ACOTE UPDATE

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Chair, ACOTE
Outline

• COVID-19 Update
• Accreditation Updates
  – Policy Changes
  – Standards Interpretative Guidance
  – Announcements / Resources
COVID-19 Update
On-Site Visits

• On-site visits scheduled in the fall are scheduled as an in-person visit.

• ACOTE recognizes an in-person visit may not be possible.

• If the status of your program changes regarding on-site visitors, please notify the Accreditation Department.
Didactic Coursework

• The US Department of Education is extending its allowance for use of distance education modalities to accommodate students without going through the regular approval process for the duration of the COVID-19 national emergency.

• ACOTE is upholding the USDE recommendation. You do not need to notify ACOTE if you are temporarily moving to distant education modalities during the pandemic.

• A program plans a permanent change, you must seek ACOTE approval through the eAccreditation Portal using the Substantive Change tab (see ACOTE Policy IV.B.1. Additions or Changes).

• All programs are expected to remain in compliance with the 2018 ACOTE Standards.
Doctoral Capstone

- ACOTE will continue to allow flexibility regarding the timing of the doctoral capstone during the pandemic.
  - ACOTE is allowing programs to determine if it is appropriate for a student to begin their doctoral capstone experience before completion of Level II fieldwork. For example, if a student’s capstone experience is an in-depth exposure to enhance clinical practice skills, it would not be appropriate for the student to start his/her capstone experience before completing all Level II fieldwork.
The student can only begin the capstone experience if they have completed all coursework and all preparatory activities defined in ACOTE Standard D.1.3. The program must ensure that the capstone experience is in compliance with all aspects required by D.1.0 Doctoral Capstone Standards.
Reflections on the Pandemic

**2019-2020**

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

**Retention Rates (average)**
- OTD – 99%
- OTM – 96%
- OTA – 83%

**2020-2021**

**NBCOT Pass Rate**
- OTD – 100% (0 of 37)
- OTM – 94% (6 of 174)
- OTA – 70% (67 of 225)

**Retention Rates (average)**
- OTD – 98%
- OTM – 97%
- OTA – 83%
During the current USDE review, USDE found that ACOTE’s Accreditation Classifications do not meet USDE regulations.

Per USDE: ACOTE cannot award a new grant of Accreditation (re-accreditation) or an initial grant of accreditation if there are ANY areas of noncompliance.

As a result, to remain compliant with USDE regulations, ACOTE revised the Accreditation Classifications.
Policy I.V.C Classifications of Accreditation Categories

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

*Red text indicates a change.
Programs seeking initial accreditation can be granted:

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

*Red text indicates a change.*
Policy I.V.C Classifications of Accreditation Categories

- See ACOTE Policy IV. C. CLASSIFICATION OF ACCREDITATION CATEGORIES for more details.
- A power point on this topic is also available on the ACOTE website.
POLICY III. A. 1. STEP ONE: THE APPLICATION REVIEW

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

• Programs currently in the process are exempt from this change
• Programs submitting a Letter of Intent on or after July 1, 2022, requesting to transition to a higher degree level will be responsible for initial accreditation fees.

• **Background:**
  – Accreditation fees paid by educational programs help support costs attributed to the entire accreditation process
  – Transitioning programs complete the same accreditation process as initial programs
Standards
The curriculum design must reflect the mission and philosophy of both the occupational therapy program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content, scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.
An interpretation was added to the 2018 ACOTE® Standards and Interpretive Guide to clarify Standard A.5.5.

To demonstrate compliance, faculty must demonstrate awareness and understanding of how the program’s curriculum design is integrated into the program.

**Background:**
- Council was receiving feedback from on-site teams that faculty were not familiar with the program’s curriculum design.
- Understanding the curriculum design is essential and provides the basis for program planning, implementation, and evaluation.
ACOTE developed an optional template for programs to use to assist with demonstrating compliance with this Standard (www.acoteonline.org)

### Curriculum Design Template

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

#### 2018 Standard A.5.5. Curriculum Design

The curriculum design must reflect the mission and philosophy of both the occupational therapy program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content, scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.

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

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

<table>
<thead>
<tr>
<th>Curriculum Design</th>
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</thead>
<tbody>
<tr>
<td>Institutional Mission:</td>
</tr>
<tr>
<td>Institutional Philosophy:</td>
</tr>
<tr>
<td>Program Mission:</td>
</tr>
<tr>
<td>Program Philosophy:</td>
</tr>
<tr>
<td>Program Philosophy of Teaching and Learning:</td>
</tr>
<tr>
<td>Program of Study (rationale for the selection, the scope and sequencing of content):</td>
</tr>
<tr>
<td>A. Curricular Threads or Themes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Curriculum Design</th>
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<tbody>
<tr>
<td>“A systematic analysis of formative and summative assessment occurring throughout the length of the program evaluating the selection, scope, and sequencing of content and the effectiveness in achieving student learning objectives/outcomes”.</td>
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Policy V.E. Standard Revision Process

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

Stakeholder feedback is essential! Please watch for opportunities to provide input!
Announcements
<table>
<thead>
<tr>
<th>Program Status</th>
<th>OT Doctoral</th>
<th>OT Master’s</th>
<th>OTA Baccalaureate</th>
<th>OTA Associate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accredited</td>
<td>49</td>
<td>173*</td>
<td>1</td>
<td>222**</td>
<td>445</td>
</tr>
<tr>
<td>Candidate or Preaccreditation</td>
<td>75</td>
<td>8</td>
<td>4</td>
<td>9</td>
<td>96</td>
</tr>
<tr>
<td>Applicant</td>
<td>69</td>
<td>28</td>
<td>13</td>
<td>14</td>
<td>124</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>193↑(186)</strong></td>
<td><strong>209↓(210)</strong></td>
<td><strong>18↑(16)</strong></td>
<td><strong>245↓(246)</strong></td>
<td><strong>665↑(658)</strong></td>
</tr>
</tbody>
</table>

*Of the total, **38 accredited master’s degree programs** are transitioning to the doctoral degree level
**Of the total, **4 accredited associate degree programs** are transitioning to the baccalaureate degree level

https://acoteonline.org/all-schools/
On-Site Accreditation Visits

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

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

**Upcoming Workshop Dates**

October 18-19, 2021  
February 28-March 1, 2022

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

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

**Upcoming Workshop Dates**

- October 13, 2021
- February 23, 2022

REGISTER AT: www.acoteonline.org!
Workshops

Accreditation Actions
Events & Workshops
News & Updates
Newsletters Archives
Resources
ACOTE Website

ACOTE
Accreditation Council for Occupational Therapy Education

www.acoteonline.org
• Please be sure to read each Director’s Update, which is posted on the ACOTE website after every ACOTE meeting for the most up to date information regarding Standards’ Interpretations and policy changes

• Previous publications of the PD Newsletters are posted on www.acoteonline.org under “News and Updates”
ACOTE Webinars

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

Provided by ACOTE’s Education Committee
Questions?