Practitioner	3
OTH 506	Contextual Considerations	3
OTH 514	Fundamentals of Human Anatomy and Movement	3
OTH 515	Fundamentals of Human Anatomy and Movement Lab	1
<b>Semester Total</b>		<b>16</b>
SPRING - YEAR 1		
Course #	Course Title	Credits
OTH 504	Research and Evidence Based Practice I	3
OTH 505	Impact of Mental Health on Occupational Perf. Part I	3
OTH 508	Impact of Mental Health on Occupational Perf. Part I Lab	1
OTH 507	Ethics and Occupational Justice	3
OTH 509	Level I Fieldwork: Mental Health	1
OTH 520	Neuroscience for Occupational Therapists: Lecture	3
OTH 521	Neuroscience for Occupational Therapists: Laboratory	1
<b>Semester Total</b>		<b>15</b>
SUMMER - YEAR 1		
Course #	Course Title	Credits
OTH 510	Level I Fieldwork: Community Practice	1
OTH 512	Research and Evidence Based Practice II	3
OTH 603	Occupational Performance: Adulthood Part I	3
OTH 606	Occupational Performance: Adulthood Part I Lab	1
<b>Semester Total</b>		<b>8</b>

FALL - YEAR 2		
Course #	Course Title	Credits
OTH 511	Level I Fieldwork: Populations	1
OTH 518	Impact of Mental Health on Occupational Perf. Part II	3
OTH 602	Applied Kinesiology and Exercise Physiology	3
OTH 609	Applied Kinesiology and Exercise Physiology Lab	1
OTH 604	Occupational Performance: Infancy-Adolescence Part I	3
OTH 607	Occupational Performance: Infancy-Adolescence Part I Lab	1
OTH 605	Management in Occupational Therapy	3
<b>Semester Total</b>		<b>15</b>
SPRING - YEAR 2		
Course #	Course Title	Credits
<b>January - March (7 weeks)</b>		
OTH 614	Occupational Performance: Adulthood Part II	3
OTH 617	Occupational Performance: Adulthood Part II Lab	1
OTH 615	Occupational Performance: Infancy-Adolescence Part II	3
OTH 619	Occupational Performance: Infancy-Adolescence Part II Lab	1
<b>March - June (12 weeks)</b>		
OTH 620	First Level II Fieldwork	6
<b>Semester Total</b>		<b>14</b>
SUMMER - YEAR 2		
Course #	Course Title	Credits
OTH 608	Reflections on Practice: Cognition and Perception	1
OTH 616	Professional Presentations	3
OTH 699	Advanced Topics in Occupational Therapy	2
<b>Semester Total</b>		<b>6</b>
FALL - YEAR 3		
Course #	Course Title	Credits
OTH 621	Final Level II Fieldwork	6
<b>Semester Total</b>		<b>6</b>
<b>Total MOT Program Credits</b>		<b>80</b>



Appendix C

**2011 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide  
(effective July 31, 2013)  
December 2017 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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<b>PREAMBLE</b>			
	<p>The rapidly changing and dynamic nature of contemporary health and human services delivery systems provides challenging opportunities for the occupational therapist to use knowledge and skills in a practice area 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"> <li>• 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.</li> <li>• 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.</li> <li>• Have achieved entry-level competence through a combination of academic and fieldwork education.</li> <li>• Be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.</li> <li>• Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and</li> </ul>	<p>The rapidly changing and 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, 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"> <li>• 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.</li> <li>• 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.</li> <li>• Have achieved entry-level competence through a combination of academic and fieldwork education.</li> <li>• Be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.</li> <li>• Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday</li> </ul>	<p>The rapidly changing and 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, 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"> <li>• Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.</li> <li>• 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.</li> <li>• Have achieved entry-level competence through a combination of academic and fieldwork education.</li> <li>• Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.</li> <li>• Be able to apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday</li> </ul>

**9.1**

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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<p>environments to support engagement in everyday life activities that affect health, well-being, and quality of life.</p> <ul style="list-style-type: none"> <li>• Be prepared to be a lifelong learner and keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.</li> <li>• Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.</li> <li>• Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.</li> <li>• Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.</li> <li>• Demonstrate in-depth knowledge of delivery models, policies, and systems related to the area of practice in settings where occupational therapy is currently practiced and where it is emerging as a service.</li> <li>• Demonstrate thorough knowledge of evidence-based practice.</li> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> <li>• Relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through completion of a culminating project.</li> </ul>	<p>life activities that affect health, well-being, and quality of life.</p> <ul style="list-style-type: none"> <li>• Be prepared to be a lifelong learner and keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.</li> <li>• Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.</li> <li>• Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.</li> <li>• Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.</li> </ul>	<p>life activities that affect health, well-being, and quality of life.</p> <ul style="list-style-type: none"> <li>• Be prepared to be a lifelong learner and keep current with the best practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.</li> <li>• Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.</li> <li>• Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.</li> </ul>

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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<ul style="list-style-type: none"> <li>Develop in-depth experience in one or more of the following areas through completion of a doctoral experiential component: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.</li> </ul>		
<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>			
<p><b>SECTION A: GENERAL REQUIREMENTS</b></p>			
<p><b>A.1.0. SPONSORSHIP AND ACCREDITATION</b></p>			
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.	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.	The sponsoring institution(s) and affiliates, if any, must be accredited by a recognized regional or national accrediting authority.
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.
A.1.3.	Accredited occupational therapy educational programs may be established only in senior colleges, universities, or medical schools.	Accredited occupational therapy educational programs may be established only in senior colleges, universities, or medical schools.	Accredited occupational therapy assistant educational programs may be established only in community, technical, junior, and senior colleges; universities; medical schools; vocational schools or institutions; or military services.
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.
	<p><i>THE DEGREES MOST COMMONLY CONFERRED ARE THE OCCUPATIONAL THERAPY DOCTORATE (OTD) AND DOCTOR OF OCCUPATIONAL THERAPY (D-OT).</i></p>	<p><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 BSMOT) DEGREES ARE STRONGLY ENCOURAGED TO AVOID USING "BACCALAUREATE IN</i></p>	<p><i>THE DEGREES MOST COMMONLY CONFERRED ARE THE ASSOCIATE OF APPLIED SCIENCE (AAS) AND ASSOCIATE OF SCIENCE (AS).</i></p>

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		<p><i>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></p>	
A.1.5.	<p>The program must</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• 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.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> <li>• 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.</li> <li>• Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>• Demonstrate honesty and integrity in all interactions with ACOTE.</li> </ul>	<p>The program must</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• 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.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> <li>• 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.</li> <li>• Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>• Demonstrate honesty and integrity in all interactions with ACOTE.</li> </ul>	<p>The program must</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• 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.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> <li>• 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.</li> <li>• Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>• Demonstrate honesty and integrity in all interactions with ACOTE.</li> </ul>
<p><i>THE PROGRAM IS ALSO RESPONSIBLE FOR COMPLYING WITH THE CURRENT REQUIREMENTS OF ALL ACOTE POLICIES, INCLUDING THE REQUIREMENT FOR THE PROGRAM TO SUBMIT A LETTER OF INTENT TO SEEK ACCREDITATION FOR AN ADDITIONAL LOCATION AT LEAST 12 MONTHS PRIOR TO THE PLANNED ADMISSION OF STUDENTS INTO THAT ADDITIONAL LOCATION.</i></p>			
<p><b>A.2.0. ACADEMIC RESOURCES</b></p>			
A.2.1.	<p>The program must identify an individual as the program director who is assigned to the occupational therapy educational program on a full-time basis. The director may be assigned other institutional duties that do not</p>	<p>The program must identify an individual as the program director who is assigned to the occupational therapy educational program on a full-time basis. The director may be assigned other institutional duties that do not</p>	<p>The program must identify an individual as the program director who is assigned to the occupational therapy educational program on a full-time basis. The director may be assigned other institutional duties that do not</p>

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	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.	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.	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.
<i>THE STANDARD DOES NOT ALLOW THE APPOINTMENT OF CO-DIRECTORS</i>			
A.2.2.	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.	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.	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 or national 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.
<i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME</i> <i>FOR DEGREES FROM INSTITUTIONS IN COUNTRIES OTHER THAN THE UNITED STATES, ACOTE WILL DETERMINE AN ALTERNATIVE AND EQUIVALENT EXTERNAL REVIEW PROCESS</i>		<i>A MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME</i> <i>FOR DEGREES FROM INSTITUTIONS IN COUNTRIES OTHER THAN THE UNITED STATES, ACOTE WILL DETERMINE AN ALTERNATIVE AND EQUIVALENT EXTERNAL REVIEW PROCESS</i>	
A.2.3.	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"> <li>• Clinical practice as an occupational therapist;</li> <li>• Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting;</li> <li>• Scholarship (e.g., scholarship of application, scholarship of teaching and learning); and</li> <li>• At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postbaccalaureate level.</li> </ul>	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"> <li>• Clinical practice as an occupational therapist;</li> <li>• Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting;</li> <li>• Scholarship (e.g., scholarship of application, scholarship of teaching and learning); and</li> <li>• At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul>	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"> <li>• Clinical practice as an occupational therapist or occupational therapy assistant;</li> <li>• Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting;</li> <li>• Understanding of and experience with occupational therapy assistants; and</li> <li>• At least 1 year of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul>
<i>THE TEACHING COMPONENT OF THE FULL-TIME ACADEMIC APPOINTMENT MAY BE MET THROUGH RESPONSIBILITY FOR AT LEAST ONE POSTSECONDARY (E.G., OTA) OR POSTBACCALAUREATE (E.G., OTM/OTD) COURSE THAT INCLUDES IMPLEMENTATION OF THE COURSE SYLLABUS, COURSE CONTENT, AND COURSE EVALUATION METHODS. THE ACADEMIC APPOINTMENT MUST BE FULL-TIME AND THE TEACHING RESPONSIBILITIES REQUIREMENT MAY BE MET THROUGH ONE COURSE THAT IS NOT LIMITED TO THE OCCUPATIONAL THERAPY EDUCATIONAL PROGRAM</i>			

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A.2.4.	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 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 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.
A.2.5.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	In addition to the program director, the program must have at least one full-time equivalent (FTE) faculty position at each accredited location where the program is offered. This position may be shared by up to three individuals who teach as adjunct faculty. These individuals must have one or more additional responsibilities related to student advisement, supervision, committee work, program planning, evaluation, recruitment, and marketing activities.
A.2.6.	The program director and faculty must possess 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.	The program director and faculty must possess 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.	The program director and faculty must possess 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.
A.2.7.	<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 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 to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be a licensed or otherwise regulated occupational therapist. Coordinators must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body.</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 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 to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be a licensed or otherwise regulated occupational therapist. Coordinators must hold a minimum of a master's degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body.</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 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 to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be a licensed or otherwise regulated occupational therapist or occupational therapy assistant. Coordinators must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body.</p>
	<i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED</i>	<i>A MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED</i>	<i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR</i>



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	<p>REGIONAL ACCREDITATION SINCE THAT TIME.</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>REGIONAL ACCREDITATION SINCE THAT TIME.</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>HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME.</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.2.8.	<p>Core faculty who are occupational therapists or occupational therapy assistants must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the program is located.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the additional location is located.</p>	<p>Core faculty who are occupational therapists or occupational therapy assistants must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the program is located.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the additional location is located.</p>	<p>Core faculty who are occupational therapists or occupational therapy assistants must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the program is located.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the additional location is located.</p>
A.2.9.	(No related Standard)	(No related Standard)	<p>In programs where the program director is an occupational therapy assistant, an occupational therapist must be included on faculty and contribute to the functioning of the program through a variety of mechanisms including, but not limited to, teaching, advising, and committee work. In a program where there are only occupational therapists on faculty who have never practiced as an occupational therapy assistant, the program must demonstrate that an individual who is an occupational therapy assistant or an occupational therapist who has previously practiced as an occupational therapy assistant is involved in the program as an adjunct faculty or teaching assistant.</p>
			<p>IN A PROGRAM WHERE THERE ARE ONLY OCCUPATIONAL THERAPISTS ON FACULTY WHO HAVE NEVER PRACTICED AS AN OCCUPATIONAL THERAPY ASSISTANT, THE PROGRAM MUST DEMONSTRATE THAT AN OCCUPATIONAL THERAPY ASSISTANT OR AN OCCUPATIONAL THERAPIST WHO HAS PREVIOUSLY PRACTICED AS AN OCCUPATIONAL THERAPY ASSISTANT HAS AN ONGOING INSTRUCTIONAL ROLE IN THE DELIVERY OF PROGRAMMATIC CONTENT THAT REFLECTS THE ROLE OF THE OCCUPATIONAL THERAPY ASSISTANT THROUGHOUT THE OCCUPATIONAL THERAPY PROCESS. THIS REQUIREMENT MAY BE FILLED BY ONE OR MORE PERSONS.</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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
A.2.10.	All full-time faculty 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.	The majority of full-time faculty who are occupational therapists or occupational therapy assistants 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 regional accrediting body. The degrees are not limited to occupational therapy.  For an even number of full-time faculty, at least half must hold doctorates. The program director is counted as a faculty member.	All occupational therapy assistant faculty who are full-time must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body.
	<i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015 FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME  FOR DEGREES FROM INSTITUTIONS IN COUNTRIES OTHER THAN THE UNITED STATES, ACOTE WILL DETERMINE AN ALTERNATIVE AND EQUIVALENT EXTERNAL REVIEW PROCESS.</i>	<i>A DOCTORAL OR MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015 FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME  FOR DEGREES FROM INSTITUTIONS IN COUNTRIES OTHER THAN THE UNITED STATES, ACOTE WILL DETERMINE AN ALTERNATIVE AND EQUIVALENT EXTERNAL REVIEW PROCESS.</i>	<i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015 FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME  FOR DEGREES FROM INSTITUTIONS IN COUNTRIES OTHER THAN THE UNITED STATES, ACOTE WILL DETERMINE AN ALTERNATIVE AND EQUIVALENT EXTERNAL REVIEW PROCESS.</i>
A.2.11.	The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).	The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).	The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).
<i>EVIDENCE OF EXPERTISE IN TEACHING ASSIGNMENTS MIGHT INCLUDE DOCUMENTATION OF RECENT CONTINUING EDUCATION, RELEVANT EXPERIENCE, FACULTY DEVELOPMENT PLAN REFLECTING ACQUISITION OF NEW CONTENT, INCORPORATION OF FEEDBACK FROM COURSE EVALUATIONS, AND OTHER SOURCES</i>			
A.2.12.	For programs with additional accredited location(s), the program must identify a 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 accredited location(s), the program must identify a 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 accredited location(s), the program must identify a faculty member who is an occupational therapist or occupational therapy assistant as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.
A.2.13.	The occupational therapy faculty at each accredited location where the program is offered must be sufficient in number and must possess the expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. The faculty must include individuals competent to ensure delivery of the broad scope of occupational therapy practice. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal. Each accredited additional location must have at least one full-time equivalent (FTE) faculty member.	The occupational therapy faculty at each accredited location where the program is offered must be sufficient in number and must possess the expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. The faculty must include individuals competent to ensure delivery of the broad scope of occupational therapy practice. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal. Each accredited additional location must have at least one full-time equivalent (FTE) faculty member.	The occupational therapy assistant faculty at each accredited location where the program is offered must be sufficient in number and must possess the expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. The faculty must include individuals competent to ensure delivery of the broad scope of occupational therapy practice. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal. Each accredited additional location must have at least one full-time equivalent (FTE) faculty member.

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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
A.2.14.	Faculty responsibilities must be consistent with and supportive of the mission of the institution.	Faculty responsibilities must be consistent with and supportive of the mission of the institution.	Faculty responsibilities must be consistent with and supportive of the mission of the institution.
A.2.15.	The faculty–student ratio must permit the achievement of the purpose and stated objectives for laboratory and lecture courses, be compatible with accepted practices of the institution for similar programs, and ensure student and consumer safety.	The faculty–student ratio must permit the achievement of the purpose and stated objectives for laboratory and lecture courses, be compatible with accepted practices of the institution for similar programs, and ensure student and consumer safety.	The faculty–student ratio must permit the achievement of the purpose and stated objectives for laboratory and lecture courses, be compatible with accepted practices of the institution for similar programs, and ensure student and consumer safety.
A.2.16.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic and administrative 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 and administrative 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 and administrative requirements, including support for any portion of the program offered by distance education.
<b>CLERICAL SUPPORT MUST BE SUFFICIENT TO THE MEET THE NEEDS OF THE PROGRAM AND BE CONSISTENT WITH INSTITUTIONAL PRACTICE</b>			
A.2.17.	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.
A.2.18.	Classrooms and laboratories must be provided that are consistent with the program's educational objectives, teaching methods, number of students, and safety and health standards of the institution, and they must allow for efficient operation of the program.	Classrooms and laboratories must be provided that are consistent with the program's educational objectives, teaching methods, number of students, and safety and health standards of the institution, and they must allow for efficient operation of the program.	Classrooms and laboratories must be provided that are consistent with the program's educational objectives, teaching methods, number of students, and safety and health standards of the institution, and they must allow for efficient operation of the program.
A.2.19.	<p>If the program offers distance education, it must include</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• Technology and resources that are adequate to support a distance-learning environment, and</li> <li>• A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul>	<p>If the program offers distance education, it must include</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• Technology and resources that are adequate to support a distance-learning environment, and</li> <li>• A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul>	<p>If the program offers distance education, it must include</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• Technology and resources that are adequate to support a distance-learning environment, and</li> <li>• A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul>
A.2.20.	Laboratory space provided by the institution must be assigned to the occupational therapy program on a priority basis. If laboratory space for occupational therapy lab classes is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.	Laboratory space provided by the institution must be assigned to the occupational therapy program on a priority basis. If laboratory space for occupational therapy lab classes is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.	Laboratory space provided by the institution must be assigned to the occupational therapy assistant program on a priority basis. If laboratory space for occupational therapy assistant lab classes is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.

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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
A.2.21.	Adequate space must be provided to store and secure equipment and supplies.	Adequate space must be provided to store and secure equipment and supplies.	Adequate space must be provided to store and secure equipment and supplies.
A.2.22.	The program director and faculty must have office space consistent with institutional practice.	The program director and faculty must have office space consistent with institutional practice.	The program director and faculty must have office space consistent with institutional practice.
A.2.23.	Adequate space must be provided for the private advising of students.	Adequate space must be provided for the private advising of students.	Adequate space must be provided for the private advising of students.
A.2.24.	Appropriate and sufficient equipment and supplies must be provided by the institution for student use and for the didactic, supervised fieldwork, and experiential components of the curriculum.	Appropriate and sufficient equipment and supplies must be provided by the institution for student use and for the didactic and supervised fieldwork components of the curriculum.	Appropriate and sufficient equipment and supplies must be provided by the institution for student use and for the didactic and supervised fieldwork components of the curriculum.
A.2.25.	Students must be given access to and have the opportunity to use the evaluative and treatment methodologies that reflect both current practice and practice in the geographic area served by the program.	Students must be given access to and have the opportunity to use the evaluative and treatment methodologies that reflect both current practice and practice in the geographic area served by the program.	Students must be given access to and have the opportunity to use the evaluative and treatment methodologies that reflect both current practice and practice in the geographic area served by the program.
A.2.26.	Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed for the practice areas and to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, and resource centers.	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, and resource centers.	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, and resource centers.
A.2.27.	Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods.	Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods.	Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods.
<b>A.3.0. STUDENTS</b>			
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.
A.3.2.	Institutions must require that program applicants hold a baccalaureate degree or higher prior to admission to the program.	<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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
A.3.3.	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 readily accessible to prospective students and the public.	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 readily accessible to prospective students and the public.	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 readily accessible to prospective students and the public.
A.3.4.	Programs 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.	Programs 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.	Programs 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 occupational therapy assistant Standards.
A.3.5.	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.3.6.	Evaluation content and methods must be consistent with the curriculum design; objectives; and competencies of the didactic, fieldwork, and experiential components of the program.	Evaluation content and methods must be consistent with the curriculum design, objectives, and competencies of the didactic and fieldwork components of the program.	Evaluation content and methods must be consistent with the curriculum design, objectives, and competencies of the didactic and fieldwork components of the program.
A.3.7.	Evaluation must be conducted on a regular basis to provide students and program officials with timely indications of the students' progress and academic standing.	Evaluation must be conducted on a regular basis to provide students and program officials with timely indications of the students' progress and academic standing.	Evaluation must be conducted on a regular basis to provide students and program officials with timely indications of the students' progress and academic standing.
A.3.8.	Students must be informed of and have access to the student support services that are provided to other students in the institution.	Students must be informed of and have access to the student support services that are provided to other students in the institution.	Students must be informed of and have access to the student support services that are provided to other students in the institution.
A.3.9.	Advising related to professional coursework, fieldwork education, and the experiential component of the program must be the responsibility of the occupational therapy faculty.	Advising related to professional coursework and fieldwork education must be the responsibility of the occupational therapy faculty.	Advising related to coursework in the occupational therapy assistant program and fieldwork education must be the responsibility of the occupational therapy assistant faculty.
<b>A.4.0. OPERATIONAL POLICIES</b>			
A.4.1.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and Web sites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and Web sites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and Web sites—must accurately reflect the program offered.
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 for the previous 3 years: <ul style="list-style-type: none"> <li>• Total number of program graduates</li> <li>• Graduation rates.</li> </ul>	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 for the previous 3 years: <ul style="list-style-type: none"> <li>• Total number of program graduates</li> <li>• Graduation rates.</li> </ul>	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 for the previous 3 years: <ul style="list-style-type: none"> <li>• Total number of program graduates,</li> <li>• Graduation rates.</li> </ul>

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	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.	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.	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. THE ONLY ACCEPTABLE LINK IS: <a href="https://secure.nbcot.org/data/schoolstats.aspx">HTTPS://SECURE.NBCOT.ORG/DATA/SCHOOLSTATS.ASPX</a>		
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, Web site, and program-related brochures or flyers available to prospective students. A link to <a href="http://www.acoteonline.org">www.acoteonline.org</a> 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, Web site, and program-related brochures or flyers available to prospective students. A link to <a href="http://www.acoteonline.org">www.acoteonline.org</a> 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, Web site, and program-related brochures or flyers available to prospective students. A link to <a href="http://www.acoteonline.org">www.acoteonline.org</a> 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 4720 MONTGOMERY LANE, SUITE 200, BETHESDA, MD 20814-3449. ACOTE'S TELEPHONE NUMBER: C/O AOTA, IS (301) 652-AOTA AND ITS WEB ADDRESS IS <a href="http://WWW.ACOTEONLINE.ORG">WWW.ACOTEONLINE.ORG</a> . THE PROGRAM MUST PROVIDE AN ACTIVE LINK TO <a href="http://WWW.ACOTEONLINE.ORG">WWW.ACOTEONLINE.ORG</a> ON THE PROGRAM'S HOME PAGE.		
A.4.4	All practices within the institution related to faculty, staff, applicants, and students must be nondiscriminatory.	All practices within the institution related to faculty, staff, applicants, and students must be nondiscriminatory.	All practices within the institution related to faculty, staff, applicants, and students must be nondiscriminatory.
	COMPLIANCE WITH STANDARD A.4.4 IS DEMONSTRATED BY THE PRESENCE OF A POLICY ENSURING NONDISCRIMINATORY PRACTICES.		
A.4.5	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.	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.	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.
A.4.6	The program or sponsoring institution must have a defined and published policy and procedure for processing student and faculty grievances.	The program or sponsoring institution must have a defined and published policy and procedure for processing student and faculty grievances.	The program or sponsoring institution must have a defined and published policy and procedure for processing student and faculty grievances.
A.4.7	Policies and procedures for handling complaints against the program must be published and made known. The program must maintain a record of student complaints that includes the nature and disposition of each complaint.	Policies and procedures for handling complaints against the program must be published and made known. The program must maintain a record of student complaints that includes the nature and disposition of each complaint.	Policies and procedures for handling complaints against the program must be published and made known. The program must maintain a record of student complaints that includes the nature and disposition of each complaint.
A.4.8	Policies and processes for student withdrawal and for refunds of tuition and fees must be published and made known to all applicants.	Policies and processes for student withdrawal and for refunds of tuition and fees must be published and made known to all applicants.	Policies and processes for student withdrawal and for refunds of tuition and fees must be published and made known to all applicants.

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A.4.9.	Policies and procedures for student probation, suspension, and dismissal must be published and made known.	Policies and procedures for student probation, suspension, and dismissal must be published and made known.	Policies and procedures for student probation, suspension, and dismissal must be published and made known.
A.4.10.	Policies and procedures for human-subject research protocol must be published and made known.	Policies and procedures for human-subject research protocol must be published and made known.	Policies and procedures for human-subject research protocol must be published and made known (if applicable to the program).
A.4.11.	Programs must make available to students written policies and procedures regarding 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).	Programs must make available to students written policies and procedures regarding 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).	Programs must make available to students written policies and procedures regarding 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).
A.4.12.	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have 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 program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have 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 program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have 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.4.13.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program's Web site 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 Web site 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 Web site about the potential impact of a felony conviction on a graduate's eligibility for certification and credentialing must be provided.
	<p><i>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, MOST 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.</i></p>		<p><i>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, MOST 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.</i></p>
A.4.14.	The program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and experiential component requirements in a timely manner. This policy must	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	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

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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	include a statement that all Level II fieldwork and the experiential component of the program must be completed within a time frame established by the program.	fieldwork must be completed within a time frame established by the program.	fieldwork must be completed within a time frame established by the program.
	<i>SAMPLE WORDING: "STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK AND THE EXPERIENTIAL COMPONENT OF THE PROGRAM WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM."</i>	<i>SAMPLE WORDING: "STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM."</i>	
A.4.15.	Records regarding student admission, enrollment, fieldwork, and achievement must be maintained and kept in a secure setting. 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. 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. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.
<b>A.5.0. STRATEGIC PLAN AND PROGRAM ASSESSMENT</b> <b>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.</b>			
A.5.1.	The program must document a current strategic plan that articulates the program's future vision and guides the program development (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork and experiential component sites). A program strategic plan must be for a minimum of a 3-year period and include, but need not be limited to, <ul style="list-style-type: none"> <li>• Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li> <li>• Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>• Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>• Person(s) responsible for action steps.</li> <li>• Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	The program must document a current strategic plan that articulates the program's future vision and guides the program development (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 be for a minimum of a 3-year period and include, but need not be limited to, <ul style="list-style-type: none"> <li>• Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li> <li>• Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>• Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>• Person(s) responsible for action steps.</li> <li>• Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	The program must document a current strategic plan that articulates the program's future vision and guides the program development (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 be for a minimum of a 3-year period and include, but need not be limited to, <ul style="list-style-type: none"> <li>• Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li> <li>• Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>• Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>• Person(s) responsible for action steps.</li> <li>• Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>
<i>THE TIMELINE SHOULD REFLECT THE ACTUAL DUE DATE WHEN THE PROGRAM EXPECTS TO REACH EACH LONG-TERM GOAL "ANNUALLY" AND "ONGOING" ARE NOT ACCEPTABLE TIMELINES, WHEREAS "DECEMBER 2017" WOULD BE AN ACCEPTABLE TIMELINE.</i>			



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A.5.2.	<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. At a minimum, the plan must include, but need not be limited to,</p> <ul style="list-style-type: none"> <li>• Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to currency in areas of teaching responsibility, teaching effectiveness, research, scholarly activity).</li> <li>• Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>• Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> <li>• Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> </ul>	<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. At a minimum, the plan must include, but need not be limited to,</p> <ul style="list-style-type: none"> <li>• Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to currency in areas of teaching responsibility, teaching effectiveness, research, scholarly activity).</li> <li>• Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>• Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> <li>• Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> </ul>	<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. At a minimum, the plan must include, but need not be limited to,</p> <ul style="list-style-type: none"> <li>• Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to currency in areas of teaching responsibility, teaching effectiveness, research, scholarly activity).</li> <li>• Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>• Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> <li>• Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> </ul>
<p><i>THE PLAN SHOULD REFLECT 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). THE TIMELINE SHOULD REFLECT THE ACTUAL DUE DATE WHEN THE FACULTY MEMBER WILL ACHIEVE EACH GOAL. 'ANNUALLY' AND 'ONGOING' ARE NOT ACCEPTABLE TIMELINES, WHEREAS 'DECEMBER 2017' WOULD BE AN ACCEPTABLE TIMELINE.</i></p>			
A.5.3.	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for meaningful analysis about the extent to which the program is meeting its stated goals and objectives. This must include, but need not be limited to,</p> <ul style="list-style-type: none"> <li>• Faculty effectiveness in their assigned teaching responsibilities.</li> <li>• Students' progression through the program.</li> <li>• Student retention rates.</li> <li>• Fieldwork and experiential component performance evaluation.</li> <li>• Student evaluation of fieldwork and the experiential component experience.</li> <li>• Student satisfaction with the program.</li> <li>• Graduates' performance on the NBCOT certification exam.</li> <li>• Graduates' job placement and performance as determined by employer satisfaction.</li> <li>• Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards).</li> </ul>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for meaningful analysis about the extent to which the program is meeting its stated goals and objectives. This must include, but need not be limited to,</p> <ul style="list-style-type: none"> <li>• Faculty effectiveness in their assigned teaching responsibilities.</li> <li>• Students' progression through the program.</li> <li>• Student retention rates.</li> <li>• Fieldwork performance evaluation.</li> <li>• Student evaluation of fieldwork experience.</li> <li>• Student satisfaction with the program.</li> <li>• Graduates' performance on the NBCOT certification exam.</li> <li>• Graduates' job placement and performance as determined by employer satisfaction.</li> </ul>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for meaningful analysis about the extent to which the program is meeting its stated goals and objectives. This must include, but need not be limited to,</p> <ul style="list-style-type: none"> <li>• Faculty effectiveness in their assigned teaching responsibilities.</li> <li>• Students' progression through the program.</li> <li>• Student retention rates.</li> <li>• Fieldwork performance evaluation.</li> <li>• Student evaluation of fieldwork experience.</li> <li>• Student satisfaction with the program.</li> <li>• Graduates' performance on the NBCOT certification exam.</li> <li>• Graduates' job placement and performance as determined by employer satisfaction.</li> </ul>

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A.5.4.	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.	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.	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.
<i>THE INTENT OF STANDARD A.5.4 IS THAT PROGRAMS PREPARE AN ANNUAL REPORT THAT SUMMARIZES AN ANALYSIS OF DATA COLLECTED ABOUT THE EXTENT TO WHICH THE PROGRAM IS MEETING ITS STATED GOALS AND OBJECTIVES AS REQUIRED BY STANDARD A.5.3 (E.G., FACULTY EFFECTIVENESS IN THEIR ASSIGNED TEACHING RESPONSIBILITIES, 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)</i>			
A.5.5.	The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.	The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.	The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.
A.5.6.	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 less 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.	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 less 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.	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 less 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.
<i>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.</i>			
<b>A.6.0. CURRICULUM FRAMEWORK</b> <b>The curriculum framework is a description of the program that includes the program's mission, philosophy, and curriculum design.</b>			
A.6.1.	The curriculum must ensure preparation to practice as a generalist with a broad exposure to current practice settings (e.g., school, hospital, community, long-term care) and emerging practice areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, children, adolescents, adults, and elderly persons in areas of physical and mental health.	The curriculum must include preparation for practice as a generalist with a broad exposure to current practice settings (e.g., school, hospital, community, long-term care) and emerging practice areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, children, adolescents, adults, and elderly persons in areas of physical and mental health.	The curriculum must include preparation for practice as a generalist with a broad exposure to current practice settings (e.g., school, hospital, community, long-term care) and emerging practice areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, children, adolescents, adults, and elderly persons in areas of physical and mental health.
A.6.2.	The curriculum must include course objectives and learning activities demonstrating preparation beyond a generalist level in, but not limited to, practice skills, research skills, administration, professional development, leadership, advocacy, and theory.	<i>(No related Standard)</i>	<i>(No related Standard)</i>

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A.6.3.	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 at least 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.	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.
A.6.4.	The curriculum must include application of advanced knowledge to practice through a combination of experiential activities and a culminating project.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
A.6.5.	The statement of philosophy of the occupational therapy program must reflect the current published philosophy of the profession and must include a statement of the program's fundamental beliefs about human beings and how they learn.	The statement of philosophy of the occupational therapy program must reflect the current published philosophy of the profession and must include a statement of the program's fundamental beliefs about human beings and how they learn.	The statement of philosophy of the occupational therapy assistant program must reflect the current published philosophy of the profession and must include a statement of the program's fundamental beliefs about human beings and how they learn.
A.6.6.	The statement of the mission of the occupational therapy program must be consistent with and supportive of the mission of the sponsoring institution. The program's mission statement should 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 the mission of the occupational therapy program must be consistent with and supportive of the mission of the sponsoring institution. The program's mission statement should 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 the mission of the occupational therapy assistant program must be consistent with and supportive of the mission of the sponsoring institution. The program's mission statement should explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.
A.6.7.	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.	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.	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.
A.6.8.	The program must have clearly documented assessment measures by which students are regularly evaluated on their acquisition of knowledge, skills, attitudes, and competencies required for graduation.	The program must have clearly documented assessment measures by which students are regularly evaluated on their acquisition of knowledge, skills, attitudes, and competencies required for graduation.	The program must have clearly documented assessment measures by which students are regularly evaluated on their acquisition of knowledge, skills, attitudes, and competencies required for graduation.

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A.6.9.	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) and materials used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.	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) and materials used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.	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) and materials used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.
<i>LEVEL II FIELDWORK SYLLABI MAY NOT BE USED TO DOCUMENT COMPLIANCE WITH A SECTION B CONTENT STANDARD. INFORMATION ON THE RELATIONSHIP OF THE COURSES TO THE CURRICULUM DESIGN MUST BE MADE AVAILABLE TO STUDENTS. THIS INFORMATION MAY BE INCLUDED ON THE COURSE SYLLABI OR WITHIN ANOTHER DOCUMENT WHICH IS READILY AVAILABLE TO STUDENTS.</i>			
<b>SECTION B: CONTENT REQUIREMENTS</b> 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.			
B.1.0.	<b>FOUNDATIONAL CONTENT REQUIREMENTS</b> 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 sciences must also be evident in professional coursework. The student will be able to		<b>FOUNDATIONAL CONTENT REQUIREMENTS</b> 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 sciences must also be evident in professional coursework. The student will be able to
B.1.1.	Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, biology, anatomy, physiology, neuroscience, and kinesiology or biomechanics.	Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, biology, anatomy, physiology, neuroscience, and kinesiology or biomechanics.	Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics.
B.1.2.	Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.	Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.	Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.
B.1.3.	Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral sciences, social sciences, and occupational science. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral sciences, social sciences, and occupational science. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences (e.g., principles of psychology, sociology, abnormal psychology) and occupational science.

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B.1.4.	Apply knowledge of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society to meet the needs of individuals and communities. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society (e.g., principles of psychology, sociology, and abnormal psychology).
B.1.5.	Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.	Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.	Articulate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.
B.1.6.	Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.	Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.	Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.
B.1.7.	Apply quantitative statistics and qualitative analysis to interpret tests, measurements, and other data for the purpose of establishing and/or delivering evidence-based practice.	Demonstrate the ability to use statistics to interpret tests and measurements for the purpose of delivering evidence-based practice.	Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.
B.1.8.	Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.	Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.	Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.
<b>B.2.0. BASIC TENETS OF OCCUPATIONAL THERAPY</b>			
<b>Coursework must facilitate development of the performance criteria listed below. The student will be able to</b>			
B.2.1.	Explain the history and philosophical base of the profession of occupational therapy and its importance in meeting society's current and future occupational needs.	Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.	Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.
B.2.2.	Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.	Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.	Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.
B.2.3.	Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and	Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and	Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and

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	the value of occupation to support performance, participation, health, and well-being.	the value of occupation to support performance, participation, health, and well-being.	the value of occupation support performance, participation, health, and well-being.
B.2.4.	Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.	Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.	Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
B.2.5.	Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.	Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.	Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
B.2.6.	Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
B.2.7.	Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.	Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.	Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan.
B.2.8.	Use 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.	Use 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.	Use 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.
B.2.9.	Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.	Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.	Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
B.2.10.	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.	Explain the need for and use of compensatory strategies when desired life tasks cannot be performed.
B.2.11.	Analyze, synthesize, evaluate, and apply models of occupational performance.	Analyze, synthesize, and apply models of occupational performance.	Identify interventions consistent with models of occupational performance.
<b>B.3.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES</b>			
<b>The program must facilitate the development of the performance criteria listed below. The student will be able to</b>			
B.3.1.	Evaluate and apply theories that underlie the practice of occupational therapy.	Apply theories that underlie the practice of occupational therapy.	Describe basic features of the theories that underlie the practice of occupational therapy.
B.3.2.	Compare, contrast, and integrate a variety of models of practice and frames of reference that are used in occupational therapy.	Compare and contrast models of practice and frames of reference that are used in occupational therapy.	Describe basic features of models of practice and frames of reference that are used in occupational therapy.

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B.3.3.	Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.	Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.	<i>(No related Standard)</i>
B.3.4.	Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence and are influenced by practice.	Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice.	Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice.
B.3.5.	Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments, including population-based approaches, to analyze and effect meaningful occupation outcomes.	Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes.	<i>(No related Standard)</i>
B.3.6.	Articulate the process of theory development in occupational therapy and its desired impact and influence on society.	Discuss the process of theory development and its importance to occupational therapy.	<i>(No related Standard)</i>
<b>B.4.0.</b>	<b>SCREENING, EVALUATION, AND REFERRAL</b> The process of screening, evaluation, referral, and diagnosis as related to occupational performance and participation must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. In addition, this process must consider the continuum of need from individuals to populations. The program must facilitate development of the performance criteria listed below. The student will be able to	<b>SCREENING, EVALUATION, AND REFERRAL</b> The process of screening, evaluation, and referral as related to occupational performance and participation must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. In addition, this process must consider the continuum of need from individuals to populations. The program must facilitate development of the performance criteria listed below. The student will be able to	<b>SCREENING AND EVALUATION</b> 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 culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. The program must facilitate development of the performance criteria listed below. The student will be able to
B.4.1.	Use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.	Use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.	Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.
B.4.2.	Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.	Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.	Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
B.4.3.	Use appropriate procedures and protocols (including standardized formats) when administering assessments.	Use appropriate procedures and protocols (including standardized formats) when administering assessments.	<i>(No related Standard)</i>

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B.4.4.	<p>Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes</p> <ul style="list-style-type: none"> <li>The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.</li> <li>Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).</li> <li>Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>	<p>Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes</p> <ul style="list-style-type: none"> <li>The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.</li> <li>Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).</li> <li>Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>	<p>Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes</p> <ul style="list-style-type: none"> <li>The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.</li> <li>Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).</li> <li>Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>
B.4.5.	<p>Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.</p>	<p>Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.</p>	<p>Articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process.</p>
B.4.6.	<p>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.</p>	<p>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.</p>	<p><i>(No related Standard)</i></p>
B.4.7.	<p>Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.</p>	<p>Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.</p>	<p><i>(No related Standard)</i></p>
B.4.8.	<p>Interpret the evaluation data in relation to accepted terminology of the profession, relevant theoretical frameworks, and interdisciplinary knowledge.</p>	<p>Interpret the evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks.</p>	<p><i>(No related Standard)</i></p>



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B.4.9.	Evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession.	Evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession.	Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.
B.4.10.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
B.4.11.	Articulate screening and evaluation processes for all practice areas. Use evidence-based reasoning to analyze, synthesize, evaluate, and diagnose problems related to occupational performance and participation.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.5.0.</b>	<b>INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION</b> The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be culturally relevant; reflective of current and emerging occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference. In addition, this process must consider the continuum of need from individual-to population-based interventions. The program must facilitate development of the performance criteria listed below. The student will be able to	<b>INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION</b> The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be culturally relevant; reflective of current occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference. The program must facilitate development of the performance criteria listed below. The student will be able to	<b>INTERVENTION AND IMPLEMENTATION</b> The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be 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.5.1.	Use evaluation findings to diagnose occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of reference, and interdisciplinary knowledge. Develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: <ul style="list-style-type: none"> <li>The occupational profile, including participation in activities that are meaningful and necessary for</li> </ul>	Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: <ul style="list-style-type: none"> <li>The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.</li> </ul>	Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: <ul style="list-style-type: none"> <li>The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.</li> <li>Client factors, including values, beliefs,</li> </ul>

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	<p>the client to carry out roles in home, work, and community environments.</p> <ul style="list-style-type: none"> <li>Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).</li> <li>Performance patterns (e.g., habits, routines, rituals, roles)</li> <li>Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems)</li> <li>Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social)</li> <li>Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>	<p>spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).</p> <ul style="list-style-type: none"> <li>Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>
B.5.2.	Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.	Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.	Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.
B.5.3.	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention; purposeful activity, preparatory methods).	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention; purposeful activity, preparatory methods).	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention; purposeful activity, preparatory methods).
B.5.4.	Design and implement group interventions based on principles of group development and group dynamics across the lifespan.	Design and implement group interventions based on principles of group development and group dynamics across the lifespan.	Implement group interventions based on principles of group development and group dynamics across the lifespan.
B.5.5.	Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.	Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.	Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
B.5.6.	Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).	Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).	Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).
B.5.7.	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.

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B.5.8.	Develop and implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.	Develop and implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.	Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.
B.5.9.	Evaluate and adapt processes or environments (e.g., home, work, school, community) applying ergonomic principles and principles of environmental modification.	Evaluate and adapt processes or environments (e.g., home, work, school, community) applying ergonomic principles and principles of environmental modification.	Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles.
B.5.10.	Articulate principles of and be able 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.	Articulate principles of and be able 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.	Articulate principles of 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.
B.5.11.	Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.	Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.	Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices.
B.5.12.	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.
B.5.13.	Provide recommendations and training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.	Provide recommendations and training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.	Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.
B.5.14.	Provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in precautions and techniques while considering client and contextual factors.	Provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in precautions and techniques while considering client and contextual factors.	Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors.
B.5.15.	Demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions.	Demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions.	Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions.

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<p><i>SKILLS, KNOWLEDGE, AND COMPETENCIES FOR ENTRY-LEVEL PRACTICE ARE DERIVED FROM AOTA PRACTICE DOCUMENTS AND NBCOT PRACTICE ANALYSIS STUDIES. SUPERFICIAL THERMAL MODALITIES INCLUDE, BUT ARE NOT LIMITED TO, HYDROTHERAPY/WHIRLPOOL, CRYOTHERAPY (COLD PACKS, ICE), FLUIDOTHERAPY™, HOT PACKS, PARAFFIN, WATER, AND INFRARED. MECHANICAL MODALITIES INCLUDE, BUT ARE NOT LIMITED TO, VASOPNEUMATIC DEVICES AND CONTINUOUS PASSIVE MOTION.</i></p> <p><i>THE WORD 'DEMONSTRATE' DOES NOT REQUIRE THAT A STUDENT ACTUALLY PERFORM THE TASK TO VERIFY KNOWLEDGE AND UNDERSTANDING. THE PROGRAM MAY SELECT THE TYPES OF LEARNING ACTIVITIES AND ASSESSMENTS THAT WILL INDICATE COMPLIANCE WITH THE STANDARD.</i></p> <p><i>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 EXPERIENCE WITH THE MODALITIES IN PREPARATION FOR THE NBCOT EXAMINATION AND FOR PRACTICE OUTSIDE OF THE STATE IN WHICH THE EDUCATIONAL INSTITUTION RESIDES.</i></p>			
B.5.16.	Explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to improve occupational performance, including indications, contraindications, and precautions.	Explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to improve occupational performance, including indications, contraindications, and precautions.	(No related Standard)
<p><i>SKILLS, KNOWLEDGE, AND COMPETENCIES FOR ENTRY-LEVEL PRACTICE ARE DERIVED FROM AOTA PRACTICE DOCUMENTS AND NBCOT PRACTICE ANALYSIS STUDIES. DEEP THERMAL MODALITIES INCLUDE, BUT ARE NOT LIMITED TO, THERAPEUTIC ULTRASOUND AND PHONOPHORESIS. ELECTROTHERAPEUTIC MODALITIES INCLUDE, BUT ARE NOT LIMITED TO, BIOFEEDBACK, NEUROMUSCULAR ELECTRICAL STIMULATION, FUNCTIONAL ELECTRICAL STIMULATION, TRANSCUTANEOUS ELECTRICAL NERVE STIMULATION, ELECTRICAL STIMULATION FOR TISSUE REPAIR, HIGH-VOLTAGE GALVANIC STIMULATION, AND IONTOPHORESIS.</i></p>			
B.5.17.	Develop and promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.	Develop and promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.	Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.
B.5.18.	Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.	Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.	Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
B.5.19.	Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.	Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public.	Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods.
B.5.20.	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, communities, colleagues, other health providers, and the public in a professionally acceptable manner.	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
B.5.21.	Effectively communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify	Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's

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	to clarify each member's responsibility in executing components of an intervention plan.	each member's responsibility in executing an intervention plan.	responsibility in executing an intervention plan.
B.5.22.	Refer to specialists (both internal and external to the profession) for consultation and intervention.	Refer to specialists (both internal and external to the profession) for consultation and intervention.	Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention.
B.5.23.	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.
B.5.24.	Select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.	Select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.	Teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.
B.5.25.	Identify and demonstrate techniques in skills of supervision and collaboration with occupational therapy assistants and other professionals on therapeutic interventions.	Identify and demonstrate techniques in skills of supervision and collaboration with occupational therapy assistants and other professionals on therapeutic interventions.	Demonstrate skills of collaboration with occupational therapists and other professionals on therapeutic interventions.
B.5.26.	Demonstrate use of the consultative process with groups, programs, organizations, or communities.	Understand when and how to use the consultative process with groups, programs, organizations, or communities.	Understand when and how to use the consultative process with specific consumers or consumer groups as directed by an occupational therapist.
B.5.27.	Demonstrate care coordination, case management, and transition services in traditional and emerging practice environments.	Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments.	Describe the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.
B.5.28.	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.
B.5.29.	Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals.	Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals.	Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming.

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B.5.30.	Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.	Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.	Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes.
B.5.31.	Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This process includes developing a summary of occupational therapy outcomes, appropriate recommendations, and referrals and discussion of postdischarge needs with the client and with appropriate others.	Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This process includes developing a summary of occupational therapy outcomes, appropriate recommendations, and referrals and discussion of post-discharge needs with the client and with appropriate others.	Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals.
B.5.32.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
B.5.33.	Provide population-based occupational therapy intervention that addresses occupational needs as identified by a community.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.6.0. CONTEXT OF SERVICE DELIVERY</b>			
<b>Context of service delivery includes the knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided. The program must facilitate development of the performance criteria listed below. The student will be able to</b>			
B.6.1.	Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.	Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.	Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy.
B.6.2.	Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.	Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.	Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy.
B.6.3.	Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services.	Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services.	<i>(No related Standard)</i>
B.6.4.	Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.	Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.	Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas.

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B.6.5.	Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.	Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.	(No related Standard)
B.6.6.	Integrate national and international resources in education, research, practice, and policy development.	Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.	(No related Standard)
<b>B.7.0.</b>	<b>LEADERSHIP AND MANAGEMENT</b> Leadership and management skills include principles and applications of leadership and management theory. The program must facilitate development of the performance criteria listed below. The student will be able to	<b>MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b> Management of occupational therapy services includes the application of principles of management and systems in the provision of occupational therapy services to individuals and organizations. The program must facilitate development of the performance criteria listed below. The student will be able to	<b>ASSISTANCE WITH MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b> Assistance with management of occupational therapy services includes the application of principles of management and systems in the provision of occupational therapy services to individuals and organizations. The program must facilitate development of the performance criteria listed below. The student will be able to
B.7.1.	Identify and evaluate the impact of contextual factors on the management and delivery of occupational therapy services for individuals and populations.	Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services.	Identify the impact of contextual factors on the management and delivery of occupational therapy services.
B.7.2.	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on practice and policy.	Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.	Identify the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.
B.7.3.	Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.	Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.	Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.
B.7.4.	Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect society and the practice of occupational therapy.	Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.	Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer) and documentation requirements that affect the practice of occupational therapy.
B.7.5.	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.	Demonstrate the ability to participate in the development, marketing, and management of service delivery options.
B.7.6.	Demonstrate leadership skills in the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.	Demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.	Participate in the documentation of ongoing processes for quality improvement and implement program changes as needed to ensure quality of services.

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B.7.7.	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.	Identify strategies for effective, competency-based legal and ethical supervision of nonprofessional personnel.
B.7.8.	Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.	Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.	Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
B.7.9.	Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy services to individuals and populations.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
B.7.10.	Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
B.7.11.	Identify and develop strategies to enable occupational therapy to respond to society's changing needs.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
B.7.12.	Identify and implement strategies to promote staff development that are based on evaluation of the personal and professional abilities and competencies of supervised staff as they relate to job responsibilities.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.8.0. SCHOLARSHIP</b>			
<b>Promotion of scholarly endeavors will serve to describe and interpret the scope of the profession, 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>			
B.8.1.	Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.	Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.	Articulate the importance of how scholarly activities and literature contribute to the development of the profession.
B.8.2.	Effectively locate, understand, critique, and evaluate information, including the quality of evidence.	Effectively locate, understand, critique, and evaluate information, including the quality of evidence.	Effectively locate and understand information, including the quality of the source of information.
B.8.3.	Use scholarly literature to make evidence-based decisions.	Use scholarly literature to make evidence-based decisions.	Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.
B.8.4.	Select, apply, and interpret basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.	Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.	<i>(No related Standard)</i>
B.8.5.	Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.	Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.	<i>(No related Standard)</i>



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B.8.6.	Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.	Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.	<i>(No related Standard)</i>
B.8.7.	Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).	Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).	Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).
		<p>THE INTENT OF STANDARD B.8.7 IS TO EMPHASIZE THE "DOING" PART OF THE RESEARCH PROCESS THAT CAN SUPPORT BEGINNING RESEARCH SKILLS IN A PRACTICE SETTING. SYSTEMATIC REVIEWS THAT REQUIRE ANALYSIS AND SYNTHESIS OF DATA MEET THE REQUIREMENT FOR THIS STANDARD. NARRATIVE REVIEWS DO NOT MEET THIS STANDARD.</p> <p>A CULMINATING PROJECT RELATED TO RESEARCH IS NOT REQUIRED FOR THE MASTER'S LEVEL IF IT IS CONSISTENT WITH THE PROGRAM'S CURRICULUM DESIGN AND GOALS. THE PROGRAM MAY CHOOSE TO REQUIRE A CULMINATING RESEARCH LEARNING ACTIVITY (E.G., SYSTEMATIC REVIEW OF LITERATURE, FACULTY-LED RESEARCH ACTIVITY, STUDENT RESEARCH PROJECT).</p>	
B.8.8.	Write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal. Examples of scholarly reports would include position papers, white papers, and persuasive discussion papers.	Demonstrate skills necessary to write a scholarly report in a format for presentation or publication.	Demonstrate the skills to read and understand a scholarly report.
B.8.9.	Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.	Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.	<i>(No related Standard)</i>
B.8.10.	Complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
	STANDARD C.2.0 REQUIRES THAT THE STUDENT MUST SUCCESSFULLY COMPLETE ALL COURSEWORK AND LEVEL II FIELDWORK AND PASS A COMPETENCY REQUIREMENT PRIOR TO THE COMMENCEMENT OF THE DOCTORAL EXPERIENTIAL COMPONENT. HOWEVER, THE OTD CULMINATING PROJECT AND EXPERIENTIAL COMPONENT MAY OCCUR AT THE SAME TIME.		

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<b>B.9.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES</b> Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. The program must facilitate development of the performance criteria listed below. The student will be able to			
B.9.1.	Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics and Ethics Standards</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.	Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics and Ethics Standards</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.	Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics and Ethics Standards</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.
B.9.2.	Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.	Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.	Explain and give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.
B.9.3.	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.
B.9.4.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
B.9.5.	Discuss professional responsibilities related to liability issues under current models of service provision.	Discuss professional responsibilities related to liability issues under current models of service provision.	Identify professional responsibilities related to liability issues under current models of service provision.
B.9.6.	Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities.	Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities.	Identify personal and professional abilities and competencies as they relate to job responsibilities.
B.9.7.	Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, policy developer, program developer, advocate, administrator, consultant, and entrepreneur.	Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, consultant, and entrepreneur.	Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.
B.9.8.	Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.	Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.	Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.
B.9.9.	Describe and discuss professional responsibilities and issues when providing service on a contractual basis.	Describe and discuss professional responsibilities and issues when providing service on a contractual basis.	Identify professional responsibilities and issues when providing service on a contractual basis.

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B.9.10.	Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.	Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.	Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
B.9.11.	Demonstrate a variety of informal and formal strategies for resolving ethics disputes in varying practice areas.	Explain the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.	Identify the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.
B.9.12.	Describe and implement strategies to assist the consumer in gaining access to occupational therapy and other health and social services.	Describe and discuss strategies to assist the consumer in gaining access to occupational therapy services.	Identify strategies to assist the consumer in gaining access to occupational therapy services.
B.9.13.	Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community.	Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).	Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).
<b>SECTION C: FIELDWORK EDUCATION AND DOCTORAL EXPERIENTIAL COMPONENT</b>			
<b>C.1.0: FIELDWORK EDUCATION</b>			
<b>Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. 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 supervision of a qualified occupational therapy practitioner 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</b>			
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 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 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 strengthen the ties between didactic and fieldwork education.
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.	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.	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.
<b>THE PROGRAM MUST HAVE EVIDENCE OF THE TIMELY IMPLEMENTATION OF THE DOCUMENTED CRITERIA AND PROCESS</b>			
C.1.3.	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.
<b>ACADEMIC AND FIELDWORK EDUCATORS ARE EXPECTED TO COLLABORATE IN ESTABLISHING FIELDWORK OBJECTIVES PRIOR TO THE FIELDWORK EXPERIENCE. THEY ARE ALSO EXPECTED TO COMMUNICATE WITH THE STUDENT ABOUT PROGRESS AND PERFORMANCE THROUGHOUT THE FIELDWORK PERIOD.</b>			

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C.1.4.	Ensure that the ratio of fieldwork educators to students enables proper supervision 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 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 the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
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.4.14.	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.4.14.	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.4.14.
<i>PROGRAMS MUST HAVE AMPLE LEVEL I AND LEVEL II FIELDWORK PLACEMENTS FOR ALL STUDENTS IN A VARIETY OF SETTINGS CONSISTENT WITH THE CURRICULUM DESIGN.</i>			
C.1.6.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (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 at the time the student is completing the Level I or Level II fieldwork experience. (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 at the time the student is completing the Level I or Level II fieldwork experience. (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 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 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> <p><i>A SIGNED MEMORANDUM OF UNDERSTANDING MUST BE IN EFFECT FROM INITIATION TO CONCLUSION OF THE FIELDWORK EXPERIENCE.</i></p>			
C.1.7.	Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.	Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.	Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.
<p><i>IF STANDARD C.1.7 IS MET THROUGH A LEVEL I FIELDWORK EXPERIENCE, THE EXPERIENCE MUST BE COMPARABLE IN DURATION AND ASSESSMENT METHODS TO OTHER LEVEL I FIELDWORK EXPERIENCES OFFERED BY THE PROGRAM. FOR EXAMPLE, A 2-HOUR FIELDTRIP IS NOT EQUIVALENT TO A 3-DAY EXPERIENCE. THE EXPERIENCE MUST BE CONSISTENT WITH THE CURRICULUM DESIGN.</i></p> <p><i>TO MEET THIS STANDARD, STUDENTS MUST PARTICIPATE IN A FIELDWORK ROTATION THAT IS CREATED EXPLICITLY/SPECIFICALLY FOR THE PURPOSE OF MEETING OBJECTIVES ADDRESSING PSYCHOLOGICAL AND SOCIAL FACTORS. COLLABORATION WITH THE FIELDWORK EDUCATOR MUST INDICATE THAT THE SETTING IS AWARE OF AND SUPPORTIVE OF THIS FOCUS. AN ASSIGNMENT OR OBJECTIVE ALONE IS NOT SUFFICIENT FOR COMPLIANCE.</i></p> <p><i>THE STANDARDS DO NOT STATE THAT THE PSYCHOLOGICAL AND SOCIAL FACTORS COMPONENT OF FIELDWORK HAS TO BE A PART OF A COURSE. LEVEL I FIELDWORK MAY BE A SEPARATE ENTITY AND NOT ATTACHED TO A COURSE. THE PROGRAM SHOULD HAVE APPROPRIATE AND SPECIFIC OBJECTIVES TO MEET THE INTENT OF STANDARD C.1.7.</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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<p><b>The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. The program will</b></p>			
C.1.8.	Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.	Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.	Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
C.1.9.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.
C.1.10.	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.
<p><b>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</b></p>			<p><b>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</b></p>
C.1.11.	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.	Ensure that the fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
C.1.12.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. 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.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. 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.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. 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.1.13.	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.	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.	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.
C.1.14.	Ensure 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 subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Ensure 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 subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Ensure 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 subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.
<b>VERIFICATION THAT THE FIELDWORK SUPERVISOR MEETS ALL REQUIREMENTS OF STANDARD C.1.14 MUST OCCUR PRIOR TO THE ARRIVAL OF THE STUDENT AT THE FIELDWORK EXPERIENCE.</b>			
C.1.15.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.16.	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.
C.1.17.	Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational	Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational	Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational

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 AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	therapy services and supervision by a currently licensed otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience. 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.	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. 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.	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. 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.1.18.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the <i>AOTA 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 <i>AOTA 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 <i>AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).
C.1.19	Ensure 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 1 year of experience in practice.	Ensure 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 1 year of experience in practice.	Ensure 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 1 year of experience in practice.
<p><b>C.2.0. DOCTORAL EXPERIENTIAL COMPONENT</b></p> <p>The goal of the doctoral experiential component is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral experiential component shall be an integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.</p> <p>The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential component. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams.</p>			

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C.2.1.	Ensure that the doctoral experiential component is designed and administered by faculty 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>	<i>(No related Standard)</i>
C.2.2.	Ensure that there is a memorandum of understanding that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
C.2.3.	Require that the length of this doctoral experiential component be a minimum of 16 weeks (640 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and culminating project. No more than 20% of the 640 hours can be completed outside of the mentored practice setting(s). Prior fieldwork or work experience may not be substituted for this experiential component.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
C.2.4.	Ensure that the student is mentored by an individual with expertise consistent with the student's area of focus. The mentor does not have to be an occupational therapist.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
	MENTORING IS DEFINED AS 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. THE PROGRAM MUST HAVE A SYSTEM TO ENSURE THAT MENTOR HAS DEMONSTRATED EXPERTISE IN ONE OR MORE OF THE FOLLOWING AREAS IDENTIFIED AS THE STUDENT'S FOCUSED AREA OF STUDY: CLINICAL PRACTICE SKILLS, RESEARCH SKILLS, ADMINISTRATION, LEADERSHIP, PROGRAM AND POLICY DEVELOPMENT, ADVOCACY, EDUCATION, OR THEORY DEVELOPMENT.		
C.2.5.	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral experiential component.	<i>(No related Standard)</i>	<i>(No related Standard)</i>



## GLOSSARY

### Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, Masters-Degree-Level Educational Program for the Occupational Therapist, and Associate-Degree-Level Educational Program for the Occupational Therapy Assistant

*Definitions given below are for the purposes of these documents.*

**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.

**ACTIVITY:** A term that describes a class of human actions that are goal directed (AOTA, 2008b).

**ADVANCED:** The stage of being beyond the elementary or introductory.

**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.

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

**BODY FUNCTIONS:** The physiological functions of body systems (including psychological functions).

**BODY STRUCTURES:** Anatomical parts of the body such as organs, limbs, and their components.

**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:** The term used to name the entity that receives occupational therapy services. Clients may include (1) individuals and other persons relevant to the client's life including family, caregivers, teachers, employers, and others who may also help or be served indirectly; (2) organizations, such as businesses, industries, or agencies; and (3) populations within a community (AOTA, 2008b).

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

**CLIENT FACTORS:** Factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures.

**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*.

**CULMINATING PROJECT:** A project that is completed by a doctoral student that demonstrates the student's ability to relate theory to practice and to synthesize advanced knowledge in a practice area.

**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). (AOTA, 2008a)

**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; or
- 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 class or by distance education) by the same instructors. Students may receive the experiential and lab components at either the primary campus or at other locations.

**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.

**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.

**FACULTY:**

**FACULTY, CORE:** Persons who are resident faculty, including the program director and academic fieldwork coordinator, appointed to and employed primarily in the occupational therapy educational program.

**FACULTY, FULL TIME:** Core faculty members who hold an appointment that are full-time, as defined by the institution, and whose job responsibilities include teaching and/or contributing to the delivery of the designed curriculum regardless of the position title (e.g., full-time instructional staff, academic fieldwork coordinator, and clinical instructors would be considered faculty).

**FACULTY, PART TIME:** Core faculty members who hold an appointment that is considered by that institution to constitute less than full-time service and whose job responsibilities include teaching and/or contributing to the delivery of the designed curriculum regardless of the position title.

**FACULTY, ADJUNCT:** Persons who are responsible for teaching at least 50% of a course and are part-time, nonsalaried, non-tenure-track faculty members who are paid for each class they teach.

**FIELDWORK COORDINATOR:** Faculty member who is responsible for the development, implementation, management, and evaluation of fieldwork 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 3 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:** "Automatic behavior that is integrated into more complex patterns that enable people to function on a day-to-day basis" (Neidstadt & Crepeau, 1998).

**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).

**INTERPROFESSIONAL COLLABORATIVE PRACTICE:** "Multiple health workers from different professional backgrounds working together with patients, families, careers, and communities to deliver the highest quality of care" (World Health Organization, 2010).

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

**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.

**MODALITIES:** Application of a therapeutic agent, usually a physical agent modality.

**DEEP THERMAL MODALITIES:** Modalities such as therapeutic ultrasound and phonophoresis.

**ELECTROTHERAPEUTIC MODALITIES:** Modalities such as biofeedback, neuromuscular electrical stimulation, functional electrical stimulation, transcutaneous electrical nerve stimulation, electrical stimulations for tissue repair, high-voltage galvanic stimulation, and iontophoresis.

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

**SUPERFICIAL THERMAL MODALITIES:** Modalities such as hydrotherapy, whirlpool, cryotherapy, fluidotherapy, hot packs, paraffin, water, and infrared.

**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:** "Activities . . . of everyday life, named, organized and given value and meaning by individuals and a culture. Occupation is everything that people do to occupy themselves, including looking after themselves . . . enjoying life . . . and contributing to the social and economic fabric of their communities" (Law, Polatajko, Baptiste, & Townsend, 1997).

**OCCUPATIONAL PROFILE:** An analysis of a client's occupational history, routines, interests, values, and needs to engage in occupations and occupational roles.

**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.

**PARTICIPATION:** Active engagement in occupations.

**PERFORMANCE PATTERNS:** Patterns of behavior related to daily life activities that are habitual or routine. Performance patterns include habits, routines, rituals, and roles.

**PERFORMANCE SKILLS:** Features of what one does, not what one has, related to observable elements of action that have implicit functional purposes. Performance skills include motor and praxis, sensory/perceptual, emotional regulation, cognitive, and communication and social skills.

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

**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, Schaffer, Lia-Hoagberg, & Strohschein, 2002).

**PREPARATORY METHODS:** Intervention techniques focused on client factors to help a client's function in specific activities.

**PROGRAM DIRECTOR (associate-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 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 DIRECTOR (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.

**PURPOSEFUL ACTIVITY:** "An activity used in treatment that is goal directed and that the [client] sees as meaningful or purposeful" (Low, 2002).

**RECOGNIZED REGIONAL OR NATIONAL ACCREDITING AUTHORITY:** Regional and national accrediting agencies recognized by the USDE and/or the Council for Higher Education Accreditation (CHEA) to accredit postsecondary educational programs/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.

**Regional accrediting bodies recognized by USDE:**

- 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)
- Commission on Colleges, Southern Association of Colleges and Schools (SACS)

- Commission on Institutions of Higher Education, New England Association of Schools and Colleges (CIHE/NEASC)
- 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)
- Northwest Commission on Colleges and Universities (NWCCU)

**National accrediting bodies recognized by USDE:**

- Accrediting Bureau of Health Education Schools (ABHES)
- 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)
- New York State Board of Regents

**National accrediting bodies recognized by CHEA:**

- Accrediting Council for Independent Colleges and Schools (ACICS)

**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" (45 CFR § 46). Scholarship is made public, subject to review, and part of the discipline or professional knowledge base (Glassick, Huber, & Maeroff, 1997). It allows others to build on it and further advance the field (AOTA, 2009).

**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.

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

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

**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, and
- 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, 2010).

**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.

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

9.1

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>PREAMBLE</b>				
	<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"> <li>• 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.</li> <li>• 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.</li> <li>• Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.</li> <li>• Be prepared to evaluate and choose appropriate theory to inform practice.</li> <li>• Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply</li> </ul>	<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"> <li>• 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.</li> <li>• 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.</li> <li>• Have achieved entry-level competence through a combination of didactic and fieldwork education.</li> <li>• Be prepared to choose appropriate theory to inform practice.</li> <li>• Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with</li> </ul>	<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"> <li>• Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.</li> <li>• 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.</li> <li>• Have achieved entry-level competence through a combination of didactic and fieldwork education.</li> <li>• Define theory as it applies to practice.</li> <li>• Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in</li> </ul>	<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"> <li>• Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.</li> <li>• 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.</li> <li>• Have achieved entry-level competence through a combination of didactic and fieldwork education.</li> <li>• Define theory as it applies to practice.</li> <li>• Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in</li> </ul>



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	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.</li> </ul>	<p>activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.</p> <ul style="list-style-type: none"> <li>• Be able to 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.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with occupational therapists in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.</li> <li>• Be prepared to advocate as a professional for access to occupational therapy services offered and for the</li> </ul>	<p>activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.</p> <ul style="list-style-type: none"> <li>• Be able to 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.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with occupational therapists in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.</li> <li>• Be prepared to advocate as a</li> </ul>

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>persons, groups, and populations.</p> <ul style="list-style-type: none"> <li>• Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.</li> <li>• 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.</li> <li>• 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.</li> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.</li> <li>• 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.</li> <li>• Demonstrate the ability to be actively involved in professional development, leadership, and advocacy.</li> </ul>	<p>recipients of those services.</p> <ul style="list-style-type: none"> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> <li>• 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.</li> </ul>	<p>professional for access to occupational therapy services offered and for the recipients of those services.</p> <ul style="list-style-type: none"> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> </ul>
<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>				

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<b>SECTION A: GENERAL REQUIREMENTS</b>				
<b>A.1.0. SPONSORSHIP AND ACCREDITATION</b>				
<b>A.1.1. Institutional Accreditation</b>				
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 equivalent external review process.	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 equivalent external review process.	The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional accrediting authority.	The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional or national accrediting authority.
<b>A.1.2. Institutional Authority</b>				
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.
<b>A.1.3. Institutional Setting</b>				
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.
<b>A.1.4. Sponsoring Institution Responsibilities</b>				
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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	THE DEGREES MOST COMMONLY CONFERRED ARE THE OCCUPATIONAL THERAPY DOCTORATE (OTD) AND DOCTOR OF OCCUPATIONAL THERAPY (DrOT).	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."	THE DEGREES MOST COMMONLY CONFERRED ARE THE BACHELOR OF SCIENCE (BS) AND THE BACHELOR OF ARTS (BA).	THE DEGREES MOST COMMONLY CONFERRED ARE THE ASSOCIATE OF APPLIED SCIENCE (AAS) AND ASSOCIATE OF SCIENCE (AS).

<b>A.1.5. Notification Requirements</b>				
A.1.5.	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• 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.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• 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.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• 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.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• 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.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>

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	<ul style="list-style-type: none"> <li>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.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>
<b>A.2.0. ACADEMIC RESOURCES</b>				
<b>A.2.1. Program Director</b>				
A.2.1.	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>

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>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"> <li>• 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"> <li>◦ Clinical practice as an occupational therapist.</li> <li>◦ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>◦ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>◦ Understanding of the role of the occupational therapy assistant</li> <li>◦ At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postbaccalaureate level.</li> </ul> </li> <li>• 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.</li> <li>• The program director position cannot be shared.</li> </ul>	<p>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"> <li>• 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"> <li>◦ Clinical practice as an occupational therapist.</li> <li>◦ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>◦ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>◦ Understanding of the role of the occupational therapy assistant.</li> <li>◦ At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul> </li> <li>• 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.</li> <li>• The program director position cannot be shared.</li> </ul>	<p>(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"> <li>• 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"> <li>◦ Clinical practice as an occupational therapist or occupational therapy assistant.</li> <li>◦ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>◦ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>◦ Understanding of and experience with occupational therapy assistants.</li> <li>◦ At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul> </li> <li>• 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.</li> <li>• The program director position cannot be shared.</li> </ul>	<p>(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"> <li>• 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"> <li>◦ Clinical practice as an occupational therapist or occupational therapy assistant.</li> <li>◦ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>◦ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>◦ Understanding of and experience with occupational therapy assistants.</li> <li>◦ At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul> </li> <li>• 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.</li> <li>• The program director position cannot be shared.</li> </ul>

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<p>A DOCTORAL OR MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</p> <p>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME.</p>				
<p><b>A.2.2. FTE Faculty Composition</b></p>				
A.2.2.	(No related Standard)	(No related Standard)	<p>The program must have at least three full-time equivalent (FTE) faculty positions at each accredited location where the program is offered.</p> <p>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.</p>	<p>The program must have at least two full-time equivalent (FTE) faculty positions at each accredited location where the program is offered.</p> <p>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.</p>
<p><b>A.2.3. Program Director and Faculty Qualifications</b></p>				
A.2.3.	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>

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<i>A.2.4. Academic Fieldwork Coordinator</i>				
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 regional 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 regional 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 regional or national 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 regional or national 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><i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL</i></p> <p><i>A MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL</i></p> <p><i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN</i></p> <p><i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN</i></p>				



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	<i>ACCREDITATION SINCE THAT TIME</i>	<i>ACCREDITATION SINCE THAT TIME</i>	<i>AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME</i>	<i>AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME</i>
<b>A.2.5. Doctoral Capstone Coordinator</b>				
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 regional 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>	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
	<i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>			

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<b>A.2.6. Licensed OT and OTA Faculty</b>				
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>
<b>A.2.7. Faculty Degrees</b>				
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 regional 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 regional 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 regional or national 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 regional or national 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>

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	A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.	A DOCTORAL OR MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.	A MASTER'S OR BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME. A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.	A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.
<b>A.2.8. Site Coordinator</b>				
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.
<b>A.2.9. Sufficient Faculty</b>				
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.
<b>A.2.10. Clerical and Support Staff</b>				
A.2.10.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet

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	programmatic, administrative, fieldwork and doctoral capstone requirements, including support for any portion of the program offered by distance education.	programmatic, administrative, and fieldwork requirements, including support for any portion of the program offered by distance education.	programmatic, administrative, fieldwork, and baccalaureate project requirements, including support for any portion of the program offered by distance education.	programmatic, administrative, and fieldwork requirements, including support for any portion of the program offered by distance education.
<b>A.2.11. Budget</b>				
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.
<b>A.2.12. Adequate Space</b>				
A.2.12.	<ul style="list-style-type: none"> <li>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.</li> <li>The program director and faculty must have office space consistent with institutional practice.</li> <li>Adequate space must be provided for the private advising of students.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The program director and faculty must have office space consistent with institutional practice.</li> <li>Adequate space must be provided for the private advising of students.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The program director and faculty must have office space consistent with institutional practice.</li> <li>Adequate space must be provided for the private advising of students.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The program director and faculty must have office space consistent with institutional practice.</li> <li>Adequate space must be provided for the private advising of students.</li> </ul>
<b>A.2.13. Equipment, Supplies, and Evaluative and Treatment Methodologies</b>				
A.2.13.	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate and sufficient equipment and supplies must be provided by the institution for student use during didactic, fieldwork, and baccalaureate project components of the curriculum.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum.</li> <li>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.</li> </ul>

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	program.		program.	
<b>A.2.14. Library, Reference Materials, Instructional Aids, and Technology</b>				
A.2.14.	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>A.2.15. Distance Education</b>				
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"> <li>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.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <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"> <li>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.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <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"> <li>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.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <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"> <li>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.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <p>The program must provide documentation of the processes involved and evidence of implementation.</p>

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<b>A.3.0. STUDENTS</b>				
<b>A.3.1. Admission Criteria</b>				
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.
<b>A.3.2. Admission Policies</b>				
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 requirements must be readily accessible to prospective students and the public.	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 readily accessible to prospective students and the public.	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 readily accessible to prospective students and the public.	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 readily accessible to prospective students and the public.
<b>A.3.3. Credit for Previous Courses/Work Experience</b>				
A.3.3.	Programs 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.	Programs 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.	Programs 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.	Programs 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.
<b>A.3.4. Criteria for Successful Completion</b>				
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.
<b>A.3.5. Evaluation on a Regular Basis</b>				
A.3.5.	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>
<b>A.3.6. Student Support Services</b>				
A.3.6.	Students must be informed of and have access to the student support services that are provided to other students in the	Students must be informed of and have access to the student support services that are provided to other students in the	Students must be informed of and have access to the student support services that are provided to other students in the	Students must be informed of and have access to the student support services that are provided to other students in the

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	institution. Distance students must have access to the same resources as campus students.	institution. Distance students must have access to the same resources as campus students.	institution. Distance students must have access to the same resources as campus students.	institution. Distance students must have access to the same resources as campus students.
<b>A.3.7. Advising by Faculty</b>				
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.
<b>A.4.0. PUBLIC INFORMATION &amp; POLICIES</b>				
<b>A.4.1. Accurate Program Publications</b>				
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.
<b>A.4.2. Publication of Program Outcomes</b>				
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"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <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"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <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"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <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"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <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>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. <a href="https://www.nbcot.org/en/educators/home#schoolperformance">HTTPS://WWW.NBCOT.ORG/EN/EDUCATORS/HOME#SCHOOLPERFORMANCE</a> (PREFERRED LINK) OR <a href="https://secure.nbcot.org/data/schoolstats.aspx">HTTPS://SECURE.NBCOT.ORG/DATA/SCHOOLSTATS.ASPX</a></p>				
<b>A.4.3. Publication of ACOTE Information</b>				
A.4.3.	The program's accreditation status and the name, address, and telephone number	The program's accreditation status and the name, address, and telephone number	The program's accreditation status and the name, address, and telephone number	The program's accreditation status and the name, address, and telephone number

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	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 <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.	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 <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.	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 <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.	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 <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.
<p><b>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 4720 MONTGOMERY LANE, SUITE 200, BETHESDA, MD 20814-3449. ACOTE'S TELEPHONE NUMBER, C/O AOTA, IS (301) 652-AOTA, AND ITS WEB ADDRESS IS <a href="http://WWW.ACOTEONLINE.ORG">WWW.ACOTEONLINE.ORG</a>."</b></p>				
<p><b>A.4.4. Published Policies and Procedures</b></p>				
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"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• 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.</li> <li>• 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.</li> </ul>



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<b>A.4.5. Ability to Benefit</b>				
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 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 program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have 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 program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have 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 program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student's ability to benefit.
<b>A.4.6. Progression, Retention, Graduation, Certification, and Credentialing Requirements</b>				
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."		
<b>A.4.7. Completion in a Timely Manner</b>				
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 WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM."

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<b>A.4.8. Student Records</b>				
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.
<b>A.5.0. CURRICULUM FRAMEWORK</b>				
The curriculum framework is a description of the program that includes the program's mission, philosophy, and curriculum design.				
<b>A.5.1. Curriculum—Preparation to Practice as a Generalist</b>				
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 for 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 for 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 for 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.
<b>A.5.2. Curriculum—Preparation and Application of In-depth Knowledge</b>				
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>
<b>A.5.3. Program Length</b>				
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	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	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	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

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	professional preparation, equals a 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.	graduate.	graduate.	graduate.
<b>A.5.4. Program Mission and Philosophy</b>				
A5.4.	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy program must:                             <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy program must:                             <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy program must:                             <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy program must:                             <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy assistant program must:                             <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy assistant program must:                             <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy assistant program must:                             <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy assistant program must:                             <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>
<b>A.5.5. Curriculum Design</b>				
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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<b>A.5.6. Scholarship Agenda</b>				
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.
<b>A.5.7. Written Syllabi and Assessment Strategies</b>				
A.5.7.	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.  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.	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.  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.	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.  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.	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.  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.
<b>A.6.0. STRATEGIC PLAN AND PROGRAM ASSESSMENT</b> 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.				
<b>A.6.1. Strategic Plan</b>				
A.6.1.	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: <ul style="list-style-type: none"><li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li></ul>	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: <ul style="list-style-type: none"><li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li><li>Long-term goals that address the</li></ul>	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: <ul style="list-style-type: none"><li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li></ul>	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: <ul style="list-style-type: none"><li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li><li>Long-term goals that address the</li></ul>

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	<ul style="list-style-type: none"> <li>Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	<p>vision and mission of both the institution and the program, as well as specific needs of the program.</p> <ul style="list-style-type: none"> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	<ul style="list-style-type: none"> <li>Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	<p>vision and mission of both the institution and the program, as well as specific needs of the program.</p> <ul style="list-style-type: none"> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>
<b>A.6.2. Professional Development Plans</b>				
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"> <li>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).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> <li>Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> </ul>	<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"> <li>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).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> <li>Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> </ul>	<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"> <li>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).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> <li>Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> </ul>	<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"> <li>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).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> <li>Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> </ul>

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	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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.).</li> </ul>	<ul style="list-style-type: none"> <li>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.).</li> </ul>
<b>A.6.3. Program Evolution</b>				
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"> <li>Faculty effectiveness in their assigned teaching responsibilities.</li> <li>Effectiveness of instructional design.</li> <li>Students' competency in professional behaviors.</li> <li>Students' progression through the program.</li> <li>Student retention rates.</li> <li>Fieldwork and doctoral capstone performance evaluation.</li> <li>Student evaluation of fieldwork and the doctoral capstone experience.</li> <li>Evaluation of doctoral capstone outcomes.</li> <li>Student satisfaction with the program.</li> <li>Graduates' performance on the NBCOT certification exam.</li> <li>Graduates' job placement and performance as determined by employer satisfaction.</li> <li>Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards).</li> </ul> <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"> <li>Faculty effectiveness in their assigned teaching responsibilities.</li> <li>Effectiveness of instructional design.</li> <li>Students' competency in professional behaviors.</li> <li>Students' progression through the program.</li> <li>Student retention rates.</li> <li>Fieldwork performance evaluation.</li> <li>Student evaluation of fieldwork experience.</li> <li>Student satisfaction with the program.</li> <li>Graduates' performance on the NBCOT certification exam.</li> <li>Graduates' job placement and performance as determined by employer satisfaction.</li> </ul> <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>The results of ongoing evaluation must be</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"> <li>Faculty effectiveness in their assigned teaching responsibilities.</li> <li>Effectiveness of instructional design.</li> <li>Students' competency in professional behaviors.</li> <li>Students' progression through the program.</li> <li>Student retention rates.</li> <li>Fieldwork and baccalaureate project performance evaluation.</li> <li>Student evaluation of fieldwork and the baccalaureate project experience.</li> <li>Evaluation of baccalaureate project outcomes.</li> <li>Student satisfaction with the program.</li> <li>Graduates' performance on the NBCOT certification exam.</li> <li>Graduates' job placement and performance as determined by employer satisfaction.</li> </ul> <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</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"> <li>Faculty effectiveness in their assigned teaching responsibilities.</li> <li>Effectiveness of instructional design.</li> <li>Students' competency in professional behaviors.</li> <li>Students' progression through the program.</li> <li>Student retention rates.</li> <li>Fieldwork performance evaluation.</li> <li>Student evaluation of fieldwork experience.</li> <li>Student satisfaction with the program.</li> <li>Graduates' performance on the NBCOT certification exam.</li> <li>Graduates' job placement and performance as determined by employer satisfaction.</li> </ul> <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>The results of ongoing evaluation must be</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>appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>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>appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>
<b>A.6.4. Certification Exam Pass Rate</b>				
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>
<b>SECTION B: CONTENT REQUIREMENTS</b>				
<p>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.</p>				
<b>B.1.0. FOUNDATIONAL CONTENT REQUIREMENTS</b>				
<p>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:</p>				
<b>B.1.1. Human Body, Development, and Behavior</b>				
B.1.1.	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences,</li> </ul>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences,</li> </ul>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences,</li> </ul>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences,</li> </ul>

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	<p>kinesiology, and biomechanics.</p> <ul style="list-style-type: none"> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	<p>kinesiology, and biomechanics.</p> <ul style="list-style-type: none"> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	<p>kinesiology, and biomechanics.</p> <ul style="list-style-type: none"> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	<p>kinesiology, and biomechanics.</p> <ul style="list-style-type: none"> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>
<b>B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices</b>				
B.1.2.	Apply, analyze, and evaluate the role of sociocultural, socioeconomic, diversity factors, and 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, diversity factors, and 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, diversity factors, and 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, diversity factors, and lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).
<b>B.1.3. Social Determinants of Health</b>				
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.
<b>B.1.4. Quantitative Statistics and Qualitative Analysis</b>				
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)
<b>B.2.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES</b>				
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:				
<b>B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference</b>				
B.2.1.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational



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	practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
<b>B.2.2. Theory Development</b>				
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>B.3.0. BASIC TENETS OF OCCUPATIONAL THERAPY</b>				
Coursework must facilitate development of the performance criteria listed below. The student will be able to:				
<b>B.3.1. OT History, Philosophical Base, Theory, and Socioeconomic Climate</b>				
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.
<b>B.3.2. Interaction of Occupation and Activity</b>				
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.
<b>B.3.3. Distinct Nature of Occupation</b>				
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.
<b>B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention</b>				
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.

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<b>B.3.5. Effects of Disease Processes</b>				
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>B.3.6. Activity Analysis</b>				
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>B.3.7. Safety of Self and Others</b>				
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.	<b>REFERRAL, SCREENING, EVALUATION, AND INTERVENTION PLAN</b> 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. <b>INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION</b> 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 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:		<b>SCREENING, EVALUATION, AND INTERVENTION PLAN</b> 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. <b>INTERVENTION AND IMPLEMENTATION</b> The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational 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>B.4.1. Therapeutic Use of Self</b>				
B.4.1.	Demonstrate therapeutic use of self, including one's personality, insights,	Demonstrate therapeutic use of self, including one's personality, insights,	Demonstrate therapeutic use of self, including one's personality, insights,	Demonstrate therapeutic use of self, including one's personality, insights,

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	perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
<b>B.4.2. Clinical Reasoning</b>				
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>B.4.3. Occupation-Based Interventions</b>				
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>B.4.4. Standardized and Nonstandardized Screening and Assessment Tools</b>				
B.4.4.	<p>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.</p> <p>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	<p>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.</p> <p>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	<p>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.</p> <p>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.</p> <p>Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	<p>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.</p> <p>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.</p> <p>Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>
<b>B.4.5. Application of Assessment Tools and Interpretation of Results</b>				
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>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>	(No related Standard)	(No related Standard)

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	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).	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).		
<b>B.4.6. Reporting Data</b>				
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>B.4.7. Interpret Standardized Test Scores</b>				
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.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.4.8. Interpret Evaluation Data</b>				
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.	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.4.9. Remediation and Compensation</b>				
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.
<b>B.4.10. Provide Interventions and Procedures</b>				
B.4.10.	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.	Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.	Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

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<b>B.4.11. Assistive Technologies and Devices</b>				
B.4.11.	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.	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.	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.	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.
<b>B.4.12. Orthoses and Prosthetic Devices</b>				
B.4.12.	Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.	Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.	Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.	Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.
<b>B.4.13. Functional Mobility</b>				
B.4.13.	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.
<b>B.4.14. Community Mobility</b>				
B.4.14.	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.	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.	Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.	Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.
<b>B.4.15. Technology in Practice</b>				
B.4.15.	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>
<b>B.4.16. Dysphagia and Feeding Disorders</b>				
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.

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<b>B.4.17. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices</b>				
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.
<b>B.4.18. Grade and Adapt Processes or Environments</b>				
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.
<b>B.4.19. Consultative Process</b>				
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.
<b>B.4.20. Care Coordination, Case Management, and Transition Services</b>				
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.
<b>B.4.21. Teaching-Learning Process and Health Literacy</b>				
B.4.21.	Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>To design activities and clinical training for persons, groups, and populations.</li> <li>To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>To design activities and clinical training for persons, groups, and populations.</li> <li>To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>To design activities and clinical training for persons, groups, and populations.</li> <li>To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>To design activities and clinical training for persons, groups, and populations.</li> <li>To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>

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<b>B.4.22. Need for Continued or Modified Intervention</b>				
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.
<b>B.4.23. Effective Communication</b>				
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.
<b>B.4.24. Effective Intraprofessional Collaboration</b>				
B.4.24.	Demonstrate effective intraprofessional OT/OTA collaboration to: <ul style="list-style-type: none"> <li>Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.</li> <li>Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.</li> </ul>	Demonstrate effective intraprofessional OT/OTA collaboration to: <ul style="list-style-type: none"> <li>Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.</li> <li>Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.</li> </ul>	Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.	Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.
<b>B.4.25. Principles of Interprofessional Team Dynamics</b>				
B.4.25.	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.	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.	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.	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.
<b>B.4.26. Referral to Specialists</b>				
B.4.26.	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.	Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.

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<b>B.4.27. Community and Primary Care Programs</b>				
B.4.27.	Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.	Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.	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.	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.
<b>B.4.28. Plan for Discharge</b>				
B.4.28.	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.	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.	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.	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.
<b>B.4.29. Reimbursement Systems and Documentation</b>				
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.	<p><b>CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b></p> <p>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.</p> <p>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.</p> <p>The program must facilitate development of the performance criteria listed below. The student will:</p>			
<b>B.5.1. Factors, Policy Issues, and Social Systems</b>				
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	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	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	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



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	promote policy development and social systems as they relate to the practice of occupational therapy.	promote policy developments and social systems as they relate to the practice of occupational therapy.	developments and social systems as they relate to the practice of occupational therapy.	relate to the practice of occupational therapy.
<b>B.5.2. Advocacy</b>				
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.
<b>B.5.3. Business Aspects of Practice</b>				
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.
<b>B.5.4. Systems and Structures That Create Legislation</b>				
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.
<b>B.5.5. Requirements for Credentialing and Licensure</b>				
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.
<b>B.5.6. Market the Delivery of Services</b>				
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.

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<b>B.5.7. Quality Management and Improvement</b>				
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.
<b>B.5.8. Supervision of Personnel</b>				
B.5.8.	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.  Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.	Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.
<b>B.6.0. SCHOLARSHIP</b>				
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>B.6.1. Scholarly Study</b>			<b>B.6.1. Professional Literature and Scholarly Activities</b>	
B.6.1.	<ul style="list-style-type: none"> <li>• 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"> <li>○ Level of evidence</li> <li>○ Validity of research studies</li> <li>○ Strength of the methodology</li> <li>○ Relevance to the profession of occupational therapy</li> </ul> </li> <li>• Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.</li> <li>• 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,</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Level of evidence</li> <li>○ Validity of research studies</li> <li>○ Strength of the methodology</li> <li>○ Relevance to the profession of occupational therapy.</li> </ul> </li> <li>• Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain how scholarly activities and literature contribute to the development of the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain how scholarly activities and literature contribute to the development of the profession.</li> </ul>

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	Scholarship of Application, Scholarship of Teaching and Learning).	Application, Scholarship of Teaching and Learning).  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 required for this Standard, and narrative reviews do not meet this Standard.		
<b>B.6.2. Quantitative and Qualitative Methods</b>				
B.6.2.	Select, apply, and interpret quantitative and qualitative methods for data analysis to include: <ul style="list-style-type: none"> <li>Basic descriptive, correlational, and inferential quantitative statistics.</li> <li>Analysis and synthesis of qualitative data.</li> </ul>	Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include: <ul style="list-style-type: none"> <li>Basic descriptive, correlational, and inferential quantitative statistics.</li> <li>Analysis and synthesis of qualitative data.</li> </ul>	Understand the use of quantitative and qualitative methods for data analysis that include: <ul style="list-style-type: none"> <li>Basic descriptive, correlational, and inferential quantitative statistics.</li> <li>Analysis and synthesis of qualitative data.</li> </ul>	Understand the difference between quantitative and qualitative research studies.
<b>B.6.3. Scholarly Reports</b>				
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>B.6.4. Locating and Securing Grants</b>				
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>B.6.5. Ethical Policies and Procedures for Research</b>				
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>

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<b>B.6.6. Preparation for Work in an Academic Setting</b>				
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.
<b>B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES</b>				
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>B.7.1 Ethical Decision Making</b>				
B.7.1.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and <i>AOTA 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 <i>AOTA 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 <i>AOTA 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 <i>AOTA 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>B.7.2. Professional Engagement</b>				
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>B.7.3. Promote Occupational Therapy</b>				
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>B.7.4. Ongoing Professional Development</b>				
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>B.7.5. Personal and Professional Responsibilities</b>				
B.7.5.	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>Liability issues under current models</li> </ul>	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>Liability issues under current models</li> </ul>	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>Liability issues under current models</li> </ul>	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>Liability issues under current models</li> </ul>

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	<p>of service provision.</p> <ul style="list-style-type: none"> <li>Varied roles of the occupational therapist providing service on a contractual basis.</li> </ul>	<p>of service provision.</p> <ul style="list-style-type: none"> <li>Varied roles of the occupational therapist providing service on a contractual basis.</li> </ul>	<p>of service provision.</p> <ul style="list-style-type: none"> <li>Varied roles of the occupational therapy assistant providing service on a contractual basis.</li> </ul>	<p>of service provision.</p> <ul style="list-style-type: none"> <li>Varied roles of the occupational therapy assistant providing service on a contractual basis.</li> </ul>
<b>SECTION C: FIELDWORK EDUCATION</b>				
<b>C.1.0: FIELDWORK EDUCATION</b>				
<p>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:</p>				
<b>C.1.1. Fieldwork Program Reflects the Curriculum Design</b>				
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.
<b>C.1.2. Criteria and Process for Selecting Fieldwork Sites</b>				
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.
<b>C.1.3. Fieldwork Objectives</b>				
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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<b>C.1.4. Ratio of Fieldwork Educators to Students</b>				
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.
<b>C.1.5. Sufficient Fieldwork Agreements</b>				
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.
<b>C.1.6. Level I and II Fieldwork MOUs</b>				
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>				
<b>C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors</b>				
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:				
<b>C.1.8. Qualified Level I Fieldwork Supervisors</b>				
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.
<b>C.1.9. Level I Fieldwork</b>				
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 include 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"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <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 include 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"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <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 include 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"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <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"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>

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<p>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:</p>		<p>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:</p>		
<p><b>C.1.10. Length of Level II Fieldwork</b></p>				
C.1.10.	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p><b>C.1.11. Qualified Level II Fieldwork Supervisors</b></p>				
C.1.11.	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p><b>C.1.12. Evaluating the Effectiveness of Supervision</b></p>				
C.1.12.	<p>Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision</p>	<p>Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision</p>	<p>Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision</p>	<p>Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision</p>



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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).
<b>C.1.13. Level II Fieldwork Supervision</b>				
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.
<b>C.1.14. Fieldwork Supervision Where No OT Services Exist</b>				
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.
<b>C.1.15. Evaluation of Student Performance on Level II Fieldwork</b>				
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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<i>C.1.16. Fieldwork Supervision Outside the U.S.</i>				
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.
<p><b>D.1.0. DOCTORAL CAPSTONE</b></p> <p>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.</p> <p>The doctoral capstone consists of two parts:</p> <ul style="list-style-type: none"> <li>• Capstone project</li> <li>• Capstone experience</li> </ul> <p>The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained.</p> <p>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.</p> <p>The doctoral capstone coordinator will:</p>		<p><b>D.1.0. BACCALAUREATE PROJECT</b></p> <p>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.</p> <p>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.</p> <p>The program will:</p>		
<i>D.1.1. Doctoral Capstone Reflects Curriculum Design</i>			<i>D.1.1. Baccalaureate Project Reflects Curriculum Design</i>	
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.	<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
<b>D.1.2. Design of Doctoral Capstone</b>		<b>D.1.2. Design of Baccalaureate Project</b>		
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.	(No related Standard)	Ensure that the baccalaureate project is designed through collaboration of the faculty and the student(s), including individualized specific objectives.	(No related Standard)
<b>D.1.3. Preparation for Doctoral Capstone Project</b>				
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.	(No related Standard)		(No related Standard)
<b>D.1.4. MOUs for Doctoral Capstone Experience</b>				
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.	(No related Standard)		(No related Standard)
<b>D.1.5. Length of Doctoral Capstone Experience</b>				
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.	(No related Standard)		(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
<b>D.1.6. Mentor for Doctoral Capstone</b>				
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.	(No related Standard)		(No related Standard)
<b>D.1.7. Evaluation of Doctoral Capstone Experiences</b>			<b>D.1.7. Evaluation of Baccalaureate Project</b>	
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.	(No related Standard)	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the baccalaureate project.	(No related Standard)
<b>D.1.8. Doctoral Capstone Project</b>			<b>D.1.8. Baccalaureate Project</b>	
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.	(No related Standard)	Ensure completion and presentation of a report of the individual or group project demonstrating in-depth knowledge in the focused area of study.	(No related Standard)

## 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 at either 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 3 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 behaviour towards 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:** (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 be limiting 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 neuro-muscular 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" (JPEDS, 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, 2010)

**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 REGIONAL OR NATIONAL ACCREDITING AUTHORITY:** Regional and national accrediting agencies recognized by the USDE and/or the Council for Higher Education Accreditation (CHEA) to accredit postsecondary educational programs/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.

**Regional accrediting bodies recognized by USDE:**

- 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)
- Commission on Institutions of Higher Education, New England Association of Schools and Colleges (CIHE/NEASC)
- 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)
- Northwest Commission on Colleges and Universities (NWCCU)
- The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

**National accrediting bodies recognized by USDE:**

- Accrediting Bureau of Health Education Schools (ABHES)
- 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)
- New York State Board of Regents

**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, 45 CFR § 46). 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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Appendix D



UNIVERSITY OF  
**SOUTHERN MAINE**  
 Lewiston-Auburn College

**Curriculum Committee**  
**New or Revised Program Proposal**

I. Proposal from the

Proposal for a  New Program Curriculum  
 Revised Program Curriculum  
 Indicate amount of change:  
 Minor revision  
 Extensive revision

Proposal for a  Major  
 Minor  
 Concentration  
 Certificate

New/revised program curriculum title: **Post Professional Doctor of Occupational Therapy**

Attach an overview of the new or revised program curriculum (1-3 pages). In this attachment:

1) Explain what the proposed new program or change to an existing program entails (description, background, listing of course names and numbers). If proposal is for revision of an existing program, append copy of current USM catalog description of curriculum. Whether it is new or revised programming, be sure to also append text for program exactly as you wish to see it included in next USM catalog.

**This proposal is to offer a post-professional Doctor of Occupational Therapy degree option for students in the Master of Occupational Therapy program to continue their education to the terminal degree point of the profession. The profession of occupational therapy has been debating for several years the appropriate entry degree for the occupational therapist. In 2014, the profession recommended transitioning to an entry level OTD. At that time, many programs began or continued planning for the OTD.**

**Given the ability to currently enter the profession at both a master's or doctoral degree, programs are required to consider how they will position themselves within the profession and how they will meet the expectations of students at both a master's degree and a clinical doctorate. The University of Southern Maine will transition to the mandatory doctorate as required by accreditation but this will happen over the next several years. We have current and past master's prepared students who are seeking the terminal degree in OT at this time.**

**CATALOG DESCRIPTION REVISION:**

~~USM's Lewiston-Auburn College offers a low residency post-professional, entry-level Master's Doctorate degree in Occupational Therapy for people who hold a baccalaureate or master's degree in a discipline other than occupational therapy. The Master Doctor of Occupational Therapy program is transitioning from an accredited Master degree in Occupational Therapy to seek accreditation for the doctoral degree by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).~~

**9.1**



Occupational Therapy (OT) is a health and human services profession that recognizes humans as occupational beings. People define who they are by what they do, or by the occupations in which they engage. Occupational therapists use meaningful occupation or activities as intervention to help people of all ages maximize wellness and perform the skills they need to participate as fully in society as possible. OTs intervene with people who are experiencing varying degrees of activity impairment as a result of developmental, physical, psychological, cognitive, or environmental dysfunction. ~~As an OT, you will assist people in developing, compensating for, or regaining the skills necessary for participation in meaningful life roles and skills of self-care, work, and leisure.~~

~~Graduate~~ Doctorate post professional ~~entry-level~~ occupational therapy education builds upon the previous occupational therapy education and professional experience of the student by providing a sequential course of professional study that stresses active, independent inquiry, critical thinking, strong communication skills (oral, nonverbal, written, and electronic), problem solving, clinical reasoning, and professional behaviors. ~~Realizing that consumers may receive occupational therapy services in a wide variety of settings, students are exposed to practice in hospitals, other health institutions, schools, community agencies and centers, and other facilities where potential clients may be served.~~

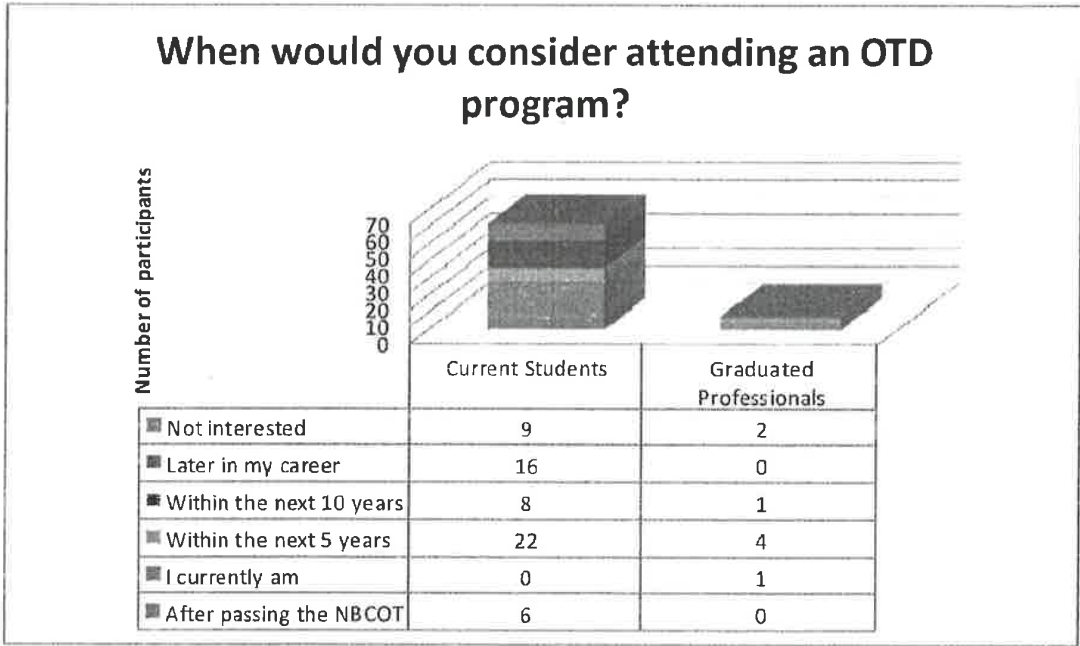
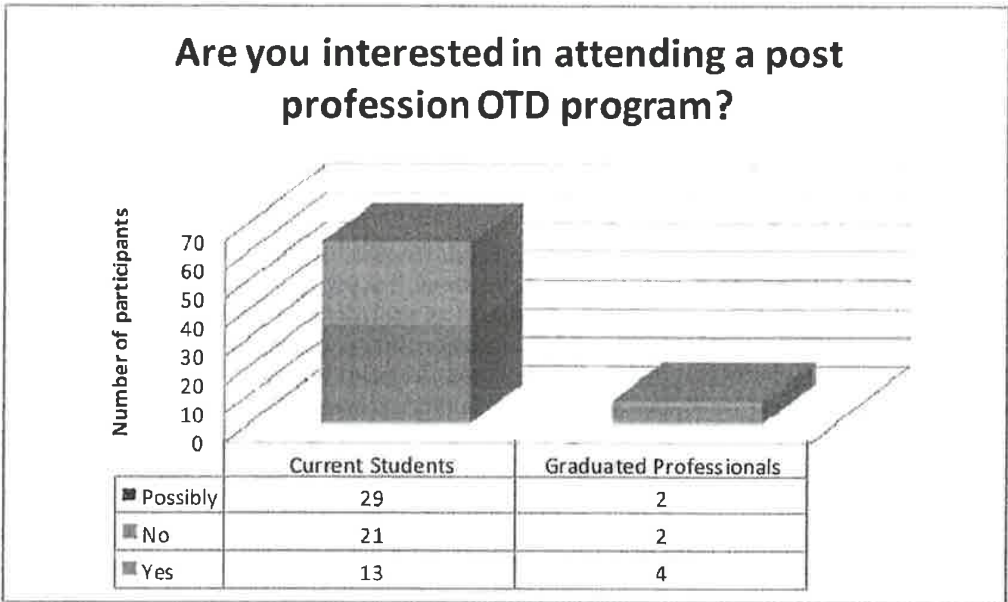
2) Justify the proposed new program or program change (objectives and outcomes).

The post professional occupational therapy doctoral program will educate students who are already entering or have entered the profession of occupational therapy. These students will get advanced training beyond their current degree in areas in alignment with the current accreditation doctoral standards while also allowing students to expand their knowledge in a current area of clinical practice.

#### OTD Survey

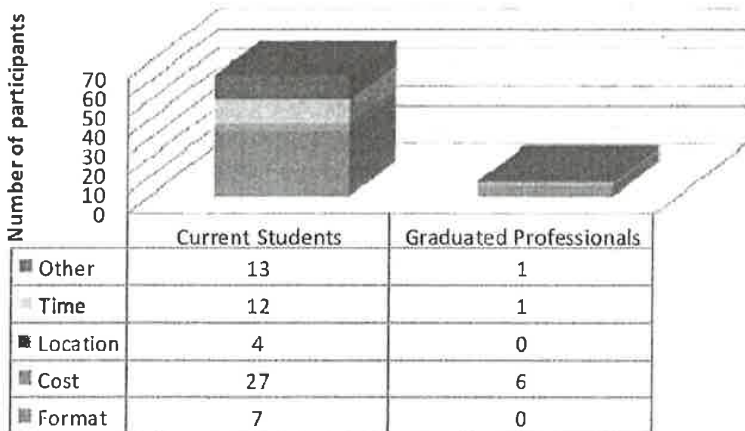
In a 2017 USM survey of the students currently enrolled in the program as well as clinicians in the community, the reality of obtaining a post professional degree to maintain the credentials of future entry level practitioners is a strong consideration for many.

Survey data was collected from 63 current graduate students and 8 graduated professionals. Of the graduate students, 24 were in their first year, 20 in their second and 18 in their third. Of the graduated professionals 6 graduated from the University of Southern Maine and 2 graduated elsewhere. Results of each question are below.



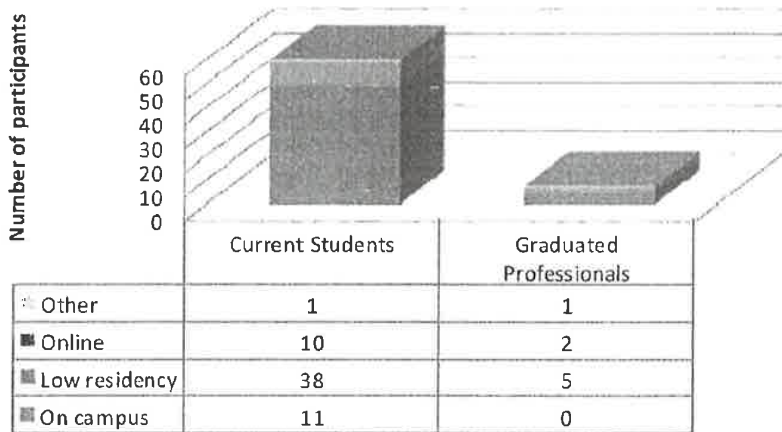
3)

### What are the key factors influencing your likelihood to enter an OTD program?



9.1

### If you want to attend an OTD program, what format would you prefer?



3) Does the proposed new program or program change affect offerings in your own or other programs? If so, how?

**This program will utilize planned courses within the entry level OTD program.**

4) What are the resource implications of the proposed new program or program change (i.e., a cost/benefit analysis -- personnel, equipment, technology, other support needed vs. additional revenue, marketing opportunities, etc. generated)?

**The program currently has the equipment, technology and support to offer the doctorate level post professional degree. The program will require the addition of one faculty member to teach within this program and act as the program coordinator for this degree in addition to the search planned for 2019-2020 academic year for an assistant professor position. The program is working closely with the Associate Dean and Provost to plan for transition of the faculty to the assistant professor level to support the doctoral research and coursework.**

**MOT faculty qualified to teach in the program at present:**

- Dr. Tammy Bickmore – Program Director and Assistant Professor
- Dr. Mary Anderson – Lecturer
- Dr. Susan Noyes – Assistant Professor
- Dr. Bernadette Kroon – Lecturer
- \*Sarah Grinder – Lecturer, currently in enrolled in a PhD program in Occupational Therapy at Nova Southeastern University (anticipated graduation date: 2020)

II. Approval Signatures

Program Liaison/Coordinator/Director: \_\_\_\_\_ Date: \_\_\_\_\_

Curriculum Review Committee: Blake Whitaker Date: 9/12/18

Faculty Chair (if new program or extensive revision): \_\_\_\_\_ Date: \_\_\_\_\_

Dean of LAC: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:**

- It is recommended that you submit this form and accompanying documentation by December 15 if the program is to be entered into the next *USM Graduate Catalog*.
- Faculty must consult with other programs about potential conflicts *before* submitting this form.
- Programs should review time and resource commitments with the Dean of LAC *before* submitting this form.

**To Submit This Form:**

- Once the proposal has received program approval, submit it as an attachment in an email to the chair of the Curriculum Committee.
- Send *one* hard copy of the completed form, with the signature of the program coordinator indicating approval of the proposal to the chair of the Curriculum Committee.

\* Please note that new degree programs and graduate level certificate programs will require additional approval external to LAC. New majors within existing degree programs do not require external review. (rev. 5/7/08)

9.1



UNIVERSITY OF  
**SOUTHERN MAINE**  
Lewiston-Auburn College

**Curriculum Committee**  
**New or Revised Program Proposal**

I. Proposal from the

- |   |  |
|---|--|
| Proposal for a <input type="checkbox"/> New Program Curriculum<br><input checked="" type="checkbox"/> Revised Program Curriculum<br>Indicate amount of change:<br><input type="checkbox"/> Minor revision<br><input checked="" type="checkbox"/> Extensive revision | Proposal for a <input checked="" type="checkbox"/> Major<br><input type="checkbox"/> Minor<br><input type="checkbox"/> Concentration<br><input type="checkbox"/> Certificate |
|---|--|

New/revised program curriculum title: **Entry Level Doctor of Occupational Therapy**

Attach an overview of the new or revised program curriculum (1-3 pages). In this attachment:

- 1) Explain what the proposed new program or change to an existing program entails (description, background, listing of course names and numbers). If proposal is for revision of an existing program, append copy of current USM catalog description of curriculum. Whether it is new or revised programming, be sure to also append text for program exactly as you wish to see it included in next USM catalog.

**The University of Southern Maine at Lewiston Auburn College presently has the only Occupational Therapy program at the Registered Occupational Therapist (OTR) level in the University of Maine System. The program is accredited and is under the direct order as follows:**

*The Accreditation Council for Occupational Therapy Education (ACOTE®), which has independent authority to set standards for the profession's education programs, took action at its recent August 3–6, 2017, meeting to mandate to move the entry-level degree for the occupational therapist to the doctoral level by 2027.*

**CATALOG DESCRIPTION REVISION:**

USM's Lewiston-Auburn College offers a professional, entry-level ~~Master's~~ Doctorate degree in Occupational Therapy for people who hold a baccalaureate degree in a discipline other than occupational therapy. The ~~Master~~ Doctor of Occupational Therapy program is transitioning from an accredited Master degree in Occupational Therapy to seek accreditation for the doctoral degree by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Occupational Therapy (OT) is a health and human services profession that recognizes humans as occupational beings. People define who they are by what they do, or by the occupations in which they engage. Occupational therapists use meaningful occupation or activities as intervention to help people of all ages maximize wellness and perform the skills they need to participate as fully in society as possible. OTs intervene with people who are experiencing varying degrees of activity impairment as a result of developmental, physical, psychological, cognitive, or environmental dysfunction. As an OT, you will assist people in developing, compensating for, or regaining the skills necessary for participation in meaningful life roles and skills of self-care, work, and leisure.

**9.1**

**Graduate Doctorate entry-level occupational therapy education builds upon the previous education and experience of the student by providing a sequential course of professional study that stresses active, independent inquiry, critical thinking, strong communication skills (oral, nonverbal, written, and electronic), problem solving, clinical reasoning, and professional behaviors. Realizing that consumers may receive occupational therapy services in a wide variety of settings, students are exposed to practice in hospitals, other health institutions, schools, community agencies and centers, and other facilities where potential clients may be served.**

2) Justify the proposed new program or program change (objectives and outcomes).

**In order for the University of Maine system to continue to offer occupational therapy education, the current Master of Occupational Therapy program will need to transition to a Doctor of Occupational Therapy program.**

3) Does the proposed new program or program change affect offerings in your own or other programs? If so, how?

**This proposal will affect the Master of Occupational Therapy program and the accelerated pathways options from Natural and Applied Sciences, Social and Behavioral Sciences, and Health Sciences.**

4) What are the resource implications of the proposed new program or program change (i.e., a cost/benefit analysis -- personnel, equipment, technology, other support needed vs. additional revenue, marketing opportunities, etc. generated)?

**The program currently has the equipment, technology and support for transition to the doctorate level. The program will require the addition of one faculty member to act as the capstone coordinator for this degree in addition to the search planned for 2019-2020 academic year for an assistant professor position. The program is working closely with the Associate Dean and Provost to plan for transition of the faculty to the assistant professor level to support the doctoral research and coursework.**

**MOT faculty qualified to teach in the program at present:**

- Dr. Tammy Bickmore – Program Director and Assistant Professor
- Dr. Mary Anderson – Lecturer
- Dr. Susan Noyes – Assistant Professor
- Dr. Bernadette Kroon – Lecturer
- \*Sarah Grinder – Lecturer, currently in enrolled in a PhD program in Occupational Therapy at Nova Southeastern University (anticipated graduation date: 2020)

II. Approval Signatures

Program Liaison/Coordinator/Director: \_\_\_\_\_ Date: \_\_\_\_\_

Curriculum Review Committee: Blake Whitaker Date: 9/12/18

Faculty Chair (if new program or extensive revision): \_\_\_\_\_ Date: \_\_\_\_\_

9.1

Dean of LAC: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:**

- It is recommended that you submit this form and accompanying documentation by December 15 if the program is to be entered into the next *USM Graduate Catalog*.
- Faculty must consult with other programs about potential conflicts *before* submitting this form.
- Programs should review time and resource commitments with the Dean of LAC *before* submitting this form.

**To Submit This Form:**

- Once the proposal has received program approval, submit it as an attachment in an email to the chair of the Curriculum Committee.
- Send *one* hard copy of the completed form, with the signature of the program coordinator indicating approval of the proposal to the chair of the Curriculum Committee.

\* Please note that new degree programs and graduate level certificate programs will require additional approval external to LAC. New majors within existing degree programs do not require external review. (rev. 5/7/08)

Revised 4-12-16

## **LAC Curriculum Committee Proposal for New Course Review**

### **Instructions:**

Please use this template for new courses to be added to *USM's Graduate Catalog*. The form is available in the Curriculum Committee subfolder on the LAC common drive/fac. The space associated with each item in the form will expand to fit whatever text you enter.

Submit this form first to your course's "home" degree program(s). Once this course has received program(s) approval, transmit the form and the course syllabus or blueprint as attachments in an email to the current Curriculum Committee chair, plus the original hard copy completed with the signature of the program liaison(s) indicating program(s) approval of the course. Faculty should consult with other programs about potential conflicts or collaborations, and review time and resource commitments with the Dean *before* submitting this form to the committee.

The Curriculum Committee will notify our regular faculty of new courses under review, posting course proposals on LAC's common drive as they are reviewed by the committee. In the absence of receipt of any concerns about individual courses, procedures for approval by the full faculty will be streamlined, with the Curriculum Committee requesting from the faculty as a whole periodic endorsements of panels of new courses. It will be the Committee's responsibility to keep faculty (and student services) informed of the addition of new courses.

For the course to be entered into the *USM Graduate Catalog*, it's recommended that this form and accompanying documentation be presented to the associated degree program(s) in time for program consideration prior to March 1, the USM catalog updates being due at the end of April. Submission by March 1 should provide sufficient time for the associated program(s) catalog editor(s) to complete the revision process in time for review by the LAC catalog manager and inclusion in the next year's catalog. A course number should not be reassigned within a program if it has been used within the last 10 years (confirm with Registrar's Office). It will be the program director's responsibility to request permission of the Provost to add new courses to the curriculum using the "[Curriculum Process and Signatory Sheet](#)"; also available on the Provost's web page under "Resources", "Faculty Resources", "Curriculum Process".

**A sample syllabus or course blueprint including key student learning outcomes should be included with this form.**



Revised 4-12-16

**A. Course Details** (as they will appear in the *USM Undergraduate Catalog*)

1. LAC program prefix (prefixes if cross-listed) & Number:  
**OTH TBD**
2. Course Title:  
**Occupational Science**
3. Catalog Description:

**COURSE DESCRIPTION:**

**This course will explore the history, theoretical foundations, and research methodologies of occupational science, as well as the application of occupational science for occupational therapy practice.**

4. Prerequisites: **All previous MOT required courses**
5. Credit Hours: **Three**

**B. Curricular Contributions**

1. Contribution(s) of the course to program curriculum, including relationship to other program courses (include consideration of potential overlap and/or synergy with other program courses):

**ACOTE STANDARDS:**

**B.2.2: Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.**

**B.4.10: Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.**

**This must include the ability to select and deliver occupation and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.**

**B.6.1:**

- **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:**

Revised 4-12-16

- **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.**
- **Evaluate, 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).**

2. Contribution(s) of this course to other LAC curricula and USM Core (include consideration of potential overlap and/or synergy with other LAC courses):

**Not Applicable to Core. This course is specific to occupational therapy.**

3. Specify how this course contributes to LAC's **interdisciplinary mission**: **N/A**

4. Specify how this course contributes to USM's commitment to diversity: **N/A**

### **C. Course History and Resources**

1. Taught previously at LAC as X99, or by LAC faculty at other institutions? **NO**

a. If yes, when, most recently?

b. Before then? (up to two earlier sections)

2. Who will teach this course (full-time or other, team taught, rotate, names)?

**Sarah Grinder will lead this course**

3. Projected cycle for course (every semester, annual, biennial, etc.)?

**Summer third year. Course will be taught annually**

4. How will course fit into the faculty's existing responsibilities?

**Sarah Grinder will teach as part of summer teaching.**

5. Targeted audience and projected enrollment for the course?

**Required MOT course – 40 per year**

Revised 4-12-16

a. Any marketing needs or opportunities? **NO**

6. Resources necessary to support course (nonteaching personnel, space, library, equipment, etc ...):

**No additional resources required**

7. If this course will be offered online or in a blended format, describe rationale/needed resources specific to that delivery:

**All MOT courses will be taught in a blended format.**

8. Additional comments:

**Signatures:**

Approval by Program Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(identify program)

Approval by Additional Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(if cross listed, identify program)

Reviewed by Curriculum Committee Blake Whitaker Date: 9/12/18  
(chair person's signature)

Dean Approval \_\_\_\_\_ Date: \_\_\_\_\_

9.1

Revised 4-12-16

UNIVERSITY OF SOUTHERN MAINE  
LEWISTON-AUBURN COLLEGE  
MASTER OF OCCUPATIONAL THERAPY PROGRAM

**OTH 7\*\*:** Occupational Science  
Summer  
3 Credit Hours

**Time:**

**Location:**

**Faculty:**

**Required Texts:**

Hasselkus, B. R. (2011). *The meaning of everyday occupation*. Thorofare, NJ: SLACK.

Whiteford, G., & Hocking, C. (2012). *Occupational science: Society, inclusion, participation*. Chichester, West Sussex: Wiley-Blackwell.

Other assigned articles and reserve readings as indicated.

**Recommended Texts:**

Pierce, D. (Ed.). (2014). *Occupational science for occupational therapy*. Thorofare, NJ: SLACK Incorporated.

Nayar, S., & Stanley, M. (Eds.). (2016). *Qualitative research methodologies for occupational science and therapy*. London: Routledge.

**COURSE DESCRIPTION:**

This course will explore the history, theoretical foundations, and research methodologies of occupational science, as well as the application of occupational science for occupational therapy practice.

**PRE-REQUISITES:** All previous occupational therapy coursework.

**COURSE OBJECTIVES:**

**Upon satisfactory completion of OTH 7\*\*, the student will be able to:**

Revised 4-12-16

- Describe the historical and philosophical roots of occupation and the discipline of occupational science.
- Compare current occupational science theories concerning the nature of occupation.
- Identify methods, including formal and informal assessments, for gathering information about an individual or population's occupations.
- Identify and apply the uses of occupation as a therapeutic medium for individuals, organizations, and populations.
- Apply occupational science evidence to occupational therapy practice.
- Identify methods for collecting and analyzing data about the occupations of individuals, groups, or populations to inform research about occupation.
- Describe how different research methodologies support knowledge generation in occupational science.
- Develop a research question and proposal in occupational science.

**ACOTE STANDARDS:**

**B.2.2**

Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.

**B.4.10**

Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.

This must include the ability to select and deliver occupation and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

**B.6.1**

- 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:
  - 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.
- Evaluate, 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).

9.1

Revised 4-12-16

### Assignments & Grading

Your grade in this course will be determined by the following:

Assignments	Points	Due Date	ACOTE	Assessment Measure
Personal Occupational Analysis	10		B.2.2	Assignment
Theories of Occupation Paper	15		-	Assignment
Case Studies (3: individual, group, population)	10 each		B.4.10, B.6.1	Assignment
Quantitative Analysis	5		B.6.1	Assignment
Qualitative Analysis	5		B.6.1	Assignment
Research Proposal	20		B.6.1	Assignment
Final Reflection: Occupational Science	10		-	Assignment
<b>TOTAL:</b>	<b>100</b>			

9.1

Revised 4-12-16

## **LAC Curriculum Committee Proposal for New Course Review**

### **Instructions:**

Please use this template for new courses to be added to *USM's Graduate Catalog*. The form is available in the Curriculum Committee subfolder on the LAC common drive/fac. The space associated with each item in the form will expand to fit whatever text you enter.

Submit this form first to your course's "home" degree program(s). Once this course has received program(s) approval, transmit the form and the course syllabus or blueprint as attachments in an email to the current Curriculum Committee chair, plus the original hard copy completed with the signature of the program liaison(s) indicating program(s) approval of the course. Faculty should consult with other programs about potential conflicts or collaborations, and review time and resource commitments with the Dean *before* submitting this form to the committee.

The Curriculum Committee will notify our regular faculty of new courses under review, posting course proposals on LAC's common drive as they are reviewed by the committee. In the absence of receipt of any concerns about individual courses, procedures for approval by the full faculty will be streamlined, with the Curriculum Committee requesting from the faculty as a whole periodic endorsements of panels of new courses. It will be the Committee's responsibility to keep faculty (and student services) informed of the addition of new courses.

For the course to be entered into the *USM Graduate Catalog*, it's recommended that this form and accompanying documentation be presented to the associated degree program(s) in time for program consideration prior to March 1, the USM catalog updates being due at the end of April. Submission by March 1 should provide sufficient time for the associated program(s) catalog editor(s) to complete the revision process in time for review by the LAC catalog manager and inclusion in the next year's catalog. A course number should not be reassigned within a program if it has been used within the last 10 years (confirm with Registrar's Office). It will be the program director's responsibility to request permission of the Provost to add new courses to the curriculum using the "[Curriculum Process and Signatory Sheet](#)"; also available on the Provost's web page under "Resources", "Faculty Resources", "Curriculum Process".

**A sample syllabus or course blueprint including key student learning outcomes should be included with this form.**

Revised 4-12-16

**A. Course Details** (as they will appear in the *USM Undergraduate Catalog*)

1. LAC program prefix (prefixes if cross-listed) & Number:  
**OTH TBD**
2. Course Title:  
**Assistive Technology Across the Lifespan**
3. Catalog Description:

**COURSE DESCRIPTION:**

**This course provides students exposure to new and innovative tools and techniques. This course gives students an opportunity to work together and learn about and develop assistive technology. The course will have a multi-disciplinary team from a variety of backgrounds, as well as cultivate a better understanding of the people being served. Partnering with outside organizations, students will work in teams to identify a clinical need relevant to a certain clinical site or client population, and learn the process of developing an idea and following that through to the development of a prototype product.**

4. Prerequisites: **All previous MOT required courses**
5. Credit Hours: **Three**

**B. Curricular Contributions**

1. Contribution(s) of the course to program curriculum, including relationship to other program courses (include consideration of potential overlap and/or synergy with other program courses):

**ACOTE STANDARDS:**

**Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. (B.1.8)**

**Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. (B.2.7)**

**Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. (B.2.10)**



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**Articulate principles of and be able 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. (B.5.10)**

2. Contribution(s) of this course to other LAC curricula and USM Core (include consideration of potential overlap and/or synergy with other LAC courses):

**Not Applicable to Core. This course is specific to occupational therapy.**

3. Specify how this course contributes to LAC's **interdisciplinary mission**: N/A
4. Specify how this course contributes to USM's commitment to diversity: N/A

**C. Course History and Resources**

1. Taught previously at LAC as X99, or by LAC faculty at other institutions? **NO**
  - a. If yes, when, most recently?
  - b. Before then? (up to two earlier sections)

2. Who will teach this course (full-time or other, team taught, rotate, names)?

**Dr. Bernadette Kroon will lead this course**

3. Projected cycle for course (every semester, annual, biennial, etc.)?

**Summer third year. Course will be taught annually**

4. How will course fit into the faculty's existing responsibilities?

**Dr. Kroon will teach as part of summer teaching.**

5. Targeted audience and projected enrollment for the course?

**Required MOT course – 40 per year**

- a. Any marketing needs or opportunities? **NO**

6. Resources necessary to support course (nonteaching personnel, space, library, equipment, etc ...):

**No additional resources required**

Revised 4-12-16

7. If this course will be offered online or in a blended format, describe rationale/needed resources specific to that delivery:

**All MOT courses will be taught in a blended format.**

8. Additional comments:

**Signatures:**

Approval by Program Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(identify program)

Approval by Additional Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(if cross listed, identify program)

Reviewed by Curriculum Committee Blake Whitaker Date: 9/12/18  
(chair person's signature)

Dean Approval \_\_\_\_\_ Date: \_\_\_\_\_

9.1

Revised 4-12-16

UNIVERSITY OF SOUTHERN MAINE  
LEWISTON-AUBURN COLLEGE  
MASTER OF OCCUPATIONAL THERAPY PROGRAM  
**OTH ..TBD**  
**Assistive Technology Across the Lifespan**  
**3 Credit Hours**

**Faculty:**

**Time and Location:**

**Lecture:**

**Lab:**

**Required Texts:**

Cook, A. M., & Polgar, J. M. (2015). *Assistive technologies: Principles & practice* (4th ed.). St. Louis, MO: Mosby Elsevier.

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed). *American Journal of Occupational Therapy*, 68(Suppl 1), S1- S48. <http://dx.doi.org/10.5014/ajot.2014.682006> **(OTPF)**

**Additional reading will be posted in the weekly materials folder**

**COURSE DESCRIPTION:**

This course provides students exposure to new and innovative tools and techniques. This course gives students an opportunity to work together and learn about and develop assistive technology. The course will have a multi-disciplinary team from a variety of backgrounds, as well as cultivate a better understanding of the people being served. Partnering with outside organizations, students will work in teams to identify a clinical need relevant to a certain clinical site or client population, and learn the process of developing an idea and following that through to the development of a prototype product.

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**COURSE OBJECTIVES (ACOTE STANDARDS):**

**Upon satisfactory completion of this course students will:**

1. Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. (B.1.8)
2. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. (B.2.7)
3. Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. (B.2.10)
4. Articulate principles of and be able 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. (B.5.10)

**Assignments/Grading**

Your grade in this course will be determined by the following:

Assignments	Points*	Due Date	ACOTE standard	Assessment Measure
Clinical reasoning and justification for AT device/adaptation	50		B.1.8, B.2.7, B.2.10, B.5.10	Assignment
Prototype; design and production	50		B.2.7, B.2.10	Project

\*Total points = 100

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## Assignment Descriptions

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### **Clinical reasoning and justification for AT device/adaptation:**

Each student will assess an assistive device of their choice and have 10 minutes to present it to the class. Students will be responsible for learning about the technology, and exploring how it was developed and used.

**Prototype Project** – Student groups will work with outside partners to build a prototype, perform user testing and document assistive technology. Projects will require students to conduct research into the disability they are building for and research of existing devices and software (the existing literature). Groups must be able to provide multiple iterations on their prototypes reflecting the user testing results. Projects can be physical or computer based depending on the need. Information regarding the associated documentation will be provided.

Students will be graded on Individual and Group work. *Since the Group Prototype is 50% of your grade, you must attain at least an Individual grade of B to permit inclusion of your Prototype grade.*

9.1

Revised 4-12-16

## **LAC Curriculum Committee Proposal for New Course Review**

### **Instructions:**

Please use this template for new courses to be added to *USM's Graduate Catalog*. The form is available in the Curriculum Committee subfolder on the LAC common drive/fac. The space associated with each item in the form will expand to fit whatever text you enter.

Submit this form first to your course's "home" degree program(s). Once this course has received program(s) approval, transmit the form and the course syllabus or blueprint as attachments in an email to the current Curriculum Committee chair, plus the original hard copy completed with the signature of the program liaison(s) indicating program(s) approval of the course. Faculty should consult with other programs about potential conflicts or collaborations, and review time and resource commitments with the Dean *before* submitting this form to the committee.

The Curriculum Committee will notify our regular faculty of new courses under review, posting course proposals on LAC's common drive as they are reviewed by the committee. In the absence of receipt of any concerns about individual courses, procedures for approval by the full faculty will be streamlined, with the Curriculum Committee requesting from the faculty as a whole periodic endorsements of panels of new courses. It will be the Committee's responsibility to keep faculty (and student services) informed of the addition of new courses.

For the course to be entered into the *USM Graduate Catalog*, it's recommended that this form and accompanying documentation be presented to the associated degree program(s) in time for program consideration prior to March 1, the USM catalog updates being due at the end of April. Submission by March 1 should provide sufficient time for the associated program(s) catalog editor(s) to complete the revision process in time for review by the LAC catalog manager and inclusion in the next year's catalog. A course number should not be reassigned within a program if it has been used within the last 10 years (confirm with Registrar's Office). It will be the program director's responsibility to request permission of the Provost to add new courses to the curriculum using the "[Curriculum Process and Signatory Sheet](#)"; also available on the Provost's web page under "Resources", "Faculty Resources", "Curriculum Process".

**A sample syllabus or course blueprint including key student learning outcomes should be included with this form.**

Revised 4-12-16

**A. Course Details** (as they will appear in the *USM Undergraduate Catalog*)

1. LAC program prefix (prefixes if cross-listed) & Number:

**OTH TBD**

2. Course Title:

**Pediatric Mental Health and Occupational Performance**

3. Catalog Description:

**COURSE DESCRIPTION:** This course addresses occupational therapy theory, evaluation, planning, intervention, and documentation commonly used with children with mental health disorders, emotional disturbance, and social emotional learning deficits due to trauma impeding their occupational performance. Clinical conditions will be reviewed including etiology and symptoms, and will be integrated into active learning assignments. Contextual considerations for this area of OT practice are examined, including characteristics of the individual, families and caregivers, and the inter-professional team in pediatric practice settings. Class format includes lecture, demonstration, class discussion, group work and lab experiences providing students the opportunity to apply new knowledge to clinical cases, develop clinical reasoning, and learn hands on skills needed for doctoral level practice.

4. Prerequisites: **All previous MOT required courses**

5. Credit Hours: **Three**

**B. Curricular Contributions**

1. Contribution(s) of the course to program curriculum, including relationship to other program courses (include consideration of potential overlap and/or synergy with other program courses):

**ACOTE STANDARDS:**

**B.1.2 Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.**

**B.2.6 Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.**

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**B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.**

**B.2.11 Identify interventions consistent with of models occupational performance.**

**B.3.2 Describe basic features of models of practice and frames of reference that are used in occupational therapy.**

**B.4.4 Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes**

- **The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).**
- **Performance patterns (e.g., habits, routines, rituals, roles).**
- **Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).**
- **Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.**

**B.4.9 Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.**

**B.4.10 Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.**

**B.5.4 Implement group interventions based on principles of group development and group dynamics across the lifespan.**

**B.5.6 Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).**



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**B.5.7 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.5.17 Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.**

**B.7.1 Identify the impact of contextual factors on the management and delivery of occupational therapy services.**

2. Contribution(s) of this course to other LAC curricula and USM Core (include consideration of potential overlap and/or synergy with other LAC courses):

**Not Applicable to Core. This course is specific to occupational therapy.**

3. Specify how this course contributes to LAC's **interdisciplinary mission**: N/A

4. Specify how this course contributes to USM's commitment to diversity:

**This course will give students increased skill and competency in dealing with mental health conditions in pediatric settings.**

**C. Course History and Resources**

1. Taught previously at LAC as X99, or by LAC faculty at other institutions? **NO**

- a. If yes, when, most recently?

- b. Before then? (up to two earlier sections)

2. Who will teach this course (full-time or other, team taught, rotate, names)?

**Dr. Mary Anderson will lead this course**

3. Projected cycle for course (every semester, annual, biennial, etc.)?

**Summer – end of first year. Course will be taught annually**

4. How will course fit into the faculty's existing responsibilities?

**Dr. Anderson will co-teach this as part of summer load.**

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5. Targeted audience and projected enrollment for the course?

**Required MOT course – 40 per year**

a. Any marketing needs or opportunities? **NO**

6. Resources necessary to support course (nonteaching personnel, space, library, equipment, etc ...):

**No additional resources required**

7. If this course will be offered online or in a blended format, describe rationale/needed resources specific to that delivery:

**All MOT courses will be taught in a blended format.**

8. Additional comments:

**Signatures:**

Approval by Program Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(identify program)

Approval by Additional Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(if cross listed, identify program)

Reviewed by Curriculum Committee Blake Whitaker Date: 9/12/18  
(chair person's signature)

Dean Approval \_\_\_\_\_ Date: \_\_\_\_\_

9.1

Revised 4-12-16

UNIVERSITY OF SOUTHERN MAINE  
LEWISTON-AUBURN COLLEGE  
OCCUPATIONAL THERAPY DOCTORAL PROGRAM

**OTH\_TBD\_**  
**Pediatric Mental Health and Occupational Performance**  
**3 Credit Hours**

**Time:**

**Location:**

**Faculty: Dr. Mary Anderson**

**Required Texts:**

Brandt, K., Perry, B., Seligman, S., Tronick, E. (2014) *Infant and Early Childhood Mental Health; Core Concepts and Clinical Practice*. American Psychiatric Publishing

Bazyk, S. (2011) *Mental Health Promotion, Prevention, and Intervention with Children and Youth; A Guiding Framework for Occupational Therapy*. AOTA Press

Steele, W. & Malchiodi, C.A. (2012) *Trauma-Informed Practices with Children and Adolescents*. Taylor and Francis Group LLC

● **University Resources:**

- The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. If you have already received a faculty accommodation letter from the Disability Services Center, please provide the instructor with that information as soon as possible. Please make a private appointment with the instructor so your accommodations can be reviewed.

Contact Information:  
Disability Services Center  
Phone: 207-780-4706  
E-mail: [dsc-usm@maine.edu](mailto:dsc-usm@maine.edu).

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- USM-LAC Writing Center  
Located in Suite 187  
Phone: 207-753-6513  
Schedule an appointment online:  
<https://usm.maine.edu/writingcenter/setting-appointment-writing-center>
- Blackboard Support - University Technology Support  
Phone: 1-800-696-4357  
Internet: <https://mycampus.maine.edu/group/mycampus/technology-support-center>  
Email: techsupport@maine.edu

**COURSE DESCRIPTION:** This course addresses occupational therapy theory, evaluation, planning, intervention, and documentation commonly used with children with mental health disorders, emotional disturbance, and social emotional learning deficits due to trauma impeding their occupational performance. Clinical conditions will be reviewed including etiology and symptoms, and will be integrated into active learning assignments. Contextual considerations for this area of OT practice are examined, including characteristics of the individual, families and caregivers, and the inter-professional team in pediatric practice settings. Class format includes lecture, demonstration, class discussion, group work and lab experiences providing students the opportunity to apply new knowledge to clinical cases, develop clinical reasoning, and learn hands on skills needed for doctoral level practice.

**PRE-REQUISITES:**

**Successful completion of all previous OTH required coursework**

**COURSE OBJECTIVES:**

**Upon satisfactory completion of this course, the student will:**

**ACOTE STANDARDS:**

B.1.2 Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.

B.2.6 Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.

B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.

B.2.11 Identify interventions consistent with of models occupational performance.

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B.3.2 Describe basic features of models of practice and frames of reference that are used in occupational therapy.

B.4.4 Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes

- The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.

B.4.9 Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.

B.4.10 Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.

B.5.4 Implement group interventions based on principles of group development and group dynamics across the lifespan.

B.5.6 Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).

B.5.7 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.5.17 Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.

B.7.1 Identify the impact of contextual factors on the management and delivery of occupational therapy services.

**Assignments/Grading:**

Your grade in this course will be determined by the following:

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Assignments	Points	Due Date	ACOTE	Assessment Measure
Mental Health Promotion Presentation	10		B.2.9 B.5.17 B.7.1	Presentation
Group Facilitation	20		B.4.10 B.5.4 B.5.6 B.5.7	Presentation
Evaluation Assignment	20		B.2.11 B.4.4 B.4.9 B.5.6	Assignment
2 Quizzes	Sea.		B.1.2 B.2.6 B.3.2	Test
Case 1	15		B.2.11 B.4.9 B.4.10 B.5.6 B.7.1	Assignment
Case 2	15		B.2.11 B.4.9 B.4.10 B.5.6 B.7.1	Assignment
Final Exam	20		B.1.2 B.2.6 B.3.2	Test

\*Total points of course = 100

Assignment descriptions:

**Mental Health Promotion Presentation**

Individually students will develop a presentation to express support for the mental health aspect in quality of life, well-being, and occupation of the individual, group, or population. In this presentation you will promote prevention of and intervention for mental health issues in children/adolescents considering the context (e.g., cultural, personal, temporal, virtual) and

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environment. You will promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client and identify the impact of contextual factors on the management and delivery of occupational therapy services.

### **Group Facilitation**

Individually students will be assigned to a social skills group that is occurring in the clinic. The student will be expected to implement group interventions based on principles of group development and group dynamics across the lifespan, provide development, remediation, and compensation for mental, cognitive, perceptual, and behavioral skills. During the implementation the student is expected to demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process. Following the group the student is expected to document on each participant the occupational therapy services that were delivered to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.

### **Evaluation Assignment**

Students will be assigned a pediatric client to complete an evaluation on using the models covered in lecture. During this evaluation the student is expected to gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation and make connections to social emotional learning on such ADL's. Following the data collection and interpretation, the student is expected to develop client centered goals and identify interventions consistent with of models occupational performance. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation. Provide development, remediation, and compensation for mental, cognitive, perceptual, and behavioral skills.

### **Quizzes**

These are short quizzes covering reading and lecture material

#### **Case 1**

Case 1 will be a diagnosis of a common mental health disorder in children. Students will be expected to develop goals and ongoing intervention and consultation based on contextual considerations, evidence based practice, and theories covered in class.

#### **Case 2**

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Case 2 will be a trauma related diagnosis for an adolescent. Student expectations will be the same.

*-(more extensive thought will go into these specific cases and further expectations)*

**Final Exam**

9.1



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## **LAC Curriculum Committee Proposal for New Course Review**

### **Instructions:**

Please use this template for new courses to be added to *USM's Graduate Catalog*. The form is available in the Curriculum Committee subfolder on the LAC common drive/fac. The space associated with each item in the form will expand to fit whatever text you enter.

Submit this form first to your course's "home" degree program(s). Once this course has received program(s) approval, transmit the form and the course syllabus or blueprint as attachments in an email to the current Curriculum Committee chair, plus the original hard copy completed with the signature of the program liaison(s) indicating program(s) approval of the course. Faculty should consult with other programs about potential conflicts or collaborations, and review time and resource commitments with the Dean *before* submitting this form to the committee.

The Curriculum Committee will notify our regular faculty of new courses under review, posting course proposals on LAC's common drive as they are reviewed by the committee. In the absence of receipt of any concerns about individual courses, procedures for approval by the full faculty will be streamlined, with the Curriculum Committee requesting from the faculty as a whole periodic endorsements of panels of new courses. It will be the Committee's responsibility to keep faculty (and student services) informed of the addition of new courses.

For the course to be entered into the *USM Graduate Catalog*, it's recommended that this form and accompanying documentation be presented to the associated degree program(s) in time for program consideration prior to March 1, the USM catalog updates being due at the end of April. Submission by March 1 should provide sufficient time for the associated program(s) catalog editor(s) to complete the revision process in time for review by the LAC catalog manager and inclusion in the next year's catalog. A course number should not be reassigned within a program if it has been used within the last 10 years (confirm with Registrar's Office). It will be the program director's responsibility to request permission of the Provost to add new courses to the curriculum using the "[Curriculum Process and Signatory Sheet](#)"; also available on the Provost's web page under "Resources", "Faculty Resources", "Curriculum Process".

**A sample syllabus or course blueprint including key student learning outcomes should be included with this form.**

Revised 4-12-16

**A. Course Details** (as they will appear in the *USM Undergraduate Catalog*)

1. LAC program prefix (prefixes if cross-listed) & Number:

**OTH 710**

2. Course Title:

**Research Course II**

3. Catalog Description:

**COURSE DESCRIPTION:**

**This course provides the opportunity for students to apply research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Using the research question generated in the first course of the research sequence, students will initiate their research project and begin to collect and analyze data. Course sessions and assignments will guide students through this initial phase of the research process.**

4. Prerequisites: **All previous MOT required courses**

5. Credit Hours: **Three**

**B. Curricular Contributions**

1. Contribution(s) of the course to program curriculum, including relationship to other program courses (include consideration of potential overlap and/or synergy with other program courses):

**ACOTE STANDARDS:**

**Select, apply, and interpret basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data (B.8.4)**

**Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues (e.g. Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning (B.8.7)**

2. Contribution(s) of this course to other LAC curricula and USM Core (include consideration of potential overlap and/or synergy with other LAC courses):

Revised 4-12-16

**Not Applicable to Core. This course is specific to occupational therapy.**

3. Specify how this course contributes to LAC's **interdisciplinary mission**: **N/A**
4. Specify how this course contributes to USM's commitment to diversity: **N/A**

**C. Course History and Resources**

1. Taught previously at LAC as X99, or by LAC faculty at other institutions? **NO**
  - a. If yes, when, most recently?
  - b. Before then? (up to two earlier sections)

2. Who will teach this course (full-time or other, team taught, rotate, names)?

**Dr. Susan Noyes will lead this course**

3. Projected cycle for course (every semester, annual, biennial, etc.)?

**Fall third year. Course will be taught annually**

4. How will course fit into the faculty's existing responsibilities?

**Dr. Noyes will co-teach this as part of her load.**

5. Targeted audience and projected enrollment for the course?

**Required MOT course – 40 per year**

- a. Any marketing needs or opportunities? **NO**

6. Resources necessary to support course (nonteaching personnel, space, library, equipment, etc ...):

**No additional resources required**

7. If this course will be offered online or in a blended format, describe rationale/needed resources specific to that delivery:

**All MOT courses will be taught in a blended format.**

8. Additional comments:

Revised 4-12-16

**Signatures:**

Approval by Program Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(identify program)

Approval by Additional Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(if cross listed, identify program)

Reviewed by Curriculum Committee Blake Whitaker Date: 9/12/18  
(chair person's signature)

Dean Approval \_\_\_\_\_ Date: \_\_\_\_\_

9.1

UNIVERSITY OF SOUTHERN MAINE  
LEWISTON-AUBURN COLLEGE  
DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

**OTH 710 Research Course 2**  
**Fall 20\_\_**  
**3 Credit Hours**

**Faculty:**

Susan Noyes, PhD, OTR/L  
Work# 753-6591, email: susan.noyes@maine.edu  
Office # 185C; Hours by appointment

**Time and Location:** TBA

**Required Texts:**

Revised 4-12-16

Brown, C. (2017). *The Evidence-Based Practitioner: Applying Research to Meet Client Needs*. Philadelphia: F.A. Davis Co.

Galvan, J. & Galvan, M. (2017). *Writing literature reviews: A guide for students of the behavioral sciences*. (7<sup>th</sup> ed.). New York: Routledge

Kielhofner, G. (2017). *Research in Occupational Therapy 2nd edition*. Philadelphia: F.A.Davis Co.

**COURSE DESCRIPTION:**

This course provides the opportunity for students to apply research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Using the research question generated in the first course of the research sequence, students will initiate their research project and begin to collect and analyze data. Course sessions and assignments will guide students through this initial phase of the research process.

**COURSE OBJECTIVES (ACOTE STANDARDS):**

**Upon satisfactory completion of OTH 710 students will:**

1. Select, apply, and interpret basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data (B.8.4)
2. Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues (e.g. Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning (B.8.7)

**Assignments/Grading**

Your **grade** in this course will be determined by the following:

Assignments	Points*	Due Date	ACOTE standard	Assessment Measure
Literature Review: Draft 2	35		B.8.7	Assignment
IRB Materials and Submission	25		B.8.7	Assignment
Findings Report	35		B.8.4	Assignment

\*Total points = 100

Revised 4-12-16

## Assignment Descriptions

### Literature Review

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The literature review is a comprehensive analysis of the literature pertinent to the research topic. The purpose of the literature review is to demonstrate to the reader that the researcher is knowledgeable about the research topic and has thoroughly examined the literature. Students will submit a comprehensive literature review demonstrating extensive knowledge of their chosen research topic. It is expected that a variety of professional resources will be incorporated into the literature review. The literature review should be written in APA format.

### IRB Materials and Submission

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The consent form, proposal, and additional IRB forms will be submitted to USM’s Institutional Review Board for approval. The consent form is designed to provide the research participants with a brief summary of the study, along with the potential risks and benefits, and contact information. Guidelines will be found on the USM IRB website. You will submit all materials to the course instructor for editing/approval and when reviewed and approved, the course instructor will send the packet to the IRB.

Grades will be determined based on the following criteria:

- Completeness of forms and entire protocol 15 points
- Clarity of Information 10 points

### Findings Report

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Students will submit a report of the initial findings from their research project. This report will describe and detail the results of the research, i.e. the data that will be evaluated and analyzed in the interpretation phase of the research study.

9.1

Revised 4-12-16

## **LAC Curriculum Committee Proposal for New Course Review**

### **Instructions:**

Please use this template for new courses to be added to *USM's Graduate Catalog*. The form is available in the Curriculum Committee subfolder on the LAC common drive/fac. The space associated with each item in the form will expand to fit whatever text you enter.

Submit this form first to your course's "home" degree program(s). Once this course has received program(s) approval, transmit the form and the course syllabus or blueprint as attachments in an email to the current Curriculum Committee chair, plus the original hard copy completed with the signature of the program liaison(s) indicating program(s) approval of the course. Faculty should consult with other programs about potential conflicts or collaborations, and review time and resource commitments with the Dean *before* submitting this form to the committee.

The Curriculum Committee will notify our regular faculty of new courses under review, posting course proposals on LAC's common drive as they are reviewed by the committee. In the absence of receipt of any concerns about individual courses, procedures for approval by the full faculty will be streamlined, with the Curriculum Committee requesting from the faculty as a whole periodic endorsements of panels of new courses. It will be the Committee's responsibility to keep faculty (and student services) informed of the addition of new courses.

For the course to be entered into the *USM Graduate Catalog*, it's recommended that this form and accompanying documentation be presented to the associated degree program(s) in time for program consideration prior to March 1, the USM catalog updates being due at the end of April. Submission by March 1 should provide sufficient time for the associated program(s) catalog editor(s) to complete the revision process in time for review by the LAC catalog manager and inclusion in the next year's catalog. A course number should not be reassigned within a program if it has been used within the last 10 years (confirm with Registrar's Office). It will be the program director's responsibility to request permission of the Provost to add new courses to the curriculum using the "[Curriculum Process and Signatory Sheet](#)"; also available on the Provost's web page under "Resources", "Faculty Resources", "Curriculum Process".

**A sample syllabus or course blueprint including key student learning outcomes should be included with this form.**

Revised 4-12-16

**A. Course Details** (as they will appear in the *USM Undergraduate Catalog*)

1. LAC program prefix (prefixes if cross-listed) & Number:

**OTH 720**

2. Course Title:

**Research Course III**

3. Catalog Description:

**COURSE DESCRIPTION:**

**This course provides the opportunity for students to apply research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Students will continue and complete their research project initiated in OTH 710, interpreting their data, writing a research report, and preparing a manuscript for publication and/or presentation. Course sessions and assignments will guide students through completion of the research process.**

4. Prerequisites: **All previous MOT required courses**

5. Credit Hours: **Three**

**B. Curricular Contributions**

1. Contribution(s) of the course to program curriculum, including relationship to other program courses (include consideration of potential overlap and/or synergy with other program courses):

**ACOTE STANDARDS:**

**Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues (e.g. Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning (B.8.7)**

**Write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal. Examples of scholarly reports would include position papers, white papers, and persuasive discussion papers. (B.8.8)**

2. Contribution(s) of this course to other LAC curricula and USM Core (include consideration of potential overlap and/or synergy with other LAC courses):



Revised 4-12-16

**Not Applicable to Core. This course is specific to occupational therapy.**

3. Specify how this course contributes to LAC's **interdisciplinary mission**: **N/A**

4. Specify how this course contributes to USM's commitment to diversity: **N/A**

**C. Course History and Resources**

1. Taught previously at LAC as X99, or by LAC faculty at other institutions? **NO**

a. If yes, when, most recently?

b. Before then? (up to two earlier sections)

2. Who will teach this course (full-time or other, team taught, rotate, names)?

**Dr. Susan Noyes will lead this course**

3. Projected cycle for course (every semester, annual, biennial, etc.)?

**Spring third year. Course will be taught annually**

4. How will course fit into the faculty's existing responsibilities?

**Dr. Noyes will co-teach this as part of her load.**

5. Targeted audience and projected enrollment for the course?

**Required MOT course – 40 per year**

a. Any marketing needs or opportunities? **NO**

6. Resources necessary to support course (nonteaching personnel, space, library, equipment, etc ...):

**No additional resources required**

7. If this course will be offered online or in a blended format, describe rationale/needed resources specific to that delivery:

**All MOT courses will be taught in a blended format.**

8. Additional comments:

Revised 4-12-16

**Signatures:**

Approval by Program Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(identify program)

Approval by Additional Liaison \_\_\_\_\_ Date: \_\_\_\_\_  
(if cross listed, identify program)

Reviewed by Curriculum Committee Blake Whitaker Date: 9/12/18  
(chair person's signature)

Dean Approval \_\_\_\_\_ Date: \_\_\_\_\_

9.1

Revised 4-12-16

UNIVERSITY OF SOUTHERN MAINE  
LEWISTON-AUBURN COLLEGE  
DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

**OTH 720 Research Course 3**

**Spring 20\_\_**

**3 Credit Hours**

**Faculty:**

Susan Noyes, PhD, OTR/L

Work# 753-6591, email: susan.noyes@maine.edu

Office # 185D; Hours by appointment

**Time and Location:** TBA

**Required Texts:**

Brown, C. (2017). *The Evidence-Based Practitioner: Applying Research to Meet Client Needs*. Philadelphia: F.A. Davis Co.

Galvan, J. & Galvan, M. (2017). *Writing literature reviews: A guide for students of the behavioral sciences*. (7<sup>th</sup> ed.). New York: Routledge

Kielhofner, G. (2017). *Research in Occupational Therapy 2nd edition*. Philadelphia: F.A.Davis Co.

Revised 4-12-16

**COURSE DESCRIPTION:**

This course provides the opportunity for students to apply research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Students will continue and complete their research project initiated in OTH 710, interpreting their data, writing a research report, and preparing a manuscript for publication and/or presentation. Course sessions and assignments will guide students through completion of the research process.

**COURSE OBJECTIVES (ACOTE STANDARDS):**

**Upon satisfactory completion of OTH 720 students will:**

1. Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues (e.g. Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning. (B.8.7)
2. Write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal. Examples of scholarly reports would include position papers, white papers, and persuasive discussion papers. (B.8.8)

**Assignments/Grading**

Your grade in this course will be determined by the following:

Assignments	Points*	Due Date	ACOTE standard	Assessment Measure
Results and Discussion Report		25	B.8.7	Assignment
Final Paper		55	B.8.8	Assignment
Class Presentation		20	B.8.8	Assignment

Revised 4-12-16

\*Total points = 100

## **Assignment Descriptions**

### **Results & Discussion Report**

Students will submit a report of the analysis and interpretation of the findings from their research project. This report will describe the process used for analysis and interpretation of the research findings, and provide in-depth discussion of the importance and application of the results of their research.

**Final Paper:** The entire research project will be written in one comprehensive paper that is suitable for submission for publication. Students will identify a potential journal for submission and write the final paper to align with the publication guidelines of that journal. This paper will be written throughout the course of the semester and should contain the sections identified in the Taylor/Kielhofner text.

**Class presentation:** Students will prepare a 20-minute presentation of their research study and findings for the class. Students will be graded on the clarity and professionalism of their presentations and the ability to answer questions related to the research study.

9.1



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** First Year Review of Board of Trustees Policy 214 – Institutional Authority on Political Matters
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**  
Policy 214
5. **BACKGROUND:**

UMS Chief of Staff and General Counsel, Mr. James Thelen will provide a brief update to the Academic and Student Affairs Committee, concerning the first-year experience of Board Policy 214 – Institutional Authority on Political Matters, as requested by the Board of Trustees at the March 18-19, 2018 Board meeting. Board of Trustees Student and Faculty Representatives will be invited to provide comment as well.

# UNIVERSITY OF MAINE SYSTEM

## Policy Manual

### GOVERNANCE & LEGAL AFFAIRS

#### Section 214 Institutional Authority on Political Matters

Effective: 3/19/18

Last Revised:

Responsible Office: General Counsel

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#### Policy Statement:

The University of Maine System is a public institution and instrumentality of the State of Maine, consisting of the University of Maine, including its regional campus the University of Maine at Machias; the University of Maine at Augusta, including its campus in Bangor and UMA centers around the state; the University of Maine at Farmington; the University of Maine at Fort Kent; the University of Maine at Presque Isle; and the University of Southern Maine, including its campuses in Gorham and Lewiston-Auburn. UMS's public mission is to advance higher education in Maine through teaching, research, and public service; the System and its campuses receive significant state and federal taxpayer support to do so in ways that best serve all Maine citizens.

This policy is subject to Board Policy 212, *Free Speech, Academic Freedom, and Civility*, so as to best respect all UMS community members' constitutionally protected free speech rights, individual rights as citizens, and faculty academic freedom. The Board recognizes its faculty as subject matter experts in their areas of teaching and research and encourages them to responsibly disseminate their research and knowledge. This policy does not restrict any UMS faculty, staff, or student from speaking on political matters, including testifying before or speaking with legislators or policy makers, about the subjects of their teaching or research expertise or personal experience, provided they do not represent that they speak for their campus or the System unless specifically authorized to do so.

UMS and its constituent universities fully embrace the First Amendment rights of all citizens, including all students and employees, to hold and express political, social, or religious views of any kind. Because UMS is funded in significant part by all Maine taxpayers and student tuition revenue sourced from federal financial aid programs, and because UMS must also maintain its federal 501(c)(3) tax-exempt status, the System and its universities, and individuals speaking or acting on their behalf, must at all times remain impartial as to such viewpoints except as provided elsewhere in this or other System policies.

#### UMS Legislative Advocacy

The UMS Charter authorizes and directs the UMS Chancellor to develop and implement an effective statewide legislative program for the System. All UMS legislative advocacy without exception will therefore be managed through the Chancellor's office, specifically the Office of Community and Government Relations. System legislative advocacy, including university-specific advocacy, may only be pursued by individuals authorized by UMS for that purpose. For the purposes of this policy, "UMS (or System) legislative advocacy" includes interaction with the State Legislature, including individual legislators or legislative committees and their staff, the Governor's office and staff, or any other public official or the general public *when the purpose of the interaction or communication is to advocate for a specific UMS institutional position or outcome.*

Institutional interactions with the United States government’s Executive Branch and agencies, Congress and congressional staff, and the various federal regulatory bodies having legal jurisdiction over each System university’s operation and activities are subject to this policy as well, except in cases where a specific campus or System office has primary responsibility for a function closely tied to the functional responsibility of the governmental office at issue (e.g., Department of Education Title IV officials and campus financial aid offices; Department of Education Office of Civil Rights and System General Counsel, etc.). Further, this policy does not restrict any UMS faculty, employee, department, division, or office from providing information, research, survey data, or policy advice to a local, state, or federal government official or office when required to do so by grant, contract, or legal mandate (e.g., the University of Maine Center for Community Inclusion and Disability Studies (CCIDS), which, by federal law, is required to advise, educate, and disseminate information to state and federal policymakers about individuals with developmental disabilities, or any similarly-purposed office or activities).

### **Restrictions on Partisan Political Activity**

UMS and its universities cannot participate or intervene in any partisan political campaign on behalf of, or in opposition to, any candidate for public office, which, for the purposes of this section, is referred to as “partisan political activity.”

If System and university employees wish to become actively involved in partisan political activities, they must do so on their own time, without using System or University funds or resources of any kind, and in such a way as to not interfere with or impair performing their regular System/university duties. When exercising their rights to participate in the political process as individuals or as otherwise permitted by this Policy, System/university employees should emphasize that their comments or actions are their own, and not those of the System or university unless they have been specifically authorized to speak or act on behalf of a System institution. This disclaimer is especially important if an employee, when speaking or acting as a private citizen or as otherwise permitted by this Policy, is using his or her title or affiliation with the System or a university for identification purposes or to establish his/her competence in a particular field.

### **Employees Seeking Elective Office**

See Board Policy 403 (<http://www.maine.edu/about-the-system/board-of-trustees/policy-manual/section403/>)

### **Chancellor and Presidential Authority to Make Institutional Statements**

Because public statements made and actions taken by the UMS Chancellor and System University Presidents may be ascribed to or perceived as the institutional position of UMS and/or its universities, respectively, this section applies only to the Chancellor and Presidents, who:

- Have authority to speak or issue statements, or designate official spokespersons to speak or issue statements, on behalf of their institutions on issues core to the System/university mission (green/mission critical issues);
- Should review in advance with the rapid response advisory team described below, when time permits, issues related to but not directly mission central (yellow/mission indirectly related issues); and
- Are not authorized to speak, including through official spokespersons, on issues beyond or only tangentially related to core institutional mission (red/mission unrelated issues).

Issues are not static in relevance, but may vary in public or political salience over time; the Board will review and update the mission issue examples below for relevance at least every three years. Issues may shift from one concentric circle to another, or overlap, depending on context.



The Chancellor and System University Presidents must at all times strive to maintain impartiality on political, social, or religious matters, subject to their duties to advance the missions of their institutions and the System as a whole.

Issues that involve legislative matters or advocacy must be coordinated as provided in “UMS Legislative Advocacy” above.

A standing rapid response advisory committee of six members, including two Trustees, two Presidents, and two senior UMS staff (one of whom should be the System General Counsel or his/her legal designee) should be available to review, when time permits, the reasonableness of making statements on issues brought forth by the Chancellor/Presidents that appear to fall in the yellow zone.

**GREEN/Mission Critical:** Academic administration, curriculum, institutional finances and planning, health and safety of students and employees, and general issues critical to the financial or functional stability and wellbeing of the institution and its students, e.g., Pell grant funding, guns on campus, defunding TRIO programs, marijuana dispensaries near campus.

**YELLOW/Mission Indirectly Related:** Issues important or relevant to society at large that may impact an institution or its students or employees, but not in such a way as to undermine the institution’s educational mission or prevent the institution from carrying it out, e.g., climate change, labor standards, immigration policy.

**RED/Mission Unrelated:** Issues of local, state or national import, but not relevant to educational mission or institutional financial or functional stability, e.g., abortion policy, tax reform, global trade policy.

The Board retains the right at all times to issue statements, including through the Chair or Chancellor, on behalf of the University of Maine System that cover all System universities.

10.1

October 5, 2018

**To:** President Joan Ferrini-Mundy

**From:** David W. Townsend  
Professor of Oceanography, and  
President of the UM Faculty Senate

**Re:** BOT Policy 214 limiting Free Speech by UM Campus Presidents

**Distr:** Jeffrey Hecker; UM Executive Vice President and Provost;  
William Nichols, Vice UM Faculty Senate Vice President;  
Michael Scott, UM Faculty Senate Past President  
Faculty Senate Executive Committee (Patti Miles, Sam Hanes, Grant Miles, Debbie  
Saber, Nuri Emanetoglu, Mario Da Cunha, Erik, Blomberg, Clayton Wheeler,  
Howard Segal, Kim Junkins)

10.2

My apologies for not getting this to you sooner, but I thought we should give you a few weeks to “catch your breath” as our new University of Maine President. As I have discussed with Provost Hecker, and members of our Faculty Senate, but only briefly with you, I have been wrestling with how to formulate and present a number of fairly large initiatives for the Faculty Senate this academic year. At the top of that list is Free Speech.

Following the UM Faculty Senate’s rejection of the UM BOT’s Policy 214 last March 7<sup>th</sup>, and after having sent a Memorandum to the members of the BOT on April 29<sup>th</sup> (to which we have received no replies or acknowledgements of receipt; attached), we think the matter of Free Speech as restricted in Policy 214 should not be set aside, that we need to re-address it.

The relevant sections follow:

Policy 214 states that the UM Chancellor and System University Presidents may speak freely re: *“Academic administration, curriculum, institutional finances and planning, health and safety of students and employees, and general issues critical to the financial or functional stability and wellbeing of the institution and its students, e.g., Pell grant funding, guns on campus, defunding TRIO programs, marijuana dispensaries near campus.”*

However, it states that the Chancellor and Presidents need to review in advance, “with a standing rapid response advisory committee” the following: *“Issues important or relevant to society at large that may impact an institution or its students or employees, but not in such a way as to undermine the institution’s educational mission or prevent the institution from carrying it out, e.g., climate change, labor standards, immigration policy.”*

Lastly, Policy 214 states that the Chancellor and Presidents are not authorized to speak on: *“Issues of local, state or national import, but not relevant to educational mission or institutional financial or functional stability, e.g., abortion policy, tax reform, global trade policy.”*

The Faculty Senate particularly objected to our University of Maine President having to first get permission to offer an opinion on Climate Change! That the BOT has by edict defined climate change as a partisan political issue.

The Senate wondered, but did not get a legal opinion, if this set of restrictions on Free Speech violates the First Amendment.

Over the summer, I read about what is generally known as the “Listener’s Rights, or Listener-Deprivation Doctrine”. That doctrine has a rather long but little-known history that dates back to a class paper written by a Harvard Law School student, Martin Redish, back in 1969 (published in 1971 in the George Washington University’s Law Review). It has since been cited as a foundational principle of the First Amendment by the United States Supreme Court in several cases, dating back to 1976, when it was ruled that states did not have the right to prohibit pharmacies and pharmaceutical companies from advertising drug prices. Ironically, it was not the drug companies that sued for being denied their First Amendment rights to state their prices (to speak freely) in that case; it was the consumers who sued – arguing that as the recipients of that information they had the same First Amendment rights, that they had the right *to hear* such information. The Court agreed; the people don’t just have the right *to speak*, but also *to hear*. More famously, the same listener-deprivation argument was used to underpin the 2010 Citizens United decision, that allowed unlimited spending for political ads by PACs.

We feel that Redish’s Listener-Deprivation Doctrine should apply to the BOT’s Policy 214, that we, that faculty and all members of the campus community – as well as the people of Maine – have the right to hear what the president of our Flagship university thinks, what the intellectual leader of the state of Maine thinks, about any, and all, matters arising.

10.2

April 29, 2018

**To:** University of Maine System Board of Trustees

**From:** David W. Townsend, *University of Maine Faculty Senate (President-elect)*  
Michael Scott, *University of Maine Faculty Senate (President)*  
William Nichols, *University of Maine Faculty Senate (Vice-President-elect)*

**Re:** Board Policies 212 and 214 – *How can we be so far apart?*

**Distr:** UM Faculty Senate  
President Susan Hunter  
Provost Jefferey Hecker

As you know, the University of Maine Faculty Senate passed the following Resolution on March 7, 2018, by a vote of 26 for, 1 against, and no abstentions. (The sole negative vote was on procedural grounds, since we were working with the latest version of Policy 214, which was still labeled “draft”.)

The Resolution reads:

The University of Maine Faculty Senate rejects as unnecessary and unreasonable the UMS Board of Trustees **“Proposed New Board Policy [214] – Institutional Authority on Political Matters”**<sup>1</sup>, which places new restrictions on free speech and academic freedom. We accept no exceptions to university employees’ free speech and academic freedom.

Of course, a few days later, the UMS BOT passed the same Policy 214 with a unanimous vote, which raises the question: How can our faculty and BOT be so far apart on the overall issue of free speech?

Specific concerns that have prompted our Faculty Senate Resolution included:

- 1) The specifics of Policy 214 were stated to hinge on Policy 212, *UM System Policy Section 212: Policy Manual – Free Speech, Academic Freedom, and Civility (Effective 11/21/67; last revised 1/23/74 and 3/27/17)*. However, there was no reason given for creating another policy (214), nor was there any explanation for why the original Policy 212 was revised a year ago, from one that was originally (before 3/27/17) three short sentences; the second sentence was key and read: *To that principle, there shall be no restrictions, on any of the System institutions, placed on the fundamental rights of free speech and assembly, except those necessary to preserve the order for the university to function as an institution of higher learning.*

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<sup>1</sup> / Revised draft in pdf format with track changes visible. Date of draft: on or about January 19, 2018.

- 2) The latest revision of Policy 212 appears to be internally inconsistent. The first two sentences under the paragraph FREE SPEECH now read: *The Board of Trustees is committed to protecting the rights all University community members share to free speech, which includes free expression and assembly, as enshrined in the U.S. and Maine State Constitutions. There shall be no restriction at any System institutions on these fundamental rights [emphases added], although the University may prohibit speech that violates the law, defames specific individuals, genuinely threatens or harasses others, or violates privacy or confidentiality requirements or interests.*

But the next sentence does indeed seem to “*restrict ... these fundamental rights*”. It reads: *The University may also reasonably regulate the time, place, and manner of the exercise of these rights to preserve order for the System’s universities to function as institutions of higher learning.*

- 3) It is apparently intended that the new policy just passed by the BOT, Policy 214, restricts only the free speech of campus presidents and the chancellor, and that faculty, staff and students are to be excluded from the restrictions. But this is inconsistent with Policy 212, which clearly states:

*The Board of Trustees of the University of Maine System affirms its commitment to the rights of free speech, free inquiry, and academic freedom. and is committed to protecting the rights all University community members [emphasis added] share to free speech...*

Even though the new Policy 214 was written to apply only to presidents and the chancellor, it is itself unreasonable and should be rejected. Two examples are: Mention of “*climate change*” (a Yellow Light item) by a president or the chancellor must first be adjudicated regarding its “*reasonableness*” by “*A standing rapid response advisory committee of six members...*”. This itself is unreasonable. Furthermore, Policy 214 has apparently made a leap from wording in Policy 212, i.e., “*...regulate [regulating] the time, place and manner of the exercise of these rights*”, to restricting the “*issue*” itself. Policy 214 prescribes a process to determine whether free speech will be allowed (Green Light), restricted (Red Light) or adjudicated (Yellow Light), which itself imposes a restriction on free speech.

We conclude by respectfully asking that our respective bodies find a time to meet to discuss these issues, and in so doing, to begin a process of shared governance that extends from the campus faculties to the System Board or Trustees.

10.2



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## University of Maine at Augusta

AUGUSTA BANGOR ONLINE CENTERS STATEWIDE

TO: Members of the Faculty Senate  
FROM: UMA Faculty Senate Board Policy 214 Task Force  
REGARDING: Feedback regarding UMS Board of Trustees Policy 214

April 16, 2018

The following is a report assembled by a task force of four UMA Faculty Senators created by a motion of the UMA Faculty Senate in its March 2018 meeting. Our group was tasked with collecting feedback from faculty and staff regarding the newly-passed UMS Board of Trustees Policy 214 regarding two points. First, what is the level of support for or opposition to Policy 214 among faculty and staff? Second, how do faculty and staff perceive Board Policy 214 affects them, their programs, their students, or their abilities to perform their jobs?

We collected data in two ways. First, we disseminated a link to an online survey posing these questions to all employees of UMA (potential respondents were informed that the survey would not collect their names). Second, we attended meetings of the College of Arts and Sciences and the College of Professional Studies to encourage survey participation and to take notes (without taking names).

Our report takes two forms. First, we offer a single-page executive summary for those who are interested in a brief consideration of the patterns of responses. Second, we present appendices with notes from the meeting of the College of Arts and Sciences and the full, unabridged text of survey responses. Finally, we append the text of Board Policy 214 itself for senators' reference. We offer no editorial comment as a body, since that is not within our charge.

We encourage all members of the Faculty Senate to read our report in advance of the Senate meeting of April 20, at which, it is our understanding, the Senate will determine what to do with the report.

Sincerely,  
Members of the UMA Board Policy 214 Task Force

10.2

### Executive Summary

In early April 2018, a link to an online survey was sent to all employees of the University of Maine at Augusta. 25 responses were received. We also held discussions during April 2018 college meetings and took notes regarding respondents (available in Appendix 1).

Our first survey question asked, “Do you support or oppose Board Policy 214 as it is currently written?” and invited respondents to reply using a Likert scale ranging from 1 (Strongly Support) to 5 (Strongly Oppose). 24 responses were logged. 19 respondents (79.2%) indicated opposition (a score of 4-5) with 12 (50%) indicating they “strongly oppose.” 4 respondents (12.9%) indicated support (a score of 1-2) with 1 (4.2%) indicating they “strongly support.”

Our second question asked, “How would Board Policy 214 affect you, your program, your students, or your ability to perform your job at UMA? Please describe.” The full text of 22 responses is available in Appendix 2.

A brief summary of college notes and survey responses indicates the following themes:

Opposition to clauses regarding “partisan political activity” (15 mentions)	Concern that policy prohibits research and teaching that regards art, science or knowledge relevant in partisan political conflict (13 mentions)	Concern at having to disavow institutional affiliation when speaking (12 mentions)
Concern regarding fear, anxiety, or a chilling effect (12 mentions)	Concern regarding unclear or contradictory language (10 mentions)	Concern regarding censorship at a university (10 mentions)
Concern that policy will restrict classroom practices (7 mentions)	Concern that policy undermines academic publication (6 mentions)	Concern that policy undermines academic or intellectual freedom (6 mentions)
Concern that policy will restrict university employees from doing work with legislatures (6 mentions)	Concern that policy will enable harassment of university employees (5 mentions)	Concern that resource usage ban is overly broad (5 mentions)
Support for clauses regarding “partisan political activity” (3 mentions)	Support for having to disavow institutional affiliation when speaking (3 mentions)	Concern that policy prevents UMS employees from discussing UMS policy in public (3 mentions)
Concern regarding clauses permitting political activity “off-time” for always-on professionals (3 mentions)	Question regarding who will be responsible for implementing and enforcing this policy (3 mentions)	Concern that policy undermines civic engagement work (3 mentions)
Concern that policy restricts activities required for tenure (3 mentions)	Concern that policy conflicts with professional codes of ethics (3 mentions)	Concern at potential for university lawyers to regulate classroom political content (2 mentions)
Concern that policy will hamper university promotion of UMS academics’ research (2 mentions)	Concern that policy inappropriately restricts administrators’ speech (2 mentions)	Concern at addition of new standard that speech must be “responsible” (2 mentions)

10.2

## Appendix 1. Notes from UMA College of Arts & Sciences Meeting Regarding Board Policy 214

### Notes of Faculty Member 1:

- Tie specific language in document that is troublesome to our worries.
- Questions about the language in policy. On one hand uses the term partisan political activities. And then uses the term Participating in the political process. Later, employees owning their own opinions and not representing UMA
- Partisan political activity should not be impairing duties – tough to pinpoint if one fails at a particular duty
- Document is primarily intended to be a restriction on institutions and presidents. Danger the document might limit attractiveness for someone to become a president.
- Climate control is a scientific face and not political. What we do about it is political. How would faculty be supported if they write about this? What happens if faculty publish ground breaking ideas?
- Very nature of having to clarify we are speaking for ourselves. We speak from our research and knowledge. Undermines us as professionals.
- Is the point about us clarifying our position as our own meant to protect the system?
- Unclear and vague enough it could be interpreted to discriminate against faculty if needed. Can't fully do our jobs.
- What happens if we purchase a certain piece of art or select art for a show. Sometimes art can be interpreted differently and can become politicized.
- Can invite censorship.
- 3<sup>rd</sup> PP of introduction – UMS is funded by taxpayers, tax-exempt status- must remain neutral on social, political, religious views of any kind.
- What if someone with menace decides to go after us?
- NPR – groups using students in classroom and recording are made – being posted on social media – personal threats being made – bullying!
- Example – faculty member posts political posters on social media, someone from the public complains says the faculty member is representing institution – pressure for faculty to remove said images. Given our jobs how can we separate the personal from the professional? But when there is a clear separation, there are efforts to target those views.

### Notes of Faculty Member 2:

The following are paraphrases of speech during the meeting, not quotes, unless specifically noted as quotes.

**Quote:** "I've heard a lot of worry. Can I do this now? Can I do that any more?"

On the one hand, the policy uses the term 'partisan political activity.' Later in the document, there's a line that says 'when exercising their rights to participate in the political process as individuals.' But participating in the political process is possibly more expanded than 'partisan political activity.'

The idea of if you're doing 'partisan political activity' and it shouldn't be interfering and impairing with regular academic duties... we've been discussing [in our academic program] how difficult it would be to tell when our activities are political, and when our political speech would impinge on our work.

The document is primarily intended to be a restriction on institutions and administrators. There's a danger that the document might limit the attractiveness of UMS to possible administrators.

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Raised, a quote from the Chronicle of Higher Education: "So can an art professor talk about politics in class? Can a political-science professor wear a pin supporting a preferred candidate? What exactly can scientists say about legislation related to climate change?"

"[UMS Legal Counsel] Thelen said he hopes to answer those questions soon."

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Reacting to this: I have an awful lot to say about that notion. I have a number of concerns. Climate change is science and is not a political issue, but what we do about it is. The notion that we can argue about whether climate change is real is perceived as political even when it is not. There are very clear political recommendations based on very clear climate change science, but these could be construed as political. The very fact that this process is happening leaves me feeling restricted. I have to second-guess what I do. Will I be supported by my institution? I don't know. What if I publish ground-breaking research on climate change? Can my president make an announcement, or is she restricted from promoting her faculty member's academic work?

**Quote:** "The notion that we have to disqualify our statements as not representative of our work. This would undermine me every time I say it, because I speak from my research and I speak from my knowledge of other scientific work. That undermines my message necessarily."

**Quote:** "It seems repetitive to say we are not speaking on behalf of the university, but that is redundant because the system has already declared this."

I just this week had an issue when I was sending information to someone about climate change and it was partisan because there are certain people in political power with clear and devastating beliefs about this. Do I now have to figure out how to parse this out? Do I have to not use my university e-mail to send information that some people consider controversial?

**Quote:** "Are we not allowed to talk about others in the public square who are talking about defunding university systems? Are we not allowed to react to that while we are at work?"

It is unclear and vague enough that it could be interpreted in order to discriminate against faculty should someone decide the need to discriminate faculty would arise.

**Quote:** "Art can have different interpretations. What happens if I or a president or an institution purchases a piece of art or endorses a piece of art that could be interpreted as having a political point? Is a piece of art with a red hat with "Make America Great Again" politicized and therefore bannable under this policy?"

**Quote:** "Who gets to determine all this once the policy is implemented?"

3rd paragraph of introduction contains an unclear reference regarding tax exempt status. What is the relevance of the phrase 'political, social, or religious views of any kind?' in this policy? Restrictions given to this are vague but in broad principle are troubling.

**Quote:** "What if someone with menace decides to go after us?"

It appears that universities are not backing academics from harassment by groups that are funded and organized to bother professors who make statements that some students find troubling. Academics are being threatened for the content of their speech. There is a trend of campuses not protecting speech, but trying to punish academics by further restricting them.

**Quote:** "Hypothetically, let's say that a faculty member is at a political rally and posts a photograph to his Twitter feed. Let's say again hypothetically that the faculty member was harassed by members of the community. Let's say again hypothetically that administrators responded by trying to restrict the faculty member. I don't see how given the nature of our jobs how we can distinguish the personal from the professional. But even where such distinctions exist, there are factions that are organizing to target faculty who do this sort of thing. That is undermining our security."

Appendix 2. Text of all responses to Survey Question, “How would Board Policy 214 affect you, your program, your students, or your ability to perform your job? Please describe.”

Note: the following responses are offered here verbatim. No comments have been deleted from the set, and the only modification has been to redact one respondent’s name.

**Response 1.** It would not affect anything.

**Response 2.** I think it will have a chilling effect on UMS employees exercising their free speech rights, and participating in our democracy, for fear of violating the policy. However, I fully agree with the position that UMS employees should not consume university resources when engaging in their own political/personal activities. We already have policies about this. The "political" focus of this new policy is potentially problematic in the age of digital communication. For example, the cost of using a university supplied computer, to check one's personal email, during a work break, is microscopic. Banning employees from engaging in political activity, but not OTHER personal activity, seems capricious. How is "political" activity defined? Is sending an email to my town office with a complaint about town services a political activity? If I send an email to my mother and I mention that I'm unhappy/happy with a recent government action, is that a violation of the policy?

**Response 3.** A black cloud

**Response 4.** This policy might make me think twice about whom I may invite to speak to my students, to the UMA community, or at a community forum. The fundamental purpose of a university is to provide a forum that not only tolerates, but encourages, the free expression and exchange of ideas. This policy appears to have a chilling effect on speech without defining precisely what it seeks to prohibit. Regulating time, place and manner of speech is acceptable; regulating content is not.

**Response 5.** We should not have a policy on politics.. Its like having a policy on hats. Is one hat better then the other. Are we not smart enough to have our own opinion on what we like for a hat.. How about cars.. Do we have a policy on what type of cars we have .. should we not talk about different makes of cars... oh no I am talking about Toyota's. Psychologically we should not have one. It suppresses free speech and free mind.. Its only in place to make people think oh no .. we should not talk about politics... Why? I feel We should not have a policy about it.. Thanks

**Response 6.** minimal impact on me personally. due to my involvement and oversight of various marketing/communications for prospective student, I would just need to make sure that any language or statements we use do not cross over into the areas identified in the policy. thanks for gathering the feedback. I'm new to UMS ([date redacted]), but glad to see the clarification on policy and desire to engage faculty and staff.

**Response 7.** I'm not sure why this policy was put in place. I'm not sure how this will directly impact my work because the language is so unclear. I understand the importance of not pushing ideologies on students, but now I am concerned about even educating students on certain subjects.

**Response 8.** It will not. The best point made in my opinion, is that the university system will not infringe upon a faculty members ability to step outside a set lesson plan. I have always felt that we need to have trust in our teachers and their ability to TEACH. Every teacher/professor has their own views and beliefs that will no doubt find their way into a lesson at some point. That is ok. If we restrict our educator like the

public grade schools have, we take away the freedom to learn at the same time. Students no matter what age need to be able to take what is said or written and be able to dissect it and come up with their own conclusion on the subject matter. I'm not sure this helps or makes sense but it's the best feedback I have!  
[name redacted]

**Response 9.** I do not believe it would negatively or positively affect any of these constituents. It seems pointed at public political involvement, particularly when asserting a voice of the universities rather than free speech in teaching and research by individuals within the universities. I don't expect any of these constituents to take on the role of speaking for the institution.

**Response 10.** badly

**Response 11.** I advocate for patients and have a high political profile within the legislature and on a national basis. I have faced issues with the UMS in the past, asking me to include things like "these are my own opinions and not the University". This had a direct chilling effect on my political activity (eg, I no longer included my UMA title in TV commercials and press conferences). This will only make political activity and advocacy more difficult.

**Response 12.** I have students and sometimes, I myself advocate or testify for legislative bills or write editorials, op eds, journal and newspaper articles and this has had a chilling effect already. I was asked to testify against dismantling the Child Development Services program for babies 0-2 and children 3-5. Having the programs placed in the public schools system is not a good idea now. The public school system is not prepared to assess and treat children under 5 and most do not want to do this. New special ed and early intervention administrators and educators, speech and language, occupational, and physical therapists as well as case managers for this special age group will be needed. My experience was requested. I was unsure if I could say anything,

Also, I have speakers from the LGBTQ community, different legislators, information on family and children issues from professionals in the field, woman's issues, sexual, physical, and intellectual abuse and assault are just some some the topics that often are politically charged. We certainly attribute ideas to the person and not UMA but I am nervous about doing this now.

**Response 13.** As an advisor to UMA Rainbows, I work with students who frequently openly support or oppose candidates based upon the candidates stand on issues affecting them. Jim Thelen said it would not be a problem, but as the statement is written, I don't believe I am protected.

**Response 14.** Any time a policy contradicts itself or is vague, one might feel uneasy about saying or writing anything in public because the policy could be used against you. And, although, the policy might not be able to be enforced in a particular instance, it will certainly cause angst and loss of time in trying to defend oneself against any "charges".

**Response 15.** I am concerned that this policy could infringe on my ability to provide leadership development and civic engagement activities for students. For example, helping students learn how they can advocate for issues they care about. Even if the issues are not partisan, some issues can be viewed as partisan based on which political party is supporting them at the time.

In addition, our department is part of several coalitions that advocate for policies that insure economic security is possible for Maine families. I believe that we should follow the 501 (c) (3) guidelines that allow for us to talk about and advocate for issues.

**Response 16.** It is my opinion that Board Policy 214 is vaguely worded and puts the burden on the employees to separate themselves from their University and UMS. For example, if I were to collaborate on a peer-reviewed paper evaluating the statistical or sampling validity of a political poll or polls, does this constitute partisan political speech if the results reveal that one political party was favored in the polls over another? I have also not read a peer-reviewed journal article or conference proceeding in which the authors state that the article contains the opinions of the author(s) and do not represent the opinions of the authors' institutions. While I do not think that the above is the intent of the Board of Trustees, the lack of clear, concise language in Board Policy 214 may have a chilling effect on research and publications across UMS.

**Response 17.** The language is problematic and does not adequately address the many areas of political and social expertise of the UMS faculty, staff, and administration, nor does it fully consider contingencies in which areas of interest and expertise must at times directly interact with public policy. I will provide examples that may overlap with my ability to fully function in my professional duties to the university and system, my students, and to the greater Maine and American communities which I serve as part of my position (tenure-track professor, thus required to use my expertise to serve the students, university, system, and community).

"The Board recognizes its faculty as subject matter experts in their areas of teaching and research and encourages them to responsibly disseminate their research and knowledge."

-- who decides what is "responsible dissemination" and what is the criteria for this decision? Prior to this policy, I would have chosen to disseminate information according to the ethical standards of my field; but this language makes me there is a potential for institutional oversight, which would limit my academic freedom.

"This policy does not restrict any UMS faculty, staff, or student from speaking on political matters, including testifying before or speaking with legislators or policy makers, about the subjects of their teaching or research expertise or personal experience, provided they do not represent that they speak for their campus or the System unless specifically authorized to do so."

-- This statement speaks to a reasonable standard that most university and other institutions consider to be standard. Does it require that every time I speak regarding my areas of expertise (which are social and therefore necessarily political), that I must indicate that I am \*not\* speaking on behalf of the university? If my title and affiliation are attached to my name, as is the standard for university professors, does this indicate I am representing that I speak for my campus? If I must clarify each time I speak publicly that I am not speaking for the university or system, my message is weakened by adding caveats and distancing myself from my professional authority. A name without a title and affiliation could be anyone, but including my title and affiliation lend weight and credence to my words, that I am not just speaking my opinions but am speaking from expertise. This wording makes me doubt my ability to speak out with my affiliation attached to my name.

"...the System and its universities, and individuals speaking or acting on their behalf, must at all times remain impartial as to such viewpoints [political, social, religious] except as provided elsewhere in this or other System policies."

-- If the state or federal government, or a specific candidate or political figure is seeking to cut funding to financial aid, to the system or university, to social welfare programs, or other resources that directly impact the university, my job, or my students' ability to afford or attend school, I must, according to the ethical standards of my field, speak out with my viewpoint which is rooted in my area of expertise.

UMS Legislative Advocacy section: "All UMS legislative advocacy without exception will therefore be managed through the Chancellor's office... For the purposes of this policy, "UMS (or System) legislative advocacy" includes interaction with the State Legislature, including individual legislators or legislative committees and their staff, the Governor's office and staff, or any other public official or the general public when the purpose of the interaction or communication is to advocate for a specific UMS institutional position or outcome... Further, this policy does not restrict any UMS faculty, employee, department, division, or office from providing information, research, survey data, or policy advice to a local, state, or federal government official or office when required to do so by grant, contract, or legal mandate"

-- The ethical standards of my field require me to advocate for policies that align with my areas of expertise, including funding for education via the university or financial aid, and for just policies regarding access to education. Even when not required by a grant, contract, or legal mandate, service to the university and community in my area of expertise could very easily require me to speak to legislators regarding policies that would influence the life and livelihoods of my students and peers. This verbiage in this section seems to indicate that not only can I not speak on behalf of the university or system (which again, this standard already exists) but that I can also not advocate for the university simply as my own professional self unless I am mandated by a grant or contract.

"UMS and its universities cannot participate or intervene in any partisan political campaign on behalf of, or in opposition to, any candidate for public office, which, for the purposes of this section, is referred to as "partisan political activity."

--Several of my areas of expertise have been politicized even if they are not by nature "partisan." For example, I am a climate change researcher. The very fact that I conduct research and speak out regarding the scientific fact of climate change is considered by many to be partisan. Similarly, advocacy regarding poverty or racism, also areas of expertise, are considered "partisan" by nature.

"If System and university employees wish to become actively involved in partisan political activities, they must do so on their own time, without using System or University funds or resources of any kind,"

-- Does this include my email account? Does this include my title and affiliation? Again, my area of expertise requires me to speak to political issues; am I required to continuously minimize my expertise in order to discuss my expertise? Also "on their own time" is not really a thing that exists for a university professor. My tenure requirements include community service, and again, my areas of expertise are largely considered to be political. Therefore, my community activities are part of my profession, are part of my required service to achieve tenure.

"When exercising their rights to participate in the political process as individuals or as otherwise permitted by this Policy, System/university employees should emphasize that their comments or actions are their own, and not those of the System or university unless they have been specifically authorized to speak or act on behalf of a System institution. This disclaimer is especially important if an employee, when speaking or acting as a private citizen or as otherwise permitted by this Policy, is using his or her title or affiliation with the System or a university for identification purposes or to establish his/her competence in a particular field."

--This is an unreasonable standard because, again, it requires experts (myself included) to minimize my expertise every time we speak to our expertise, if our expertise can be considered political in any way. This is a direct violation of Academic freedom.

Chancellor and Presidential Authority to Make Institutional Statements

-- Does this section indicate that our university presidents must seek approval to discuss the work and expertise, findings and activities of their faculty? This is an unreasonable restriction on our administration, and could very well bind them from showcasing ground-breaking research or activities that could

otherwise be leveraged for institutional recognition or prestige. This restriction could also make it difficult to recruit future administrators who may fear for their Academic and professional freedom.

**Response 18.** I receive emails from my professional organizations (organizations central to my academic discipline) encouraging civic participation in causes related to our field. Here's an example: "A few weeks ago I sent a note informing you that funding of the National Endowment for the Humanities as well as other agencies that support work in the humanities and arts was under immediate threat. I asked you to contact your representatives on behalf of the NEH particularly, an organization that provides so much to so many who undertake and who value the sort of work we do." Does this policy require I reroute messages from my professional organization to a private email address? This damages my ethos as an academic professional. I should be able to have confirmed credentials, like a university email address, in the directory and on publications.

What counts as "system & university-specific advocacy"? Does this mean only policy at the state level that specifically is about allocating funds to U Maine schools, or does this include all policy that impacts the universities and our work?

The issue of faculty participating in partisan political activities "on their own time" does not make sense, given the nature of the 9 month contract, as has been stated earlier. How might our time be measured as our own or not our own? Similar questions were posed earlier by the BOT faculty reps, but seem not to be addressed.

What is the measure used to gauge how partisan political activities might "interfere with or impair performing [my] regular System/university duties" and how will causality be determined? Because I, like so many colleagues, work 50 – 70+ hours a week, any impairment in my work performance could be said to be caused by interference from a competing work task.

**Response 19.** One of the most significant problems with Board Policy 214 is that it is internally inconsistent, leading to conflicting policy applications depending on which part of Board Policy 214 is being read. For instance, the third paragraph of Board Policy 214 reads that "UMS and its constituent universities fully embrace the First Amendment rights of all citizens, including all students and employees, to hold and express political, social, or religious views of any kind." But the sentence before declares two limitations on expression of views, and the text that follows this statement places a number of limitations and prohibitions on the expression of political and social views of many kinds. In another contradiction, the first sentence of the second paragraph of the policy draft indicates that "this policy is subject to Board Policy 212." This indicates that Board Policy 212 provisions outrule Board Policy 214 provisions. But Board Policy 212 declares that we shall be able to speak out "without any censorship, threat, restraint, or discipline by the University" -- WITHOUT ANY of these -- while Board Policy 214 declares many such points of censorship, threat and restraint. How is a person working for UMS supposed to interpret such bald contradiction? I have no idea how to decide which way to act given these contradictions. Typically, we know from legal and social research, the response to policy contradictions is a "chilling effect" in which people stop speaking and acting out of fear. A fearful, chilled university system is not an effective university system. Being fearful and chilled does not make me an effective university employee.

A lack of definition of terms leads to a lack of clarity for me when I am trying to simultaneously honor my constitutional rights and abide by this new Board Policy 214. For instance, faculty are admonished that they must "responsibly disseminate their research and knowledge." But what does "responsibly" mean, and how would we know responsible or irresponsible dissemination of knowledge? (In a university context, how is it irresponsible to disseminate research findings?) The word "responsibly" indicates that

faculty must "respond" to some body or bodies when deciding whether to share knowledge or publish their research. What is that all about? I have no idea how to evaluate this policy prescription, and therefore I have no idea how to carry it out, and therefore I have no idea how to avoid violating it and getting into some sort of trouble.

Another section with no definition of terms has to do with politics. Politics is collective decisionmaking about collective activity, and therefore permeates everything we do. The Board of Trustees, like all policymaking bodies is inherently political. What does it mean to "participate" and "intervene" in a "campaign?" There is absolutely no guidance as to the meaning of these words in Board Policy 214. There is similarly no guidance regarding the idea that our constitutional activities might "interfere with or impair" our work.

For faculty like me to "disseminate their research and knowledge" often has the effect of intervening on the outcome of a campaign. My academic research directly legislative politics and the creation of datasets that combine census data, lobbying records and campaign contributions with the legislative activity of members of the Maine State Legislature. My civic service activity -- which I have been encouraged by my own university to engage in a piece of my work to build a case for tenure -- has involved giving Mainers access to this data so they can learn more about their representatives. When I disseminate my research in publication and in online databases, I change the state of knowledge Mainers have about their politicians, a majority of whom are running again for office as candidates. That certainly can "intervene" in the fate of a campaign. Board Policy 214 would seem to squelch my research -- or at least my publication and other dissemination of it.

And what if I wanted to join a political campaign directly? I am informed that I "cannot participate or intervene in any partisan political campaign on behalf of, or in opposition to, any candidate for public office" unless I "do so on [my] own time." But I do not work on a clock. I am salaried and I have a professional title. I am always unavoidably a professor. This is what salaried professionals are, and therefore the notion of "my own time" is impossible to implement.

Finally, I need go no further than the statement of UMS Counsel Jim Thelen in the Chronicle of Higher Education to indicate how I am affected by this policy: \*\*\* "So can an art professor talk about politics in class? Can a political-science professor wear a pin supporting a preferred candidate? What exactly can scientists say about legislation related to climate change? Thelen said he hopes to answer those questions soon." \*\*\*

If we take Board Policy 212 seriously, these questions are none of Mr. Thelen's business. Almost immediately after the passage of Board Policy 214, the micromanagement of the educational content of a classroom has been made the administration's business. That is an unconstitutional infringement of my liberty, it is a disrespect to my professionalism, and it does not honor Board Policy 212.

**Response 20.** Board Policy 214 affects me in several ways. Outside my official duties as a professor in the UMS system, I aspire to be a public intellectual, someone who, as a result of my education and experience, tries to bring my expertise to bear on public conversations. Many of those conversations are political in nature in that they relate to issues of power and inequality in culture and society. Certain perspectives on these issues easily correspond with recognizable political positions (for example, liberal and conservative). In turn, these political positions correspond with particular candidates for office. My concern is that, without explicitly advocating for a candidate for public office, my participation in public conversations could lead observers to believe that I am implicitly advocating for political candidates.

For example: I can anticipate that our current president's democrat opponent in the 2020 elections will support educational policies that are far more in line with the conclusions drawn from educational research, an area with which I am very familiar. There is little if any evidence in our current president's educational policies and stances that he is familiar with or understands educational research; the same can be said for the current Secretary of Education. When I make such a point on my social media accounts – through which I regularly communicate with/to public audiences – must I say that I am not speaking on behalf of UMS? This does not make sense to me, since I am obviously speaking through years of experience and expertise on the subject. And why, after all, would UMS be against the findings in educational research?

For these reasons, this policy has had a chilling effect on me. Or rather, a silencing effect.

My concern is exacerbated by a lack of clarity on what, exactly, UMS employees are barred from doing, which makes silence much more likely because employees are unsure about what constitutes an overstep of the boundaries. It is clear that UMS employees should never claim to be speaking on behalf of UMS or their university (unless authorization has been given). However, the policy states that \*UMS and its universities\* cannot “participate or intervene in any partisan political campaign on behalf of, or in opposition to, any candidate for public office.” This is why employees cannot engage in partisan political activity using UMS funds, resources, or in ways that interfere with their duties. This makes sense, and I don't find this restriction unreasonable.

However, I disagree with what follows this restriction in the policy. If/when employees do engage in partisan political activity, it needs to be not only without UMS funds, resources, etc., but also needs to be represented as independent from the system and its universities.

According to this policy, when employees “participate in the political process as individuals,” they “should emphasize that their comments or actions are their own, and not those of the System or university.” I can imagine a range of activities that would fall under “participating in the political process”: voting; registering people to vote; driving people to the polls; encouraging my students to vote; publicly taking a stand on legislation that directly harms or benefits the students my university serves, the people in my community, or the country as a whole; publicly identifying candidates I supported in an election and why; attending rallies or meetings related to candidates or related individuals. The policy seems to suggest several restrictions on various kinds of behavior.

I am also concerned about classroom practice as a result of this policy. I regularly use examples from current events in my classroom (for example, identify logical fallacies in a presidential debate; analyze the rhetoric of the president's speech on education). This kind of pedagogy is supported by research that suggests that students have a better and more effective learning experience when they can apply theories and concepts to relevant content. Conclusions drawn from these activities often lead students to recognize problematic tendencies in public figures and/or public discourse. As a result of policy 214, I am now more reluctant to use current events as objects of analysis in my classroom.

To summarize:

Policy 214 lacks clarity in these speech restrictions, causing UMS employees to fall silent to err on the side of caution; it breeds confusion and negatively affects the culture of inquiry in universities; it harms efforts to bridge the divide between universities and the public (our expertise is greatly needed in these times); it negatively affects the extent to which faculty can cultivate a community of critical thinking and



citizenship in our classrooms; and from a personal standpoint, the policy depresses the enthusiasm with which I had been pursuing critical inquiry in my research and pedagogy at my university.

**Response 21.** As part of both our organization's leadership development work and in our role with Civic Engagement, we believe it is critical for participants and students to understand how the legislative process works, how public policy affects issues that are relevant to their and their family's lives, and how to be an engaged citizen and effective advocate on those issues at the local, state, and national level. Our perspective comes from working with low-income individuals and families across the state over many years, and we work in coalition with other organizations that promote economic security, equity, and justice. We feel that Board Policy 214 will have a chilling effect on these activities.

**Response 22.** Please redact this as much as possible if it is not already vague enough:

1. If a pre-tenure faculty member receives a complaint in a student evaluation that mentions anything political (such as feminist, climate change, politicizing, etc.), how would that impact such a faculty member? I have heard from several people that this is the case in their personnel files when in fact such a comment was not warranted. If such a comment were signed, it must be in their reappointment packets.
2. A scholar submitting for publication a journal article does not have the opportunity in the text to disclose that the opinions or claims in the paper are not the position of UMS. Many scholars across the seven campuses are engaged in work in areas that would be drastically impacted by that.
3. For radio and television broadcasts, a faculty member may not be given the opportunity to say that the opinions are not those of the institution. These sorts of outlets routinely cut down conversations and emblazon the University's name over the person.

10.2



## University of Maine at Augusta

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TO: Members of the Board of Trustees of the University of Maine System  
FROM: Concerned Staff and Faculty of UMA  
REGARDING: Proposed University of Maine System Speech Policy

March 16, 2018

The following is a response to the latest draft of a proposed University of Maine System policy regarding the limitation of constitutional First Amendment rights of assembly, speech and petition within University of Maine System campuses. This draft was provided to University of Maine at Augusta representatives to the Board at 8:18 PM on the night of Thursday, March 15 2018. It should be noted that only 8 working hours on an official university break week lies between that release time and the Board of Trustees' Monday morning meeting in Portland at which a vote on the policy is anticipated. As a consequence, a fully consultative process for obtaining feedback from UMA students, staff and faculty is impossible. This statement therefore should be read as the feedback of a set of active UMA community members, not necessarily representative of the sentiment of the whole.

We have significant concerns regarding the proposed policy in the areas of process, policy clarity, restriction of freedom, and institutional impact.

### Concerns Regarding Process

As noted above, the release of the text of a significant policy only 8 working hours before an anticipated March 19 vote on its final passage makes full consideration of and consultation regarding the policy a practical impossibility. The release of this text during an official university break week, with all students and most faculty absent from campus, is especially concerning.

It should be noted that the UMA Faculty Senate forcefully articulated this concern to UMS Counsel James Thelen during his sole consultative visit to the UMA campus on the subject on February 16. Mr. Thelen pledged to the Faculty Senate that a draft would be made available for general review between March 6-9. The Faculty Senate unanimously passed an official resolution on February 16 calling on the Board of Trustees to postpone any vote on the policy until the Board's meeting in May to allow for a more reasonable feedback period. The text of this resolution reads:

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*“The University of Maine at Augusta Faculty Senate thanks Jim Thelan for explaining the policy on political speech and for providing us the opportunity for feedback. We respectfully request that the vote on this policy be postponed until May, thus providing us the opportunity for feedback on the draft expected to be released prior to the March break.”*

To the best of our knowledge, the Faculty Senate has received no response to its resolution.

The dates of March 6-9 passed without the pledged release of a policy draft, although a Board of Trustees agenda was posted for review on the Internet at the beginning of official university break week without any reference to UMS speech policy, appearing to place the speech policy out of consideration. At 4:30 PM on Thursday, March 15, eight and one-half working hours before the Board of Trustees meeting, a revised agenda including a speech policy vote was posted to replace the prior agenda.

In a further process matter, the italicized “discussed” text appearing at the end of the policy draft document is misleading. The latest draft of the policy is much changed from prior drafts; the current draft was not discussed with any bodies outside the Board of Trustees before March 14, 2018. “3/15/18 (via email)” is listed as a point of discussion, but more accurately it represents a moment at which the draft was released, not discussed. As of the morning of March 16, the sum total of known discussion on this draft is a small handful of private e-mail messages to the UMS counsel.

Were the subject matter of this policy inconsequential, the lack of full notice and the lack of allowance for full feedback might be of little concern. However, in order to thrive universities rely on constitutional First Amendments freedom of speech, freedom of assembly, and freedom of petition. The considerable possible impact of this policy on the health of the intellectual and civic community of the University of Maine at Augusta makes a process of full consultation and feedback especially important.

In its March 2007 statement on shared governance, the Board of Trustees declares:

*“Effective decision-making depends on accountability and the development of trust among the parties. This trust then provides the foundation for effective activities and efficient use of participants’ time and reflects the collective knowledge of both faculty members and administrators....*

*“Those involved in shared governance need to be sufficiently informed to participate effectively....*

*“the University of Maine System Board of Trustees strives to strengthen communication and participation of faculty, students and staff....*

*“In major decisions regarding the direction of the university, such as mission, strategic plans and budgets, it is desirable that input be sought from all involved groups early in the process and that*

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*final decisions be communicated to all parties. Channels for communication, consultation and information dissemination should be widely known and documented. Faculty participation in discussion of these topics should be encouraged.”*

We firmly support the model of shared governance outlined by the Board of Trustees as essential to the maintenance of trust within the University of Maine System. We firmly believe that a vote on the draft speech policy on Monday, March 18 would be viewed by many as undermining that trust. For that reason, and to ensure a policy that works best for the communities of the University of Maine System, we second the UMA Faculty Senate’s request for a delay of a final vote on this speech policy until the Board of Trustees’ meeting in May.

### **Concerns Regarding Policy Clarity**

In addition to concerns regarding process, we also have concerns regarding the clarity of the policy. In general, the policy shifts between language indicating on the one hand that it is a rhetorical resolution regarding UMS *values* and on language on indicating on the other hand that it is a policy document permitting some courses of action, mandating others, and forbidding yet others. We note that celebrations “constitutionally protected free speech rights, individual rights as citizens, and faculty academic freedom” are worded as rhetorical values, but contradicted by policy language that appears to restrict these constitutional rights and freedoms.

For instant, the third paragraph of the latest draft of the proposed policy reads “UMS and its constituent universities fully embrace the First Amendment rights of all citizens, including *all students and employees*, to *hold and express* political, social, or religious views *of any kind*.” But the sentence before declares two limitations on expression of views, and the text that follows this statement places a number of limitations and prohibitions on the expression of political and social views of many kinds. In another contradiction, the first sentence of the second paragraph of the policy draft indicates that “this policy is subject to Board Policy 212.” What does “subject to” mean? Does it mean that all provisions of the new policy that are contradicted by Board Policy 212 are canceled? Or does “subject to” mean something else? If so, what? The problems of consistency become clear with a cursory review of Board Policy 212, which declares:

*“The Board of Trustees is committed to protecting the rights all University community members share to free speech, which includes free expression and assembly, as enshrined in the U.S. and Maine State Constitutions. There **shall be no restriction at any System institutions on these fundamental rights**....”*

*“Academic freedom is the freedom to present and discuss all relevant matters in and beyond the classroom, to explore all avenues of scholarship, research and creative expression, and to speak or write **without any censorship, threat, restraint, or discipline by the University** with regard to the pursuit of truth.”*

As drafted, however, this current Board proposal would restrict and restrain speech and

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expression by university members in a number of ways. If this document is to be read as an actionable policy, which of these contradictory passages take precedence?

Other unclear language:

- Page 1, Paragraph 2: “responsibly disseminate their research and knowledge.” What does “responsibly” mean? How is responsibly operationally defined? How are faculty supposed to be responsible, and to what bodies? What sort of response by faculty is envisioned? When faculty research findings or the state of knowledge in an academic literature contradict politics, what is the envisioned “responsible” course of conduct?
- Page 2, Paragraph 2: “participate” and “intervene” in a “campaign.” These terms are similarly undefined and yet highly consequential. The dissemination of research and knowledge often “intervenes” in political activity, changing its course. And what is a “campaign?” Modern “campaigns” often involve the “participation” of ancillary communications that are not part of a candidate committee’s official organization. In our modern media environment, any communication of substance has the potential to “intervene” in a “campaign” by shaping its fate. This sentence could be reasonably read as permitting the dissemination of research and knowledge so long as such research and knowledge has no intervening effect upon the trajectory of any candidate’s run for office.
- Page 2, Paragraph 3: “interfere with or impair.” Yet again, undefined. What is an impairment? Is generating complaints by students who disagree an “interference” or an “impairment”? Is harassment campaign waged by bots or trolls against a university or its employees an “interference” or “impairment” of the university’s actions? It could be reasonably concluded that the only way to ensure that the smooth functioning of a system is not “interfered” with or “impaired” is to remain non-controversial and offend no one. On the contrary, it could be reasonably concluded that to “interfere with or impair” a placid university environment is an often natural, important and even productive consequence of free speech (see, for instance, the sentiment of Policy 212 Section 2, Paragraph 3). And who decides what constitutes “interference?” Who decides what constitutes “impairment?” On what basis?

The answers to these questions are not clear in the draft policy, making the policy as written at best a poor guide and at worst an instigator of future conflict. When language is unclear in a policy with implications for action, greater, not lesser, uncertainty may result.

### **Concerns Regarding Restriction of Freedom**

Despite the assurance of the second paragraph of this draft policy, subsequent paragraphs appear to place significant restrictions on the speech of UMS faculty, staff and even students.

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Consider the phrase “UMS Legislative Advocacy.” The declaration is made that “system legislative advocacy... may only be pursued by individuals authorized by UMS for that purpose.” But “UMS Legislative Advocacy” is defined with astonishing breadth to include interaction with:

- Individual legislators
- Legislative committees
- Legislative staffers
- The office of the Governor
- The staff of the Governor
- The executive branch of the United States government
- United States government agencies
- Federal regulatory bodies
- “Any other public official”
- “The general public”

Defined this broadly, “UMS Legislative Advocacy” consists of talking to human beings. When the provision of “advocating for a specific UMS institutional position or outcome is added,” the prohibition can be literally taken to mean that no employees are permitted to talk to any human beings about how they feel about UMS policies or about how they would like to see the university to develop toward desired outcomes.

Further paragraphs partially contradict this text by indicating that UMS employees and bodies may engage in contact with the above bodies, but only “when required to do so by grant, contract or legal mandate.” Employees who feel bound by honor, principle, or moral scruple to contact such bodies are by this policy’s language not permitted to make contact with political bodies. Similarly, professionals who are bound by codes of ethics in their professions are not permitted to use their professional codes of ethics as a basis for political advocacy within and regarding the University of Maine System. This restriction has the dangerous potential to force UMS professionals to choose between violating UMS policy and violating their profession’s ethical code.

*Application: Student Organizations and Civic Engagement Activity*

Moving on to restrictions on “partisan political activity,” we note the restriction on First Amendment rights stipulating that “university employees” “cannot participate or intervene in any partisan political campaign on behalf of, or in opposition to, any candidate for public office” unless they “do so on their own time, without using System or University funds or resources of any kind.”

One simple problem identified in previous feedback but nevertheless unresolved in the current draft has to do with the notion of “their own time” as refers to salaried employees, who do not work on any clock and who wear the title of their profession at all times. This phrase would appear to ban political activity by all salaried employees.

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In addition, as currently written, the draft policy's prohibition on the use of resources would:

- Ban faculty advisors of clubs such as College Democrats and College Republicans;
- End Student Life personnel or budgetary support for such student clubs;
- Require that such student clubs lose official status and move exclusively off campus for meetings and activities;
- End the practice of universities hosting candidate forums and debates;
- Threaten voter registration drives on campus to the extent that students tend to predictably vote in a certain partisan direction;
- Prohibit classroom discussions or co-curricular campus events that might change the minds of participants when it comes to their opinion of elections or candidates.

The resources required to police such restrictions would be considerable and invasive, opening up student organizations and classrooms for investigation and discipline. The restrictions would also be interminable. Consider, to provide just one example, that the current President of the United States filed for Election 2020 candidate status on his first day in office. If the President of the United States is a perpetual candidate, and if no university "funds or resources of any kind" may be expended in an activity that has the possibility of generating "opposition to any candidate," then this policy would appear to perpetually prohibit criticism of the President of the United States on UMS campuses.

*Application: Education Policy Consultation*

Consider this passage of the draft policy:

*"All UMS legislative advocacy without exception will therefore be managed through the Chancellor's office, specifically the Office of Community and Government Relations. System legislative advocacy, including university-specific advocacy, may only be pursued by individuals authorized by UMS for that purpose. For the purposes of this policy, 'UMS (or System) legislative advocacy' includes interaction with the State Legislature, including individual legislators or legislative committees and their staff, the Governor's office and staff, or any other public official or the general public when the purpose of the interaction or communication is to advocate for a specific UMS institutional position or outcome.... This policy does not restrict any UMS faculty, staff, or student from speaking on political matters, including testifying before or speaking with legislators or policy makers, about the subjects of their teaching or research expertise or personal experience, provided they do not represent that they speak for their campus or the System unless specifically authorized to do so."*

This passage appears to prohibit education faculty in the system from testifying in person or in writing regarding teacher certification rules before the legislature. This will severely inhibit schools of education from helping to shape teacher education policy, something that has been expected and accepted by the legislature. The Education and Cultural Affairs committee is currently relying on such advice from university faculty on Chapter 115 rules that will impact the ways in which teachers are certified. The point is that none of these faculty are claiming to be testifying individually; they are advocating for our

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students in the UMS system. It appears these faculty would not be able to contribute in the future under this policy.

*Application: Campus Justice and Inclusion Initiatives*

Public universities are fundamentally rich ground for the expression of conflicting viewpoints. Not only are individuals brought together who may have vastly differing views, institutions of higher education are themselves entities that through action support values. For example, at the University of Maine at Augusta, there are institutionally supported activities such as the Safe Zone Project that promote inclusion, acceptance, and allyship with the LGBTQ community. Trained university faculty and staff facilitate this program. Under the proposed BOT policy, these activities could be prohibited as the program itself does not remain impartial to all political, social, or religious viewpoints – in fact, the program aims to strengthen a culture that is accepting of individuals of all sexual orientations, identities and genders. Such activity could be considered politically “partisan,” considering that some party platforms in this century have made explicit their opposition to the sort of activities that the University of Maine System has expressly embraced.

While the university must continue to be a place where contrarian viewpoints can be expressed and debated, there is a compelling interest for the university to advance a number of social justice issues. These are matters of public concern and should be protected. The proposed BOT policy, however, will have a chilling effect on individuals called to speak and act on such matters.

Promoting fundamental equality, no matter one’s sexual orientation (or race, birthplace, citizenship, etc.) is an institutional value with political, social, and religious impacts. It is not enough to simply espouse non-discrimination as practice because of civil rights laws. Our institutional culture requires that we promote more than tolerance, and instead equal dignity, worth, and inclusion – those values are not neutral and we will not remain impartial to intolerance, hate or bigotry. To quash promotion of these fundamental ideals and aspirations will injure the institutional culture, and our students, faculty and staff.

*Application: Campus Safety Legislation*

At times there are legislative proposals that arise which could potentially affect the safety, security and welfare of the entire University population. For instance, L.D. 1370 in the 128<sup>th</sup> Maine Legislature proposed allowing firearm possession on university/college campuses in Maine. Though this proposed “Act to Enhance Safety on College and University Campuses” was not supported by UMS, an employee with safety and security responsibilities at a UMS institution may want to, expressly acting as an individual, express at a legislative hearing a personal opinion contrary to the University’s official position. Would it be reasonable for an employee with security responsibilities to actually speak from the basis of their experience at their university? We think so. Yet such a person’s free speech would under the new policy “without exception therefore be

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managed through the Chancellor’s office,” representing a significant diminishment of free speech rights.

The lack of definition regarding “interference” or “impairment” may have a significant stifling effect on an individual’s personal expression. For this example, would it be reasonable for an employee with security responsibilities to be concerned that should they express a pro-campus carry position their viewpoint could be construed as “interfering” with or “impairing” their ability to do their job? We think so. Should these difficulties overrule the right of an employee to speak their mind? The chilling effects of this policy on free expression in the university environment are worth serious consideration.

### **Concerns Regarding Institutional Impact**

The above sections of our statement identify ways in which the draft policy as currently written could if implemented threaten the rights and freedoms of UMS staff, faculty, and students. But it is also worth considering the ways in which this draft policy could threaten the UMS itself as an institution. In passing a policy that outlines poorly defined, contradictory, and possibly unconstitutional restrictions on the fundamental American rights of speech, assembly and petition, the UMS Board of Trustees opens the door to significant litigation. Lawsuits from within by (notoriously contrarian) academics who are not inclined to surrender their fundamental American rights could drain considerable resources from the already resource-strapped University of Maine System.

Such lawsuits from within might be dwarfed by lawsuits from external political agitators. This policy can be read as an instruction manual for litigators wishing to file suit against public universities, to provoke the firing of staff and faculty, to force revocation of university club status, or to simply intimidate any of these into silence with the express or implicit threat of legal action. As it currently stands, UMS response to complaints about political statements by faculty, staff and students is a relatively simple two sentence construction: “The University of Maine System values free speech. [Insert name of student, staff or faculty] is free to speaking for [insert pronoun]self.” The new policy would introduce a variety of legal considerations:

- Did a faculty member disseminate research or knowledge responsibly or irresponsibly?
- Did the knowledge shared by a staff member have the effect of “intervening” in the result of an election?
- Did a faculty member mention an idea about bettering the University of Maine System in public?
- Does holding an unpopular opinion “impair” the ability of a staff member to function?
- Did the outcome of a university candidate forum lead to people making decisions about which candidates they’d vote for?

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- Do the activities of a student organization have the effect of promoting or amplifying the campaign messaging of a particular political candidate?

When brought to the courts, these kind of complicated questions can be tied up for months, if not years, in “reasonable person” debates, depositions, and appeals. The chilling effect on the UMS budget could be profound.

Beyond the threat of lawsuits, the passage of this policy has the potential to erode the positive institutional culture that the University of Maine System currently enjoys, in which ideas are free, debate is encouraged, dissemination of knowledge is valued and its restriction is disdained. This pro-expression, pro-innovation, even pro-disruption environment is responsible for the inventiveness that Mainers have come to expect from our universities. Changing this culture to one in which expressions are tightly constrained and ideas are subject to prior office approval has the potential to dampen the kind of innovation that the state and the people of Maine need.

Given the significant number of problems raised by the text of the current draft policy, and given the lack of opportunity for significant discussion regarding the draft, and finally given the lack of any current crisis faced by the University of Maine System due to the policy’s absence, we feel it would be prudent to postpone a vote on the draft policy to the meeting of the Board of Trustees in May. Given the potential hazards of this territory, it is far less important to make a decision quickly than it is to make a decision well.

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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Student Representatives: Discussion
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The Student Representatives to the Board of Trustees have determined an agenda of topical areas they would like to address with the Board Academic and Student Affairs Committee. The discussion will be led by Samuel Atwood, UMA Student Representative and Abby Roche, UM Graduate Student Representative to the Board of Trustees.



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Faculty Representatives Discussion
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The Faculty Representatives to the Board of Trustees would like to discuss the importance of timely and meaningful opportunities for input regarding key UMS decisions. The Faculty Representatives present during the meeting will have a brief discussion.