



ACOTE UPDATE

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Chair, ACOTE**



Outline

- COVID-19 Update
- Accreditation Updates
 - Policy Changes
 - Standards Interpretative Guidance
 - Announcements / Resources

COVID-19 Update

On-Site Visits

- On-site visits scheduled in the fall are scheduled as an in-person visit.
- ACOTE recognizes an in-person visit may not be possible.
- If the status of your program changes regarding on-site visitors, please notify the Accreditation Department.

Didactic Coursework

- The US Department of Education is extending its allowance for use of distance education modalities to accommodate students without going through the regular approval process for the duration of the COVID-19 national emergency.
- ACOTE is upholding the USDE recommendation. You do **not** need to notify ACOTE if you are **temporarily** moving to distant education modalities **during the pandemic**.
- A program plans a permanent change, you must seek ACOTE approval through the eAccreditation Portal using the Substantive Change tab (see *ACOTE Policy IV.B.1. Additions or Changes*).
- All programs are expected to remain in compliance with the 2018 ACOTE Standards.

Doctoral Capstone

- ACOTE will continue to allow flexibility regarding the timing of the doctoral capstone during the pandemic.
 - ACOTE is allowing programs to determine if it is appropriate for a student to begin their doctoral capstone experience before completion of Level II fieldwork. For example, if a student's capstone experience is an in-depth exposure to enhance clinical practice skills, it would not be appropriate for the student to start his/her capstone experience before completing all Level II fieldwork.

Doctoral Capstone

- The student can only begin the capstone experience if they have completed all coursework and all preparatory activities defined in ACOTE Standard D.1.3. The program must ensure that the capstone experience is in compliance with all aspects required by D.1.0 Doctoral Capstone Standards.

Reflections on the Pandemic

2019-2020

NBCOT Pass Rate

- OTD – 100% (0 of 30)
- OTM – 97% (5 of 174)
- OTA – 86% (32 of 221)

Retention Rates (average)

- OTD – 99%
- OTM – 96%
- OTA – 83%

2020-2021

NBCOT Pass Rate

- OTD – 100% (0 of 37)
- OTM – 94% (6 of 174) ↓
- OTA – 70% (67 of 225) ↓

Retention Rates (average)

- OTD – 98% ↓
- OTM – 97% ↑
- OTA - 83%

Policy

Policy I.V.C Classifications of Accreditation Categories

- During the current USDE review, USDE found that ACOTE's Accreditation Classifications do not meet USDE regulations.
- Per USDE: ACOTE cannot award a **new grant of Accreditation** (re-accreditation) or an initial grant of accreditation if there are **ANY** areas of noncompliance.
- As a result, to remain compliant with USDE regulations, ACOTE revised the Accreditation Classifications.

Policy I.V.C Classifications of Accreditation Categories

- New Accreditation Categories
 - Accreditation – **NO areas of non-compliance**
 - Accreditation with Conditions – if an AON can be fixed within 60 days or if in compliance but needs monitoring (rarely used)
 - Continuing Accreditation with Warning – AON's identified, length of time to correct is based on program length
 - Continuing Accreditation Probationary

*Red text indicates a change.

Policy I.V.C Classifications of Accreditation Categories

Programs seeking initial accreditation can be granted:

- **Accreditation – NO areas of non-compliance**
- **Accreditation with Conditions**
 - Students are eligible to sit for the exam
- **Maintain Pre-accreditation Status**
 - If a program is not in substantial compliance (receives an AON that is not able to be fixed within 60 days) they will not be granted accreditation.
 - Graduates from these programs will not be eligible to sit for the NBCOT exam.
- **Accreditation Withheld** – A program would need to start the process again.

Policy I.V.C Classifications of Accreditation Categories

- See ACOTE Policy IV. C. CLASSIFICATION OF ACCREDITATION CATEGORIES for more details.
- A power point on this topic is also available on the ACOTE website.

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

- Programs submitting a Letter of Intent to develop an OT doctoral-level degree on or after October 1, 2021 will be required to have a full-time, qualified capstone coordinator hired and on-site 6 months prior to submission of the Candidacy Application.
- Programs currently in the process are exempt from this change

ACOTE® POLICY V.A. FEES

- Programs submitting a Letter of Intent on or after July 1, 2022, requesting to transition to a higher degree level will be responsible for initial accreditation fees.
- **Background:**
 - Accreditation fees paid by educational programs help support costs attributed to the entire accreditation process
 - Transitioning programs complete the same accreditation process as initial programs

Standards

Standard A.5.5. Curriculum Design

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 instructional design must reflect the curriculum and ensure appropriate content delivery.

Standard A.5.5. Curriculum Design

- An interpretation was added to the 2018 ACOTE® Standards and Interpretive Guide to clarify Standard A.5.5.
- To demonstrate compliance, ***faculty must demonstrate awareness and understanding of how the program's curriculum design is integrated into the program.***
- **Background:**
 - Council was receiving feedback from on-site teams that faculty were not familiar with the program's curriculum design.
 - Understanding the curriculum design is essential and provides the basis for program planning, implementation, and evaluation.

Standard A.5.5.

ACOTE developed an optional template for programs to use to assist with demonstrating compliance with this Standard (www.acoteonline.org)

Curriculum Design Template

This optional template may assist program in providing evidence for 2018 Standard A.5.5. Curriculum Design. Specifically, the portion of the Standard that states, "Instructional design must reflect the curriculum and ensure appropriate content delivery". The template highlights all elements of the Standard with emphasis on the instructional design components.

2018 Standard A.5.5. Curriculum Design

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 instructional design must reflect the curriculum and ensure appropriate content delivery.

2018 Standard A.5.5 requires that the curriculum design addresses the following:

- The curriculum articulates the major content areas (i.e., threads and/or themes).
- Educational goals or objectives (i.e., student learning outcomes) are stated for the curriculum content themes.
- The threads or themes describes the scope (depth and breadth) of the content within the program offered.
- The instructional design ensures appropriate content delivery of the curriculum.

Curriculum Design			
Institutional Mission:			
Institutional Philosophy:			
Program Mission:			
Program Philosophy:			
Program Philosophy of Teaching and Learning:			
Program of Study (rationale for the selection, the scope and sequencing of content):			
A. Curricular Threads or Themes	B. Goals and Objectives (Learning Outcomes)	C. Course(s) that Address the Goals and Objectives	D. Instructional Design ¹ to Address the Goals and Objectives/Curricular Threads
Evaluation of Curriculum Design:			
¹ A systematic analysis of formative and summative assessment occurring throughout the length of the program evaluating the selection, scope, and sequencing of content and the effectiveness in achieving student learning objectives/outcomes ² .			

²Encompasses instructional and learning activities, methods, and materials with corresponding assessments of learning

Education Standards Review Committee (ESRC)

- **Policy V.E. Standard Revision Process**
 - within 5 years after new accreditation standards are adopted, a new ESRC is appointed to evaluate and revise the standards.
 - Anticipate beginning this process in 2022.
 - Review and revision timeline is at least a 3-year process.
 - **Chair:** Dr. Patty Coker-Bolt

*Stakeholder feedback
is essential! Please
watch for
opportunities to
provide input!*

Announcements

Program Numbers

Program Status	OT Doctoral	OT Master's	OTA Baccalaureate	OTA Associate	TOTAL
Accredited	49	173*	1	222**	445
Candidate or Preaccreditation	75	8	4	9	96
Applicant	69	28	13	14	124
TOTAL	193 ↑(186)	209 ↓(210)	18 ↑(16)	245 ↓(246)	665 ↑(658)

*Of the total, **38 accredited master's degree programs** are transitioning to the doctoral degree level

Of the total, **4 accredited associate degree programs are transitioning to the baccalaureate degree level

On-Site Accreditation Visits

- All programs must adhere to a full comprehensive review **prior** to accreditation term expiration
- Programs that decide **NOT** to transition (i.e. maintain both OTD and MOT programs) will be required to complete a full self-study and participate in a 2.5-day onsite evaluation **before** their accreditation term expires

Workshops

- **Self-Study Workshop**

- Designed to meet the needs of the program directors and faculty preparing for an upcoming self-study review
- For the new program directors wanting to understand more about the accreditation process

Upcoming Workshop Dates

October 18-19, 2021

February 28-March 1, 2022

*REGISTER AT:
[www.acoteonline.org!](http://www.acoteonline.org)*

Workshops

- **Administrators Preparation Workshop**

- Designed to meet the needs of higher education administrators, who are considering or who have committed to developing an OT or OTA educational program.
- Reviews ACOTE's process, procedures and the required elements needed for developing an OT or OTA educational program.
- The minimum expectations for achieving Candidacy and Pre-accreditation Status will be discussed with an in-depth review of Section A of the ACOTE Standards.

Upcoming Workshop Dates

October 13, 2021

February 23, 2022

*REGISTER AT:
[www.acoteonline.org!](http://www.acoteonline.org)*

Workshops

Accreditation Actions
Events & Workshops
News & Updates
Newsletters Archives



Educators

Resources for educators and administrators to assist with the accreditation process.



Become Accredited

Resources for institutions that want to develop a program in occupational therapy.



Students

Resources for students to find a school and learn more about occupational therapy.

ACOTE Standards

Policies & Procedures

News & Updates

Accreditation Actions

Compliments & Complaints

Accreditation Visits

Resources

ACOTE Website

www.acoteonline.org



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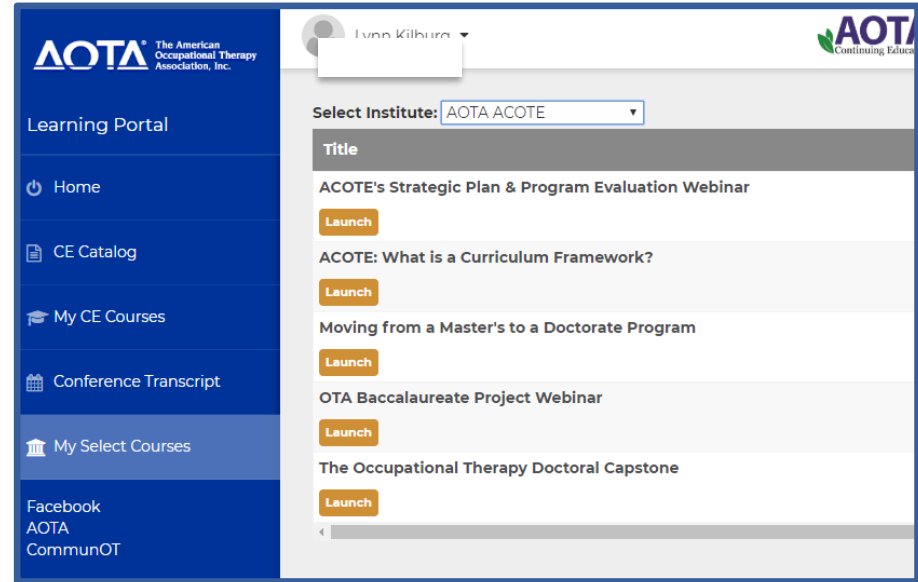


NEWSLETTERS

- Please be sure to read each **Director's Update**, which is posted on the ACOTE website after every ACOTE meeting for the most up to date information regarding **Standards' Interpretations and policy changes**
- Previous publications of the **PD Newsletters** are posted on **www.acoteonline.org** under "News and Updates"

ACOTE Webinars

- Webinars are available to all on: **learn.aota.org**
- Instructions to access learn.aota.org can be found on the ACOTE website



The screenshot displays the AOTA Learning Portal interface. On the left is a dark blue navigation sidebar with the AOTA logo and the following menu items: Learning Portal, Home, CE Catalog, My CE Courses, Conference Transcript, My Select Courses, Facebook, AOTA, and CommunOT. The main content area is light gray and features a user profile for Lynn Kilburn, a dropdown menu for 'Select Institute' set to 'AOTA ACOTE', and a list of webinar titles, each with a 'Launch' button:

Title
ACOTE's Strategic Plan & Program Evaluation Webinar
ACOTE: What is a Curriculum Framework?
Moving from a Master's to a Doctorate Program
OTA Baccalaureate Project Webinar
The Occupational Therapy Doctoral Capstone

Provided by ACOTE's Education Committee

Questions?

