CAOT Academic Accreditation Standards and Self-Study Guide (2011)

Canadian Association of Occupational Therapists

Founded in 1926, the Canadian Association of Occupational Therapists (CAOT) is the national professional association for occupational therapy in Canada. The mandate of CAOT is to develop leadership, advance knowledge, develop and maintain professional and education standards, and build human resource capacity for excellence in occupational therapy.

CAOT Academic Accreditation Standards and Self-Study Guide (2011)

Preface

The Canadian Association of Occupational Therapists (CAOT) strives to enable excellence in occupational therapy education. As a reflection of this mandate, CAOT is the sole accrediting agency in Canada for university programs that provide entry-level professional education in occupational therapy. Accreditation supports the development of quality occupational therapy education as a foundation for the profession. During the initial development of Accreditation Standards, CAOT dedicated extensive resources over an eight year period to collaborative activities with educational programs and external organizations to shape the future of professional education and accreditation in higher education.

The CAOT Academic Accreditation Standards and Self-Study Guide (revised 2011 Edition) evolved over a three year period and is derived from the earlier 2005 and 1998 editions; the Minimum Standards for the Education of Occupational Therapists (WFOT, 2002), and a review of current and future trends in education and professional practice as well as a critical appraisal of existing programs of professional education accreditation (Appendix B).

The CAOT Academic Accreditation Standards and Self-Study Guide is unique to CAOT. It evolved from a collaborative initiative with input from a variety of professionals and external organizations involved in academic accreditation.

CAOT and educators of university occupational therapy programs agreed on the actual standard outcomes as well as the criteria, or tests of quality. For the present version, the decision was made, upon extensive consultation and confirmation, to abandon the mathematical calculation of weighted indicators. Instead, this version has adopted the categorization of indicators into levels of attainment, an internationally recognized measurement of accreditation standards.

The current CAOT accreditation process follows an internationally accepted procedure and emphasizes consistency and transparency in the review of objective, tangible documentary and observable evidence. On- and off-site accreditation reviews generate evidence of a program's achievement, or lack of achievement, of the individual indicators.

We would like to express our appreciation to the members of the Indicator Revision Working Group who devoted hours of volunteer time to review and update the indicators used in this edition of the CAOT Academic Accreditation Standards and Self-Study Guide.

Indicator Revision Working Group Members:

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The CAOT Academic Accreditation Program

1. **The CAOT Academic Accreditation Program**

   Accreditation is a quality review process, used by an organization whose authority to grant official status to a program of study that has met or exceeded predetermined standard outcomes has been publicly recognized. The purpose of the CAOT academic accreditation process is to:

   - Promote quality occupational therapy education.
   - Support the growth and development of occupational therapy educational programs.

   This process also serves to promote the profession and the mobility of occupational therapists both nationally and internationally, by assuring consumers that graduates of accredited programs have received an education that meets nationally accepted standards.

2. **Philosophy Guiding the CAOT**

   Accreditation Standards and Self-Study Guide (2011) has been directed by the following philosophy:

- National academic accreditation supports quality education in occupational therapy and facilitates the advancement of education and practice of occupational therapy in Canada
- National standards and the accreditation process support the best interests of the health of the Canadian public
- Occupational therapy is a unique profession that is sufficiently complex and import to the health and well-being of Canadians that it requires a Master's entry-level degree to meet national accreditation standards
- Students of occupational therapy have the right to quality education
- National standards for quality education are best established and maintained by national academic accreditation
- National academic accreditation is an inherent responsibility of an autonomous national professional association
- National academic accreditation is a process that involves all stakeholders working in partnership
- National academic accreditation is a fair and supportive evaluation of university occupational therapy educational programs
- National academic accreditation respects the autonomy of educational programs to develop curricula within the framework of national standards
- National academic accreditation includes self-evaluation, peer review and critical reflection and supports continuous quality improvement
- The academic process is transparent, consistent, fair and maximizes objectivity and confidentiality

3. **Guiding Principles**

   The practices of the academic accreditation process are guided by the following principles:

   - Academic accreditation involves a process of peer review, where peer review is defined as reviews by individual(s) with expertise in the education of professionals and training in academic accreditation;
   - Academic accreditation is collaborative and supportive;
   - Academic accreditation provides fair, consistent evaluation;
   - Academic accreditation respects the confidentiality of each program;
   - Academic accreditation respects and values differences among programs;
   - Academic accreditation is autonomous from professional organizations
   - An appeal process is an integral component of academic accreditation.

4. Features of the CAOT Academic Accreditation Standards and Self-Study Guide (2011)

In 2006, the Canadian Association of Occupational Therapists (CAOT) initiated the a review of the 2005 Accreditation Indicators and Self -Study Guide. The indicator-based accreditation process was maintained. Upon thorough review, the literature provided a paucity of evidence to support the weighting process and, on the advice of External Consultant, Dr. Anne Fisher (Sweden), the mathematical calculation of weighted indicators was discontinued. This recommendation was strongly supported by ACC and the CAOT Board of directors. The revised Indicators (2009) incorporated 3 categories of indicators, which relate to the level of requirement (1) absolute requirement, (2) recommended indicators, (3) desirable indicators. The revised 2009 indicator process clearly outlines objective requirements and defines desirable indicators = enhance the program but an absence does not suggest a program weakness.

The revised Accreditation Indicators maintain a systematic method of program review, identify areas for improvement, and promote consistent and valid accreditation decisions. The 2011 edition lists 9 standard outcomes (standards),100 indicators. Standards or standard outcomes set the benchmark for the quality of the program and accreditation review. The CAOT standard outcomes were developed through a consensus process involving stakeholder groups. Each standard outcome has one or more indicators. Indicators are important because they provide factual information on the level of attainment required for each standard.

More specifically, the indicators:

- Map the CAOT accreditation decision making process, produce comprehensive information on the conditions of the program and provide a framework for a quality professional occupational therapy program;
- Provide factual information on the level of attainment of the standard in question;
- Provide for comparability in the reporting of results, including trends over time and between programs to identify issues and quality improvement initiatives;
- Complement the professional expertise of the accreditation evaluators and do not replace this expertise.

7 year ongoing cyclical continuous quality improvement (CQI) Accreditation Process Categories

An accredited program can be defined in three ways: exemplary, improving and probationary. A program that meets 100% of category 1 pre-screening indicators, 100% of the category 2 required indicators, and more than 80% of the category 3 desirable indicators, will not need to submit any interim report to the ACC during their 7 year cycle.

A program that meets 100% of category 1 pre-screening indicators, more than 80% of the category 2 required indicators, and more than 70% of the category 3 desirable indicators, will be required to submit a progress report to the ACC 2-5 years into their 7 year cycle, dependent on the nature of the areas for improvement.

A program defined as probationary, indicating that 100% of category 1 pre-screening indicators are met but that only 60-80% of the category 2 required indicators have been met, will be required to submit a progress report to the ACC within 6 months – 1 year with a warning that a lack of progress toward the areas for improvement will result in the program's accreditation being placed on probation.

If a program is placed on probation, they are given a specific time period, as determined by ACC, to address the areas for improvement with a warning that they are at risk of being designated as non-accredited.

Accreditation status	Reporting to ACC	Category 1 Indicators (8 Indicators - required)	Category 2 Indicators (70 Indicators - required)	Category 3 Indicators (21 Indicators - desirable)
ACCREDITED				
	Suggestions for CQI	100%	100%	More than 80% (17 indicators)
	Recommendations for CQI	100%	More than 80% (56 indicators)	More than 70% (15 indicators)
- probationary	Requirements for CQI	100%	More than 60% (42 indicators)	
ELIGIBLE FOR ACCREDITATION	Prior to admission of first cohort of students	100%		
NON ACCREDITED	Return to pre-screening process	100% or less	Less than 60%	

5. The Accreditation Decision

The 2011 accreditation process uses an objective approach to guide decision-making about the accreditation award for occupational therapy education programs. It is used within the context of qualitative information collected throughout the self-study and on-site reviews, a profile of the evidence across the nine standard outcomes and the collective wisdom of the accreditation experts. Identification of program evidence for the existence of absolute requirement (prescreening), recommended and desirable indicator data will ensure that the accreditation decision is based on the evidence provided by the program.

Trends That Shape the CAOT Accreditation Program

There are numerous domestic and global trends that have shaped the final content and process of the CAOT Accreditation Standards and Self-Study Guide (2011).

These trends are:

1. Accountability through accreditation.

Academic accreditation in Canada is voluntary, but ultimately it is the sole instrument to ensure the consistent monitoring of quality and integrity within education programs (Glidden, 2004). As a system it is also recognized by the World Federation of Occupational Therapists (WFOT 2005), which is the organization that acknowledges the quality of occupational therapy educational programs internationally. Consequently, stakeholders such as the educational programs and the institutions themselves, as well as students and prospective students, licensing and examination bodies, the profession, and the consumer, are all assured of a consistent outcome with graduates of accredited programs in Canada.

Accreditation provides four key elements to assure quality monitoring and ensure quality education:
  1. It provides additional attention to the evidence of institutional and program

performance.
2. It supports and draws attention to evidence of student learning outcomes.
3. It provides better information to the public.
4. It helps governments recognize that the institution must decide the expectations and evidence of performance and outcomes (Glidden, 2004).

Therefore an accredited program maintains credibility and visibility for the educational institution. The quality component provides assurance that the program meets the standard of the professional group and is supported by a continuous quality review process. Stakeholders are assured that the university is committed to improving the status of the program for students, prospective students, and scholars. CAOT accreditation assures institutions that the educational program meets pre-determined standards of the profession and is recognized by their Canadian colleagues and the World Federation of Occupational Therapists. This, in turn, assures the student of a certain degree of domestic and global professional mobility upon graduation.

2. **Outcome-based education.**

The demand for accountability in professional education drives the growth of outcome measures in academic accreditation. An education program must provide potential new practitioners with outcome-based education that will allow them to work in an evolving environment of practice (CAOT, 2004b). To remain competitive within the domestic and international marketplace, professional education programs "must establish and mark progress towards the achievement of outcomes" (O'Neil, 1994). As an outcome orientation becomes more systematically incorporated into accreditation, it will also drive decisions affecting policy development, strategic planning, and resource allocation (Bezold, 1994). Outcome data can be used to demonstrate the importance of the profession to prospective students, potential clients, and funders of education (Glidden, 2004).
The powerful combination of self-report and qualitative measures in the latest document provides the market place with assurance that graduates from Canadian programs have graduated from quality education programs (Fitzpatrick, Sanders & Worthen, 2004; Patton, 1997).

3. **Demonstrating educational effectiveness.**

O'Neil (1994) suggests that accreditation should support continuous improvement of the quality of the graduate. CAOT academic accreditation is an integrated system that attempts to link the standards to graduate performance through continuous improvement in educational programming. The 2011 CAOT document guides the educational program through a process of self-study to identify the measures of effectiveness.

4. **Diversity and regional approach to entry-level professional education.**

The Profile of Occupational Therapy Practice in Canada (CAOT, 2007) recognizes the wide range of requirements of occupational therapists for today's practice context. . It primarily reflects the expectations of a "competent" level of occupational therapy practice and also describes a "proficient" level of occupational therapy practice in a given role. The Profile defines the "competent" occupational therapist as an occupational therapist who meets or exceeds the minimal and ongoing performance expectations and demonstrates the requisite knowledge, skills, and abilities for safe and effective practice of occupational therapy at the beginning of and throughout their career. The seven main 'roles' of the occupational therapist defined and described in the profile (2007) include:
1. Expert in Enabling Occupation;
2. Communicator;
3. Collaborator;
4. Practice Manager;
5. Change Agent;
6. Scholarly Practitioner; and
7. Professional.

The Profile (2012) provides a foundation for educational standards, continuing education and practice guidelines. It also contributes to the blueprint of the CAOT National Occupational Therapy Certification Examination (NOTCE). Public funding in higher education is currently not meeting the needs of post-secondary education. Professional programs are often the most costly to operate in a university system. Within the context of this national economic reality, educational programs are encouraged to develop a distinctive curriculum plan by capitalizing on their own institutional and regional resource base as long as they demonstrate that the Profile requirements have been met. This meets two purposes as stated earlier: It provides a clear, obvious description of the outcome of the program and provides evidence to the university, government, and public of the competencies of the graduates to contribute to the future of health care (Glidden, 2004; Fitzpatrick et al., 2004).The Profile has provided the foundation for the CAOT accreditation program to evolve into an outcome-based model. This evolution has also reshaped the CAOT accreditation program to support continuous quality improvement and long-term planning that address a wide-range of educational programs.

5. **Global leadership.**

Accrediting organizations are encouraged to develop common world-class quality assurance systems with other professions and countries (Taylor, 1995; Peace Lenn, 1996). An international and transdisciplinary perspective serves to maintain excellence in higher education and research, and to assure continued leadership for Canada in the future. The accreditation process described in the CAOT Academic Accreditation Standards and Self-Study Guide (2011 edition) has the potential to be adapted or harmonized with other accrediting bodies nationally and internationally and reflects current and emerging educational practice including Interprofessional education (indicator 2.3)CAOT 2009).

The CAOT Academic Accreditation Standards and Self-Study Guide (2011) include a Canadian set of academic accreditation standards to promote the global mobility of graduates. CAOT's international relationships and collaborative activities strengthen the position of CAOT members as global leaders in occupational therapy education, practice and research, and publications.

6. **International trade agreements.**

International trade agreements drive the growth of common standards. They have vast implications for the professions as well as for educators and accrediting agencies. The premise is to encourage prosperity by reducing barriers to employment for the member countries. Accreditation is regarded as an objective way of determining whether a professional program in one country meets the standards in another country (Ascher, 1996). The CAOT accreditation standards not only meet the world standards established by WFOT (WFOT, 2004) but also exceeds them, promoting mobility of Canadian graduates.

Directions for the Self-Study Submission

1. Submit an electronic version (USB key) of the Self-Study report and all supporting documentation and appendices.

2. Use the Indicators and the Suggested Sources of Information to guide the development of your Self-Study submission.

3. Submissions must be received by CAOT National Office seven (7) months before the on-site visit.

4. Complete and submit the Accreditation Information Form with the self-study documents.

5. Provide a proposed schedule of the on-site activities 4.5 months prior to the on-site visit for approval. A sample schedule is provided as a guide.

Accreditation Information Form

Date: _____/ _____ / _____
      day   month   year

Name of university: _____

Contact person for accreditation: _____

Mailing address: _____

Tel: _____ Fax: _____

E-mail: _____ Web site: _____

Name of Director/Chair: _____

Street address where accreditation visit will take place:_____
_____

Name of program seeking accreditation: _____

Name and address of person to whom a copy of report should be sent: _____
_____
Degree awarded: _____

Length of program: _____ Month of graduation: _____

Expected implementation date of the Master's entry-level program: _____

Degree awarded for Master's entry-level program: _____

Total number of "seats" in program: _____

Number of applications for current year: _____

Total number of students in program: _____

Number of expected graduates in year of accreditation: _____ Attrition rate: _____

Number of FTE faculty: _____ Number of part-time faculty: _____

Number of support staff: _____

Sample Schedule
CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS
ACADEMIC CREDENTIALING COUNCIL
ON-SITE VISIT

Here are a few important points to consider when preparing the on-site visit schedule:

- Meetings should start no earlier than 8h00 and end no later than 18h00
- Individual meetings should be 20-30 minutes unless otherwise specified
- Groups meetings should be 60 minutes unless otherwise specified
- Insert break times- can help with the unexpected
- To minimize travel time, plan most meetings in one room
- The last day is reserved for the preparation of verbal report; no new information should be obtained.

List of people to be seen individually and other to be seen in groups

Individually:	Group
• OT Director	• Other Schools/Programs director- 30min.
• Regular-permanent Faculty	• Support staff
• Fieldwork coordinator- 1 hour	• Sessionnals/Part time faculty
• Dean- 1 hour	• Students
• Regulatory organization	• Clinicians
• Other (vice-dean, Librarian …)	• Higher administration- 30-45min.
• Other (service courses representative, committee…)	

Please note that:

- Individual time with the OT Director/Head should be included at the beginning and the end of each day

- A presentation of the curriculum is strongly suggested-especially when a new curriculum is being or has been implemented

  - A draft of the schedule should be sent to CAOT 3 months prior to the on-site visit. The Chair of ACC and the Chair of the on-site team may request certain changes.

  - If you have any questions, please contact rmcgovern@caot.ca or at (800) 434-2268 ext 235.

Sample schedule

This is a sample schedule only to assist you with planning. It is to be used as a guide. The people listed should be seen and length of the meeting respected but the sequence may vary to accommodate your personal context. People may also be added if warranted and if time permits.

OCCUPATIONAL THERAPY PROGRAM
NAME OF UNIVERSITY
CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS
ACADEMIC CREDENTIALING COUNCIL
ON-SITE VISIT

DAY 1

TIME	ROOM	PARTICIPANT
8 :00	Room#	OT Director/Head
9 :00	Room#	Introduction to faculty
9 :15	Room#	Curriculum presentation
10 :00	Room#	Tour of facilities
10 :15	Room#	Fieldwork
11 :15	Room#	Dean
12 :00	Room#	Lunch
13 :00	Room#	Individual meetings with regular permanent faculty
13 :15		
13 :30		
14 :00		
14 :15		
14 :30		
15 :00		
15 :15		
15 :30		
15 :45		
16 :00		
16 :15	Room#	Students
17 :15	Room#	OT Director/Head
17 :45	Room#	End of day

DAY 2

TIME	ROOM	PARTICIPANT
8 :00	Room #	OT Director/Head
8 :30	Room #	Support personel
9 :30	Room #	Individual faculty meetings
9 :50	Room #	
10 :10		
10 :30		
11 :10		
11.30	Room #	Librarian
12 :00	Room #	Lunch
13 :00	Room #	Higher Administration
14 :00	Room #	Other program/Schools Directors
14 :30	Room #	Non-OT Faculty (service)
15 :00	Room #	Regulatory organization
15 :30	Room #	Break
15 :45	Room #	Sessionnals/Part time faculty
16 :45	Room #	Clinicians
17 :15	Room #	OT Director/Head
17 :45	Room #	End of day

DAY 3

Time	ROOM	PARTICIPANT
8 :00	Room #	Preparation time
9 :00	Room #	OT. Director/Head, verbal report
10 :00	Room #	Dean, verbal report
11 :15	Room #	Faculty, students, support personnel, verbal report
12 :00	Room #	Team to airport/Train/Bus

CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS

ACADEMIC ACCREDITATION INDICATORS (2011)

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
#1: THE OCCUPATIONAL THERAPY PROGRAM IS ESTABLISHED IN A UNIVERSITY AUTHORIZED TO GRANT MASTER'S LEVEL AND HIGHER DEGREES.				
1.1 The occupational therapy program has official standing within the university structure.				
1.11 The degree is conferred in occupational therapy at least at the Master's level.	X			F = Provide evidence of a recognized degree granting university. A copy of the relevant part of the appropriate university calendar.
1.12 The occupational therapy department/ school, etc is represented on the official university organizational chart(s) in a similar manner to other academic department/schools in the university.		X		F = A copy of the university organizational chart and a report that documents and critiques the occupational therapy program (department, school, etc.) position within the university organizational structure.
1.2 The department or school is represented in the relevant university committees.				
1.21 Occupational therapy department/school self-manages or is represented in decision making in key areas, such as student recruitment, admissions, curriculum, evaluation, budget, promotion / tenure / appointments, etc.		X		F = A list of committees with a report to document and critique occupational therapy management of or representation on key decision-making committees or systems at all levels. Examples: admission, curriculum, budget, promotion/tenure, appointments, or other committees/systems N = Interview with occupational therapy program leadership, dean, president as appropriate on quality of self-management.
1.22 The occupational therapy department/school self-manages in key areas, such as student recruitment, admissions, curriculum, evaluation, budget, promotion / tenure / appointments etc.		X		F = A list of committees with a report that documents and critiques occupational therapy management of or representation on key decision-making committees or systems at all levels. Example: admission, curriculum, budget, promotion/tenure, appointments, or other committees/systems N = Interview with occupational therapy program leadership & faculty re self-

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
				~~management committees.~~
1.23 The occupational therapy department/school has representation on appropriate faculty level committees.		X		F = A list of faculty level committees or other bodies with an occupational therapy voice and a report that documents and critiques the appropriateness of the level of representation. N = Interview with occupational therapy program leadership, dean, president as appropriate re: suitable representation.
1.24 The occupational therapy department/school has representation on appropriate university level committees.			X	F= A list of university level committees or other bodies with an occupational therapy voice and a report that documents and critiques the appropriateness of the level of representation. N = Interview with occupational therapy program leadership, dean, president as appropriate re suitable representation.
1.25 The lines of communication for having the needs of the department/school met are clear.		X		F = A copy of any written document outlining the lines of communication and a report that documents and critiques its effectiveness. N = Interview with program leadership, dean, president as appropriate re adequacy & power of decision-making representation.
#2: THE OCCUPATIONAL THERAPY PROGRAM PREPARES GRADUATES FOR ENTRY LEVEL PRACTICE THROUGH HIGH QUALITY ACADEMIC AND FIELDWORK EDUCATION, BASED ON EDUCATIONAL & PROFESSIONAL CONCEPTUAL FRAMEWORKS THAT ARE ARTICULATED INTERRELATED, KNOWLEDGE-BASED, COHERENT, AND CONSISTENT WITH THE OVERALL VISION AND MISSION.				
2.1 The curriculum is articulated and based on educational and professional conceptual frameworks which are interrelated.				
2.11 There is a document that articulates a professional and educational conceptual framework, occupational therapy program vision mission, goals and objectives. The document includes an overview of the occupational therapy program and course sequencing.	X			F = A copy of a relevant document.

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
2.12 An occupational therapy program document has clear, comprehensive and integrated educational and professional conceptual frameworks.		X		F = A report that critiques the relevant document re: concepts and their interrelationship. N = Interview with faculty re occupational therapy program frameworks.
2.13 The occupational therapy program goals and objectives are congruent with the overall department/ school, vision and mission.		X		F = A report that critiques the congruence between goals, objectives, mission, & vision. N = Interview with faculty re: occupational therapy program goals & objectives.
2.2 The educational conceptual framework is defined and documented.				
2.21 The educational conceptual framework includes an educational philosophy, values and beliefs statement expressed in terms that are inclusive and respectful of diversity.		X		F = A report that critiques the congruence of the educational conceptual framework with the department/schools vision and mission. N = Interview with faculty & students.
2.3 The educational conceptual framework is based on current and emerging educational practice including interprofessional education.				
2.31 The educational conceptual framework is evidence-based and supported by cited sources that reflect current educational theories/ practices.		X		F = A critique of the relevance and currency of the educational conceptual framework. N = Interview with faculty & students.
2.32 The educational conceptual framework incorporates new and emerging educational theories / practices / trends including inter-professional education.			X	F = A report that critiques the educational conceptual framework re incorporation of new / emerging educational theories / practices / trends, including interprofessional education. N = Interview with faculty & students.
2.4 The professional conceptual framework of the occupational therapy program is defined and documented.				

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
2.41 A professional conceptual framework includes a professional philosophy, values and beliefs statement that is expressed in terms that are inclusive and respectful of diversity.		X		F = A report that critiques the congruence of the professional conceptual framework with CAOT philosophy, values and beliefs on client-centred enablement and occupation based practice. N = Interview with faculty & students.
2.5 The professional conceptual framework is based on current and emerging occupation-based occupational therapy theory and practice including interprofessional practice.				
2.51 The professional conceptual framework is evidence-based and supported by cited sources that reflect current occupation-based practice/theories.		X		F = A critique of the relevance and currency of the professional conceptual framework. N = Interview with faculty & students.
2.52 The professional conceptual framework incorporates new and emerging occupation-based professional practices/theories / trends.			X	F = A report that critiques the curriculum document re incorporation of new / emerging professional theories / practices / trends. N = Interview with faculty & students.
2.6 The educational and professional conceptual frameworks are communicated to faculty, students, and others involved in the occupational therapy program.				
2.61 The educational and professional conceptual frameworks are documented and appear in the appropriate orientation documents for all those involved in the occupational therapy program.		X		F=A copy of the orientation and other documents used to communicate the educational and professional conceptual frameworks, N = Interview with faculty & students.
2.62 The faculty members, students, external instructors and field work educators report that they have access		X		F = A report that documents and critiques the evidence and opinions of stakeholders on the adequacy of communication.

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Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
to documentation regarding the educational and professional conceptual frameworks and their interrelationship.				N=Adequacy of communication verified during interviews.
2.7 The curriculum includes academic and fieldwork education and uses a range of educational methods.				
2.71 The courses, their titles, descriptions, and objectives are congruent and are consistent with the educational and professional conceptual frameworks.		X		F = A copy of the course outlines with titles, descriptions, and objectives. A report that documents and critiques the congruence of course outlines with both the educational and professional conceptual frameworks including interprofessional education. N = Interview with faculty & students.
2.72 Academic and fieldwork education methods are consistent with the educational and professional conceptual frameworks. .		X		F = A report that documents and critiques the education methods and their consistency with the educational and professional conceptual frameworks including interprofessional education and practice. N = Interview with faculty & students.
2.73 Academic and fieldwork methods of evaluating student learning are consistent with the educational and professional conceptual frameworks.		X		F = A report that lists methods of student evaluation and critiques their consistency with the educational and professional conceptual frameworks. N = Interview with faculty & students.
2.74 Fieldwork education includes a minimum of 1000 supervised hours as defined by WFOT in "Minimum Standards for the Education of Occupational Therapists 2002" p. 24-25 and the current Canadian practice profile.	X			F = A copy of documentation that confirms a minimum of 1000 supervised hours as described by the WFOT (2002), i.e. "1000 hours refers to the time each student spends implementing an occupational therapy process* or an aspect of an occupational therapy process **with or for a real live person**" (e.g., in clinical practice, research, management, government, agency, etc). The document describes and critiques how fieldwork hours are counted. *An Occupational Therapy Process is defined by the Profile of Occupational Therapy in Canada.
2.75 The fieldwork		X		F = The copy of the curriculum

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
component is described in the curriculum document.				document.
2.76 The fieldwork component demonstrates that students acquire a range of experiences that at a minimum meet the standards as defined by the World Federation of Occupational Therapists "Minimum Standards for the Education of Occupational Therapists 2002" p. 24.		X		F = A completed chart that demonstrates how students engage in a wide range of experiences in several environments. N = Interview with fieldwork education coordinator.
2.77 The academic curriculum includes content that represents a breadth and depth of knowledge in the person, environment and occupation, and more specifically, occupational, social, behavioural, and health sciences and investigative sciences.		X		F = A copy of the curriculum document and a report that documents and critiques the curriculum with reference to content in the areas required to meet adequate breadth and depth of knowledge, according to WFOT "Minimum Standards for the Education of Occupational Therapists 2002".
2.78 The academic and fieldwork components are integrated and demonstrate learning outcome congruency.		X		F = Copy of the curriculum document, including a description and critique of: a. how fieldwork is an integral part of the curriculum and is consistent with the conceptual and educational frameworks. b. the consistency of fieldwork and academic /classroom learning objectives.
2.79 The academic and fieldwork education are congruent with the current CAOT Canadian practice profile.		X		F = A report that documents the curriculum congruency with the current CAOT Canadian practice profile. N = Interview with faculty & students.
2.710 The students, fieldwork educators, and academic faculty members can articulate the link between academic and fieldwork components of the curriculum.			X	F = A report that documents and critiques how the curriculum is presented to stakeholders such that they can articulate the link between the academic and fieldwork components of the curriculum. N = Interview with faculty & students.
2.711 The occupational therapy program has a policy for fieldwork site approval and all fieldwork occurs in		X		F = Copy of the fieldwork site approval form & guidelines for preceptor supervision by registered practitioners with a minimum of 1 year experience,

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
approved sites.				as established by the (insert new name) Committee of ACOTUP. A list of approved sites and sites in process of approval. N = Interview with fieldwork education coordinator.
2.712 Each student's fieldwork hours are supervised by an occupational therapist.		X		F = A report that confirms each student's fieldwork hours are directly or indirectly supervised on- or off-site by an occupational therapist and follow WFOT Fieldwork guidelines. N = Interview with fieldwork education coordinator.
2.713 The academic and fieldwork education components incorporate interprofessional education and practice.			X	F= A report that documents and critiques the IPE activities and experiences inherent in the occupational therapy program. N= Interview with students and faculty.
# 3: THE STUDENT AFFAIRS SERVICES/RESOURCES ARE ADEQUATE TO SUPPORT THE PROGRAM OBJECTIVES.				
3.1 The students receive accurate, current and complete information in a number of formats on the occupational therapy program, including practice, policies, regulations, resources, services, and interprofessional education.				
3.11 Resources that convey information on the occupational therapy program, including practice, policies, regulations, resources, services and interprofessional education are accessible to all students, including students with special needs.		X		F = A report that documents and critiques the multiple formats in which the information including practice, and interprofessional education is available and the mechanisms and resources available to accommodate special needs. N = Confirmation from students on information access and accommodations mechanisms.
3.12 The information in the university calendar about the occupational therapy program is accurate, current and complete.		X		F = A statement confirming the accuracy and currency of the information in the university calendar. N = Interview with faculty and staff on processes to update information.
3.13 Students receive		X		F = A report that documents and

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
information pertaining to safety and well-being.				critiques how students receive this information. Front page of the information with its source. N = Confirmation from students that they have access to this information on these resources.
3.14 Students have access to information on academic support.		X		F = A list of academic support services available to the students. N = Confirmation from students that they have access to this information.
3.2 Student records and personal information are kept confidential.				
3.21 Written policy and procedures for establishing and maintaining confidentiality of student information are current and accessible to faculty, staff and students.		X		F = A copy of the policy and procedures regarding confidentiality of student information. N = Interview with key staff members about existence and implementation of policy.
3.22 Confidential student information is stored in a secured area with access limited to designated staff and faculty.		X		F = A report that describes how and where information is stored. N = Confirmation that confidential student information is stored in secure files with access limited to designated staff and faculty.
3.3 Students participate in administrative and academic activities of the occupational therapy program.				
3.31 There is an organized, explicit process for student representation in appropriate academic and administrative affairs.			X	F = A list of committees with student representation and a report that documents and critiques the processes for student representation in appropriate academic and administrative affairs of the occupational therapy program, department,/school and university. F = A list of committees with student representation.
3.32 Students and faculty are satisfied with the level of student representation on administrative and academic affairs.			X	F = A report from the student society or equivalent on their satisfaction with representation. N = Interview students and faculty that they are satisfied with the level of

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
				student representation on administrative and academic affairs.
# 4: THE FINANCIAL RESOURCES ARE ADEQUATE TO SUPPORT THE OCCUPATIONAL THERAPY PROGRAM OBJECTIVES.				
4.1 The individual responsible for the occupational therapy program has formal documented authority for the occupational therapy program budget in accordance with university policies and procedures for fiscal planning.				
4.11 The individual responsible for the occupational therapy department/school has similar signing authority over the occupational therapy program budget and allocation of resources (including signing authority and allocation of discretionary funds) as those responsible for other comparable academic department/schools in the university.	X			F: A report that confirms and critiques the level of budget authority and the comparability with similar departments/schools in the university. A confirmation letter from a Dean or Vice-President as appropriate.
4.12 The individual responsible for the occupational therapy program has methods for budgetary redress.		X		F = A report that documents and critiques the process for budgetary redress. N = Interview with individual responsible for the occupational therapy program re: budgetary redress methods.
4.2 The occupational therapy program budget is based on long range planning and demonstrates anticipated changes in the occupational therapy program needs.				
4.21 There is a statement that confirms the financial sustainability of the occupational therapy program.	X			F= A critique of the financial adequacy of the occupational therapy program that confirms that the program is financially sustainable. N = Interview with individuals responsible for the occupational therapy program re: sustainability.
4.22 The budget is		X		F = A critique of the budget documents.

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
documented and is adequate to support the occupational therapy program.				Off-site documents need only contain percentages of budget allotted to various occupational therapy program expenditures. N = Confirmation of the occupational therapy program sustainability and financial adequacy with individuals responsible for the occupational therapy program budgets.
4.23 An adequate portion of the budget is designated as discretionary / unencumbered.		X		F = A report that documents and critiques the percentage of the budget designated as discretionary /unencumbered and its adequacy to support the occupational therapy program objectives including interprofessional education and practice. N = Interview with individual responsible for the program re discretionary budget.
4.24 There is a long-range financial plan that supports occupational therapy program objectives and future development.		X		F= A report that documents and critiques the long range financial plan. N = Interview with individuals responsible for the long range financial plan.
# 5: THE HUMAN RESOURCES ARE ADEQUATE TO SUPPORT THE OCCUPATIONAL THERAPY PROGRAM OBJECTIVES.				
5.1 The individual responsible for the occupational therapy department/school is an occupational therapist with the relevant academic and professional qualifications and holds a full-time academic appointment in the university.				
5.11 The individual responsible for the occupational therapy department/school has a) an entry level professional occupational therapy degree, b) a PhD or equivalent, and c) a full-time permanent position within the occupational therapy department/school.	X			F = Curriculum Vitae of the individual including reference to a Ph.D or equivalent. (If in progress, includes expected date of completion). Confirmation of full-time permanent position (letter of offer, Departmental organizational chart etc).
5.12 The individual		X		F = Curriculum Vitae of the individual,

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
responsible for the occupational therapy department/school is a published scholar.				including the academic record of publications, presentations and research / scholarly projects.
5.2 The individual responsible for the occupational therapy department/school effectively leads and manages the occupational therapy program.				
5.21 The individual responsible for the occupational therapy department/school has similar authority to lead and manage the program as those responsible for other comparable academic department/schools at the University.		X		F = A copy of the job description and a report that documents and critiques the responsibilities and authority to lead and manage the occupational therapy program day to day. Assess whether this is similar to comparable department/school at the university. N = Interview with the individual, Dean and vice-president.
5.22 There is a documented process for performance evaluation of the chair/director of the occupational therapy department/school.		X		F = A report that documents and critiques the process for performance evaluation of the chair/director of the occupational therapy department/school. Copy of form if applicable. N = Interview with individual, a Dean and vice-president re: adequacy of process & methods for acting on recommendations.
5.3 All faculty hold professional and academic qualifications relevant to their assigned responsibilities.				
5.31 At least 75% of the full-time faculty has an accredited occupational therapy degree.		X		F = Faculty Curriculum Vitae. A list of total faculty names with occupational therapy and other credentials, and the percentage with FTE.
5.32 At least 75% of the faculty has doctoral level credentials.		X		F = Faculty Curriculum Vitae. Faculty Information "Chart" with a list of faculty with doctoral credentials, and the percentage of total faculty. If target has not been met there is a documented plan for achieving this level.
5.33 At least 75% of the faculty is in a permanent		X		F = Faculty Curriculum Vitae. Faculty Information "Chart" with a list of

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
stream (including but not limited to tenure track).				faculty names with a break-down of permanency and FTE status and the percentage of total faculty who are in a permanent stream and those who are .5FTE or more.
5.34 At least 75% of the faculty is employed full-time.			X	F = Faculty Curriculum Vitae. Faculty Information "Chart" with a list of faculty names with a break-down of full and part-time status.
5.35 75% of faculty who are occupational therapists are members of CAOT.		X		F = Faculty Information Chart ** with a list of faculty names with their association membership number.
5.36 75% of faculty who are occupational therapists are members of other relevant professional associations.			X	F = Faculty Information Chart ** with a list of faculty names with their association membership number.
5.37 Individual faculty credentials are congruent with responsibilities.			X	F = A report that critiques the credentials of the individual faculty and the congruence with their responsibilities. E.g. When possible, master's student projects are supervised by those with doctoral degrees. N = Interview with faculty re (in)congruence
5.38 100% of faculty who are occupational therapists hold credentials from the regulatory occupational therapy organizations, where applicable.		X		F = Faculty Information Chart ** A list of total faculty names designating those with an occupational therapy degree with credentials from the applicable regulatory occupational therapy organizations, registration numbers and the associated percentages.
5.39 The number of teaching assistants is comparable to similar academic departments/schools and is adequate to meet the occupational therapy program needs.			X	F = A report that documents and critiques the number of teaching assistants in relation to the needs of the occupational therapy program and compares it with other similar academic departments/schools in the university. N = Interview with faculty re: access to teaching assistants.
5.4 There are adequate resources to support the professional development of the faculty.				
5.41 Programs and resources within the university support			X	F = A report that documents and critiques how programs and resources

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
professional development.				within the university support professional development. Copy of professional development plan or policies. N = Interview with faculty re: professional development.
5.42 100% of the faculty takes part in professional development.			X	F = A report that documents and critiques how occupational therapy faculty take part in professional development. N = Interview with faculty re: professional development.
5.43 The available resources for professional development are distributed according to explicit policy.		X		F = Copy of the policy(ies) regarding professional development resources in the department/school or university.
5.44 The occupational therapy department/school has a professional development funding process that is comparable to other academic departments/schools in the university.		X		F = A report that documents and critiques that the educational allowance is comparable to other academic departments/schools in the university. N = Interview with faculty re: educational allowance policy(ies).
5.5 There are sufficient human resources to administer and support the occupational therapy program objectives including research needs and community service requirements of the program.				
5.51 The occupational therapy department/school has at least one FTE faculty member for every eight occupational therapy program students.		X		F = A report that documents and critiques how the ratio of FTE faculty member positions to students is calculated and how closely it meets the ratio required. N = Interview with individual(s) responsible for the occupational therapy program re: budget resources related to meeting the ratio.
5.52 There are documented workload guidelines for faculty regarding teaching, research, and service ratios.			X	F = A report that documents and critiques workload guidelines for faculty regarding teaching- including both occupational therapy and interprofessional education content-research, and service ratios.

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
				N = Onsite interviews with faculty, the occupational therapy program leader, and Dean confirm that guidelines are followed.
5.53 Workload allocations are comparable to other faculty in comparable academic departments/schools in the university.		X		F = A report that documents and critiques the workload allocations of the occupational therapy faculty, in relation to other academic departments/schools in the university. N = Interview with faculty, Dean, Vice-president.
5. 6 The practices in the occupational therapy department/school regarding appointments, re-appointments, promotions, tenures and all types of leaves are consistent with the university's policies and guidelines.				
5.61 The university/faculty policies regarding appointments, reappointments, promotions, tenures and all types of leaves are consistently applied within the occupational therapy department/school.		X		F = A report that documents and critiques the consistency of the application of the policies and guidelines regarding appointments, reappointments, promotions, tenures and all types of leaves. N = Interview with individual responsible for the occupational therapy program, faculty, Dean, vice-president.
5.7 The individual (s) responsible for fieldwork education is an occupational therapist with post-professional, academic qualifications.				
5.71 The individual (s) responsible for fieldwork education is a member of the appropriate occupational therapy regulatory organization.		X		F = Curriculum vitae of the individual, including the regulatory organization and registration number
5.72 The individual (s) responsible for fieldwork education has at least four years occupational therapy experience including student supervision.		X		F = Curriculum vitae of the individual, including a list of occupational therapy experience, and of student supervision.

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
5.73 The individual(s) responsible for fieldwork education has a post-professional degree or higher and has a permanent academic appointment for fieldwork education.		X		F = Curriculum Vitae of the individual(s). A report that confirms there is a permanent academic appointment. N = Interview with individual(s) responsible for occupational therapy program and individual responsible for fieldwork education.
5. 8 There are sufficient support staff members to meet the demands generated by the administration, teaching, research and community service activities of the occupational therapy program.				
5.81 The occupational therapy program has adequate support staff to fulfill program and curriculum objectives.		X		F = A report that documents and critiques the adequacy of this support and the impacts where it is inadequate. N = Interview with individual responsible for the occupational therapy program and staff.
5.82 There is dedicated support staff FTE for the occupational therapy program chair/director.		X		F = A report that confirms there is dedicated support staff FTE for the occupational therapy program chair/director.
5.83 The staff to faculty ratio is at least equivalent to the ratios in comparable departments/schools.			X	F = A report that documents that staff to faculty ratio is equivalent to the ratios in comparable departments/schools and critiques this ratio. N = Interview with individual responsible for the occupational therapy program and a Dean.
5.84 There is adequate support staff FTE dedicated to the fieldwork education coordinator.		X		F = A report that documents and critiques the amount of support staff FTE dedicated to the fieldwork education coordinator N = Interview on site with the fieldwork education coordinator to confirm that there is adequate support staff.
# 6: THE ENVIRONMENTAL RESOURCES ARE ADEQUATE TO SUPPORT THE OCCUPATIONAL THERAPY PROGRAM OBJECTIVES.				
6.1 The environment is safe and enables participation by all users.				
6.11 Physical space occupied		X		F = A report that describes and

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
by the occupational therapy program is safe and universally accessible and supports accommodations for special needs.				illustrates (floor plans, photos) the physical environment in which the occupational therapy program is located and critiques the adequacy and accessibility of the physical environment to support participation by all users. The report also outlines and critiques the process to determine and implement appropriate accommodations for participants with varying levels of abilities.

N = Verified by tour on site. |
| 6.2 There is sufficient space to support the occupational therapy program objectives, including interprofessional education. | | | | |
| 6.21 There is adequate designated space for the occupational therapy program. | X | | | F = A document that describes the designated space for occupational therapy with photos/floor plans. |
| 6.22 The occupational therapy program space is adequate and suitable to the educational conceptual framework and to the fulfillment of the occupational therapy program objectives. | | X | | F = A report that documents and critiques how the occupational therapy program space meets the needs of the educational conceptual framework as well as the program objectives, including interprofessional education.

N = Suitability verified by tour and interviews on site or via floor plans and photos that portray the designated program space. |
| 6.23 Private offices are available to all full time faculty in permanent stream positions. | | X | | F = Floor plans and photos of office space for permanent stream faculty.

N = Verified by tour on site. |
| 6.24 All temporary stream faculty (contract), sessional and teaching assistants have designated workspace. | | | X | F = Floor plans and photos of office space for all temporary stream teaching faculty.

N = Verified by tour on site. |
| 6.25 100% of occupational therapy program space meet provincial or university guidelines (i.e. fire, safety guidelines and health and | X | | | F = A letter from the manager of university facilities to confirm that 100% of occupational therapy program space (classrooms and labs) meets provincial and university regulatory guidelines for |

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
well-being).				fire and safety.
# 7: THE LEARNING RESOURCES ARE ADEQUATE TO SUPPORT THE OCCUPATIONAL THERAPY PROGRAM OBJECTIVES.				
7.1 Learning resources are adequate to support the occupational therapy program objectives, including interprofessional education.				
7.11 The number and type of learning/instructional resources are sufficient to carry out the occupational therapy program, including interprofessional education.		X		F = A report that lists the types of learning / instructional resources and critiques adequacy of these resources to carry out the occupational therapy program, including interprofessional education. Where resources are limited discuss the impact on the occupational therapy program delivery and student learning as well as the immediate and long term plan to resolve these insufficiencies. N = View learning/instructional resources on site.
7.12 Students are satisfied overall with learning/instructional resources.			X	F = A report from student representatives. A report that documents and critiques student satisfaction with learning / instructional resources. N = interviews with students on site.
7.13 Faculty is satisfied overall with the quality and access of learning/instructional resources.			X	F = A report that documents and critiques faculty satisfaction with learning / instructional resources. N = interviews with faculty on site.
7.14 There are structures in place to permit students and faculty to access professional literature that is sufficient in number and scope to fulfill the occupational therapy program objectives.		X		F = A report that documents and critiques the adequacy of the number and scope of library resources to support the occupational therapy program objectives and highlights strategies to resolve deficiencies. N = Interview on-site with university librarian designated to occupational therapy
7.2 Technical services are adequate to support the occupational therapy program objectives.				

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
7.21 There are adequate technical support services for students, faculty and support staff.		X		F = A report that documents and critiques the students', faculty's and support staff's evaluation of the adequacy and timeliness of technical support services. N - Verify with onsite interviews with students and the program leader.
# 8: THE OCCUPATIONAL THERAPY PROGRAM HAS A COMPREHENSIVE PLANNING, REVIEW AND EVALUATION PROCESS FOR CONTINUOUS IMPROVEMENT & LONG-TERM PLANNING WHICH IS RESPONSIVE TO THE CHANGING CONTEXT OF THE PRACTICE ENVIRONMENT FOR OCCUPATIONAL THERAPISTS.				
8.1 There is an explicit plan for the occupational therapy program evaluation.				
8.11 There is a documented plan for program evaluation that is consistent with the educational and professional conceptual frameworks.		X		F = A copy of the program evaluation plan.
8.12 There is a comprehensive occupational therapy program evaluation plan which includes both formative and summative methods.			X	F = A report that documents and critiques the components of the occupational therapy program evaluation plan, including input from multiple stakeholders. N = Interview with faculty re the plan components
8.13 There is an established timeline for the occupational therapy program evaluation.		X		F = A report that documents and critiques the timeline & processes to collect & analyze data for the occupational therapy program evaluation. N = Interview with faculty & staff re timeline & duties in implementing the plan.
8.2 There is an explicit plan for the occupational therapy curriculum evaluation.				
8.21 There is a documented curriculum evaluation plan that is consistent with the educational and professional conceptual frameworks.		X		F = A copy of the documented curriculum evaluation plan.
8.22 There is a comprehensive curriculum evaluation plan which includes both formative and			X	F = A report that documents and critiques the components of the curriculum evaluation plan, including input from multiple stakeholders.

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
summative methods.				N = Interview with faculty re: the plan components
8.23 There is an established timeline for curriculum evaluation.		X		F = A report that documents and critiques the timeline & processes to collect & analyze data for curriculum evaluation.
8.24 The curriculum evaluation plan is congruent with the current CAOT Canadian practice profile and is sufficient in scope to guide ongoing curriculum development.		X		F = A report that documents and critiques how the curriculum evaluation plan is congruent with the current CAOT Canadian practice profile and is sufficient in scope to guide ongoing curriculum development. N = Interview with faculty & staff re timeline & duties re: implementing the plan.
8.3 Students attain competencies as defined by the current CAOT Canadian practice profile.				
8.31 The program will monitor and critique student outcomes.		X		F = A report that documents and critiques student outcomes including the percentage of students entering the program who complete the degree (may average over past 5 years) and CAOT exam results.
8.4 The results of the occupational therapy program evaluation, curriculum evaluation and student outcomes are used for continuous quality improvement.				
8.41 The results of the occupational therapy program evaluation, curriculum evaluation and student outcomes are reported with recommendations.		X		F = A copy of evaluation reports with recommendations. N = Interview with faculty & students re evaluation results.
8.42 The occupational therapy program evaluation, curriculum evaluation and student outcomes results have been used to establish priorities and a plan to		X		F = A report that documents and critiques priorities and a plan to implement the recommendations for improvements N = Interview with faculty & students re:

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Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
implement the recommendations for improvements.				implementing results.
8.43 The occupational therapy program evaluation, curriculum evaluation and student outcomes results have been used to improve the occupational therapy program and curriculum in a timely fashion.			X	F = A report that documents and critiques the sources of evidence and how the evaluation results have been used to improve the occupational therapy program in a timely fashion.
8.44 The current CAOT Canadian practice profile and the WFOT minimum standards are used to identify potential strengths and weaknesses of the occupational therapy program.		X		F = A report that documents and critiques how the CAOT exam results, CAOT Canadian practice profile, & WFOT Minimum Standards are used to identify potential strengths and weaknesses of the program. N = Interview with faculty & students re: using the Exam, CAOT Canadian practice profile & WFOT Minimum Standards in evaluation activities.
# 9: KNOWLEDGE GENERATION THROUGH ACTIVE RESEARCH AND SCHOLARSHIP INFORMS, AND IS INCLUDED IN, THE OCCUPATIONAL THERAPY PROGRAM.				
9.1 The occupational therapy program is being delivered in a research context that contributes to the field of occupational therapy.				
9.11 All active researchers participate in teaching in the occupational therapy program.		X		F = A report that documents that all active researchers participate in teaching in the occupational therapy program over a three-year window of time e.g. teaching courses, supervising research projects, etc. N = Interview with faculty & students re research faculty participation
9.12 Curriculum learning outcomes demonstrate that students acquire skills as consumers of occupational therapy and other research.		X		F= A report that documents and critiques how students become consumers of health and other research. N = Interview with students re competency development for practice scholar role
9.13 Students report that current research in occupational therapy and		X		F = A report by student representatives documenting that current research in occupational therapy and other fields is

Standard Outcome	Category 1 Pre-screening	Category 2 Required	Category 3 Desirable	Suggested Sources of Information F =Off-site documents, N=On-site documents and/or discussion
other fields is used in teaching.				used in teaching. N = Confirmed on-site with student interview.
9.2 There is active research and scholarship within the occupational therapy program.				
9.21 All students engage in research/scholarship.		X		F= A report that documents and critiques student participation in knowledge generation and/or dissemination. ** glossary to describe (posters, SRs, evaluation plans etc..) F = Copy of curriculum document & course outlines N = Interview with faculty & students re student engagement in scholarship in the occupational therapy program
9.22 At least 75% of faculty engage in research/scholarship.		X		F= Faculty CVs (previous 5 years only)** including supervision of master's and doctoral research projects, grant submissions and funding, and presentations at professional conferences

Note: Glossary.
    Report: tells what the occupational therapy program does.
    Critique: tells how well it works and the pros and cons of the process.

Scholarship: Scholarship refers to organized inquiry that helps to produce theory and evidence from multiple research paradigms using a dynamic process to move between: (a) knowledge of a specific situation; (b) generalized theories regarding the complex process of engaging or re-engaging people in valued occupations; and (c) emerging knowledge. In client/ clinical contexts, the process may include (d) how the client wishes to change or minimize change.

Interprofessional education: Interprofessional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care. [1]Students who participate in interprofessional education will develop and manage the knowledge, skills and attitudes necessary for effective client-centred collaborative practice.

Glossary of Terms

Academic Qualifications
Requirements for entry into a trade or profession, or a higher-level educational institution that involves a period of formal study in a recognized educational institution, and successful completion of its program.

Acceptability
All services provided meet the expectations of the students, client/customer, community, providers, and paying organizations, recognizing that there may be conflicting, competing interests between stakeholders, and that the needs of the client/customer are paramount.

Accessibility
The ability of individuals to obtain service at the right place and at the right time, based on respective needs.

Accreditation
Accreditation is a quality review process used by an organization whose authority has been publicly recognized to grant official status to a program of study that has met or exceeded pre-determined standard outcomes. Accreditation status may be subject to periodic review and may be withdrawn.

Appropriate
Especially suitable or compatible.

Attainment Status
A condition regarding whether or not evidence for an indicator or a standard outcome is present.

Competence
An individual's knowledge and skills are appropriate to the service being provided.

Critique
Tells how well it works and the pros and cons of the process.

Curriculum
List of subjects composing a structured training and/or educational program organized into a course, courses, or work experiences that develop the knowledge, skills, and abilities of learners. The curriculum has an implicit or explicit set of goals and objectives with respect to learning outcomes (Adapted from CICIC, 2002). This could be a pictorial model or a figure identifying concepts and links between concepts.

Educational Conceptual Framework
The theoretical models and theories encapsulating (guiding) the teaching or learning activities.

Effectiveness
The degree to which the service, intervention, or action achieves the desired results.

Efficiency
Achieving the desired results with the most cost-effective use of resources.

Entry-Level Professional Accreditation
Refers to the granting of official status to an entry-level professional program of study.

Evidence
The documents, actions, or other practical means by which a program of study demonstrates how it has met or not met each measure of effectiveness.

Faculty to Student Ratio
A ratio loosely calculated using the typical number of full-time equivalent (FTE) faculty who have provided instruction through various types of university appointments (classroom, tutoring, thesis supervision) with the number of students in the program.

Fieldwork Education
Fieldwork education provides students of occupational therapy with opportunity to integrate knowledge and to acquire abilities and professional behaviors through a
supervised and experimental learning experience (adapted from Canadian
Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT), 2003).

Goals
Broad statements that describe the desired state for the future as well as providing direction for day-to-day decisions and activities.

Indicators (see Measures of Effectiveness).

Interprofessional Education
Occasions when two or more professions learn with, from and about each other to improve collaboration and quality of care (CAIPE, 2002) IPE is a complex educational approach that is most effective when integrated throughout a program of study in both academic and practice learning as the student moves from simple to more complex learning activities. It is a critical emerging component of health professional education in Canada and internationally.

Learning Outcomes
The achievement of pursuing a learning objective.

Measures of Effectiveness (Indicators)
Measures of effectiveness (also described as indicators) provide factual information on the level of attainment required for each test of quality in question. In the context of accreditation, indicators serve as evidence of attainment of criteria (or standards), which form the basis for accreditation decisions.

Objectives
Concrete, measurable steps to achieve identifiable goals.

Organization Indicator
The types of instruction and activities an occupational therapy education program offers, the system for delivering them, and the support structure, including the personnel, resources, facilities and administration. Examples of organization indicators include number and frequency of courses and fieldwork offered, number of faculty and their qualifications, services provided by student affairs, and number of available resource books, journals, and computers.

Outcome
Consequence, result, or impact of an intervention(s) that may or may not be intended.

Outcome Indicators
Indicators are variables associated with broadly stated program outcome criteria. In the context of accreditation, outcome indicators serve as evidence of attainment of outcomes presumed to be caused by the program. For example, student performance on an exam is an indicator of learning presumed to be the consequence of students' engagement in the educational process provided by the program.

Precondition Indicators
These are indicators that, if not attained, will automatically result in a program not being awarded accreditation, regardless of the attainment status of all other indicators.

Process
Series of inter-related activities and communications that accomplish a goal.

Professional Conceptual Framework
The theoretical models and theories that guide the professional education program.

Program Evaluation
The process of determining the merits or value of a program and the results obtained in relation to the objectives of the program.

Program Mission
The statement of the raison d'être of the program.

Quality Improvement
Organizational philosophy that seeks to meet customer, student, or clients' needs and exceed their expectations by using a structured process that selectively identifies and improves all aspects of service.

Report
Tells what the occupational therapy program does.

Research
Inquiry into, and the development of, new knowledge that is both communicated to students and that involves students as research participants in examining their profession.

Scholarship
Scholarship refers to organized inquiry that helps to produce theory and evidence from multiple research paradigms using a dynamic process to move between: (a) knowledge of a specific situation; (b) generalized theories regarding the complex process of engaging or re-engaging people in valued occupations; and (c) emerging knowledge. In client/ clinical contexts, the process may include (d) how the client wishes to change or minimize change.

Self-Study Guide
The component of CAOT's academic accreditation process that relates to the development of the program's self-study report.

Standards and Standard Outcomes
Standards or standard outcomes are benchmarks that describe the minimum expectations of a program of study and provide the framework for the accreditation review. Standards or standard outcomes are consensus–based and set the benchmark for the quality of the program and accreditation review.

Strategic Plan
A formalized, ongoing, long range plan used by an organization to align its organization and budget structure with its mission priorities and objectives.

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