



New Program Proposal: Graduate Degree Program

Form 2B

Version 2016-10-13

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to master’s or doctoral degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, Binghamton University in a separate electronic document. Guidance on academic program planning is available [here](#).

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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, Binghamton University the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
a) Institutional Information	Date of Proposal:	
	Institution's 6-digit SED Code :	211000
	Institution's Name:	Binghamton University
	Address:	P.O. Box 6000 Binghamton, NY 13902-6000
	Dept of Labor/ Regent's Region :	Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 211000	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [<input type="checkbox"/>] if not applicable :	
c) Proposed Program Information	Program Title:	Occupational Therapy: Post-Professional
	Award(s) (e.g., M.A., Ph.D.):	OTD
	Number of Required Credits:	Minimum 36 credits
	Proposed HEGIS Code :	1208
	Proposed 6-digit CIP 2010 Code :	51.2306
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED professional licensure title(s) ³ : N/A.	
d) Campus Contact	Name and title: Donald Neiman, Binghamton University Vice President for Academic Affairs and Provost Telephone: 607-777-2070 E-mail: dneiman@binghamton.edu	
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.	
	Name and title: Donald G. Nieman Executive Vice President for Academic Affairs and Provost Signature and date:	
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:	
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):	

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including Binghamton University not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.⁵

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

⁵ The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

Binghamton University's Division of Occupational Therapy Post-Professional Doctorate program is offered exclusively in a distance learning format in late afternoons and evenings, and is open to graduates from an ACOTE-accredited entry-level occupational therapy program or for international applicants who have graduated from a World Federation of Occupational Therapy (WFOT) approved occupational therapy program. The 36-credit degree prepares occupational therapists to fulfill roles as advanced practitioners, educators, and leaders or managers.

More information about the OTD: Post-Professional program will be available on the Decker College of Nursing and Health Sciences website when NYSED approval is granted.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

This proposed Doctor of Occupational Therapy known as the OTD: Post-Professional (PP) is designed to prepare experienced, motivated, and disciplined occupational therapists for professional formation and mastering the roles of Practitioner, Manager, and Contributor across diverse areas of practice, academia, and in the community. This new academic program is intended to enable occupational therapists who hold an earned master's degree (36 credits beyond a baccalaureate degree) to develop roles and skills beyond that of the therapist-clinician to be poised for leadership in OT education, clinical research, clinical practice, and advocacy. The course syllabi that follow address the student learning objectives adherent to Middle States requirements and to ACOTE (Accreditation Council for Occupational Therapy Education) even though at this time ACOTE does not accredit Post Professional education. The program design is informed by the newly proposed draft of the Occupational Therapy Practice Framework: Domain and Process, 4th edition (2020), the approved ACOTE (2019) requirements for academic educational programs who have advanced their Entry Level Professional Program from a Master's level to a Doctor of Occupational Therapy to award an OTD. This OTD for Post-Professional students provides the students to

satisfy the advanced coursework that is in the OTD component of the Entry-Level Professional Program and meets the ACOTE requirements.

The 36-credit OTD: Post-Professional with entry in Fall, Spring and Summer term is designed using an online format to increase the accessibility for the occupational therapists who wish to advance their education on a part-time basis in a remote learning platform with mentoring that allows for degree completion in six continuous semesters to:

- Develop critical evaluation skills to assess theoretical and scientific evidence in selected practice arena.
 - Apply clinical reasoning to make use of and interpret the effectiveness and worthiness of selected intervention principles and approaches for an individual, a community or society.
 - Assess the adequacy of existing measurement tools and their validity for use in measurement of clinical and functional outcomes.
 - Recognize unmet needs of an individual, community or society and using translational science, attend to those needs through collaboration with other professionals for the delivery of high-quality care.
 - Interpret and apply scientific findings to solve a specific, practical issue affecting an individual or a group in the context of broader sociocultural issues related to interdisciplinary practice and functional outcomes.
 - Advocate for social policy reform to assure equalities and justice in access to health care delivery.
 - Complete a defensible capstone project presentation that is informed by the course of study and the capstone experience to earn an OTD.
- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The Vision, Mission, Strategic Plan and NYSUNY 2020 Challenge Grant plan support the development of both OTD academic programs: OTD: Entry-Level Professional (see separate LOI submission) and the OTD: Post-Professional at Binghamton University. Binghamton University's vision is dedicated to providing a higher education, "that combines an international reputation for graduate education, research, scholarship and creative endeavor..."¹ It's newly updated strategic plan "Road Map to Renewal" identifies 4 University Initiatives and 10 Divisional Initiatives. The first University Initiative is to "Develop a College of Nursing and Health Sciences." These two new graduate programs will enrich the growing Decker College of Nursing and Health Sciences to expand to sponsor an important health profession that interfaces with Nursing and the proposed Physical Therapy (PT) and Speech/Language Pathology (SLP) graduate academic programs and to be closely aligned with the Master's in Public Health (MPH) program. In addition, the remaining University Initiatives are in support of such a college. Several of the Divisional Initiatives also support the new college and the growth of health-related programs including the establishment of a Center for Inter-professional Education and Research. The NYSUNY 2020 Challenge Grant Plan for Binghamton University includes funds for renovation of a facility to house the College of Nursing and Health Sciences.

Moreover, the new OTD: Post-Professional educational program at the clinical doctorate level will provide the needed opportunity and the accessibility for occupational therapists across greater New York State to earn a clinical doctorate so that they can be academically prepared to advance their careers as leaders in OT education, clinical research, and advocacy in health care. Using an online teaching format for late afternoon and evening classes, this program will potentially serve a wide range of occupational therapists in the State of New York. At this point in time only

¹ [Transdisciplinary-areas-of-excellence in health-sciences](#)

two private universities in NYC, New York University and Columbia University, offer the OTD: Post-Professional educational program. The Columbia University OTD: Post-Professional is focused exclusively on cognition. SUNY Downstate Health Sciences University recently received (November 20, 2019) degree authorization from the SUNY Chancellor for a Doctor of Occupational Degree at the Post-Professional level. Currently occupational therapists can only consider an OTD: Post-Professional program, if they can study in a private or out-of-state college/university. All of the OTD: Post-Professional degree programs in the US have an online opportunity to meet access requirements to study.

- d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

At this time, the program director is the only OT faculty member and she was hired to lead the OTD Post Professional Program for occupational therapists and the OTD Entry-Level Profession into Occupational Therapy. The program director continues to work with the Associate Dean of Nursing and faculty in Nursing's DNP Program as the overall DNP and OTD program objectives and curricula designs are similar. Moreover, the OT Director has successfully launched and directed the first Post-Professional OTD program in New York at another university.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the profession](#), append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

The program's curricula design was informed on accepted educational practice in Occupational Therapy education following what is described by the AOTA (American Occupational Therapy Association) in its Vision 2025 <https://www.aota.org/AboutAOTA/vision-2025.aspx> to pursue a clinical doctorate in the Occupational Therapy profession and is adherent to the Accreditation Council for Occupational Therapy Education (ACOTE) standards. The programs are between 33-36 credits and are primarily offered online to meet the occupational therapists needs, and the objectives are consistent with those programs to enhance development of leadership, advocacy, expertise and to provide the opportunity for a completion of a capstone project. Many Post-Professional Occupational Therapy Programs are modeled after the DNP (Doctor of Nurse Practitioner) in Nursing as the objectives are similar to meet the needs of professionals seeking advanced clinical degree within their profession. It was helpful to use the Binghamton University Decker School of Nursing DPN curricula to assure meeting of the Binghamton University Graduate School requirements as well as the Decker College requirements. Moreover, it was encouraging to learn from the occupational therapists of their search for an advanced degree such as the OTD at Binghamton University during the feasibility meeting for the program in March, 2018 with occupational and physical therapists.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

The published class size for online graduate level health professional courses is between 12-15 students. For a new program that is developing the course materials, its likely capacity is to offer one section of each new course in the launching phase. The numbers are based on the Program Director's previous experience managing this type of program. It is also necessary to deliver the curriculum adhering to the standards followed in the consumer driven market-place. Since the program is fully online, changes in the enrollment impacts number of sections offered knowing that the prospective students will vary in their engagement in the program due to their work responsibilities.

Year	Anticipated Total Headcount Enrollment
	Part-Time (All students are part-time)
1	14
2	28
3	56
4	84
5	130

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, Binghamton University do not list each General Education course.

OTD: Post-Professional (PP)

Course Numbers	Course Title	Credits
OCT 701	JUSTICE: HEALTH DISPARITIES AND HEALTH EQUITIES IN THE PRACTICE OF OCCUPATIONAL THERAPY	3
OCT 703	EVALUATION OF OCCUPATIONAL THERAPY THEORY AND CLINICAL RESEARCH	3
OCT 720	OTD SEMINAR I: EXPLORE CAPSTONE PROJECT	1
OCT 702	INTER-PROFESSIONAL ETHICS AND ANALYTICAL REASONING	3
OCT 704	INTER-PROFESSIONAL HEALTH PROMOTION AND HEALTH ADVOCACY	3
OCT 705	ADVANCED LEADERSHIP IN INNOVATIVE PRACTICE	3
OCT 710	EVIDENCED-BASED PRACTICE IN TRANSLATIONAL SCIENCE	3
OCT 721	OTD SEMINAR II: CREATE CAPSTONE PROJECT	1
OCT 711	OUTCOMES MEASUREMENT AND ASSESSEMENT: INDIVIDUAL, COMMUNITY SOCIETY PART A	3
OCT 712	OUTCOMES MEASUREMENT AND ASSESSEMNT: INDIVIDUAL, COMMUNITY, SOCIETY PART B	3
OCT 722	OTD SEMINAR III: ASSESS CAPSTONE PROJECT	1
OCT 706	TEACHING AND LEARNING THEORY AND PRACTICE IN OCCUPATIONAL THERAPY CLASSROOM	4
OCT 723	OTD SEMIAR IV: CLINICAL REASONING	1
OCT 724	OTD CAPSTONE PROJECT DISSEMINATION	4
Total required credits:		36

h) Program Impact on SUNY and New York State

- h)(1) **Need:** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

The proposed OTD - Post-Professional Program is intended to provide Occupational Therapists with the opportunity to advance their education in New York State's public system at the premier Binghamton University and will in-turn strengthen their ties with the University and with Decker College of Nursing and Health Sciences. This is important for many reasons. First and foremost, with this current application underway for an OTD: Post-Professional program will potentially enrich the opportunity to Binghamton University for needed faculty in the newly proposed OTD: Entry-Level Professional program, and it is anticipated that the new program will enhance the clinical fieldwork opportunities for the students entering into the new OTD: Entry-Level Professional program on the Binghamton campus. It will also provide the opportunity to grow the OT faculty in NY State to fulfill the open faculty lines. At this time, occupational therapists can only obtain an OTD degree by attending private and out-of-state public colleges and universities. Offering the OTD: Post-Professional program, Binghamton will be able to provide the

opportunity for occupational therapy university faculty and practitioners in New York State to meet educational needs by studying in the Binghamton University program online and it also has great potential to further the study of Binghamton undergraduate alumnae who are occupational therapists to further their education at their alma mater. And lastly, this new program can expand the inter-professional educational and enhance the clinical research opportunities through faculty sponsored research. There are not any negative impacts anticipated on existing or planned programs.

- h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

This is not applicable as the prospective students are occupational therapists and many could be receiving support from their employer to participate in this academic program for advancement or meeting job requirements.

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – [SED’s Inventory of Registered Programs](#).*

Institution	Program Title	Degree	Enrollment
New York University	Occupational Therapy	OTD	Not Available
Columbia University	Occupational Therapy	OTD	Not Available

- h)(4) *Collaboration:*** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

Not Applicable, as there are no existing similar programs in the SUNY system at this time.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

The Letter of Intent for the Occupational Therapy (entry-level professional and post-professional) was announced on March 11, 2020. There were no responses to the Letter of Intent from the SUNY campuses. The Letter of Intent was approved by the Office of Academic Affairs and the Provost on April 20, 2020.

2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.
- This program is only for occupational therapists who have an earned entry-level degree in Occupational Therapy from an Accreditation Council for Occupational Therapy Education (ACOTE) or World Federation of Occupational Therapists (WFOT) and who have an earned master’s level degree with an overall GPA of 2.75 or higher.
 - A personal statement that offers the student the opportunity to discuss the talents, experiences and proposed professional goals aligned for completion of a capstone project that qualify for acceptance to a graduate program at Binghamton University.
 - Resume or curriculum vitae
 - Two letters of Recommendation
 - Interview

International students (once approved for admission for this program) must also submit:

- [International Student Financial Statement \(ISFS\) form](#) to certify that the applicant has enough funds for all tuition, fees and personal expenses for at least one year of graduate study at Binghamton University.
- [Supporting financial documentation](#) that shows the applicant has enough funds for 1 year of graduate study. Most often, this means including official bank statements or official scholarship or sponsorship letters from agencies or governments.
- [Proof of English proficiency](#) (including TOEFL, IELTS and PTE Academic scores)
The TOEFL, IELTS and PTE Academic scores help demonstrate your proficiency in English at the college level.
 - TOEFL: The Graduate School requires a minimum TOEFL score of 80 on the Internet-based test.
 - IELTS: The Graduate School requires a minimum IELTS score of 6.5, with no band below 5.0.
 - PTE Academic: The Graduate School requires a minimum PTE Academic score of 53.

The differences from the University's minimum admissions requirement for graduate studies are: First, professionally these are the standards nationally within the Occupational Therapy profession at peer schools for acceptance into the OTD: Post Professional Programs. The programs are designed for occupational therapists who wish to advance their education within the clinical or educational setting. Secondly, admission exams such as the GRE will not be required because they create barriers to many applicants. As is known the Educational Testing Service (ETS), which administers the GRE, reports that women score on average 80 points lower than men, and African American score 200 points lower than whites, moreover overall score outcome decreases as the test taker's age advances with the decline commencing in the early 20s. Because of the focus on the GRE in admissions processes, this can limit schools from admitting a diverse student body. In addition to serving as a barrier to graduate education, studies have shown that the GRE is not a very good predictor of graduate school success (Peterson, Erenrich, Levine, Vigoreaux, and Gile, 2018). The Decker College of Nursing and Health Sciences Director of Diversity, Equity and Inclusion is part of a University wide effort to explore the use of holistic admissions, and this will continue to be explored.

b) What is the process for evaluating exceptions to those requirements?

Applications will be reviewed by the Graduate Admissions and Academic Standards Committee in collaboration with the Occupational Therapy Division Director. Furthermore, the requirements will be verified by review of the transcript, occupational therapy license or its equivalent. Exceptions for students who have not demonstrated completion of all requirements for admission will be considered on a case by case basis.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

The proposed online program offered at the renowned and premier Binghamton University will increase the accessibility financially and for curriculum access for occupational therapists to earn this degree that will enrich their knowledge base and provide them with the credentials for advanced level employment. The online format will allow occupational therapists to be able to study while working regardless of geographic location, and at this time New York occupational therapists can only obtain this degree if they have the financial means for private or out-of-state tuition.

Recruitment practices and procedures will be in accordance with those established by the Binghamton University Office of Diversity, Equity, and Inclusion, and with its Road Map goal of "uniting to foster a diverse and inclusive campus culture". Recruitment is a combination of field recruitment through conferences, employer relationships and community college relationships, along with digital marketing and traditional channels. To encourage enrollment from historically underrepresented groups, Decker College of Nursing and

Health Sciences follow the usual and customary with use of [Clark Fellowships](#) focus on specific association recruitment, including the Association of Minority Health Professions School, Inc., Association of Clinicians for the Underserved, Society for the Analysis of African American Public Health Issues, Indian Higher Education Consortium (AIHEC), South Asian Public Health Association, Hispanic-Serving Health Professions Schools, Inc., Gay and Lesbian Medical Association, Society of Healthcare Professionals with Disabilities, and National Rural Health Association.

Other strategies that will be inherent in the recruitment plan will be the use of gender-neutral language and gender-neutral images, as well as those that address other aspects of diversity; assuring that students share the same learning experiences; faculty/student mentoring; and active recruitment of underrepresented occupational therapy faculty. Decker College of Nursing and Health Sciences employs a Director of Diversity, Equity and Inclusion to foster a diverse and inclusive culture that is welcoming for all students, faculty, staff and the Greater Binghamton community.

Most important is creating an online program to enhance the diversity of the program, as Broome and regional counties do not have very diverse populations:

Race and Hispanic Origin Percentages of Broome and Neighboring Counties

	Broome	Delaware	Sullivan	Orange	Tioga	Cortland	Chenango
White	86.1	95.3	85.0	80.6	96.6	94.8	96.5
Black/African American	6.0	2.0	9.9	12.6	0.9	1.9	1.0
American Indian/Alaskan Native	0.3	0.3	0.7	0.8	0.2	0.3	0.4
Asian	4.7	1.0	1.7	2.9	0.8	1.1	0.6
Native Hawaiian/Other Pacific Islander	0.1	-	0.1	0.1	-	-	-
Two or more races	2.8	1.3	2.7	2.9	1.4	1.8	1.4
Hispanic/Latino	4.3	3.8	16.2	20.6	2.0	2.7	2.2
White/Not Hispanic or Latino	83.1	92.2	71.8	64.1	94.9	92.6	94.7

Retrieved 3/2020 from US Census Bureau Binghamton University (www.census.gov) data from July 2018.

The Decker College of Nursing has traditionally served the regional rural population, which is also an underrepresented population, and we will continue this trend by now recruiting bachelors level individuals with an interest in occupational therapy for the proposed OTD Entry Level Professional program and occupational therapist from the regional rural areas to advance their education in this online program. This practice will expand throughout the Decker College of Nursing and Health Sciences. The region served by the Decker College programs for over 50 years from which many students are recruited comprise of Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Otsego, Sullivan, Tioga, and Tompkins. Cayuga, Chenango, Cortland, Delaware, Otsego, Sullivan, and some parts of Sullivan counties are designated as rural via the HRSA Rural Health Grants Eligibility Analyzer. The region includes areas that are designated as medically underserved or mental health professional shortage areas by the Health Resources and Services Administration (HRSA).

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

This program is designed to serve New York occupational therapists, however, there will likely be out of state and out of country students (once the program is approved to accept International students) because of the stature of Binghamton University. It is anticipated that the online format will be attractive to occupational therapists who are members of minority groups especially meeting Binghamton’s mission to provide opportunities for those living in the rural areas by the accessibility to the courses using the online delivery system and the public institution tuition base. The online

format provides a significant amount of materials to be read and reviewed that can be readily translated by the learners and learners can take as much time as they need to read, review, re-read and use discussion boards rather than speaking in class to raise questions. And for those who are not familiar with the online learning, the university offers learning modules that are also online for students to improved their skills as they learn. Moreover, presentation on discussion boards will likely be more comforting for those whose primary language is not English. In addition, those who have not been in education for many years, will likely find the online format more suitable for assuring the needed engagement in class requirements.

2.5. Academic and Other Support Services

- a) Summarize the academic advising and support services available to help students succeed in the program.

Students in the OTD program will have access to student support services available to all students at Binghamton University. These services include:

- Center for Civic Engagement
- Counseling Center
- Dean of Students
- Division of Diversity, Equity and Inclusion
- Health Services (for on campus students)
- International Student and Scholar Services
- University Tutoring Services
- Services for Student with Disabilities

Students will be assigned to a faculty advisor/mentor for the duration of the course of study and will be eligible for the learning support services at Binghamton University in terms of online learning, library resources including searching, writing, and support services.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

Students at this level of education and who will likely be fully-employed could likely have financial support or work time release from the prospective employers or from scholarships or awards from specialized foundations, and some prospective students may be eligible for financial aid and loans.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

The Curriculum Plan is presented in Appendix A (attached).

The OTD Post Professional Program and the OTD Entry Level academic program are guided by the 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide (effective July 31, 2020) for curriculum review in A.6.3. Program Evaluation pp 23-4) that can be applied to the proposed three-year/six semester Post-Professional OTD program; these criteria will be followed even though the new OTD Post Professional Program is not accredited by ACOTE:

Accordingly, the ACOTE requirements, 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, Binghamton University need not be limited to:

- Faculty effectiveness in their assigned teaching responsibilities.
- Effectiveness of instructional design.
- Students' competency in professional behaviors.
- Students' progression through the program.
- Student retention rates.
- Evaluation of doctoral capstone outcomes.
- Student satisfaction with the program.
- Graduates' scholarly activity (e.g., presentations, publications, grants, obtained, state and national leadership positions, awards).

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 with annual reports completed once there is a graduating class. The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program. The data that is collected routinely for faculty and curriculum review will be instrumental in the Occupational Therapy Division capacity to generate outcomes for external reporting.

Thus, the initial assessment will take place during the academic year after the graduation of the first cohort of students and will then take place annually to adhere to the University, College, and Graduate School requirements. The Occupational Therapy Division will evaluate student learning through several internal and external mechanisms to meet the criteria Binghamton University above. Internally, faculty will work with the Director of the OTD program to assure that the curriculum promotes achievement of course-specific student learning outcomes, and that they are toward student achievement of end of program outcomes. The Director will work with faculty teaching in the didactic and seminar sections to assure student learning is being assessed in a systematic manner within each section, across the course and the program. Student learning is evaluated by faculty at the course level, using course and practicum objectives as well as to review the student experience across each term and academic year of study. Student learning outcomes, against which student learning is assessed, have been developed by the course faculty and are mapped to the learning objectives stated on each course syllabus that correspond to standards established by ACOTE Examinations on course content will be evaluated by faculty for topic(s) of weak student performance to determine any areas of omission in seminar/readings/discussions, and corrections are made as needed. Additional coursework assignments (papers, presentations, etc.) are factored into a final course grade. Students will also demonstrate overall program learning outcomes in their Capstone Project, which provides students with the opportunity to demonstrate mastery and synthesis of all components of the OTD program including, theory, research, advocacy, and policy.

The Decker College of Nursing and Health Sciences Graduate Curriculum Committee, inclusive of the Director of the OTD Programs, will evaluate the curriculum on an ongoing basis. The Director of Decker College of

Nursing and Health Science Graduate Programs and the Director of OTD programs will be responsible for the revision and update of the University wide assessment program, WEAVE, which is a mechanism used by Binghamton University to ensure each program and the university are meeting Middle States criteria. WEAVE establishes program-specific measurements of learning with benchmarks that indicate successful learning. The associated finding of each learning measurement is evaluated against its benchmark annually. If a finding does not meet its benchmark, a remediation plan is established.

It is anticipated that these measures will feed into several mechanisms that allow external evaluation, including Binghamton University not limited to annual reports to the NYSED (last review was held in November 2018 which resulted in a 10-year re-accreditation) and reviews required for Middle States (on campus in 2020).



Section 3. Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, found [here](#). Rows for terms that are not required can be deleted.

NOTES: The *Graduate Schedule* must include all curriculum requirements and demonstrate that expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm> are met.

Special Cases for the Program Schedules:

- For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs

The proposed single tracked program is presented with an average 6 credits/semester over 6 contiguous semesters: Fall, Spring, Summer schedule. Students are welcome to begin the program in Fall, Spring or Summer term and the core 3-4 credit courses are not hierarchical in nature; it is a requirement that OCT 724 Capstone Dissemination be taken in the student's final term prior to graduation. At this point in time, courses will likely only be offered once in the academic year. It is a requirement that since the program is designed for occupational therapists, evidence shows that their registration patterns will be influenced by their work requirements, thus the students will vary between taking 3 credits to 6 or more credits in a given semester. Thus, the 4-8 credit course schedule plan across 6 semesters is presented which can be modified to tailor the academic plan to meet the student's needs with mentoring and academic advisement.

- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.

Not Applicable.

- a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

The program will follow the academic calendar with coursework offered in the Fall, Spring and Summer terms.

- b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.

Course Descriptions are presented in Appendix B (attached).

- c) For each new course in the graduate program, **append** a syllabus at the end of this document. **NOTE:** *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

Course Syllabi are presented in Appendix C.

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document

Not Applicable as this is an academic program for occupational therapists.

SUNY Graduate Program Schedule (OPTION: You can insert an [Excel version](#) of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: _____

- a) Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
 d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
OCT 701 Justice: Health Disparities & Health Equities in the Practice of Occupational Therapy	3	X	N/A	OCT 702 Inter-Professional Ethics & Analytical Reasoning	3	X	N/A
OCT 720 OTD Seminar 1: Explore Capstone Project	1	X	N/A	OCT 703 Evaluation of Occupational Therapy Theory & Clinical Research	3	X	N/A
Term credit total:	4			Term credit total:	6		
Term 3: Summer 2				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
OCT 704 Inter-Professional Health Promotion & Advocacy	3	X	N/A	OCT 705 Advanced Leadership in Innovative Practice	3	X	N/A
OCT 721 OTD Seminar II: Create Capstone Project	1	X	N/A	OCT 711 Outcome Measurement & Assessment: Individual, Community & Society Part A	3	X	N/A
OCT 710 Evidenced Based Practice in Translational Science	3	X	N/A	OCT 722 OTD Seminar III: Assess Capstone Project	1	X	N/A
Term credit total:	7			Term credit total:	7		
Term 5: Spring 2				Term 6: Summer 3			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
OCT 712 Outcome Measurement & Assessment: Individual, Community & Society Part B	3	X	N/A	OCT 706 Teaching & Learning Theory and Practice in Occupational Therapy Classroom	4	X	N/A

OCT 723 OTD Seminar IV: Clinical Reasoning	1	X	N/A	OCT 724 Capstone Project Dissemination	4	X	OCT 701-723
Term credit total:	4			Term credit total:	8		
Program Total:	Total Credits: 36	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Capstone Project Dissemination					

New: X if new course Prerequisite(s): list prerequisite(s) for the listed courses

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- c) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

Appendix D presenting the position descriptions for faculty members to be hired.

NOTE: CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State’s requirements for faculty qualifications are in in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>

- d) What is the institution’s definition of “full-time” faculty?

As per the 2019-2020 Binghamton University Faculty-Staff Handbook:

The teaching load is intended to be moderate, and to provide time for fulfilling other obligations such as research, scholarly activity, and professional improvement.

The normal teaching load consists of one of the following:

- 3 undergraduate courses per semester;
- 2 graduate courses per semester;
- 1 undergraduate course and 1 graduate course per semester, with the expectation that there would also be substantial research, professional or service activity, and supervision of dissertations and theses.

It is understood that this definition of normal load may be influenced by other considerations, and that there may be considerable variation among disciplines. Nonetheless, the expectation for research, scholarship, and professional and service activity remains across all disciplines, regardless of any variations in normal load. In view of variations among different instructional areas, however, differences in teaching load are often necessary to meet conditions as they arise.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title) Per Table Sec 3	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
* Jane Bear-Lehman, PhD, OTR/L Program Director/Professor	100%	Entry-Level OCT600, 603,620,621,630, 631,632,625,704, 633,626,702, Post-Professional: OCT703,702,704,711, 712	PhD NYU, MS Illinois, BS Wisconsin	PhD Occupational Therapy	FAOTA, FNAP, scholar in translational research, upper limb biomechanics, functional performance measurement outcomes across many domains
Part 2. Part-Time Faculty					
TBH-Part-time – pool of 12-20 local clinicians	100%	Multiple – any/all	OTD or equivalent with demonstrated clinical expertise	Occupational Therapy OTD or equivalent	Advanced expertise of credential in area of teaching assignments. These faculty will teach in labs or guest lecture primarily.
TBH-Part-time – pool of 4-10 national scholars or advanced clinicians	100%	Multiple – any/all	OTD or equivalent with demonstrated clinical expertise	Occupational Therapy OTD or equivalent	Advanced expertise of credential in area of teaching assignments. These faculty will be the instructor of record for an online course in the Post Professional Program.
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					
TBH1 -Doctoral Capstone Coordinator/Lecturer/Assistant Professor – 12-month position	100%	Entry-Level OCT 642, 724 plus other courses pending clinical specialty	OTD	Occupational Therapy OTD	Primary responsibility for Standard D.1.0 for completion of including dissemination of Capstone Experience. Can teach in other courses based upon clinical expertise.
TBH2 -Academic Fieldwork Coordinator/Lecturer/ Assistant Professor – 12-month position	100%	Entry-Level OCT 622, 624, 640, 641	OTD	Occupational Therapy OTD	Primary responsibility for Standard C.1.0 for satisfactory delivery of Level I and Level II fieldwork requirements. Can teach in other courses based upon clinical expertise.
TBH3 – (Research)	100%	Entry Level OCT 630, 631,632,633,724	PhD/ScD/DrPH/ Edd/OTD	Variable Sound appreciation of research in the health	This faculty member who is research focused with appreciation for research enterprise in health professions. Can teach other courses

				Post Professional OCT 710, 711,712, 720, 721,722, 723,724			professions/OT	based upon expertise
TBH4 - (Neuro)	100%			Entry Level OCT 604, 605, 606,613, 621,623,625,626		PhD/ScD/EdD/ OTD BS thru OTD	Neuro related Occupational Therapy BS thru OTD	Focused expertise in neurological disorders including OT interventions such as cognition Can teach other courses based upon expertise
TBH5 - (Ortho/Biomechanics)	100%			Entry Level OCT 603,604,612, 621,623,625,626		PhD/ScD/EdD/ OTD BS thru OTD	Orthopedics related Occupational Therapy BS thru OTD	Focused expertise in orthopedic disorders including OT interventions such as orthoses, modalities. Can teach other courses based upon expertise
TBH6 - (Admin/Leadership)	100%			Entry Level OCT608, 620, 621,623, 625, 626, 702 Post Professional OCT 701,705		PhD/ScD/EdD/ OTD BS thru OTD	Variable Occupational Therapy BS thru OTD	Clinical management/leadership experience. Can teach other courses based upon expertise
TBH7 – (Mental Health/Group Process)	100%			Entry Level OCT 604,610,607,		PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Variable Occupational Therapy BS thru OTD	Focused expertise in mental health disorders and OT intervention processes. Can teach other courses based upon expertise
TBH8 – (Adulthood & Aging)	100%			Entry Level OCT 602, 604,611,620,621,623,6 25,626 Post Professional		PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Adult and Aging related in OT intervention BS thru OTD	Focused expertise in adult and aging and OT intervention processes including aging in place. Can teach other courses based upon expertise
TBH9 – (Working with Children/Educator)	100%			Entry Level OCT 602,614, 621,623,625,626 Post Professional OCT 706		PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Neuro or Peds related OT intervention BS thru OTD	Focused expertise in working with children and OT intervention processes including school systems, children born too soon. Can teach other courses based upon expertise
TBH10 – (Ethics/Adv Leadership/Health Promotion)	100%			Entry Level OCT 600,702,704,705, Post Professional OCT 701,702,704,723		PhD/EdD/ScD, DrPH/OTD	Variable BS thru OTD Sound appreciation for ethics/leadership/health promotion processes in OT	Focused expertise in ethics health promotion and leadership in health care. Can teach other courses based upon expertise.
TBH11 – (Anatomy/Biomechanics)	50-100%			Entry Level OCT 601, 603 Post Professional		PhD/ScD/OTD BS thru OTD	Anatomy/ Biomechanics BS thru OTD	Demonstrated experience in teaching human anatomy and biomechanics for clinicians. Does not have to have an OT license.
TBH12 – (Toolkit for high-tech to low tech adaptive technologies)	100%			Entry Level OCT 603, 604,606,615 Post Professional OCT 723		PhD/EdD/ScD/ OTD BS thru OTD	Occupational Therapy BS thru OTD	Clinical specialization in assessment and intervention processes in high technology and low technology of adaptive equipment processes in OT across the lifespan. Can teach in other

TBH13 – (Research)	100%	Entry Level OCT 630, 631,632,633,724 Post Professional OCT 710, 711,712, 720, 721,722, 723,724	PhD/ScD/DrPH/ EdD/OTD	Variable Sound appreciation of research in the health professions/OT	courses relevant to expertise This faculty member who is research focused with appreciation for research enterprise in health professions. Can teach other courses based upon expertise
TBH14 – (Clinical Reasoning)	100%	Entry Level OCT600, 621,623,625,626 Post Professional OCT701,703,723	PhD/ScD/EdD/ OTD	Occupational Therapy BS thru OTD Sound appreciation for theoretical and conceptual foundations of OT	Experience in rural health, underserved and at-risk populations with special interest in developing students professional reasoning Can teach other courses based upon expertise

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The Decker College of Nursing and Health Science acquired a building, a former shoe factory, in Johnson City, a few miles from the main campus, and it is being renovated into office and classroom space for all curricula that is modernized, meets all building codes including ADA, and has state-of-the-art simulation laboratories, full audio/visual and networking capabilities, and modern amenities for the students. This capital construction and fit-out is fully funded and is well underway with occupancy anticipated in the coming academic year for the floors 1-4, and bidding out for the development of the 5th and 6th floors. The primary anticipated location for the program's offices and dedicated space is projected to be on the 5th or 6th floors with access to the second floor Innovative Simulation and Practice Center (ISPC- see letter of support in Appendix C). With the facility needs for the program being provided, the University is now beginning the start-up process to hire faculty and staff, develop the details of the proposed programs, and to prepare for the first entering class.

In projecting the start-up costs for developing two doctoral programs, OTD: Entry-level Professional Program and the OTD: Post-Professional Program, the proposed operational budget and faculty plan are inextricably mingled and overlapping in the next few years as the launches are planned. Only the OTD Entry Level Professional Program requires the application to and approval from the Accreditation Council for Occupational Therapy Education (ACOTE). Once we have SUNY and NYSED approval for the OTD: Post-Professional program we will launch it, with a target date of September 2021, four years ahead of the proposed OTD: Entry-Level Professional program in September 2025. The OTD Post Professional Program is designed to allow for curricula expansion to embrace specialty concentrations within the 36 credits, once the new faculty's expertise is known. The OTD Entry Level Professional Program is planned for a cohort of 25 students during the pre-accreditation years, and will be monitored for viability to expand after accreditation.

Given that operational budgets are to address the day-to-day expenses for the two programs, the financial plan is designed to address this protracted and gradual start-up for faculty, staff, and resources knowing that the most significant portion of the budget start up plan will come when the preparation begins for the OTD: Entry-Level Professional program in 2023-2024. It is our intention to launch the OTD: Post-Professional program to accept its first cohort of 12-15 students for September 2021. Our goal is to have educational programs that are marketed and recruit nationally. We will follow the Decker College marketing process to recruit students initially in the New York as we also expand into the Northeast and ultimately national markets. We are in process of developing a plan with Harpur College at Binghamton University to recruit undergraduate students at Binghamton University who have sought pre-health advisement, and those in membership of the student organization, Pre-OT & PT Association (POPTA) for the OTD Entry Level Professional Program, And, we are creating a marketing plan to recruit Binghamton University Alumni, who have become Occupational Therapists, for the OTD Post Professional Program.

There is currently one existing core faculty member that has been hired for the new OTD programs. The Program Director, Jane Bear-Lehman, PhD, OTR/L, FAOTA, FNAP began employment on January

1, 2020. An Academic Fieldwork Coordinator and the Doctoral Capstone Coordinator are required to be the next two faculty member hired according to the Accreditation Council for Occupational Therapy Education (ACOTE) for the OTD: Entry-Level Professional Program. These searches will occur no later than 2023 for the ACOTE approved launch of the OTD: Entry-Level Professional Program launch in 2025. We propose searching for both positions once the OTD: Post Professional Program is approved as both will be instrumental along with the Program Director and one of the newly planned for faculty members to launch the OTD: Post-Professional program. An additional two to three of the ultimate 12 FTE doctoral faculty members will be needed to support the OTD: Post-Professional Program which will likely have 30 students in its second-year cycle with a steep ramp up as presented in the budget plan below. The first of the FTE faculty hired will be those who have expertise to teach in both OTD programs. Faculty will be hired in a timely fashion that permits adequate development of teaching and assessment materials. Exploration will occur to determine the possibility of Binghamton University faculty members who could teach the content within either or both of the new OTD programs that are known to be successfully taught in other programs by those who are not occupational therapists, should the need arise such as, but not limited to ethics, research, administration and management, mental health intervention, and leadership. These existing faculty members will be considered as appropriate. As noted in the faculty plan, below, we are planning for part-time /adjunct faculty members to support both proposed programs so that we provide cohorts of 12-15 students in our online OTD Post Professional Program sections as well as the OTD Entry Level Professional Program's laboratory and seminars.

A critical factor in our budget planning is how and when these two proposed OTD programs move forward to launch is the SUNY system approval of the "terminal clinical professional degree" tuition rate for the newly approved (2017) OTD degree in New York. The budget below is completed using the current Graduate In-State tuition rate of \$11,540 -annually/\$605/credit as compared to the published tuition rate of annual In-State of \$24,390/\$1,016.25/credit for all terminal clinical professional degrees in SUNY (including DPT, DNP).

Our projected total startup capital expenditures, without salary, is \$274,296.52. The developing, annual NON-Personnel Operating Projection (NSOP) Costs begin in 2021 \$49,100.00. Annual Accreditation fees are added to the NSOP to total \$54,100 annually. Salary expenditures take place as faculty are hired, as projected on the budget spread sheet. The annual cash flow is expected to start low and build as we approach 2023 and 2024.

Students enrolled in the OTD: Entry-Level Professional program and the OTD: Post-Professional program (credit load of 6 or higher) will be eligible for financial assistance consistent with other students programs including general financial aid, graduate and teaching assistantships. Due to clinic needs, often there are school systems and medical centers who have offered service-learning contracts to enrolled students in entry level programs, and there have been therapists who have been in work situations that have educational benefits to support tuition or in some instances, such as school systems, may award an increase in salary based on educational level. It is the Programs intention to work with BU foundation office to explore possible funding sources for the prospective students' study.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule **AFTER** this sentence, and delete the table below.)

SUNY Program Expenses Table	OTD					
	Expense (in dollars)					
Program Expense Categories	Before Start	Year 1 2025-2026	Year 2	Year 3	Year 4	Year 5
Personnel (Faculty, Adjuncts, Course Assistants)	4,534,455.32	1,612,440.60	2,366,970.33	2,345,949.73	2,823,821.02	2,877,037.44
Library	112,741.86	26,764.51	28,370.38	30,072.61	31,876.96	33,789.58
Fees ¹	47,050.00	25,425.00	27,740.00	30,062.22	30,266.93	33,454.43
Maintenance and Operations	796,400.00	204,100.00	204,100.00	204,100.00	204,100.00	204,100.00
Capital Expenses	274,296.52	0	0	0	0	0
Sum of Rows Above	\$5,764,943.70	\$1,868,730.11	\$2,627,180.71	\$2,610,184.56	\$3,090,064.92	\$3,148,381.45

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The current holdings of the Binghamton University Libraries is made up of around 2,332,315 physical items, 1,121,693 electronic items, 365 databases, 2000 linear feet of archives and manuscripts, and a growing institutional repository. All of these materials are made available to all university students, faculty, and staff. Affiliates are able to access the electronic material from off campus simply by logging in with their university information. Additionally, affiliates are able to access the material at any SUNY campus that they physically visit.

The library participates in SUNY Connect. Below are some of the SUNY Connect resources that will be relevant to the Occupational Therapy program:

- Annual Reviews
- Academic Search Ultimate
- Alt HealthWatch
- CINAHL Plus with Full text
- Health Source - Consumer Edition
- Health Source: Nursing/Academic Edition
- Medline with Full text
- New England Journal of Medicine
- ScienceDirect
- Vocational and Career Collection
- EBSCO eBook Collection

Additional Occupational Therapy Specific Resources include:

OT Journals

Of the over 218,000 electronic and print journals offered by the Libraries, over 100 are specifically rehabilitation and therapy journal titles and there are over 10,000 titles related to health and biological sciences and over 700 psychology journals.

OT Databases

Students, faculty, and staff have access to 365 electronic databases both on and off campus. In addition to those that are a part of SUNY Connect, OT related databases include: Physical Therapy and Sports Medicine OneFile, PubMed, PsycInfo, Cochrane Library, Essential Evidence Plus, ERIC, Embase, Web of Science, UpToDate, Engineering Village, Social Explorer, PAIS International, Statistical Insight, and PolicyMap. Freely available resources including Clinical eCompanion, Data.gov and CDC, WHO, and NLM resources are also included on relevant library guides.

Additionally, the Libraries subscribe to a Discovery Service named "Find It!" (Ex Libris' Primo Central). Find It! is a mega-aggregation of hundreds of millions of scholarly e-resources including journal articles, e-books, reviews, and more. Find It! is part of the SUNY wide move to ALMA/Primo which makes it easier for individuals to see the library collections at other SUNY institutions. This allows them to travel to those institutions for access if convenient, and to request items directly from them through Interlibrary Loan (ILL). ILL services are also provided for resources not available through SUNY.

The librarian for occupational therapy has examined the current library resources to evaluate future collection areas to meet the needs of the new OT program. Identified gaps include the need for additional OT journal subscriptions, increased collection of OT books and ebooks, and databases including AccessPhysiotherapy, Rehabilitation Reference Center, and SportDISCUS Full-text. Further analysis, especially in regards to the journals and books, will take place as OT faculty are hired and their needs are examined.

b) Describe the institution's response to identified collection needs and its plan for library development.

The institution has planned for the library to receive a budget in order to subscribe to the databases listed above. As faculty and students arrive, their needs will be evaluated and the library collection will adjust as needed. Discussions have begun and will continue in order to meet the needs of the OT department as it grows.

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

Evaluator #1	Evaluator #2
Dean Thomas Fisher, PhD, OT, FAOTA	Dr. Wendy Coster PhD, OTR, FAOTA
Dean and Professor Dwyer College of Health Sciences, Indiana University – South Bend	Professor and Chair Department of Occupational Therapy, Sargent College, Boston University

Appended in Appendix E.

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*. Appended in Appendix F.

Section 9. SUNY Undergraduate Transfer

NOTE: *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [] No [X] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? [] No [X] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.
[X] No [] Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.

- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[X] No [] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. *Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
NA	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item €
Appendix A	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession , or other applicable external standards	Section 2.3, Item €
NA	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item €
NA	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Appendix A Appendix D	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
Appendix B	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
Appendix D	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
NA	<i>For programs requiring external instruction</i> , a completed External Instruction Form and documentation required on that form	Section 3, Item (d)
Appendix E	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
Appendix F	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
Appendix G	<i>For all programs</i> , a single Institutional Response to External Evaluators' Reports	Section 8
Appendix C	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a Distance Education Format Proposal	Section 10
NA	<i>For programs requiring an MPA</i> , a Master Plan Amendment form	Section MPA-1
Appendix H	ACOTE Standards; each course syllabi reflects the standards that are met.	

Appendix A Curriculum Design

- **The OTD Curricular Design to address the threads and relationship to the mission***

The science- based occupational therapy curriculum design will integrate the International Classification of Functioning, Disability and Health (ICF) components of Environment, Participation, Activities, Body Functions and Structures and the occupational therapist's roles as Practitioner, Manager, and Contributor will serve as the curricular threads (themes).

World Health Organization. (2001). *International classification of functioning, disability and health*. Geneva: Author.

The vertical axis of our curriculum matrix is formed by the following **ICF concepts** (WHO, 2001, pp. 8, 10):

- Environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives.
- Participation is involvement in a life situation.
- Participation restrictions are problems an individual may experience in involvement in life situations.
- Activity is the execution of a task or action by an individual.
- Activity limitations are difficulties an individual may have in executing activities.
- Body functions are the physiological functions of body systems (including psychological functions).
- Body structures are anatomical parts of the body such as organs, limbs and their components.
- Impairments are problems in body function or structure such as significant deviation or loss.
- Functioning indicates non-problematic aspects of health and health-related states.
- Disability indicates impairment, activity limitations or participation restrictions.

The horizontal axis of our curriculum matrix is formed by the three **primary roles** expected of an entry-level occupational therapist.

Occupational Therapists Roles and Graduate Learning Outcomes

The Occupational Therapy Practitioner Role

The occupational therapy practitioner, based on outcomes that are meaningful to clients, uses evaluation data to formulate and implement interventions to establish, restore, maintain, or enhance functional and structural integrity, activity, and participation in lifestyles that are optimally independent, productive, and satisfying to clients.

Graduates will demonstrate the ability to:

- Establish therapeutic relationships with clients and caregivers, and professional

relationships with colleagues consistent with the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010).

- Evaluate body structures/functions to determine their impact on engagement and participation in activities and activity limitations.
- Develop and implement theory-driven and evidence-based body structure/function interventions to prevent, reduce, control, or ameliorate impairment and to prepare for safe performance and participation in day to day activities.
- Screen and assess client's participation and participation restrictions, activity and activity limitations, functional and structural integrity and impairments, and occupational environment; document the findings and accurately interpret the results.
- Formulate, implement, and document theory-driven and evidence-based interventions that promote client's participation in life situations, health and well-being, and to prevent participation restrictions.
- Analyze day to day activities and occupations for their ability to enable client's independence, safety, and satisfaction.
- Develop and implement a transition plan in collaboration with clients in preparation for the discontinuation of occupational therapy services, when appropriate.
- Collaborate effectively in an inter-professional health care delivery model.
- Practice occupational therapy in an ethical manner.

The Occupational Therapy Role of Manager

The occupational therapy manager plans, organizes, implements, staffs, directs, and evaluates occupational therapy services; coordinates these functions with other health, education, and work-related services; and promotes understanding of occupational therapy services.

Graduates will demonstrate the ability to:

- Use data when making resource and program management decisions and apply management principles and strategies to direct, monitor, and assess occupational therapy services.
- Relate the roles and functions of occupational therapy to other health care services
- Consider the influence of external factors, such as demographic trends, public laws, health care policies, and reimbursement policies on health care delivery services when managing occupational therapy service delivery models of care.
- Promote inter-professional collaboration and referral.
- Apply management principles to ensure legal and ethical occupational therapy practice.

The Occupational Therapy Role of Contributor

The occupational therapy contributor has a professional responsibility to recognize and influence health care within the context of world, national, state, community, and local work

environments. Contributors participate in the development and application of a scholarly body of knowledge within occupational therapy practice.

A graduate will demonstrate the ability to:

- Recognize, integrate, and discuss issues pertaining to public health and occupational therapy practices, and articulate methods to effect change.
- Use scientific and theoretically evidence to advocate for occupational therapy in a wide array of existing and emerging practice contexts.
- Use and/or conduct research for consumers, professionals, regulatory and/or health policy groups which describes factors that enable or limit activities or occupations of clients and/or populations.
- Find, analyze, and integrate scholarly works from occupational therapy and other appropriate sources to inform proposal writing for grants and program development.
- Design, implement, and disseminate beginning level research projects.

Curriculum Matrix: ICF x Primary Roles. Table 1 demonstrates how the Occupational Therapy roles of practitioner, manager, and contributor interact with the ICF concepts to create the framework that will be used by the Binghamton University Occupational Therapy Division to fully develop the curriculum map, plan, implement, and evaluate the new academic OTD programs based on the work and the achievements of the faculties at the University of Pittsburgh and Seton Hall University who have graciously shared their successful models.

Table 1. ICF concepts and the Occupational Therapy Professional Roles*

		THE OCCUPATIONAL THERAPY ROLES		
		Practitioner	Manager	Contributor
ICF*	Environment Factors	Analyze, adapt, and utilize the environment to enhance client's day to day functional performance.	Considers a wide array of environmental (external) factors when managing occupational therapy models of delivery of care.	Uses research evidence to identify & influence health within multiple environments.
		Work collaboratively in an inter-professional health care arena to effect change in the environment to allow for the client's engagement and participation in activities that will obviate the consequence of or ensuing impairment by enabling adaptation.	Promotes inter-professional collaboration and referral.	Advocates for the needs of consumers served by OT.

<p>Participation / Participation Restriction</p>	<p>Evaluates and intervenes for factors that enable or restrict full participation of consumers of OT services.</p> <p>Develops and implements theory driven and evidence-based interventions that promote client’s participation in daily life situations, health and well-being, and prevent participation restrictions.</p> <p>Practices Occupational Therapy in an ethical manner.</p>	<p>Considers social, economic, political, legislative and policy issues to plan, establish and manage service delivery systems that promote participation of OT clients.</p> <p>Applies management principles to ensure legal and ethical Occupational Therapy practice.</p>	<p>Uses & designs research to examine factors that enable full participation of individuals and populations and disseminates findings to consumer, professional, regulatory and health policy groups.</p>
<p>Activities / Activity Limitations</p>	<p>Analyzes everyday activities and occupations.</p> <p>Evaluates and intervenes for factors that enable or limit expected, required, or desired activities/ occupations of clients of OT services.</p>	<p>Plans, establishes, and manages resources and service delivery systems that reduce activity limitations & promote activities for individual and populations of OT clients.</p>	<p>Uses and designs research to examine factors that enable activities and occupations of individuals and populations, and disseminates findings to consumer, professional, regulatory and health policy groups.</p>
<p>Body Functions & Structures / Impairment</p>	<p>Evaluates body structures/functions to determine their impact on activity and activity limitations.</p> <p>Develop and implement theory-driven and evidence-based body structure/function interventions to reduce impairment to prepare for performance of day to day activities and to influence optimum health and well- being.</p>	<p>Plans, establishes, and manages resources and service delivery systems that reduce impairments and promote healthy function of body functions/ structures for OT clients.</p>	<p>Uses and designs research to examine factors that prevent deviations & loss of functions/structures to promote health of individuals and populations, and disseminates findings to consumer, professional, regulatory and health policy groups.</p>

*International Classification of Functioning, Disability and Health- from University of Pittsburgh and Seton Hall University Occupational Therapy entry level programs with permission

Foundational knowledge in body structures and functions will be met through pre-requisite courses and coursework placed early in the OTD Entry Level Professional curriculum which will allows the graduate student in the OTD Entry Level Professional program to simultaneously form his/her first development in the role as a practitioner in professional formation as an occupational therapist while engaged in a strong foundation of essential resources in

neurosciences, anatomy and kinesiology, medical diagnoses, and research methods to draw upon as the curriculum advances.

For the OTD Entry-Level Professional student, this is then followed by emphasizing the impact of challenges to health and wellness when development at any life stage is interrupted by illness, injury or environmental barriers to participation, a corresponding breakdown of a person's activity pattern and his or her ability to engage in occupation should occur. The courses are arranged to facilitate the progressive integration and synthesis of health and medical condition knowledge, evidence-informed assessments and interventions with corresponding experiential fieldwork courses. It is at this intersection that the OTD Entry Level Professional curriculum begins to intersect with the proposed OTD Post Professional program in coursework that embraces the development and enrichment of clinical reasoning seminars for fieldwork seminars while the OTD Post Professional students curriculum is geared to interface clinical reasoning integrating clinical, theoretical and scientific evidence foster enhanced professional clinical reasoning to think like an advanced occupational therapist practitioner. The courses will be structured to provide for the essential resources, mentoring, and use of interactive seminar learning for the graduate student learners to master independent and collaborative learning. The course teaching and learning models will be structured by the ICF model for students to learn how to assist clients to participate in desired occupations in a variety of social and environmental contexts to restore function, prevent dysfunction, and to adapt to irreversible loss. It is imperative that the graduate learners have opportunities to explore, to question, to problem solve and to draw informed decisions and opinions on the curriculum content in the classroom as the curriculum continues to spiral into greater complexity to allow for their development of the Occupational Therapy roles as a Practitioner, Manager and a Contributor.

Professional formation and mastering the roles of Practitioner, Manager, and Contributor themes will be woven from the start of the newly proposed Binghamton University OTD curricula. Professional formation will require the development and refinement of self-reflection and the capacity to work well with others of differing culture, age, and learning styles to develop cultural competence, ethical integrity and the capacity to work independently as well as collaboratively.

The professional formation sequence begins with identification of professional attitudes, behaviors and skills expected in professional graduate education and in clinical settings for the OTD Entry-Level Professional student. Sequence progression develops an understanding of health disparities, health equity and sociocultural determinants of health, followed by development of reflective skills, advocacy skills, and understanding of the complexities of the supervisory process, embracing inter and cross-disciplinary team roles and responsibilities, while developing the skills for continued lifelong learning as Practitioners, Managers, and Contributors.

The mission of the OTD programs are to instill intellectual curiosity and critical thinking skills with an appreciation for and dedication to lifelong learning by supporting innovative pedagogy that integrates scholarship with practice to prepare occupational therapy graduate students to have the knowledge, skills, and a philosophy with a worldview. The mission allows for the development of the roles of Practitioner, Manager and Contributor to promote, lead, and serve as innovators in health and well-being through occupation in a variety of socio-cultural, professional, and institutional contexts.

- **Curriculum design content themes reflect the essential concept of the profession’s values and philosophy.**

Occupational Therapy’s values and philosophy are reflected in the biopsychosocial focus of the curriculum design that emphasizes client centered practice, participation in activities as a means and an end to intervention, and the use of activities to prevent, compensate, and restore function to permit engagement in all spheres of daily life tasks. Both curricula are informed by the ICF: components of Environment, Participation, Activities, Body Structures and Functions. It embraces an understanding the client’s preferences, values and concerns, the hallmark of occupational therapy client-centered intervention process. The curriculum places high value on the development of professional formation with self-reflection and integrity for the appreciation of and practice of cultural competence. Integrity and cultural competence for their positive effect on care delivery by enabling practitioners to deliver services that are respectful of and responsive to the health beliefs, practices and cultural and linguistic needs of diverse clients.

The curriculum design embraces the biopsychosocial focus that values integrity, cultural competence to effect behavioral change for the achievement of occupation. This will entail the integration of all three dimensions of learning: cognitive, practical, and affective, will involve transcultural self-efficacy as a major factor, and will aim to prepare its students to deliver culturally congruent care and become Occupational Therapy Practitioners, Managers, and Contributors.

- **Curriculum design content (e.g. “threads” or themes and programs beliefs about learning clearly demonstrate the rationale for courses offered, sequencing of courses, content, scope, and evaluation goals**

The proposed occupational therapy program adopts AOTA’s Philosophy of Occupational Therapy Education (AOTA, 2007) and is using it to develop and to organize its curriculum.

1. “[T]he education...must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity of lifelong learning, and the improvement of professional knowledge and skills.” (AOTA, 2007):

The sequence of the courses in the new proposed curriculum reflect the belief that occupational therapy education should be grounded in core principles of occupation as evident in the AOTA Centennial Vision and the Occupational Therapy Practice Framework (OTPF-4) and in the selection of the didactic courses in the first year of the OTD Entry Level program. The first year courses from the foundation knowledge integrating the ICF component of Environment, Participation, Activities Activity, and OTPF-4: Occupational Therapy Formulation, Occupations Across the Lifespan, Learning and Behavioral Change, and toolkit (which also requires appreciation ICF body functions and structures); while ICF components of body functions and structures dominant courses such as, Neuroscience of behavior and kinesiology

and functional anatomy, pathophysiology, and facilitate the achievement of psychomotor skill development in Functional Movement: Analysis and Assessment.

Beginning in first term the focus is on the application of the foundational knowledge to increasing complex populations and contexts as the curriculum advances to address lifespan and medical functional/dysfunctional continuum client needs in multiple social, cultural, institutional and physical contexts. The applications of the foundational knowledge skills, synthesis and integration, is reliant on developing clinical reasoning skills to problem solve and create innovative reasoned solutions to promote engagement and participation in daily life tasks.

The skills of lifelong learning, roles and responsibilities as a team member, leadership, thinking like an Occupational Therapist, developing cultural competences and to contribute to and to lead in inter-disciplinary team membership are introduced in the second term with guided integration from the five clinically based courses and their companion reasoning seminars (for the OTD Entry Level student). At this point, both OTD curricula address perfecting analytical and scientific reasoning with advanced clinical reasoning and psychomotor skills into worldwide arenas that impact delivery and access to care.

2. "Active learning, collaborative process that builds on prior knowledge and experiences and integrates professional academic knowledge, experiential learning, clinical reasoning and self-reflection" (AOTA, 2007).

Course objectives within each course and across the curriculum will advance in complexity when integration of familiar and similar content, skills, analysis, and synthesis will be required. This process will become evident with the production of the syllabi when the faculty complement begins to prepare the curriculum.

The integration of fieldwork 1 experiences into the clinical content courses will afford the student the opportunity to practice the knowledge, skills learned in class and to develop reasoning and self-reflection during the companion small group seminars. The development of self-reflection at the hyphen of didactic coursework and experiential learning in the clinical assignment will enrich the capacity to create thinking professionals and provide the foundation for lifelong learning. To augment this process, the OTD Post Professional students may serve as team leaders for the Entry Level students as part of their coursework requirements that enhance skill development in teaching and leading in Occupational Therapy.

The Decker College of Nursing and Health Science model for ongoing curriculum assessment will be followed to assure that the expected student learning outcomes for the proposed OTD programs will be achieved and that the new proposed curricula are meeting the College standards and for the OTD Entry Level program to secure accreditation.

3. "Promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations" (AOTA, 2007).

The proposed OTD Entry Level Professional curriculum values-centered with a strong ethical and philosophical grounding that are progressively integrated throughout the curriculum. Ethic and philosophy will be first introduced in the first year in Professional Reasoning 1: Critical Inquiry and Decision-Making (OTD Entry Level) and in Inter-Professional Ethics and Analytical Reasoning (OTD Post Professional Program) and will be learned explicitly and will be progressively integrated into all the other courses to enculture integrity and ethical conduct.

Quality of life and health promotion and disease prevention will resonate through the curriculum and be addressed in the five clinical courses and companion reasoning seminars to address needs of individuals, groups and populations with temporary and permanent impairments (in the OTD Entry Level Professional Program) and woven through the OTD Post Professional Program initially addressing the complex issues in the very first course of the curriculum: Justice: Health Disparities & Health Equities in the Practice of Occupational Therapy. The graduate students will develop the resources needed to address promotion of health and wellness and formation of contributions to society as innovators and to learn to embrace entrepreneurship formats from the five clinically based courses as well as the two OT formulations courses and as they address courses on health policy and advocacy as OTD graduate students.

Appendix B

Course Descriptions for OTD Post Professional Graduate Courses

OCT 701: JUSTICE : HEALTH DISPARTIES & HEALTH EQUITIIES IN THE PRACTICE OF OCCUPATIONAL THERAPY

The course will examine current models of and perspectives on disability and the influence on social policy. The course will take a careful and focused look on the history of disability policy in the US and the ways in which social, medical and universal models are manifested in current health and social service delivery systems. Implicit in the course is the examination of cultural values and assumptions about the nature of health, disability and quality of life. 3 credits

OCT 702: INTER-PROFESSIONAL ETHICS AND ANALYTICAL REASONING

This course provides students with a practical problem-solving approach to ethical dimensions of inter-professional practice. Students apply previously learned ethics foundations, approaches, and decision-making models to critically analyze ethical challenges encountered in today's professional practice environment. Active learning pedagogies prepare students for their role as moral agents, addressing inter-professional ethical considerations in delivering healthcare and formulating health policy, programs, and services. 3 credits

OCT 703: EVALUATION OF OCCUPATIONAL THERAPY THEORY AND CLINICAL RESEARCH

The students will learn to think critically about the ways that they use theories and models in their clinical practice to guide and to assess their interventions. The course will focus on the examination of the distinction between models of function and disablement and analyze how to effect and monitor change. There will be an effort to develop an appreciation for how theories and scientific discovery are selected to inform practice and to explain chosen interventions. 3 credits

OCT 704: INTERPROFESSIONAL HEALTH PROMOTION AND HEALTH ADVOCACY

This course examines community health, wellness, and education practices for groups, communities, and populations. Key concepts in health promotion, prevention, and wellness for quality of life and population-based approaches will be emphasized. Students are prepared with inter-professional community practice skills, including needs assessment and program planning and evaluation in conjunction with an actual community site or agency. This course includes service learning in the community. 3 credits

OCT 705: ADVANCED LEADERSHIP IN INNOVATIVE PRACTICE

This course will prepare the OTD student with advanced skills in leadership development. Emphasis will be on community program development, advocacy (political action), and administrative initiatives in a changing healthcare environment. In this course the student will identify their own personal leadership style, which will serve as a guide in developing a professional development and leadership plan. This course will also provide the student with an understanding of the process to set up occupational therapy services in traditional settings, community-based environments, and in non-traditional settings. 3 credits

OCT 706: TEACHING AND LEARNING THEORY AND PRACTICE IN OCCUPATIONAL THERAPY CLASSROOM

This course serves to prepare students to develop effective teaching techniques and strategies that are needed in several clinical and academic contexts. The course will address the identification of instructional settings in the students' practice arena, the impact of ethical, legal and economic factors in the educational process along with in-depth review of the various teaching platforms now in use. Determination of effective teaching strategies informed by the principles of learning and the assessment of learner's stages of development will be examined. Students will be taught how to write measurable learning/behavioral objectives and to problem solve how to facilitate motivation to learn and to improve upon learning compliance. Students will design and deliver a formal learning module for specific group of learners of their choosing. 4 credits

OCT 710: EVIDENCED BASED PRACTICE IN TRANSLATIONAL SCIENCE

This course introduces students to principles of evidence-based practice in the continuum of translational science. Students learn to evaluate clinical literature, determine the level of evidence and appraise the feasibility of applying the concepts into everyday practice. Students will have the opportunity to participate in data collection and data interpretation for levels of evidence to obtain the needed knowledge and skills for clinical effectiveness. 3 credits

OCT 711: OUTCOMES MEASUREMENT AND ASSESSMENT: INDIVIDUAL, COMMUNITY & SOCIETY, PART A

This two-part course addresses the methods used to quantitatively assess outcomes with a specific focus on individual clients. The methods include client surveys, performance-based assessments, continuous performance monitoring and single-subject and case group subject designs. This course will prepare the student to identify and/or create appropriate methods to assess individual client results for the evaluation plan required in the OTD Capstone Project. 3 credits

OCT 712: OUTCOMES MEASUREMENT AND ASSESSMENT: INDIVIDUAL, COMMUNITY & SOCIETY, PART B

This two-part course will examine literature-based examples of program evaluations addressing community and society in the students' areas of practice to make determinations of their suitability and applicability. Both the qualitative and quantitative methods for systematic evaluation and methods of monitoring will be reviewed to provide the student with the needed foundation knowledge and skills to complete an evaluation plan required for the OTD Capstone Project. 3 credits

OCT 720: OTD SEMINAR I: EXPLORE CAPSTONE PROJECT

In this seminar series addressing the development of the Capstone Project, students will explore populations and contexts of interest for their potential to seek change or develop advanced practice for their OTD capstone project. Students will learn how to discover the state of the knowledge and begin to establish parameters for a literature review of the population. Discussion will focus on barriers and facilitators to the identified population such as but not limited to ethics, policies, geography, or culture. 1 credit

OCT 721: OTD SEMINAR II: CREATE CAPSTONE PROJECT

In this seminar series addressing the development of the Capstone Project In this seminar, students will identify a theory and/or conceptual practice model that will inform the reasoning along with known scientific evidence in how to address a targeted area of inquiry and population identified for their OTD Capstone Project. 1 credit

OCT 722: OTD SEMINAR III: ASSESS CAPSTONE PROJECT

In this seminar series addressing the development of the Capstone Project, students will create an outcome-based assessment plan to document the quality or quantity of improvement of their OTD Capstone Project that is suited to the level of individual, community or society programming. 1 credit

OCT 723: OTD SEMINAR III: CLINICAL REASONING

In this seminar series addressing the development of the Capstone Project, students will combine all aspects of their scholarly project into multiple modes of dissemination: written, oral/multimedia, peer-reviewed presentation or publication. Students will complete a comprehensive dissemination and implementation plan that fits with their project to address strategies to assist with practice and reasoned practice decisions that informs their presenting outcomes. 1 credit

OCT 724: OTD CAPSTONE PROJECT DISSEMINATION

In this course students complete their culminating doctoral project and disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. The students present their doctoral project and discuss findings in an on campus, inter-professional forum to address the impact of their Capstone Project on practice. 4 credits



**Distance Education Format Proposal
For A Proposed or Registered Program
Form 4**

Version 2014-11-17

When a new or existing program is designed for a [distance education format](#), a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 211000
	Institution's Name: Binghamton University
	Address: P.O. Box 6000 Binghamton, NY 13902-6000
b) Registered or Proposed Program	Program Title: Occupational Therapy: Post-Professional Program
	SED Program Code
	Award(s) (e.g., A.A., B.S.): OTD
	Number of Required Credits: Minimum 36 credits
	HEGIS Code : 1208
	CIP 2010 Code : 51.2306
c) Distance Education Contact	Name and title: Donald G. Nieman Executive Vice President for Academic Affairs and Provost Telephone: 607-777-2070 E-mail: dneiman@binghamton.edu
d) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Donald G. Nieman Executive Vice President for Academic Affairs and Provost Signature and date:
	If the program will be registered jointly¹ with one or more other institutions, provide the following information for <u>each</u> institution:

¹ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

	Partner institution's name and 6-digit SED Code : N/A Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):
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Section 2: Enrollment

Year	Anticipated Total Headcount Enrollment
	All students are Part-Time
	Total
1	14
2	28
3	56
4	84
5	130

Section 3: Program Information

- a) **Term length** (in weeks) for the distance program: 15 weeks for Fall and Spring, 10 weeks for Summer
- b) Is this the same as term length for classroom program? [] No [X] Yes
- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

Viewing [SUNY Policy and SED Guidance](#), and developed from the Binghamton University Syllabus Statements on credit hours and course expectations (retrieved March 2020; dated March, 2014) from the Provost's Office: A 4-credit for Fall/Spring Session (14 week) course requires a student workload total of 12.5 hours per week.

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program remote/online? If not, what proportion will be able to be completed remote/online?

This proposed Post-Professional OTD Program is following the Occupational Therapy Profession educational model and expectations of the applicants to participate in the 36-credit program delivered in a remote/online format.

- e) What is the maximum number of students who would be enrolled in an remote/online course section? The program is designed to follow the usual and customary enrollment pattern in an remote/online class that is experienced in Occupational Therapy Education.

The individual sections for each course are anticipate to not exceed 15 students following the customary practice in OTD Post-Professional programs (remote/online) to allow for substantive in-class discussion.

<p>Part A: Institution-wide Issues: Submit Part A only for the first Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed remote/online program, unless there are significant changes, such as a new platform.</p>

N/A – Not first program proposed for distance education

Part A.1. Organizational Commitment

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.

The Post-Professional OTD Program coursework in Occupational Therapy are all offered in Distance Education formats to improve upon the accessibility for practicing Occupational Therapist to advance their education to enrich their career opportunities into clinical leadership or academic positions. The OTD Post-Professional Program's intended audience is for practicing occupational therapists who hold a master's degree and who meet the program admission criteria. Students' identities would be verified via the enrollment and registration process through both the OT Division's admissions process and the Graduate School. During Zoom classes, instructors will verify the students attending via Zoom through traditional attendance processes.

- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

Binghamton University currently fully supports distance learning through several models both synchronous and asynchronous. Technological support is currently available to instructors in the form of short courses (eg. Zoom, Panopto (video), etc.) Binghamton University uses MyCourses as the course management system. In addition, Decker College of Nursing and Health Science has two staff resources (IT specialist and Media Specialist) within the College who are consulted in choosing technological tools as well as solving technology issues that may occur. The Division will work closely with this office to ensure the use of current, effective, and appropriate technological supports.

- c) Describe how the institution trains faculty and supports them in developing and teaching remote/online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for remote/online education.

Faculty and the Decker Technology Support will assist faculty who are new to online educational practice, and we will advise engagement in the Center for Teaching and Learning as an important and valuable university opportunity. The Center for Learning and Teaching currently supports faculty in developing and teaching courses - both distance learning and in-person teaching. In addition, their staff provides one-on-one support to any faculty member who reaches out for assistance.

- d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

Not Applicable

- e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

The Occupational Therapy Division will follow SUNY policy around ownership of course materials which can be found here: <https://system.suny.edu/academic-affairs/faculty/faculty-ownership/> This policy is currently shared as part of the orientation and mentoring process for all new faculty.

Part A.2. Learner Support

a) Describe how your institution provides distance students with *clear information* on:

- Program completion requirements
- The nature of the learning experience
- Any specific student background, knowledge, or technical skills needed
- Expectations of student participation and learning
- The nature of interactions among faculty and students in the courses.
- Any technical equipment or software required or recommended.

This information will be shared and discussed with students during their initial advisement meeting with faculty prior to the start of the program, clearly communicated within the student handbook, the department website, communicated at orientation, and regularly scheduled advisement.

b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

This information will be shared and discussed with students during their initial advisement meeting with faculty prior to the start of the OTD Program, clearly communicated within the student handbook and Division webpages. In addition, course-specific learning experiences will be clearly communicated within each specific course syllabi.

c) Describe how *administrative processes* such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

What *orientation* opportunities and resources are available for students of distance learning?

The Program Director and the Director of Academic Advising & Student Support Services will work in collaboration with the Decker College Academic Technology Specialist to develop an orientation video for placement on the Occupational Therapy website. The video or series of videos will discuss: 1) a brief intro to the OTD Program; 2) the admissions criteria and admissions process; 3) acceptance and matriculation into the program; 4) academic advising and other student support services specific to remote students; 5) the Graduate Student Handbook including Academic Policies & Procedures; 6) the curriculum along and academic progression; 7) library usage access; 8) Immersive Residencies; 8) capstone projects; 9) use of LMS and distance education tools and specific technology requirements. Students will also be required to participate in an orientation for MyCourses/Blackboard, trial tests of Zoom and self-production of videos that will be used for demonstration of skill progressions.

The documents mentioned above will be available in electronic format on the Binghamton University OTD website.

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

The proposed OTD Post Professional Program is only going to be offered remote/online to be adherent with educational practice for this type of program in the Occupational Therapy profession nationally.

Part B.1. Learning Design

a) How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

This curriculum will only be offered using the remote/online/distance education synchronous/asynchronous formats utilizing a flipped classroom teaching model. The program will utilize the usual and customary strategies followed in Decker College to ensure that academic standards and requirements are applied to assess academic success. This program is exclusively based on lecture/seminar interactive forums for course delivery that will be reliant on videoconferencing media.

Each course syllabi includes course objectives. Faculty teaching in the proposed OTD Post-Professional Program will work with the OT Division faculty on the proposed curriculum. This committee will interact with the Division Director and the School Curriculum Committee. Course objective completion is assessed through a variety of activities that include by are not limited to critique of readings, participation in course activities such as discussion boards in terms meaningful reflections and depth of understanding, quizzes and examinations, case studies, writing assignments/papers, and the development of presentations to be shared with classmates and or clinical facilities.

The OTD Post-Professional Program will adhere to the Graduate School's requirement that student maintains a B average to stay in the program, and grading rubrics and grading criteria will be clearly spelled out in syllabi. Another way that learning outcomes are assessed in the OTD Post-Professional Program will be in the Capstone Project, which provides students with the opportunity to demonstrate mastery and synthesis of all components of the OTD Post Professional program including, theory, research, advocacy, and policy, while applying it to the real word via capstone project dissemination experience.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

There are two to three courses offered each Fall/Spring/Summer term, the courses are not lock-step; only the culminating course: **OCT 724: OTD CAPSTONE DISSEMINATION** is restricted in its enrollment until the student's final semester of study. The program is sequenced for student to complete the course or study over a two-year period, and also allows for a faster or slower progression to support work schedule demands.

- c) How do faculty and others ensure that *the technological tools* used in the program are appropriate for the content and intended learning outcomes?

In addition to the university structure of faculty representation on committees reviewing and choosing technological tools, The University has the Center for Teaching and Learning (CLT) as a resource for faculty and those teaching in a wide array of formats. Faculty teaching in remote/online courses will receive training on how to use the courseware and how to teach in a remote/online environment. Faculty are also able to seek individual consultation from CLT or attend classes or workshops that may highlight various technological tools to assist with teaching in different modalities. Binghamton University and Decker College utilize several technological tools currently including the Blackboard/MyCourses Learning Management System; WebEx webinar software; and Spark virtual chat. Decker College has two staff resources (IT specialist and Media Specialist) within the College who are consulted in choosing technological tools as well as solving technology issues that may occur.

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The remote/online program will encourage student-to-student interactions through in-class discussions, webinars, projects and assignments. The Blackboard/MyCourses teaching platform allows for group interaction and will be a resource for remote/online students. Faculty teaching remote/online will be expected to hold "virtual office hours" with specific times where they will be available to remote/online students. Currently faculty and students often communicate via email, phone, Google Hangout (in groups or individually) as well as using the MyCourses platform for interaction

- e) How do faculty teaching remote/online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

Binghamton University provides each student with a unique identifier (B#), secure logins and passwords. Students are also expected to adhere to the Binghamton University Academic Integrity Policy. All methods of verifying student identity in distance learning must protect the privacy of student information

Part B.2. Outcomes and Assessment

- a) Distance learning programs are expected to produce the *same learning outcomes* as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

The proposed program is only offered in the remote/online/distance education format. The OTD Post Professional Program courses are designed to meet the standards for the national accreditation (Accreditation Council for Occupational Therapy Education). Learning objectives are noted in the syllabi of all the OTD Post Professional Program courses. Faculty are responsible for the initial and ongoing development and delivery of instruction in distance programs, and for ensuring that their courses meet the accreditation requirements. Ongoing course faculty meetings, designated course mapping meetings, and graduate curriculum and policy committee meetings will also safeguard that all OTD Post Professional distance education courses meet requirements warranting quality, integrity and consistency.

The American Occupational Therapy Association and the Accreditation Council for Occupational Therapy Education Accreditation Statement on Distance Education Policies, notes: “All occupational therapy education courses delivered through distance learning technologies must meet the same academic program and learning support standards and accreditation criteria as courses provided in face-to-face formats”.

- b) Describe how the *means chosen for assessing student learning* in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Students will be assessed via in-class discussion engagement, discussion board contributions, presentations, submitted papers, and case studies the mechanisms for assessment based on course/student outcome needs. Blackboard/MyCourses allows for content posting (multiple formats, including audio/visual) discussions, mash-ups, journals, blogs, and wikis. It also has access to a Video Platform (Panopto), which provides video management, webcasting, and recording for faculty and students. Decker College also utilizes WebEx to allow for real-time, synchronous interaction with students. These features allow for varied, outcome-based, means of assessing student learning. The student experience will also end with their developing an evidence-based capstone project, which will demonstrate the cumulative results of their learning.

Part B.3. Program Evaluation

- a) What process is in place to monitor and *evaluate the effectiveness* of this particular distance education program on a regular basis?

Decker College has a structured evaluation process (and document) that was reviewed and revised in Spring 2017 and approved by the College Faculty Council in April 2017. As a new program in Decker College, this will be used in the OTD Post Professional program. This document identifies evidence required, where evidence is stored, person or group responsible for the information, frequency of evaluation and the feedback loop for sharing information with the community of interest.

The University and Decker College use WEAVE an assessment and planning management system to standardize and document the evaluation process. Each program coordinator /director in the College (in consultation with faculty and curricular committees) has established for each program the Following: Major Program Goals; Student Learning Outcomes / Objectives to be measured; Targets for each outcome. Once the Occupational Therapy Division has a faculty, its curricular committee will be established within the Division following the model in place in Decker College. Annually the Division Director will document the findings for each target (met or not met). For those targets that are not met an action plan will be filed and findings reassessed at a later date. Evidence to support the assessment of whether the target was met or not is uploaded. Frequently these are

grading rubrics, grading sheets with redaction of names, it may include a copy of a student paper with redacted names and student permission.

The Division director and the evaluation committee will track specific outcomes such as program completion rate, employment status and alumni satisfaction as is the practice in Decker College. SkyFactor® surveys are administered at two intervals, once as an exit survey and once as a one-year alumni survey. This survey measures the alumni perception of program satisfaction and effectiveness, along with effectiveness in addressing the OTD Post Professional Program Outcomes.

- b) How will the evaluation results will be used for *continuous program improvement*?

These data will be incorporated within semester and annual reports, and will be compiled for completion for reports to Middle States and NYSED Office of Professional Programs. These data and documents are utilized within the continuous program improvement process as documented in WEAVE. The Decker College systematic process involves the curriculum committee, the Division Program Director, the Assistant Dean of Enrollment and Academic Success, and the Evaluation Committee. Students participate in course evaluation for all their courses, and course faculty prepare end of course reports, which include suggestions for individual course improvement. Recommendations for curricular change or further development will be referred to the Occupational Therapy Division Curriculum Committee and recommendations for Policy changes will be referred to the Policy and Procedure Committee. If recommended solutions involve faculty development or investment in technology appropriate campus support services will be accessed.

- c) How will the evaluation process assure that the *program results in learning outcomes appropriate to the rigor and breadth* of the college degree or certificate awarded?

Curriculum review is an ongoing process within Decker College. The Division Director as well as the Associate Dean are responsible for assuring that there is systematic evaluation of programs and the College as a whole. Learning outcomes are assessed in a myriad of ways and through various ongoing processes with input from several key personnel. The faculty and administration are mindful of the reputation the College has for producing qualified and well-prepared graduates and thus have a vested interest in assuring that the appropriate rigor and breadth of the education is addressed for existing and new programs within Decker College. The College and Binghamton University systematic review processes assist in the establishment and evaluation of learning outcomes appropriate to the degree.

To ensure that the learning outcomes are appropriate to the rigor and breadth of the college degree awarded and the Occupational Therapy profession, the courses in the program will adhere, even though accreditation for this program is not required nor is it available, to meet the Accreditation Council for Occupational Therapy Education [ACOTE) Standards for each course. The ACOTE Standards are documented on each syllabus. In addition to satisfying the professional standards for content, the courses in this curriculum are designed for best practice and will be monitored as all graduate curricula are in Decker College for the following seven principles: High expectations; Time on task; Active learning; Interaction among classmates; Interaction with faculty; Prompt feedback; Respect for diversity.

Part B.4. Students Residing Outside New York State

SUNY programs must comply with all [“authorization to operate” regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state’s definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

The Division Director will examine state of residence as part of the admission criteria into the OTD Post Professional program. The Division of Occupational Therapy website will clearly indicate which states we are authorized to operate in. The program will not accept applications from prospective students who reside in states

which we do not have authorization to operate in. This information will be updated as new information becomes available or as new state authorizations are received. Additionally, the campus has applied for membership in the National Council for State Authorization Reciprocity Agreements (S.A.R.A.).

From the NYS Education Department (<http://www.nysed.gov/higher-ed-authorization/state-authorization-reciprocity-agreement-sara>): State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for the approval of interstate postsecondary distance education courses and programs.

On September 13, 2016, the New York State Board of Regents adopted new regulations requiring out-of-state institutions of higher education to seek and obtain New York State Education Department (NYSED) approval to offer distance education to New York State residents, and to permit the Department to enter into the State Authorization Reciprocity Agreement (SARA). New York State joined SARA on December 9, 2016.

New York State institutions participating in SARA are authorized to conduct distance education activity in other SARA member states under the terms and provisions of SARA. Please refer to the [SARA Policy and Operations Manual \(link is external\)](#) for more information about coverage under the SARA agreement. A list of states and institutions participating in the State Authorization Reciprocity Agreement is available on the [SARA States & Institutions webpage \(link is external\)](#).

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted? **NOTE:** *Links to information for other states can be found at [here](#).*

Students from other states wishing to file complaints will be able to access the link to appropriate SUNY information through the State Higher Education Executive Officers Association (SHEEO) website <http://www.sheeo.org/stateauth/Complaint%20Process%20Links.pdf> The SHEEO will be acknowledged for this document.

In accordance with our humanistic philosophy, effective interpersonal communication based on mutual trust and respect is an essential part of becoming a health care professional. Decker College strongly supports a climate in which attempts to understand differences are guided by these principles. The College subscribes to the belief that most issues can be mutually resolved at the informal level, and that learning can be enhanced through the use of this process. The following procedure shall be used to resolve an academic grievance brought by students or faculty in Decker College. A grievance involves a case in which one party believes another party has harmed him or her directly and seeks some redress or resolution of a perceived harm. Possible cases may include, but are not limited to, disagreements over course or program requirements, the process by which a grade was determined, intellectual property, unfair treatment, or whether due process was followed. Interpersonal conflicts that do not affect a student's grades, academic progress, intellectual property and the like cannot be grieved. The formal grievance procedure is preceded by an informal process for seeking resolution and an informal mediation process. The College strongly supports that all efforts to resolve the issue at the informal level are exhausted prior to resorting to the formal process. The informal or mediated process must be completed prior to beginning the formal process.

The Binghamton University Graduate School Grievance Policy is accessible to OTD Post Professional Students via the Graduate School Manual at: <https://www.binghamton.edu/grad-school/resources/policies-procedures/manual/index.html#grievance-procedures>

Appendix D
Course Syllabi and Letters of Support for Syllabi

*Fourteen Course syllabi totaling 36 credits for all new graduate courses
for the OTD: Post Professional Program*

BINGHAMTON UNIVERSITY

OTD Post-Professional

OCT 701 – Justice: Health Disparities & Health Equities in the Practice of Occupational Therapy
COURSE SYLLABUS

14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT	OTD Post Professional Program
IN CURRICULUM:	
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous. Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: *3-credit course notes:*

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

The course will examine current models of and perspectives on disability and the influence on social policy. The course will take a careful and focused look on the history of disability policy in the US and the ways in which social, medical and universal models are manifested in current health and social service delivery systems. Implicit in the course is the examination of cultural values and assumptions about the nature of health, disability and quality of life.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Apply the knowledge of health equities and health disparities in the practice of occupational therapy and address how this knowledge can be used to influence how occupational therapy can better serve these populations to enrich day to day lives. [Standard B 1.2]
2. Explain the role of occupation in the promotion of health and prevention of disease and disability for individual, family/community/society and address how occupational therapy leadership and advocacy can affect change as well as working relationships across disciplines to affect change. [Standard B 1.2, B 3.4, B 4.21, B 4.23, B 4.3, B 5.1]
3. Demonstrate appreciation for consultative process, advocacy models, and promotion for individuals, groups, programs, organizations, communities for the advocacy of health care access and to improve health equities. [Standard B 3.1, B 3.4, B 4.24, B 4.25, B 5.1, B 5.2]
4. Demonstrate an appreciation for and an understanding of disability policy and the social, economic, political, geographic and demographic factors that influence various contexts for the practice of occupational therapy and the potential for developing delivery models to advocate for change. [Standard B 3.1, B 3.4, B 4.23, B 4.24, B 4.25, B 5.2]
5. Analyze the trends in models of service and potential such as from medical, educational, social resources nationally and globally that could potentially effect change for the delivery of occupational therapy services to individuals, communities, and societies. [Standard B 2.1, B 3.4,]
6. Identify and begin to explore how to develop strategies for the promotion of occupational therapy models to individuals, families/communities, societies in response to changes in policy or regulatory changes as well as changes in societal needs. [Standard B 1.2, B 1.3, B 3.1, B 3.4, B 4.19, B 4.23, B 4.25]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Issue paper on presenting health care delivery need for a selected individual, family/community, or society.	35%	Week 7
Proposed advocacy or promotion plan to address issue raised in first assignment	35%	Week 14-15
Total	100%	End of 15 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100

A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

REQUIRED READING MATERIALS:

Zornado, J., Harrison, J., and Weisman, D. (2019). *Developing the Intellectual Tools for Social Justice*. Routledge Taylor & Frances Group.

Naidoo, J. and Willis, j. (2016) *Foundations for Health Promotion (4th ed.)*. London. Elsevier

New York Times: Science Times (publishes on Tuesday)

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington DC

WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism (3rd ed.)*. Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

ACADEMIC INTEGRITY:

Graduate students enrolled in the OTD- Post Professional Program are expected to adhere to the highest standards of academic honesty and integrity. Academic honesty and integrity are essential behaviors for graduate students to meet the ethical competencies expected of occupational therapy professionals. The Occupational Therapy Code of Ethics serves as a standard to which the students are held accountable. Graduate students are expected to be aware of Binghamton University policies and procedures related to academic honesty and integrity. Students should refer to Binghamton University Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
 - Academic Honesty: [The Graduate School Manual](#)
 - Deborah Yarett Slater **Reference guide to the occupational therapy code of ethics & ethics standards**. 2016, American Occupational Therapy Association
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FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

LIBRARY RESOURCES:

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at ngilman@binghamton.edu or call her at 607-777-4923.

BINGHAMTON UNIVERSITY

OTD Post-Professional

OCT 702 – Inter-Professional Ethics & Analytic Reasoning
COURSE SYLLABUS

14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT	OTD Post Professional Program
IN CURRICULUM:	
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous. Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: *3-credit course notes:*

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week of outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

This course provides students with a practical problem-solving approach to ethical dimensions of inter-professional practice. Students apply previously learned ethics foundations, approaches, and decision-making models to critically analyze ethical challenges encountered in today's professional practice environment. Active learning pedagogies prepare students for their role as moral agents, addressing inter-professional ethical considerations in delivering healthcare and formulating health policy, programs, and services.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Analytic philosophy and the methods of scholarly inquiry and techniques used in analytic philosophy to examine and clarify professional issues impacting the intervention team. [Standard B 6.5]
2. Explain the nature of professional issues, their role in the evolution of a profession and in inter-professional teams, and some current professional issues that are now being addressed. [Standard B 4.24, B 4.25, B 6.1]
3. Demonstrate the characteristics of a sound argument, and how to develop a position, to address some current issues in occupational therapy practice. [Standard B 6.1, B 6.5, B 7.2, B 7.3]
4. Recognize how ethics and analytical reasoning as an area of study in philosophy, bioethics, and spheres of professional life in which there are recurring ethical issues and dilemmas that impact practice decisions and opportunities. [Standard B 2.1, B 2.2, B.4.2, B 5.1, B 7.2]
5. Demonstrate an appreciation for and an understanding of disability policy and the social, economic, political, geographic and demographic factors that influence various contexts for the practice of occupational therapy and the potential for developing delivery models to advocate for change with da focus on attending to social determinants of health in rural, local, and global communities. [Standard B 7.1, B 7.2, B 7.3, B 7.5]
6. Analyze how to identify, examine, and select a course of action relative to ethical dilemmas In clinical practice through the use of bioethical principles in the context of various schools of ethical thought. [Standard B 6.5, B. 7.1, B 7.5]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Describe a pressing ethical dilemma for a selected individual, family/community, or society.	35%	Week 7
Proposed argument that is informed by an ethical school of thought o address ethical dilemma that impacts clinical practice	35%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100

A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

REQUIRED READING MATERIALS:

Doherty, R.F. and Purtilo, R.D. (2016). *Ethical Dimensions in the Health Professions*, 6th Edition. St. Louis: Elsevier.

New York Times: The Ethicist (publishes on Sunday)

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC

WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3rd ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
 - Academic Honesty: [The Graduate School Manual](#)
 - Deborah Yarett Slater **Reference guide to the occupational therapy code of ethics & ethics standards**. 2016, American Occupational Therapy Association
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FOR STUDENTS EXPERIENCING DIFFICULTIES:

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If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

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- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

LIBRARY RESOURCES:

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at ngilman@binghamton.edu or call her at 607-777-4923.

BINGHAMTON UNIVERSITY

OTD Post-Professional

**OCT 703: EVALUATION OF OCCUPATIONAL THERAPY THEORY AND CLINICAL RESEARCH
COURSE SYLLABUS**

14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT	OTD Post Professional Program
IN CURRICULUM:	
TIME/LOCATION:	14 Weeks Online/didactic/ Asynchronous/ Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: *3-credit course notes:*

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks including service learning in the community.

COURSE DESCRIPTION:

The students will learn to think critically about the ways that they use theories and models in their clinical practice to guide and to assess their interventions. The course will focus on the examination of the distinction between models of function and disablement and analyze how to effect and monitor change. There will be an effort to develop an appreciation for how theories and scientific discovery are selected to inform practice and to explain chosen interventions.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Become familiar with the terms and body of knowledge in Occupational Therapy that address philosophical foundation and theoretical bases to recognize how both inform thinking and reasoning for the formation of a research inquiry. [Standard B 2.1, B 3.1, B 6.1]
2. Compare, contrast, and integrate a variety of models of practice and frames of reference that are used in occupational therapy to inform a research inquiry and work across disciplines. [Standard B 2.1, B 3.1, B 4.25]
3. Demonstrate capacity to critique the validity of research studies, qualitatively and quantitatively to determine how the outcome inform your Capstone project inquiry. [Standard B 4.5, B 4.6, B 4.7, B 6.1, B 6.2]
4. Recognize the theories and practice models to provide the understanding of social determinants of health with attention to underserved populations including rural local, and global communities. [Standard B 1.2, B 1.3, B 2.1, B 3.1, B 3.2]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Describe through example how philosophical foundations and theoretical base are informing your inquiry for a capstone project plan.	35%	Week 7
Propose with justification a working initial idea for your capstone project. that could impact your present clinical practice	35%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79

C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

DePoy, E. and Gitlin, L.N. (2019). Introduction to research E-book. Understanding and applying multiple strategies, 6th Edition. St. Louis: Mosby.

Glanz, K., Rimer, B.K.& Viswantha, K. (Eds) (2015). Health Behavior: Theory, Research, and Practice, 5th Edition. Jossey-Bass.

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC

WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3rd ed.). Glendale, CA: Pycszak Publishing. ISBN: 9781884585937

ACADEMIC INTEGRITY:

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- Academic Honesty: [The Graduate School Manual](#)
- Deborah Yarett Slater **Reference guide to the occupational therapy code of ethics & ethics standards.** 2016, American Occupational Therapy Association

FOR STUDENTS EXPERIENCING DIFFICULTIES:

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crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

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- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
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LIBRARY RESOURCES:

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BINGHAMTON UNIVERSITY

OTD Post-Professional

OCT 704: Inter-Professional Health Promotion and Advocacy
COURSE SYLLABUS

14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT	OTD Post Professional Program
IN CURRICULUM:	
TIME/LOCATION:	14 Weeks Online/didactic/ Asynchronous/ Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: *3-credit course notes:*

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks including service learning in the community.

COURSE DESCRIPTION:

This course examines community health, wellness, and education practices for groups, communities, and populations. Key concepts in health promotion, prevention, and wellness for quality of life and population-based approaches will be emphasized. Students are prepared with inter-professional community practice skills, including needs assessment and program planning and evaluation in conjunction with an actual community site or agency. This course includes service learning in the community.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Apply the knowledge of health equities and health disparities in the practice of occupational therapy and address how this knowledge can be used to influence how occupational therapy can better serve these populations to enrich day to day lives. [Standard B 1.2, B 1.3]
2. Explain the role of occupation in the promotion of health and prevention of disease and disability for individual, family/community/society and address how occupational therapy leadership and advocacy can affect change as well as working relationships across disciplines to effect change. [Standard B 1.2, B 3.4, B 4.21, B 4.23, B 4.25, B.5.2]
3. Demonstrate appreciation for consultative process, advocacy models, and promotion for individuals, groups, programs, organizations, communities for the advocacy of health care access and to improve health equities. [Standard B 3.1, B 3.4, B 4.20, B 4.25]
4. Demonstrate an appreciation for and an understanding of disability policy and the social, economic, political, geographic and demographic factors that influence various contexts for the practice of occupational therapy and the potential for developing delivery models to advocate for change. [Standard B 3.1, B 3.4, B 4.23, 5.2]
5. Analyze the trends in models of service and potential such as from medical, educational, social resources nationally and globally that could potentially effect change for the delivery of occupational therapy services to individuals, communities, and societies. [Standard B 3.4, B 5.1]
6. Identify and begin to explore how to develop strategies for the promotion of occupational therapy models to individuals, families/communities, societies in response to changes in policy or regulatory changes as well as changes in societal needs. [Standard B 4.2, B 4.23, B 6.3, B 7.5]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Identify a pressing health or wellness issue at a local community program (or where you work), provide justification about it being a health-wellness issue and create a fact- sheet.	35%	Week 7
Create a final presentation to be shared in-class on (format can be Power Point, educational flyer or an Op-Ed Your presentation to class needs to illustrate how to advocate for health policy to address the pressing issue of concern, to identify potential partners, legislators, and resources needed to produce a long-term impact through policy	35%	Week 14-15

enactment. This proposal with justification can serve as a working idea for your capstone project as it could impact your present clinical practice		
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

Bensley, R, Brookins-Fisher, J (2019) *Community and Public Health Education Methods (4th ed.)*. Jones & Bartlett: Burlington. **ISBN:** 978-1-284-14217-4

Naidoo, J. and Willis, j. (2016) *Foundations for Health Promotion (4th ed.)*. London. Elsevier

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington DC

WRITING RESOURCE:

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 - University Counseling Center: 607-777-2772
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- LIBRARY RESOURCES:

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BINGHAMTON UNIVERSITY

OTD Post-Professional

OCT 705 – Advanced Leadership in Innovative Practice
COURSE SYLLABUS
14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT	OTD Post Professional Program
IN CURRICULUM:	
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous/Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: *3-credit course notes:*

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

This course will prepare the OTD student with advanced skills in leadership development. Emphasis will be on community program development, advocacy (political action), and administrative initiatives in a changing healthcare environment. In this course the student will identify their own personal leadership style, which will serve as a guide in developing a professional development and leadership plan. This course will also provide the student with an understanding of the process to set up occupational therapy services in traditional settings, community-based environments, and in non-traditional settings.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Analyze the process of leading people and health organizations across multiple and interconnected disciplines in effective manner that is adherent to ethical and legal standards and competency regulations. [Standard B 5.8]
2. Recognize the traits of transformational and visionary leaders to identify strategies for successfully developing, communicating, implementing, and sustaining a vision [Standard B 4.25, B 5.1, B 5.2]
3. Develop leadership-focused learning for health professionals to meet the position requirements in clinical and academic settings and to assure professional development pathways for present and new emerging programs. [Standard B 5.7, B 5.8, B 6.6]
4. Understand the key differences between leadership and management and recognize how the two are inter-related [Standards B 7.2, B 7.4, B 7.5]
5. Identify strategies for motivation and managing resistance to organizational change in pursuit of a vision [Standards B 7.4, B 7.5] Identify str[Standards B 7.4, B 7.5]
6. Operationalize theory and concepts of leadership and management using practical and concrete behaviors of leaders. [Standards B 2.2, B 7.2, B 7.4]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Propose how to successfully present a new or emerging practice area for an individual patient, family/community, or society need.	35%	Week 7
Propose an argument that is informed by leadership theory to address the possible dial dilemmas or barriers for the needed expansion or change of direction with rationale for your choices and address how that impacts clinical practice	35%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

Rubino, L.G., Esparza, S.J., Reid Chassiakos, Y.S. (2020) *New Leadership for Today's Health Care Professionals*. Jones & Bartlett: Burlington, MA. 2nd Edition

Assigned scholarly articles.

STYLE MANUAL:

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- Decker Student Health Services Center: 607-777-2221
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- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
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LIBRARY RESOURCES:

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BINGHAMTON UNIVERSITY

OTD Post-Professional

OCT 706 – Teaching and Learning Theory and Practice in the Occupational Therapy Classroom
COURSE SYLLABUS

14-Week Session

CREDIT HOURS:	Four (4) credits
PLACEMENT	OTD Post Professional Program
IN CURRICULUM:	
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous/Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: *4-credit course notes:*

This course is a 4-credit course, which means that students are expected to do at least 13.5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks including designing and delivering a learning experience for students or practitioners.

COURSE DESCRIPTION:

This course serves to prepare students to develop effective teaching techniques and strategies that are needed in several clinical and academic contexts. The course will address the identification of instructional settings in the students' practice arena, the impact of ethical, legal and economic factors in the educational process along with in-depth review of the various teaching platforms now in use. Determination of effective teaching strategies informed by the principles of learning and the assessment of learner's stages of development will be examined. Students will be taught how to write measurable learning/behavioral objectives and to problem solve how to facilitate motivation to learn and to improve upon learning compliance. Students will design and deliver a formal learning module for specific group of learners of their choosing.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Apply the principles of teaching and learning theories to design an educational module on an Occupational Therapy skill set that is scaffolded to specific learners needs and level of learning. [Standard B 4.21]
2. Examine the domains of adult learning theories and how they apply to health professional student’s classroom learning. [Standard B 4.21]
3. Acquire classroom presentation skills in the exploration of teaching-learning strategies for face to face classroom and virtual classroom [Standards B 4.23, B 4.25]
4. Learn to explore the educational trends and issues in Higher Education classrooms to attend to collaborative learning environments across disciplines, virtual learning environments, generational and cultural concerns [Standards B 1.2, B 1.3, B 4.1, B 4.23, B 6.1]
5. Become familiar with the requirements of course development and how it is related to curriculum design. [Standard B 6.6, B 6.1]
6. Examine the legal, ethical, regulatory requirements for classroom coursework [Standard B 1.3, B 6.1, B 6.2]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Propose a teaching module for a specific audience on an Occupational Therapy based intervention and provide rationale for topic and audience selected as well as describe how the teaching module impacts clinical practice.	35%	Week 7
Prepare for and present the designed teaching module and address how that impacts clinical practice	35%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

Rubino, L.G., Esparza, S.J., Reid Chassiakos, Y.S. (2020) *New Leadership for Today's Health Care Professionals*. Jones & Bartlett: Burlington, MA. 2nd Edition

Assigned scholarly articles.

STYLE MANUAL:

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WRITING RESOURCE:

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 - University Counseling Center: 607-777-2772
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BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 710: EVIDENCED BASED PRACTICE IN TRANSLATIONAL SCIENCE
COURSE SYLLABUS

14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT IN CURRICULUM:	OTD Post Professional Program
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous/Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

This course introduces students to principles of evidence-based practice in the continuum of translational science. Students learn to evaluate clinical literature, determine the level of evidence and appraise the feasibility of applying the concepts into everyday practice. Students will have the opportunity to participate in data collection and data interpretation for levels of evidence to obtain the needed knowledge and skills for clinical effectiveness.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Become familiar with the contribution occupational therapy has in the model of translational research as it addresses the process of the continuum of research from the bench to delivery to society. [Standard B 1.3, B 4.18, B 5.1, B 6.3]
2. Apply evidenced based practice to clinical reasoning and decision making. [Standards B 1.3, B 6.1, B 6.2]
3. To select appropriate assessment tools to identify the need for change in the environment, individual, or group that fit with the research design. [Standard B 6.1]
4. To use standardized and non-standardized screening tools to monitor or to evaluate change. [Standards B 4.4, B 4.5, B 4.6, B 6.2]
5. To learn how to develop and to critique research methodology for its organization, data collection and analysis plan. [Standard B.6.1, B 6.2]
6. To understand the practical and ethical requirements for implementing, analyzing and disseminating research findings. [Standard B 1.3, 4.23, B 6.1, B 6.2, B 6.4, B 6.5]
7. To become familiar with the skills required to interpret basic descriptive, correlational and experimental statistics and to interpret the study results using norm referenced standardized test scores. [Standard B 4.2, B 4.4, B 6.1, B.6.2, B 6.3]
8. To learn how to promote occupational therapy to ensure quality improvement and develop program changes informed by outcome analyses and needs of society and how to advance knowledge through grant writing. [Standard B 6.1, B 6.2, B 6.3, B 6.4, B 6.5]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Develop a PICO for capstone project inquiry.	35%	Week 7
Prepare a critical appraisal of a published manuscript that is aligned with your capstone project. and address how the manuscript impacts clinical practice	35%	Week 14-5
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82

C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

Melnyk BM, Fineout-Overholt E. Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice. 4th ed. Philadelphia, PA: Wolters Kluwer; 2019.

DePoy, E. and Gitlin, L.N. (2019). Introduction to research E-book. Understanding and applying multiple strategies, 6th Edition. St. Louis: Mosby
Assigned scholarly articles.

STYLE MANUAL:

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ACADEMIC INTEGRITY:

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- Academic Honesty: [The Graduate School Manual](#)
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FOR STUDENTS EXPERIENCING DIFFICULTIES:

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LIBRARY RESOURCES:

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BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 711: OUTCOME MEASUREMENT & ASSESSMENT: INDIVIDUAL, COMMUNITY & SOCIETY PART
A
COURSE SYLLABUS
14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT IN CURRICULUM:	OTD Post Professional Program
TIME/LOCATION:	14 Weeks Online/didactic/ Asynchronous/ Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

The students will learn to think critically about the ways that they use theories and models in their clinical practice to guide and to assess their interventions. The course will focus on the examination of the distinction between models of function and disablement and analyze how to effect and monitor change. There will be an effort to develop an appreciation for how theories and scientific discovery are selected to inform practice and to explain chosen interventions.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Become familiar with the scope of health behavior research and practice as it relates to and informs the practice of occupational therapy's outcome research for individuals, the community and society. [Standard B 1.2, B 2.1, B 3.1, B 4.3, B 4.23]
2. Recognize the value of knowledge derived from outcome data and experience the methods and approaches for assessing outcomes in occupational therapy. [Standard B 4.4]
3. Recognize the importance of Models of Individual Health Behavior for use in guiding outcome research and how they interface with OT Practice Models for assessing occupation. [Standards B 1.2, B 2.1, B 3.1, B.3.2, B 4.4, B 4.23]
4. Know the specific measurement tools and instruments that are relevant for assessing and reporting outcomes of those that occupational therapy serves across the lifespan [Standards B 4.5, B 4.7, B 4.10]
5. Critically analyze the advantages and disadvantages of specific outcomes measurement techniques for various applications in occupational therapy. [Standards B 2.1, B 3.1, B 3.2, B 3.4, B 5.1]
6. Describe key attributes of outcomes measurement tools (e.g., psychometric properties, reliability and validity testing, scaling and weighting, etc.) that affect their applicability and usefulness in different contexts. [Standards B 3.1, B 3.4, B 4.20, B 4.25, B 5.2]
7. Demonstrate the relevance of outcomes measurement for clinical and translational research, comparative effectiveness research, and for health care system improvement. [Standards B 4.23, B 3.1, B 3.4, B 5.1, B 6.1, B 6.2]
8. Learn to appraise outcome measures with justification from published research. [Standard B.6.1]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Prepare an issue paper that speaks to the relevancy of outcome assessment with rationale for your view in your practice domain.	35%	Week 7
Conduct a review of a relevant outcome measure that is suitable for your practice area and perform an appraisal of that instrument for in-class presentation and show how it could potentially serve to inform your inquiry for a capstone project	35%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

DePoy, E. and Gitlin, L.N. (2019). Introduction to research E-book. Understanding and applying multiple strategies, 6th Edition. St. Louis: Mosby.

Glanz, K., Rimer, B.K.& Viswantha, K. (Eds) (2015). *Health Behavior: Theory, Research, and Practice* (5th ed.). Jossey-Bass.

Kane, R.L. and Radosevich (2010). *Conducting Health Care Outcomes Research*. Boston: Jones and Bartlett Publishers.

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC

WRITING RESOURCE:

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BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 712: OUTCOME MEASUREMENT & ASSESSMENT: INDIVIDUAL, COMMUNITY & SOCIETY PART
B
COURSE SYLLABUS
14-Week Session

CREDIT HOURS:	Three (3) credits
PLACEMENT IN CURRICULUM:	OTD Post Professional Program
TIME/LOCATION:	14 Weeks Online/didactic/ Asynchronous/ Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for Online 14 Week Courses: *3-credit course notes:*

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

This two-part course will examine literature-based examples of program evaluations addressing community and society in the students' areas of practice to make determinations of their suitability and applicability. Both the qualitative and quantitative methods for systematic evaluation and methods of monitoring will be reviewed to provide the student with the needed foundation knowledge and skills to complete an evaluation plan required for the OTD Capstone Project.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Become familiar with the scope of health behavior research and practice as it relates to and informs the practice of occupational therapy's outcome research for individuals, the community and society. [Standard B 1.2, B 2.1, B 3.1, B 4.3, B 4.23]
2. Recognize the value of knowledge derived from outcome data and experience the methods and approaches for assessing outcomes in occupational therapy. [Standard B 4.4]
3. Recognize the importance of Models of Individual Health Behavior for use in guiding outcome research and how they interface with OT Practice Models for assessing occupation. [Standards B 1.2, B 2.1, B 3.1, B.3.2, B 4.4, B 4.23]
4. Know the specific measurement tools and instruments that are relevant for assessing and reporting outcomes of those that occupational therapy serves across the lifespan [Standards B 4.5, B 4.7, B 4.10]
5. Critically analyze the advantages and disadvantages of specific outcomes measurement techniques for various applications in occupational therapy. [Standards B 2.1, B 3.1, B 3.2, B 3.4, B 5.1]
6. Describe key attributes of outcomes measurement tools (e.g., psychometric properties, reliability and validity testing, scaling and weighting, etc.) that affect their applicability and usefulness in different contexts. [Standards B 3.1, B 3.4, B 4.20, B 4.25, B 5.2]
7. Demonstrate the relevance of outcomes measurement for clinical and translational research, comparative effectiveness research, and for health care system improvement. [Standards B 4.23, B 3.1, B 3.4, B 5.1, B 6.1, B 6.2]
8. Learn to appraise outcome measures with justification from published research. [Standard B.6.1]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	30%	Weekly: 1 through 14
Complete a critical analyses of a published health outcome study and prepare a class presentation that addresses the relevancy of the selected health outcome assessment that is in your practice domain.	35%	Week 7
Prepare an issue paper that proposes how best a research question informed by an identified conceptual model can be applied to a selected health outcome measure of individuals, community, or society that can also serve to support your developing capstone project.	35%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
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B-	80 - 82
C+	77 - 79
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REQUIRED READING MATERIALS:

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BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 720 – Explore Capstone Project
COURSE SYLLABUS
14-Week Session

CREDIT HOURS:	One (1) credit
PLACEMENT IN CURRICULUM:	OTD Post Professional Program
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous. Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for an Online 14-Week Courses: 1-credit course notes:

This course is a 1-credit seminar course, which means that students are expected to do at least 5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

In this seminar series addressing the development of the Capstone Project, students will explore populations and contexts of interest for their potential to seek change or develop advanced practice for their OTD capstone project. Students will learn how to discover the state of the knowledge and begin to establish parameters for a literature review of the population. Discussion will focus on barriers and facilitators to the identified population such as but not limited to ethics, policies, geography, or culture.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Recognize the need for a change to improve day to day lives to propose a line of inquiry for a defined individual, community, or society. [Standard. B 3.1, B 4.5, B 4.10]

2. Identify the possible trends in models of service and potential for evidence in medical, educational, social resources nationally and globally and show how your proposed question is now posed. [Standards B 3.4, B 5.1]
3. Assess your proposed question relative to an outcome-based assessment plan to illuminate the potential quality and the quantity of improvement that could be achieved. [Standards B 3.4, B 4.23, B 4.25, B 5.1, B 5.2, B 6.1, B 6.2]
4. Recognize the need and establish the strategy to conduct an initial literature review to glean the level of known knowledge for the proposed line of inquiry. [Standard B 6.1, B 6.2]
5. Engage in professional dialog and to develop your skills in critically appraising presentations in the seminar. [Standard B 6.1, B 6.2]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	20%	Weekly: 1 through 14
Contribute to seminar discussion with thought out contributions to facilitate the professional discussion that fosters the development of project line of inquiry for seminar members.	20%	
Submit a topic for your Capstone Project that is informed by clinical practice.	30%	
Prepare a first draft of your Proposal that addresses the origin of the inquiry and rationale for the need to study to make a contribution for an individual, community or society that is informed clinically and identify the level of evidence that there is now on the topic	30%	
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

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A	93 - 100
A-	90 - 92
B+	87 - 89

B	83 - 86
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C+	77 - 79
C	73 - 76
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REQUIRED READING MATERIALS:

Deluliis, E. & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc

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BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 721 – Create Capstone Project
COURSE SYLLABUS
14-Week Session

CREDIT HOURS:	One (1) credit
PLACEMENT IN CURRICULUM:	OTD Post Professional Program
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous. Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for an Online 14-Week Courses: 1-credit course notes:

This course is a 1-credit seminar course, which means that students are expected to do at least 5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

In this seminar series addressing the development of the Capstone Project, students will explore populations and contexts of interest for their potential to seek change or develop advanced practice for their OTD capstone project. Students will learn how to discover the state of the knowledge and begin to establish parameters for a literature review of the population. Discussion will focus on barriers and facilitators to the identified population such as but not limited to ethics, policies, geography, or culture.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course

1. Evaluate and apply theories that potentially could underlie the clinical practice question and inform how the question can be asked. [Standard. B 2.1]

2. Discuss how to determine what the question might indicate and how to begin to explore the needed evidence to assess its relevancy and need for a literature review [Standard B 1.2, B 6.1]
3. Explore the possible trends in models of service and potential for evidence in medical, educational, social resources nationally and globally that could potentially affect how the question could best be posed. [Standard B 3.4, B 4.23, B 4.25, B 5.1, B 5.2, B 6.1, B 6.2]
4. Develop research strategies for the promotion of line of inquiry to formulate a first draft of your proposal's literature review for your Capstone Project. [Standard B 4.23, B 6.1, B 6.2]
5. Engage in professional dialog and to develop your skills in critically appraising proposal presentations in the seminar. [Standard B 6.1, B 6.2]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	20%	Weekly: 1 through 14
Contribute to seminar discussion with thought out contributions to facilitate the professional discussion that fosters the development of project line of inquiry for seminar members.	20%	
Propose with evidence your selection of your Capstone project and outline the steps that need to be completed for the second half the semester.	30%	Week 7
Complete a working first draft of your proposed Capstone Project literature review.	30%	Week 5
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

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A-	90 - 92
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B-	80 - 82
C+	77 - 79
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REQUIRED READING MATERIALS:

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Assigned scholarly articles.

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BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 722 – Assess Capstone Project
COURSE SYLLABUS
14-Week Session

CREDIT HOURS:	One (1) credit
PLACEMENT IN CURRICULUM:	OTD Post Professional Program
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous. Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for an Online 14-Week Courses: 1-credit course notes:

This course is a 1-credit seminar course, which means that students are expected to do at least 5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

In this seminar series addressing the development of the Capstone Project, students will create an outcome-based assessment plan to document the quality or quantity of improvement of their OTD Capstone Project that is suited to the level of individual, community or society programming.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Affirm the theories and the evidence that underlie and support the clinical practice question and inform how the question can be asked in the scope of outcome research. [Standard B 2.1]

2. Identify the possible trends in models of service and potential for evidence in medical, educational, social resources nationally and globally and how your question is now posed. [Standards B 3.4, B 5.1]
3. Create an outcome-based assessment plan to document the quality and the quantity of improvement of your Capstone Project. [Standard B 4.2, B 4.23, B 6.1, B 6.2, B 7.4]
4. Engage in professional dialog and to develop your skills in critically appraising presentations in the seminar. [Standards B 6.1, B 6.2]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	20%	Weekly: 1 through 14
Contribute to seminar discussion with thought out contributions to facilitate the professional discussion that fosters the development of project line of inquiry for seminar members.	30%	
Submit and lead discussion on your outcomes assessment for your capstone project review.	50%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

Deluiliis, E., & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc.

DePoy, E., & Gitlin, L.N. (2019). *Introduction to research E-book. Understanding and applying multiple strategies*, 6th Edition. St. Louis: Mosby

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC

WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3rd ed.). Glendale, CA: Pyrczak Publishing. ISBN: 9781884585937

ACADEMIC INTEGRITY:

Graduate students enrolled in the OTD- Post Professional Program are expected to adhere to the highest standards of academic honesty and integrity. Academic honesty and integrity are essential behaviors for graduate students to meet the ethical competencies expected of occupational therapy professionals. The Occupational Therapy Code of Ethics serves as a standard to which the students are held accountable. Graduate students are expected to be aware of Binghamton University policies and procedures related to academic honesty and integrity. Students should refer to Binghamton University Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
- Academic Honesty: [The Graduate School Manual](#)
- Deborah Yarett Slater **Reference guide to the occupational therapy code of ethics & ethics standards**. 2016, American Occupational Therapy Association

FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at

Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

LIBRARY RESOURCES:

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at ngilman@binghamton.edu or call her at 607-777-4923.

BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 723 – Clinical Reasoning
COURSE SYLLABUS

14-Week Session

CREDIT HOURS:	One (1) credit
PLACEMENT IN CURRICULUM:	OTD Post Professional Program
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous. Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for an Online 14-Week Courses: 1-credit course notes:

This course is a 1-credit seminar course, which means that students are expected to do at least 5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

In this seminar series addressing the development of the Capstone Project, students will combine all aspects of their scholarly project into multiple modes of dissemination: written, oral/multimedia, peer-reviewed presentation or publication. Students will decide upon a comprehensive dissemination and implementation plan that fits with their project to address strategies to assist with practice and reasoned practice decisions that informs their presenting outcomes.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Identify the type(s) of clinical reasoning that you anticipate using, e.g. narrative reasoning, scientific reasoning, theoretical reasoning, as being well-suited, with provision of rational for

your decision on to, select the modes of dissemination for your capstone project. [Standard B 1.2, B 1.3, B 2.1, B 3.1, B 3.4, B 5.1, B 6.1, B 6.2]

2. Affirm the theories and the evidence that underlie and support your clinical practice question and inform how the question has decided upon to be asked in the scope of outcome research. [Standards B 2.1, B 3.1]
3. Affirm the possible trends in models of service and potential for evidence in medical, educational, social resources nationally and globally and how your question is now posed. [Standard B 3.4, B 5.1].
4. Address how an outcome-based assessment plan can be implemented to document the quality and the quantity of improvement of your Capstone Project. [Standard B 2.1, B 4.2, B 4.6, B 4.23, B 6.1, B 6.2]
5. Engage in professional dialog and to develop your skills in critically appraising presentations in the arena of clinical reasoning in the seminar. [Standard B 6.1, B 6.2]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Discussion Board/Modules	20%	Weekly: 1 through 14
Contribute to seminar discussion with thought out contributions to facilitate the professional discussion that fosters the development of clinical reasoning for seminar members.	30%	
Submit and lead discussion on your clinical reasoning plan for your capstone project review.	50%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

Deluiliis, E. & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc.

DePoy, E., & Gitlin, L.N. (2019). *Introduction to research E-book. Understanding and applying multiple strategies*, 6th Edition. St. Louis: Mosby

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC

WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3rd ed.). Glendale, CA: Pyrczak Publishing. ISBN: 9781884585937

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FOR STUDENTS EXPERIENCING DIFFICULTIES:

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resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

LIBRARY RESOURCES:

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BINGHAMTON UNIVERSITY
OTD Post-Professional

OCT 724 – Capstone Project
Dissemination COURSE SYLLABUS

14-Week Session

CREDIT HOURS:	Four (4) credits
PLACEMENT IN CURRICULUM:	OTD Post Professional Program Final Term of Study
TIME/LOCATION:	14 Weeks Online/didactic/Asynchronous. Distance accessible course
FACULTY:	TBA

Credit Hours and Expectations for an Online 14-Week Courses: 4-credit course notes:

This course is a 4-credit course, which means that students are expected to do at least 13.5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

COURSE DESCRIPTION:

In this course students complete their culminating doctoral project and disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. The students present their doctoral project and discuss findings in an on campus, inter-professional forum to address the impact of their Capstone Project on practice.

TEACHING STRATEGIES:

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

COURSE OBJECTIVES:

[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:

1. Identify the type(s) of clinical reasoning that you used e.g. narrative reasoning, scientific reasoning, theoretical reasoning, as being well-suited, with provision of rationale for your

decision to select your modes of dissemination for your capstone project. [Standard B 4.2, B 4.3, B 6.1, B 6.2, B 6.3, B 7.2, B 7.3]

2. Address your capstone outcomes and affirm your reasoning for the outcomes in terms of how impactful the project is. [Standard B 4.2, B 4.3, B 4.4, B 4.5, B 5.1, B 6.1, B 6.2, B 6.3]
3. Affirm the possible trends in models of service and potential for evidence in medical, educational, social resources nationally and globally and how your capstone project contributes to this knowledge. [Standard B 4.2, B 4.3, B 5.1]
4. Address how an outcome-based assessment plan can be implemented to document the quality and the quantity of improvement of your Capstone Project. [Standard B.5.2, B 5.3, B 6.1, B 6.2]
5. Engage in professional dialog and to develop your skills in critically appraising presentations in the arena of clinical reasoning in the seminar. [Standard B 4.2, B 4.23]

EVALUATION METHODS:

Assignment	Percentage	Due Date
Contribute to seminar discussion with thought out contributions to facilitate the professional discussion that fosters the development of seminar members final capstone project.	30%	
Submit and lead discussion on your final capstone project.	70%	Week 14-15
Total	100%	End of 14 Week session

GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

REQUIRED READING MATERIALS:

Deluliis, E. & Bednarski, J. (2019). The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project. Thorofare, NJ: Slack, Inc.

DePoy, E. & Gitlin, L.N. (2019). Introduction to research E-book. Understanding and applying multiple strategies, 6th Edition. St. Louis: Mosby

Schell, B. A. B. & Schell J.W. (2017) Clinical and Professional Reasoning in Occupational Therapy (2nd Ed.). Baltimore: Wolters Kluwer/Lippincott Williams and Wilkins

Assigned scholarly articles.

STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC

WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3rd ed.). Glendale, CA: Pyrczak Publishing. ISBN: 9781884585937

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- Deborah Yarett Slater **Reference guide to the occupational therapy code of ethics & ethics standards.** 2016, American Occupational Therapy Association

FOR STUDENTS EXPERIENCING DIFFICULTIES:

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If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

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- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

LIBRARY RESOURCES:

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at ngilman@binghamton.edu or call her at 607-777-4923.

DEPARTMENT OF SYSTEM SCIENCE AND INDUSTRIAL ENGINEERING
THOMAS J. WATSON SCHOOL OF ENGINEERING AND APPLIED SCIENCE

P.O. Box 6000
Binghamton, New York 13902-6000
607-777-6510, Fax: 607-777-4094

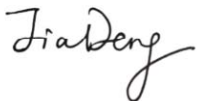
Jane Bear-Lehman, PhD, OTR/L, FAOTA, FNAP
Professor and Division Director of Occupational Therapy
Decker College of Nursing and Health Sciences
Binghamton University

RE: Proposed two new Occupational Therapy Doctorates

Dear Dr. Bear-Lehman:

I write in full support of and enthusiasm for the Decker College's two proposed academic programs in Occupational Therapy. In Systems Science and Industrial Engineering we are well positioned and looking forward to the opportunity to engage in interdisciplinary education and research collaboration with the Occupational Therapy Division where engineering design and additive manufacturing materials are used in the enhancement of various methods of occupational therapy therapeutic intervention through the use of the 3D printer and other possibilities.

Sincerely,



Jia Deng, Ph.D.

Assistant Professor, Systems Science and Industrial Engineering
Thomas J. Watson School of Engineering & Applied Science
State University of New York at Binghamton

06/21/2020



June 29, 2020

Jane Bear-Lehman, PhD, OTR/L, FAOTA, FNAP
Professor and Division Director of Occupational Therapy
Decker College of Nursing and Health Sciences
Binghamton University

RE: Proposed simulation experiences for new occupational therapy program

Dear Dr. Bear-Lehman,

The Innovative Simulation and Practice Center (ISPC) housed within Decker College is eager to work with the Occupational Therapy Division to create meaningful and impactful experiences to support student success throughout the program. The ISPC is accredited by the Society for Simulation in Healthcare in the area of Teaching/Education and has been providing simulation experiences for the undergraduate and graduate nursing program for more than a decade.

This fall, Decker College will be moving to a new building that will house a 15,000 square foot simulation and learning center designed to incorporate the Occupational Therapy program. Along with traditional simulated hospital and exam rooms, the center has incorporated a home care suite and a kitchen/laundry room for OT student experiences. The ISPC also has an established standardized patient program that will work well with OT simulation needs. As Decker College expands, many opportunities for interprofessional educational experiences will be facilitated for all disciplines within the ISPC, as well.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patricia Reuther', with a long horizontal flourish extending to the right.

Patricia Reuther, MS, RN, CHSE
Director, Innovative Simulation and Practice
Decker College of Nursing and Health Sciences
Binghamton University

Appendix E

Sample Position Descriptions for New Faculty in the Division of Occupational Therapy

Academic Fieldwork Coordinator for new OTD: Entry Level Professional Program

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for the Academic Fieldwork Coordinator (AFWC) faculty position in the developing OTD: Entry-Level Professional program.

This is a full-time, Open Rank, 12-month position with rank and salary commensurate with credentials and experience. The successful candidate will be a creative and collaborative individual who is responsible for the program's compliance with the academic fieldwork requirements of the ACOTE Standards Section C.1.0. The AFWC is responsible for preparing and implementing fieldwork curricula for the OTD: Entry Level Professional Program and will identify and establish partnerships with clinical sites that offer quality clinical learning experiences for our students. The AFWC will serve as the primary instructor in the clinical education seminars and be interested in contributing to program development and creating opportunities for students to participate in innovative interprofessional educational experiences.

The ideal candidate will be licensed or eligible for licensure to practice Occupational Therapy in New York and will possess a post professional-doctorate in OT or a related degree. The successful candidate must have at least three years of post-licensure clinical experience with two years of experience as a Clinical Coordinator or Clinical Instructor, or minimum of two years of experience in teaching, curriculum development and administration experience in an occupational therapy education program. Previous experience with the ACOTE accreditation process particularly as it relates to the clinical education curriculum, an established line of scholarship or clinical research and active membership in the American Occupational Therapy Association are all also desired.

Doctoral Capstone Coordinator for new OTD: Entry Level Professional Program

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for the Doctoral Capstone Coordinator (DCC) faculty position in the developing OTD: Entry-Level Professional program.

This is a full-time, Open Rank, 12-month position with rank and salary commensurate with credentials and experience. The successful candidate will be a creative and collaborative individual who is responsible for the program's compliance with the capstone requirements of the ACOTE Standards Section D.1.0. The DCC will be responsible for preparing and implementing doctoral capstone education curricula for the OTD: Entry Level Professional Program, and will identify and establish partnerships with settings that offer quality opportunities to meet the doctoral capstone experience for our students. The DCC will serve as the primary instructor in the doctoral capstone seminars and will be the lead advisor for the

doctoral capstone experience for the OTD: Entry Level Professional students. The DCC will be interested in contributing to program development and creating opportunities for students to participate in innovative interprofessional educational experiences.

The ideal candidate will be licensed or eligible for licensure to practice Occupational Therapy in New York and will possess a post professional-doctorate (OTD). The successful candidate must have at least three years of post-licensure clinical experience with two years of experience as a Clinical Coordinator or Clinical Instructor, or minimum of two years of experience in teaching, curriculum development and administration experience in an occupational therapy education program. Previous experience with the ACOTE accreditation process particularly as it relates to the clinical education curriculum, an established line of scholarship or clinical research and active membership in the American Occupational Therapy Association are all also desired.

Tenure Eligible Positions (multiple) - General Position Description

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for full-time tenured/tenure-track **Assistant, Associate, or Full Professor** in the School of Rehabilitation Sciences' Division of Occupational Therapy in the OTD: Entry-Level Professional Program and the OTD: Post Professional Program. This is a 9-month appointment with opportunity to teach in both OTD programs and the potential for summer teaching. The successful applicant will be a New York licensed (or NY licensed eligible) occupational therapist with a research doctorate (such as PhD, ScD, EdD) in occupational therapy or a related field, and have a minimum of three years of clinical practice, evidence of engagement in scholarship, and traditional or online teaching experience in area of expertise. Job responsibilities include teaching, scholarly activity (e.g., mentoring students, grant writing, manuscript submissions, and conference presentations), and service to the program, college, university, community, and profession. Teaching excellence and current scholarship/research will determine appointment at the Assistant, Associate, or Full Professor level.

Non-Tenure Eligible/Clinical Faculty (multiple) - General Position Description

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for full-time non-tenure-track clinical faculty members at the **Instructor, Assistant, Associate, or Full Professor rank** in the School of Rehabilitation Sciences' Division of Occupational Therapy in the OTD: Entry-Level Professional Program and the OTD: Post Professional Program. This is a 9-month appointment with the opportunity to teach in both OTD programs and the potential for summer teaching. The successful applicant will be a New York licensed (or NY licensed eligible) occupational therapist will possess a post professional-doctorate (OTD). The successful candidate must have at least three years of post-licensure clinical experience with a minimum of two years of experience in teaching in area of expertise with preference to experience in curriculum development in an occupational therapy education program. Teaching excellence and experience will determine appointment at the Assistant, Associate, or Full Professor level.



External Evaluation Report

Form 2D

Version 201-08-02

Institution: Binghamton University - SUNY**Evaluator Name:** Thomas F. Fisher, PhD, OT, CCM, FAOTA**Evaluator Title and Institution:** Dean and Professor of Health & Rehabilitation Sciences- Indiana University South Bend**Evaluator Signature:** *Thomas F. Fisher***Proposed Program Title:** Doctor of Occupational Therapy - Post-Professional**Degree:** OTD**Date of evaluation:** December 3 & 8, 2020

I. Program

Occupational Therapy's domain of concern is assisting people to engage in everyday activities (occupations) that they need to do, are expected to do, or want to do in various environments (i.e. work, school, home, community, etc.). Occupational therapists (OTs) promote health and wellness across the lifespan, through their screenings, evaluations, assessments and interventions. According to the US Bureau of Labor Statistics, employment of occupational therapists is projected to grow 19% from 2019-2029, much faster than the average for all occupations. Therefore, the need for qualified faculty educators is growing. In addition, the American Occupational Therapy Association (AOTA)'s Division of Education asked faculty in 2018 when they were planning to retire, faculty responding to the survey (approximately 60%) reported during 2020-2027, 24% were planning to retire. Therefore, the need for a post-professional Doctor of Occupational Therapy (OTD), preparing future faculty is paramount.

After careful review of written proposal and the two days of review with administrative leadership, campus stakeholders and community partners, I conclude the proposal for the Doctor of Occupational Therapy – Post-Professional (OTD-PP) purpose, structure and plan is comparable to other post-professional programs in the discipline of occupational therapy. Public institutions and private universities main challenge is recruiting qualified faculty to deliver the program. Currently, the program has hired an experienced academic to be the program director. It is my understanding, hiring a full-time Academic Fieldwork Coordinator (AFWC)/ and the Doctoral Experiential Coordinator will occur in 2021, These hires will be the next step in achieving a needed compliment of OT faculty, in which to build the Division of Occupational Therapy. Together, the Division Director, the AFWC and DEC will hire adjunct faculty to deliver the proposed OTD-PP Program.

The academic program's rigor and intellectual coherence is demonstrated in the proposals and affirmed during the review days. The focus on rural health, interdisciplinary practices and technology (to mention a few) will assist the region and the disciplines of occupational science and rehabilitation science, as well as the profession of occupational therapy to be established in the Triple Cities of New York. In fact, it should be noted that there are no post-professional Doctor of OT Programs in the state of New York offered at a public institution.

The demand for occupational therapists to assume leadership in practice as well as academic appointments has not ever been as great as it is now. With the impending retirements of many occupational therapy faculty and the growth in academic programs, graduates of Binghamton University's OTD-PP will be in

demand. These graduates will be occupational therapists who are receiving advanced knowledge and scholarship, preparing them for many opportunities in healthcare and human services. I applaud senior leadership of Binghamton University and Decker College of Nursing and Health Sciences for their vision, foresight and eight years planning for this degree program, as well as other degree programs like pharmacy, physical therapy and speech language pathology. These disciplines are in demand and predicted to continue to be in demand.

Dr. Jane Bear-Lehman, the Post-Professional Division Director established a program evaluation process which demonstrates assessment, analyzing and continuous quality improvement. This is critical for this program to have, given post-professional OTD programs do not have accreditation standards to meet. However, the Graduate School and the Middle States Higher Commission for Post-secondary Higher Education expect an evaluation of the program on a regular basis.

It should be noted, that an advantage Binghamton University has is Dr. Bear-Lehman. She is an experienced, well recognized academic in occupational therapy education who has worked with the Department of Education in the past, when employed by another institution of higher education.

II. Faculty

At the time of this review, the only OT faculty member in place is Dr. Bear-Lehman. She has the experience, research background, professional service and national recognition in the discipline as recognized by her induction into the Roster of Fellows of the American Occupational Therapy Association, and being allowed to use the credentials of "FAOTA". She has been a part of the OT faculty at prestigious institutions of higher education (i.e. New York University (NYU) and Columbia University). Her academic preparation has been at research extensive universities– University of Wisconsin- Madison (undergrad), University of Illinois at Chicago (UIC) (masters degree) and New York University (doctorate).

As stated previously in this report, it is my understanding the next full time hires will be the Academic Fieldwork Coordinator and Doctoral Experiential Coordinator for the entry-level OTD Program. These next hires will serve as core faculty for the Entry-OTD and support this Post-Professional OTD Program. The plan for hiring adjunct faculty for the OTD-PP Program will occur after the degree program is approved in the SUNY system and Faculty Senate at Binghamton University. During our review, we met area occupational therapists who not only committed to accept Binghamton University OT students when they are ready to be assigned to clinical placements with the entry-OTD; however, two had terminal degrees and expressed interest in collegiate teaching. This is significant to have this level of commitment from the clinical community and therapists from a variety of areas of OT practice.

The recruitment and hiring plan for faculty seems reasonable and comprehensive. Because of the depth and breadth of occupational therapy, the program will need faculty who can address the areas of mental health, physical rehabilitation, upper extremity rehabilitation, children and youth, productive aging, health and wellness as well as primary care and community health.

As a reviewer, I was particularly impressed with the research infrastructure, start-up packages for scientists and support for mentoring young scientists. During the interviews with the Research & Sponsored Programs and The Research Foundation of SUNY, the method for dispersing of indirect cost recovery (ICR) and the support with statisticians and peer mentoring was encouraging. In fact, we learned of a program called Peers Advancing Scholarship and Sustainability (PASS) available at Binghamton University, which is effective and promotes the building of science. Not all universities have such established and effective programs for faculty. Occupational Therapy Faculty hired on tenure track lines will be provided the assistance needed to be successful. Everyone we spoke to both faculty and staff was very supportive of this program and acknowledged how they would support it.

III. Students

Binghamton University (BU) is a well respected and recognized institution of higher education. Occupational therapists with master's degrees and wanting a post-professional doctorate of Occupational Therapy will be attracted to BU because of its high ranking in US News & World Report, as well as being an institution with a highly regarded reputation nationally. When students begin to compare BU's program with others, they will identify that the curriculum is thoughtfully designed and meets the learning outcomes needed to succeed in career advancement or transition to academia.

Because the curriculum will be delivered in an on-line format, this will be attractive to the working occupational therapist. To obtain a doctorate in two years going part-time is doable is another positive feature. Finally, the trans-disciplinary opportunities available in the program are appealing. Target enrollments shared in the proposal are conservative at the onset of the program, which is appropriate. And, these numbers can be evaluated after the program has been in effect for three years. Adjustments can be made at that point for budget purposes.

Under the purpose of the OTD-PP of this report (Section I.), I discussed the employment opportunities, job advancement opportunities and alternative possibilities with this degree for the recipients. The job market is there. Criteria for admissions to this program are comparable to other graduate post-professional programs in occupational therapy. They are very similar to the program at Indiana University Purdue University at Indianapolis.

IV. Resources

During this review, I was in awe with the resources, facilities and institutional commitment for this Division of Occupational Therapy for both this degree program and the Entry- Doctor of Occupational Therapy degree program. This program is a part of the Roadmap to Success that the President and Provost began eight years ago. We were informed that the monies for this program start-up came from a variety of resources so it could be developed as a state-of- the-art program. Funding is coming from the University Foundation, reserves and grants. We were assured by the Chief Finance Officer, Provost and Dean that the proposed budget will happen as they are committed to the success of occupational therapy.

Library services, research infrastructure, access to the Innovation, Simulation and Practice expertise and the potential collaborations with the Institute for Childhood Development, College of Engineering and the Inter-professional Practice & Education Initiative will make this program very attractive to occupational therapists pursuing a terminal degree in occupational therapy (OTD-PP).

V. Summary Comments and Additional Observations:

Major strengths:

- Binghamton University's Reputation – where cost of living is reasonable
- Experienced and Highly Regarded Division Director – Dr. Jane Bear-Lehman
- Ability to contribute to occupational and rehabilitation science allowing BU to achieve national and global prominence in occupational therapy because of the resources and collaborations available
- Part of mega university, providing graduates to the region and beyond
- Rigor and high quality curriculum

Potential Areas of Weakness:

- Having the OTD- PP Program approval thru Binghamton University Faculty Senate in a timely manner
- Establishing and approval of tuition for the OTD-PP



External Evaluation Report

Form 2D

Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: Binghamton University

Evaluator Name (Please print.): Wendy Coster

Evaluator Title and Institution: Professor and Department Chair of Occupational Therapy, Boston University

Evaluator Signature:

Proposed Program Title: Occupational Therapy: Post-Professional

Degree: OTD

Date of evaluation: December 3 & 8, 2020

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

The proposed program, the Doctor of Occupational Therapy - OTD: Post-Professional (PP) is designed for occupational therapy practitioners who want to develop the skills to prepare them for advanced roles in occupational therapy clinical practice, education, and advocacy and to participate in the generation of new knowledge. The program is intended for licensed occupational therapists who hold an earned master's degree (36 credits beyond a baccalaureate degree).

The post-professional OTD is distinct from a PhD. Whereas the latter prepares a student for a career in academic teaching and research and scholarship, the post-professional OTD is distinctly a clinical degree. Its curriculum focuses on developing knowledge and skills needed to help improve and

advance clinical practice. While it does include coursework related to research methods, it is not intended to provide the in-depth mentored experiences and coursework needed for those preparing to become independent investigators. Rather, the post-professional OTD prepares graduates to help translate knowledge into practice or to participate as a clinician investigator in clinical research.

The OTD: Post-Professional degree requires completion of 36 credits through courses taught exclusively online. This structure increases the program's accessibility for working occupational therapists who want to advance their education on a part-time basis. By completing 6 credits per semester, students can complete their degree in six semesters. The number of credits and length of the program are comparable to existing programs in the field.

Post-professional programs in occupational therapy do not have an accreditation requirement. However, the design of the OTD Post-Professional program follows guidelines for current entry-level programs that are at the OTD level. Thus, it incorporates content that is required in those programs beyond the master's level requirements, including advanced practice skills, theory analysis and critique, outcomes measurement, leadership development, teaching, and knowledge translation. It also includes an in-depth capstone project. A unique advantage of a post-professional program is that students bring a wealth of individual clinical knowledge with them, which enables classes to be taught at a more rigorous level as students can draw on this knowledge to critique existing knowledge and explore new connections between practice and research. The content of the proposed program is very consistent with the focus and content of similar post-professional OTD programs that are offered by other academic institutions.

At present, the Division Director, Dr. Jane Bear-Lehman, is the only occupational therapy faculty member. Once approved, a program director will be hired for the Post-professional OTD program, after which teaching faculty will be hired. It is anticipated that faculty may teach in both the Entry-level OTD and Post-professional OTD programs since there is some overlap in the content expertise required in both. This represents a potential efficiency in terms of resources required to run the program successfully.

The OTD Post Professional Program will follow the criteria established by Accreditation Council for Occupational Therapy Education (ACOTE®) for program evaluation as these represent the discipline's accepted standards. These include faculty effectiveness, effectiveness of instructional design, students' progression through the program and retention rates, quality of doctoral capstones, student satisfaction, and with the program, graduates' scholarly activity. The initial assessment will take place during the academic year after the graduation of the first cohort of students and will then take place annually to adhere to the University, College, and Graduate School requirements. The Decker College of Nursing and Health Sciences Graduate Curriculum Committee also will evaluate the curriculum on an ongoing basis. These evaluation processes are well-thought out. They should ensure regular assessment of quality and will guide any changes that are recommended.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

This program addresses the needs of a unique group of learners: working occupational therapists who are motivated to develop advanced knowledge and skills to move into leadership positions in the field.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

Implementations of the assessment plans described under item #1 above should ensure that the relevant data for continuous improvement is available.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

This program will run in parallel to the Entry-Level OTD program being proposed for Decker College such that occupational therapy faculty may potentially teach in both programs. It is possible that clinicians enrolled in the Post-Professional OTD may be able to offer opportunities such as fieldwork or capstone opportunities to the Entry-level program students. Because the program will be delivered online only and students may be at some geographical distance from campus, opportunities for collaboration with other units of the University may be more limited.

5. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Because NY State only recently approved the OTD degree, there is an unmet need among occupational therapy clinicians seeking advanced education in-state and/or from a public university. Availability of this program through SUNY Binghamton would address this need. Because all the students would already be employed as licensed practitioners, there are no issues regarding occupational demand. However, the program could help address a significant shortage of faculty qualified to teach at the entry-level OTD program level that is currently reported throughout the US.

Currently there are two approved entry-levels to the OT profession, the MS and the OTD. As long as there remains a substantial pool of practitioners with a master's degree, there is likely to be demand for the proposed post-professional OTD program.

II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

At present the only faculty member in the Division of Occupational Therapy is the Director, Dr. Jane Bear-Lehman, who has the responsibility for developing the Entry-level and Post-professional OTD programs. Dr. Bear-Lehman is highly qualified for this role, based on her extensive prior experience in occupational therapy education and scholarship.

7. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

Not applicable – there are no other faculty at present.

8. Evaluate credentials and involvement of **adjunct faculty** and **support personnel**.

Not applicable at present.

III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

The student population is unique: they must be licensed occupational therapy practitioners with a Master's degree. This population is best reached through professional communication channels, such as events offered by the NY state occupational therapy association and the American Occupational Therapy Association. The AOTA website also maintains a state-by-state list of existing post-professional programs where the program can be listed once approved. Projected enrollment figures in the proposal are realistic and reflect the gradual roll-out of new courses that can be implemented in a part-time program.

10. What are the prospects that recruitment efforts and admissions criteria will supply a **sufficient pool of highly qualified applicants and enrollees**?

The admissions requirements are specific to the OT professionals the program is intended for. They are comparable to those at existing post-professional OTD programs and therefore should attract qualified applicants.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

The program is designed to be part-time because it is intended to be manageable for working clinicians. Because it is offered online, it avoids the barrier posed by geographical distance and opens the opportunity to students in very diverse circumstances. The decision not to require the GREs follows the pattern of other existing post-professional programs and further reduces potential barriers to enrollment.

Courses offered in online format provide a significant amount of materials that can be read and reviewed at the student's own pace. This is an important feature for working students who need to accommodate their studies to their work schedules and family responsibilities. Use of asynchronous discussion boards is helpful to students whose primary language is not English and those who have difficulty speaking in a live class. Students who have been out of school for many years often find the online format easier to engage with.

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

Students in the post-professional OTD program will have access to student support services available to all students at Binghamton University, including the Counseling Center, University Tutoring Services, services for students with disabilities, and library resources including searching, writing, and support services.

Students will be assigned to a faculty advisor/mentor for the duration of the course of study who will monitor their progress and provide guidance. Because students are already employed, there is not a need for career related advising, although they may provide guidance if the student is contemplating a change to a new position or shift into an academic role.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals**.

Although the program will prepare the students with advanced knowledge and skills required for leadership, each graduate is likely to follow a different trajectory. Given that this advanced degree is not required, it is typically sought out by highly motivated clinicians who have high standards for their practice and who seek out challenges. Therefore, the prospects are excellent that within about 5 years graduates from the program will be found in new positions with more leadership responsibilities, whether in clinical practice, advocacy or academia.

IV. Resources

14. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

Because this is an online program, it does not require physical resources beyond offices for the faculty and the necessary technology for supporting the online courses. Course development will be supported by instructional designers through the Center for Teaching and Learning and there are excellent facilities in Decker College's new building for recording lectures to be delivered asynchronously.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

The budget for the Post-Professional OTD program is interwoven with that of the proposed Entry-level OTD program, which is logical given the potential overlap in instructors. The major cost for online programs is during the start-up phase. In addition to instructional designer time, faculty also need time allocated to ensure that the new course is fully designed and tested out prior to launch. Some of these details need to be worked out once the program is approved and faculty hiring can begin.

V. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

Program strengths:

- Well-developed curriculum that reflects the needs and experiences of the intended student population;
- Online format is most appropriate for the intended student population and the program is therefore likely to be successful in meeting enrolment targets;
- Requirements for admission and state-level tuition costs will make the program more accessible, and therefore likely to attract diverse students, including those currently under-represented in occupational therapy;
- The number of credits, curriculum, and time to complete the degree are highly comparable to those of existing post-professional OTD programs, which will make the program very competitive.

Weaknesses:

- The program currently is described as Fall/Spring only. By not holding courses through the summer, the time to graduate is extended.

- The proposal does not describe any additional supports provided within the program for this unique group of students. While on-campus students have regular in-person contact with one another and can form social support networks, alternative strategies are needed to provide social support for students in on-line programs. This is especially true for working adult students who lives are complex and who frequently experience challenges managing work and study simultaneously.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

Online programs have the advantage that they can reach a broad population and, if successful, make significant contributions beyond the local community. Therefore, this program has the potential to advance occupational therapy practice and education at the state, regional and national levels.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

Recommendations:

The following are based on extensive experience with an online post-professional program and are offered as suggestions for further refinement.

- Implement the program year-round: this schedule would allow the student to complete their degree over a shorter period of time and avoid a lengthy interruption that can slow momentum.
- Have students take one course at a time. For students who are likely working full-time, managing the requirements for two courses at the same time will be overwhelming. An alternative schedule to consider would be two 7-week courses in sequence within a semester, with a break in-between.
- Consider developing alternative supports for students to help them feel socially connected to the program and to each other, such as regular cohort virtual social gatherings or peer partnerships. Effective supports will be important to help students sustain their effort even when feeling very challenged.



External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:
Binghamton University

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

Occupational Therapy Doctorate: Post-Professional
(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Wendy Coster

Signature:



Institutional Response External Review for the OTD: Post-Professional Program

Program strengths:

- Well-developed, rigorous and high-quality curriculum that reflects the needs and experiences of the intended student population;
- Experienced and highly regarded Division Director: Dr. Jane Bear-Lehman who has mounted and lead a highly regarded OTD Post-Professional Program;
- Ability to contribute to occupational and rehabilitation science allowing Binghamton University to achieve national and global prominence in occupational therapy because of the resources and collaborations available;
- Online format is most appropriate for the intended student population and the program is therefore likely to be successful in meeting enrolment targets;
- Requirements for admission and state-level tuition costs will make the program more accessible, and therefore likely to attract diverse students, including those currently under-represented in occupational therapy;
- The number of credits, curriculum, and time to complete the degree are highly comparable to those of existing post-professional OTD programs, which will make the program very competitive.

Weaknesses:

- The program currently is described as Fall/Spring only. By not holding courses through the summer, the time to graduate is extended.
 - *The academic plan has been adjusted and is now presented in the proposal in 6 contiguous semesters for two years Fall/Spring/Summer.*
- The proposal does not describe any additional supports provided within the program for this unique group of students. While on-campus students have regular in-person contact with one another and can form social support networks, alternative strategies are needed to provide social support for students in on-line programs. This is especially true for working adult students whose lives are complex and who frequently experience challenges managing work and study simultaneously.
 - *The Senior Assistant Dean of Enrollment and Academic Success in Decker College has a developed a rich and effective advisement curriculum for the DNP Post Professional students in Decker who are very akin to the new OTD Post-Professional students. Our Senior Assistant Dean is looking forward to tailoring the program for the DNP students to meet the needs of the new OTD Post Professional students with the new, to be hired, OT Doctoral Experiential Coordinator to implement a successful advisement and mentoring plan that will be implemented through the course of study.*
 - *I thank Dr. Coster for the recommendations that she provided in her report based on her extensive experience with on-line post-professional students to improve success for the students, such as:*
 - *Have students, especially those working full-time, take one course at a time so that the program is not too overwhelming and to also consider alternate schedule consideration, if the institution guidelines will allow, to take two 7-week courses in sequence within the semester with a break in-between.*
 - *Development of alternative supports for students to help them feel socially connected to the program and to each other.*

2018 ACOTE Standards

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

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

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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"> 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. Be prepared to be a lifelong learner to keep current with evidence-based professional practice. Uphold the ethical standards, values, and attitudes of the occupational therapy profession. Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery. Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery. Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for 	<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"> 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. Be prepared to be a lifelong learner to keep current with evidence-based professional practice. 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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"> Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services. 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. 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. Demonstrate active involvement in professional development, leadership, and advocacy. 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. 	<ul style="list-style-type: none"> Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services. 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. Demonstrate active involvement in professional development, leadership, and advocacy. 	<p>recipients of those services.</p> <ul style="list-style-type: none"> Demonstrate active involvement in professional development, leadership, and advocacy. 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. 	<ul style="list-style-type: none"> Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services. Demonstrate active involvement in professional development, leadership, and advocacy.
	<p>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.</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 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
SECTION A: GENERAL REQUIREMENTS				
A.1.0. SPONSORSHIP AND ACCREDITATION				
A.1.1. Institutional Accreditation				
A.1.1.1.	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 a recognized regional or national accrediting authority.
A.1.2. Institutional Authority				
A.1.2.1.	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.
A.1.3. Institutional Setting				
A.1.3.1.	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.
A.1.4. Sponsoring Institution Responsibilities				
A.1.4.1.	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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	<p>THE DEGREES MOST COMMONLY CONFERRED ARE THE OCCUPATIONAL THERAPY DOCTORATE (OTD) AND DOCTOR OF OCCUPATIONAL THERAPY (DrOT).</p>	<p>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."</p>	<p>THE DEGREES MOST COMMONLY CONFERRED ARE THE BACHELOR OF SCIENCE (BS) AND THE BACHELOR OF ARTS (BA).</p>	<p>THE DEGREES MOST COMMONLY CONFERRED ARE THE ASSOCIATE OF APPLIED SCIENCE (AAS) AND ASSOCIATE OF SCIENCE (AS).</p>
<p>A.1.5. Notification Requirements</p> <p>A.1.5.</p>	<p>The program must:</p> <ul style="list-style-type: none"> • Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. • 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. • Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. • Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. • Pay accreditation fees within 90 days of the invoice date. 	<p>The program must:</p> <ul style="list-style-type: none"> • Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. • 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. • Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. • Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. • Pay accreditation fees within 90 days of the invoice date. 	<p>The program must:</p> <ul style="list-style-type: none"> • Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. • 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. • Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. • Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. • Pay accreditation fees within 90 days of the invoice date. 	<p>The program must:</p> <ul style="list-style-type: none"> • Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change. • 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. • Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. • Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director. • Pay accreditation fees within 90 days of the invoice date.

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

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

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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 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>A.2.2. FTE Faculty Composition</p> <p>A.2.2.</p>	<p>(No related Standard)</p>	<p>(No related Standard)</p>	<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>A.2.3. Program Director and Faculty Qualifications</p> <p>A.2.3.</p>	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> 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. 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. 	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> 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. 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. 	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> 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. 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. 	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> 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. 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.

STANDARD NUMBER	<p>ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. 	<p>ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. 	<p>ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT</p> <ul style="list-style-type: none"> The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. 	<p>ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT</p> <ul style="list-style-type: none"> The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.
A.2.4. Academic Fieldwork Coordinator	<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 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 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 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 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</i></p>	<p><i>A MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM</i></p>	<p><i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM</i></p>	<p><i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM</i></p>

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	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.	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.	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.	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.
A.2.5. Doctoral Capstone Coordinator A.2.5.	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. 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. For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.	(No related Standard)	(No related Standard)	(No related Standard)
	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			

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 THERAPIST	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<i>ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>			
A.2.6. Licensed OT and OTA Faculty				
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>
A.2.7. Faculty Degrees				
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</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 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</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>

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
	determine an alternative and equivalent external review process.	determine an alternative and equivalent external review process.	other than the United States, ACOTE will determine an alternative and equivalent external review process.	
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.2.8. Site Coordinator				
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 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.
A.2.9. Sufficient Faculty				
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.	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.

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A.2.10. Clerical and Support Staff				
A.2.10.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, fieldwork and doctoral capstone 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, administrative, and fieldwork 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, administrative, fieldwork, and baccalaureate project 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, administrative, and fieldwork requirements, including support for any portion of the program offered by distance education.
A.2.11. Budget				
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.
A.2.12. Adequate Space				
A.2.12.	<ul style="list-style-type: none"> 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students. 	<ul style="list-style-type: none"> 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students. 	<ul style="list-style-type: none"> 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students. 	<ul style="list-style-type: none"> 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. The program director and faculty must have office space consistent with institutional practice. Adequate space must be provided for the private advising of students.
A.2.13. Equipment, Supplies, and Evaluative and Treatment Methodologies				
A.2.13.	<ul style="list-style-type: none"> 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. Students must be given access and opportunity to use the evaluative and 	<ul style="list-style-type: none"> Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum. Students must be given access and opportunity to use the evaluative and 	<ul style="list-style-type: none"> Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic, fieldwork, and baccalaureate project components of the curriculum. Students must be given access and 	<ul style="list-style-type: none"> Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum. Students must be given access and opportunity to use the evaluative and

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	<p>opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.</p>	<p>treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.</p>	<p>opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.</p>	<p>treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.</p>
<p>A.2.14. Library, Reference Materials, Instructional Aids, and Technology A.2.14.</p>	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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.
<p>A.2.15. Distance Education A.2.15.</p>	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> 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. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <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"> 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. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <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"> 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. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <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"> 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. Technology and resources that are adequate to support a distance-learning environment. A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. <p>The program must provide documentation of the processes involved and evidence of implementation.</p>

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A.3.0. STUDENTS				
A.3.1. Admission Criteria				
A.3.1.1.	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.
A.3.2. Admission Policies				
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.
A.3.3. Credit for Previous Courses/Work Experience				
A.3.3.	The program 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.	The program 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.	The program 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.	The program 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.
A.3.4. Criteria for Successful Completion				
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.
A.3.5. Evaluation on a Regular Basis				
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">• Student progress• Professional behaviors• Academic standing	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">• Student progress• Professional behaviors• Academic standing	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">• Student progress• Professional behaviors• Academic standing	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">• Student progress• Professional behaviors• Academic standing
A.3.6. Student Support Services				
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.
A.3.7. Advising by Faculty				
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.
A.4.0. PUBLIC INFORMATION & POLICIES				
A.4.1. Accurate Program Publications				
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.
A.4.2. Publication of Program Outcomes				
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 separately as well as totaled for each of the previous 3 years: <ul style="list-style-type: none"> • Program graduates • Graduation rates 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.	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: <ul style="list-style-type: none"> • Program graduates • Graduation rates 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.	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: <ul style="list-style-type: none"> • Program graduates • Graduation rates 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.	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: <ul style="list-style-type: none"> • Program graduates • Graduation rates 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: HTTPS://WWW.NBCOT.ORG/EN/EDUCATORS/HOME#SCHOOLPERFORMANCE (PREFERRED LINK) OR HTTPS://SECURE.NBCOT.ORG/DATA/SCHOOLSTATS.ASPX .			

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.4.3. Publication of ACOTE Information</p> <p>A.4.3.</p>	<p>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, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.</p>	<p>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, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.</p>	<p>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, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.</p>	<p>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, website, and program-related brochures or flyers available to prospective students. An active link to www.acoteonline.org must be provided on the program's home page.</p>
	<p>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 6116 EXECUTIVE BOULEVARD, SUITE 200, NORTH BETHESDA, MD 20852-4929. ACOTE'S TELEPHONE NUMBER, C/O AOTA, IS (301) 652-AOTA, AND ITS WEB ADDRESS IS WWW.ACOTEONLINE.ORG."</p>			
<p>A.4.4. Published Policies and Procedures</p> <p>A.4.4.</p>	<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"> • Policy and procedures for processing student and faculty grievances must be defined and published. • Student withdrawal and refunds of tuition and fees must be published and made known to all applicants. • Student probation, suspension, and dismissal must be published and made known. • 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. • 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 	<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"> • Policy and procedures for processing student and faculty grievances must be defined and published. • Student withdrawal and refunds of tuition and fees must be published and made known to all applicants. • Student probation, suspension, and dismissal must be published and made known. • 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. • 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 	<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"> • Policy and procedures for processing student and faculty grievances must be defined and published. • Student withdrawal and refunds of tuition and fees must be published and made known to all applicants. • Student probation, suspension, and dismissal must be published and made known. • 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. • 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 	<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"> • Policy and procedures for processing student and faculty grievances must be defined and published. • Student withdrawal and refunds of tuition and fees must be published and made known to all applicants. • Student probation, suspension, and dismissal must be published and made known. • 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. • 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

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	fees associated with distance education.	fees associated with distance education.	fees associated with distance education.	fees associated with distance education.
	<i>PROGRAMS MUST DISPLAY THE COST OF ATTENDANCE FOR THE OT/OTA PROGRAM, WHICH INCLUDES CURRENT TUITION AND FEES AS WELL AS THE TOTAL COST OF ATTENDING AND COMPLETING THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM. THIS INFORMATION MUST BE DISPLAYED ON THE PROGRAM'S HOME PAGE OR A LINK TO THE INFORMATION POSTED ON THE PROGRAM'S HOMEPAGE. COMPLIANCE WITH THE REQUIRED COST OF ATTENDANCE INFORMATION IS EFFECTIVE 2/1/2021.</i>			
A.4.5. Ability to Benefit				
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.
A.4.6. Progression, Retention, Graduation, Certification, and Credentialing Requirements				
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.
	<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, 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."</i>			
A.4.7. Completion in a Timely Manner				
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.

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	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 AND THE BACCALAUREATE PROJECT 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."
A.4.8. Student Records	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.
A.5.0. CURRICULUM FRAMEWORK	The curriculum framework is a description of the program that includes the program's mission, philosophy, and curriculum design.			
A.5.1. Curriculum—Preparation to Practice as a Generalist				
A.5.2. Curriculum—Preparation and Application of In-depth Knowledge				
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.
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.	(No related Standard)	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.	(No related Standard)

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A.5.3. Program Length				
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 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.	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.5.4. Program Mission and Philosophy				
A.5.4.	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. 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 philosophy of the occupational therapy program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn. 	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. 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 philosophy of the occupational therapy program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn. 	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy assistant program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. 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 philosophy of the occupational therapy assistant program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn. 	<ul style="list-style-type: none"> The statement of the mission of the occupational therapy assistant program must: <ul style="list-style-type: none"> Be consistent with and supportive of the mission of the sponsoring institution. 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 philosophy of the occupational therapy assistant program must: <ul style="list-style-type: none"> Reflect the current published philosophy of the profession. Include a statement of the program's fundamental beliefs about human beings and how they learn.
A.5.5. Curriculum Design				
A.5.5.	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,	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,	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,	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,

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	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.
A.5.6. Scholarship Agenda				
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.
A.5.7. Written Syllabi and Assessment Strategies				
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.
A.6.0. STRATEGIC PLAN AND PROGRAM ASSESSMENT 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.				
A.6.1. Strategic Plan				
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	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) reflect a minimum of a 3-year period and include, but need not be	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	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

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	<p>limited to:</p> <ul style="list-style-type: none"> 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 the 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. 	<p>include, but need not be limited to:</p> <ul style="list-style-type: none"> 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 the 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. 	<p>limited to:</p> <ul style="list-style-type: none"> 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 the 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. 	<p>include, but need not be limited to:</p> <ul style="list-style-type: none"> 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 the 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.
<p>A.6.2. Professional Development Plans</p> <p>A.6.2.</p>	<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"> 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). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change. 	<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"> 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). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change. 	<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"> 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). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change. 	<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"> 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). Evidence of currency in the areas of teaching responsibilities. Specific measurable action steps with expected timelines by which the faculty member will achieve the goals. Evidence of annual updates of action steps and goals as they are met or as circumstances change.

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	<ul style="list-style-type: none"> • Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. • 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). 	<ul style="list-style-type: none"> • Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. • 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). 	<ul style="list-style-type: none"> • Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. • 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). 	<ul style="list-style-type: none"> • Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. • 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).
<p>A.6.3. Program Evaluation</p> <p>A.6.3.</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"> • Faculty effectiveness in their assigned teaching responsibilities. • Effectiveness of instructional design. • Students' competency in professional behaviors. • Students' progression through the program. • Student retention rates. • Fieldwork and doctoral capstone performance evaluation. • Student evaluation of fieldwork and the doctoral capstone experience. • Evaluation of doctoral capstone outcomes. • Student satisfaction with the program. • Graduates' performance on the NBCOT certification exam. • Graduates' job placement and performance as determined by employer satisfaction. • Graduates' scholarly activity (e.g., presentations, publications, grants 	<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"> • Faculty effectiveness in their assigned teaching responsibilities. • Effectiveness of instructional design. • Students' competency in professional behaviors. • 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. <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An</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"> • Faculty effectiveness in their assigned teaching responsibilities. • Effectiveness of instructional design. • Students' competency in professional behaviors. • Students' progression through the program. • Student retention rates. • Fieldwork and baccalaureate project performance evaluation. • Student evaluation of fieldwork and the baccalaureate project experience. • Evaluation of baccalaureate project outcomes. • Student satisfaction with the program. • Graduates' performance on the NBCOT certification exam. • Graduates' job placement and performance as determined by employer satisfaction. <p>Programs must routinely and</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"> • Faculty effectiveness in their assigned teaching responsibilities. • Effectiveness of instructional design. • Students' competency in professional behaviors. • 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. <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An</p>

STANDARD NUMBER	<p>ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST</p> <p>obtained, state and national leadership positions, awards). 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 appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST</p> <p>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>ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT</p> <p>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 appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT</p> <p>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>A.6.4. Certification Exam Pass Rate</p>				
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>
<p>SECTION B: CONTENT REQUIREMENTS</p> <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>				
<p>B.1.0. FOUNDATIONAL CONTENT REQUIREMENTS</p> <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>				

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B.1.1. Human Body, Development, and Behavior				
B.1.1.	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.
B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices				
B.1.2.	<p>Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as 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.</p>	<p>Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as 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.</p>	<p>Apply knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, and abnormal psychology).</p>	<p>Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).</p>
B.1.3. Social Determinants of Health				
B.1.3.	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
B.1.4. Quantitative Statistics and Qualitative Analysis				
B.1.4.	<p>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.</p>	<p>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.</p>	<p>(No related Standard)</p>	<p>(No related Standard)</p>

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<p>B.2.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES 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:</p>				
<p>B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference</p>				
B.2.1.1.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
<p>B.2.2. Theory Development</p>				
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.
<p>B.3.0. BASIC TENETS OF OCCUPATIONAL THERAPY Coursework must facilitate development of the performance criteria listed below. The student will be able to:</p>				
<p>B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate</p>				
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.
<p>B.3.2. Interaction of Occupation and Activity</p>				
B.3.2.	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, and environments, and client factors.	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, 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.
<p>B.3.3. Distinct Nature of Occupation</p>				
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.

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B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention				
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.
B.3.5. Effects of Disease Processes				
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.3.6. Activity Analysis				
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.3.7. Safety of Self and Others				
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.

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B.4.0.	<p>REFERRAL, SCREENING, EVALUATION, AND INTERVENTION PLAN</p> <p>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.</p> <p>INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION</p> <p>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.</p> <p>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:</p>	<p>SCREENING, EVALUATION, AND INTERVENTION PLAN</p> <p>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.</p> <p>INTERVENTION AND IMPLEMENTATION</p> <p>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.</p> <p>The program must facilitate development of the performance criteria listed below. The student will be able to:</p>	<p>SCREENING, EVALUATION, AND INTERVENTION PLAN</p> <p>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.</p> <p>INTERVENTION AND IMPLEMENTATION</p> <p>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.</p> <p>The program must facilitate development of the performance criteria listed below. The student will be able to:</p>	<p>ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT</p> <p>SCREENING, EVALUATION, AND INTERVENTION PLAN</p> <p>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.</p> <p>INTERVENTION AND IMPLEMENTATION</p> <p>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.</p> <p>The program must facilitate development of the performance criteria listed below. The student will be able to:</p>
B.4.1. Therapeutic Use of Self				
B.4.1.	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.	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.4.2. Clinical Reasoning				
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.4.3. Occupation-Based Interventions				
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.4.4. Standardized and Nonstandardized Screening and Assessment Tools				
B.4.4.	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	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	Contribute to the evaluation process of client(s)' occupational performance, by including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based	Contribute to the evaluation process of client(s)' occupational performance, by including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based

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	<p>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>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>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>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.4.5. Application of Assessment Tools and Interpretation of Results				
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>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).</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> <p>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).</p>		(No related Standard)
B.4.6. Reporting Data				
B.4.6.	<p>Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.</p>	<p>Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.</p>	<p>Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.</p>	<p>Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.</p>
B.4.7. Interpret Standardized Test Scores				
B.4.7.	<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>		(No related Standard)
B.4.8. Interpret Evaluation Data				
B.4.8.	<p>Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.</p>	<p>Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.</p>		(No related Standard)

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B.4.9. Remediation and Compensation				
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.	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.
B.4.10. Provide Interventions and Procedures				
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.
B.4.11. Assistive Technologies and Devices				
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.4.12. Orthoses and Prosthetic Devices				
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.4.13. Functional Mobility				
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.

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B.4.14. Community Mobility				
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.4.15. Technology in Practice				
B.4.15.	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> • Electronic documentation systems • Virtual environments • Telehealth technology 	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> • Electronic documentation systems • Virtual environments • Telehealth technology 	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> • Electronic documentation systems • Virtual environments • Telehealth technology 	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> • Electronic documentation systems • Virtual environments • Telehealth technology
B.4.16. Dysphagia and Feeding Disorders				
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.
B.4.17. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices				
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.4.18. Grade and Adapt Processes or Environments				
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.

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B.4.19. Consultative Process				
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.4.20. Care Coordination, Case Management, and Transition Services				
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.4.21. Teaching-Learning Process and Health Literacy				
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">To design activities and clinical training for persons, groups, and populations.To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	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">To design activities and clinical training for persons, groups, and populations.To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none">To design activities and clinical training for persons, groups, and populations.To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none">To design activities and clinical training for persons, groups, and populations.To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.
B.4.22. Need for Continued or Modified Intervention				
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.	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.4.23. Effective Communication				
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.

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B.4.24. Effective Intraprofessional Collaboration				
B.4.24.	<p>Demonstrate effective intraprofessional OT/OTA collaboration to:</p> <ul style="list-style-type: none"> Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. 	<p>Demonstrate effective intraprofessional OT/OTA collaboration to:</p> <ul style="list-style-type: none"> Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. 	<p>Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.</p>	<p>Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.</p>
B.4.25. Principles of Interprofessional Team Dynamics				
B.4.25.	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
B.4.26. Referral to Specialists				
B.4.26.	<p>Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.</p>	<p>Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.</p>	<p>Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.</p>	<p>Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.</p>
B.4.27. Community and Primary Care Programs				
B.4.27.	<p>Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.</p>	<p>Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.</p>	<p>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.</p>	<p>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.</p>
B.4.28. Plan for Discharge				
B.4.28.	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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B.4.29. Reimbursement Systems and Documentation 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>CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</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.5.1. Factors, Policy Issues, and Social Systems 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 promote policy development and social systems as they relate to the practice of occupational therapy.	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 promote policy development and social systems as they relate to the practice of occupational therapy.	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 development and social systems as they relate to the practice of occupational therapy.	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 development and social systems as they relate to the practice of occupational therapy.
B.5.2. Advocacy 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.

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B.5.3. Business Aspects of Practice				
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.5.4. Systems and Structures That Create Legislation				
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.5.5. Requirements for Credentialing and Licensure				
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.5.6. Market the Delivery of Services				
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.
B.5.7. Quality Management and Improvement				
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.

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B.5.8. Supervision of Personnel	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.</p> <p>Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.</p>	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.</p>	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.</p>	<p>Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.</p>
B.6.0. SCHOLARSHIP 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.6.1. Scholarly Study				
B.6.1.	<ul style="list-style-type: none"> • 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"> ○ 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. • 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). <p>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.</p>	<ul style="list-style-type: none"> • 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"> ○ 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. • 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 Teaching and Learning). <p>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</p>	<ul style="list-style-type: none"> • 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. • Explain how scholarly activities and literature contribute to the development of the profession. 	<ul style="list-style-type: none"> • 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. • Explain how scholarly activities and literature contribute to the development of the profession.

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		reviews do not meet this Standard.		
B.6.2. Quantitative and Qualitative Methods				
B.6.2.	Select, apply, and interpret quantitative and qualitative methods for data analysis to include: <ul style="list-style-type: none"> Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data. 	Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include: <ul style="list-style-type: none"> Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data. 	Understand the use of quantitative and qualitative methods for data analysis that include: <ul style="list-style-type: none"> Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data. 	Understand the difference between quantitative and qualitative research studies.
B.6.3. Scholarly Reports				
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.6.4. Locating and Securing Grants				
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.	(No related Standard)	(No related Standard)
B.6.5. Ethical Policies and Procedures for Research				
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.	(No related Standard)	(No related Standard)
B.6.6. Preparation for Work in an Academic Setting				
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.

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<p>B.7.0. 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. 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:</p>				
B.7.1 Ethical Decision Making				
B.7.1.1.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>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 AOTA <i>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 AOTA <i>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 AOTA <i>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.7.2. Professional Engagement				
B.7.2.1.	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.7.3. Promote Occupational Therapy				
B.7.3.1.	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.7.4. Ongoing Professional Development				
B.7.4.1.	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.7.5. Personal and Professional Responsibilities				
B.7.5.1.	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapist providing service on a contractual basis. 	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapist providing service on a contractual basis. 	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapy assistant providing service on a contractual basis. 	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapy assistant providing service on a contractual basis.

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SECTION C: FIELDWORK EDUCATION				
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. 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:				
C.1.1. Fieldwork Program Reflects the Curriculum Design				
C.1.1.1.	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.
C.1.2. Criteria and Process for Selecting Fieldwork Sites				
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.
C.1.3. Fieldwork Objectives				
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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C.1.4. Ratio of Fieldwork Educators to Students				
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.
C.1.5. Sufficient Fieldwork Agreements				
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.
C.1.6. Level I and II Fieldwork MOUs				
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>				
C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors				
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:				
C.1.8. Qualified Level I Fieldwork Supervisors				
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.
C.1.9. Level I Fieldwork				
C.1.9.	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. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.	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. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.	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. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.	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. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.

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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. 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>C.1.10. Length of Level II Fieldwork C.1.10.</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 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>C.1.11. Qualified Level II Fieldwork Supervisors C.1.11.</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 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>C.1.12. Evaluating the Effectiveness of Supervision C.1.12.</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>	<p>Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision</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 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
	(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).
C.1.13. Level II Fieldwork Supervision				
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.
C.1.14. Fieldwork Supervision Where No OT Services Exist				
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.
C.1.15. Evaluation of Student Performance on Level II Fieldwork				
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).

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
C.1.16. Fieldwork Supervision Outside the U.S.				
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.
D.1.0. DOCTORAL CAPSTONE 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. The doctoral capstone consists of two parts: <ul style="list-style-type: none"> • Capstone project • Capstone experience The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained. 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. The doctoral capstone coordinator will:			D.1.0. BACCALAUREATE PROJECT 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. 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. The program will:	
D.1.1. Doctoral Capstone Reflects Curriculum Design				
D.1.1.1.	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.	(No related Standard)	D.1.1. Baccalaureate Project Reflects Curriculum Design Ensure that the baccalaureate project reflects the sequence and scope of content in the curriculum design so the baccalaureate project can allow for development of in-depth knowledge in the designated area of interest.	(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 THERAPIST ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST ASSISTANT
D.1.2. Design of Doctoral Capstone				
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)
D.1.3. Preparation for Doctoral Capstone Project				
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)	(No related Standard)
D.1.4. MOUs for Doctoral Capstone Experience				
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)	(No related Standard)
D.1.5. Length of Doctoral Capstone Experience				
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)	(No related Standard)

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D.1.6. Mentor for Doctoral Capstone				
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)	(No related Standard)
D.1.7. Evaluation of Doctoral Capstone Experiences				
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)	D.1.7. Evaluation of Baccalaureate Project Document a formal evaluation on mechanism for objective assessment of the student's performance during and at the completion of the baccalaureate project.	(No related Standard)
D.1.8. Doctoral Capstone Project				
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)	D.1.8. Baccalaureate Project 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 either at 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 three 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 behavior toward 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 (regarding 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 limit 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. Electrot herapeutic agents include but are not limited to neuromuscular 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" (IPEDS, 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 of 2010, 2012)

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)
- 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)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- 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, 2009). 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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