



# CAOT Academic Accreditation Standards and Self-Study Guide (2005)

## **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.

Ottawa 2005

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the Canadian Association of Occupational Therapists.

Published by:

CAOT Publications ACE  
Ottawa, Ontario

Copies may be purchased from:

Canadian Association of Occupational Therapists  
Carleton Technology and Training Centre  
3400-1125, Colonel By Drive,  
Ottawa, Ontario K1S 5R1

Tel: (613) 523-2268

Fax: (613) 523-2552

And at our online store: [www.caot.ca](http://www.caot.ca)



© Canadian Association of Occupational Therapists 2005

ISBN: 1-895437-70-9

Printed in Canada

## ■ Table of Contents

Preface	5
Acknowledgements	6
The CAOT Academic Accreditation Program	7
1. Purpose of the Academic Accreditation Process	7
2. Philosophy Guiding the CAOT Process Accreditation	7
3. Guiding Principles	7
4. Features of the CAOT Academic Accreditation Standards and Self-Study Guide (2005)	8
5. The Accreditation Decision	8
Trends That Shape the CAOT Accreditation Program	9
Directions for the Self-Study Submission	11
Accreditation Form	12
Sample Schedule	13
CAOT Accreditation Standards and Review Form	16
Glossary of Terms	45
References	49
Appendix A - Development of 2005 Edition	50
Appendix B - Policies	51
Appendix C - Service Agreement; Licensing Agreement	65
Appendix D - Profile of Occupational Therapy Practice in Canada	77

## ■ 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. Over an 8-year period, CAOT has dedicated extensive resources to collaborative activities with educational programs and external organizations to shape the future of professional education and accreditation in higher education (Appendix A). The CAOT Academic Accreditation Standards and Self-study Guide (2005 Edition) is a tribute to these efforts.

The CAOT Academic Accreditation Standards and Self-Study Guide (revised 2005 Edition) is derived from the earlier 1998 edition; 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. In its development it initially had 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. In its present rendition, it has been revised with the addition of an indicator component and a scoring system.

From 2002 to 2004, a CAOT working group, with representation from Canadian occupational

therapy educators, worked with external consultants from the Ontario Institute for Studies in Education (OISE) to validate the indicators and develop a scoring method and procedure. The CAOT accreditation process is an improved system. It emphasizes consistency and transparency in the handling of documentary and observable evidence. On- and off-site accreditation reviews generate indicator ratings which are combined and weighted to produce an accreditation score.

The revisions also reflect the continuing changes in occupational therapy education. By 2008, all occupational therapy entry-level programs in Canada will be offered as Master's degree programs. Consequently, a new standard of scholarly activity and research was added as Standard Outcome 9 to support the use of evidence in education and practice (CAOT, 2003).

We would like to express our appreciation to the members of the working group who devoted hours of volunteer time to develop the indicators and scoring methodology used in this edition of the CAOT Academic Accreditation Standards and Self-Study Guide.

### **Paulette Guitard**

Chair, CAOT Academic Accreditation Standards and Self-Study Guide Revision Project

### **Elizabeth Taylor**

Chair, Indicator Project

### **Micheline Saint-Jean**

Chair, Academic Credentialing Council

Members of the Indicator Project Working Group:

### **Elizabeth Taylor, Chair**

University of Alberta

**Catherine Backman**  
University of British Columbia

**Paulette Guitard**  
University of Ottawa

**Vivien Hollis**  
University of Alberta

**Terry Krupa**  
Queen's University

**Micheline Marazzani**  
Université de Montréal (retired)

**Mary Ann McColl**  
Queen's University

**Helene Polatajko**  
University of Toronto

**Laurie Snider**  
McGill University

**Elizabeth Townsend**  
Dalhousie University

**Micheline Saint-Jean**  
Université de Montréal

**Donna Klaiman** (CAOT, Director of  
Standards and Professional Affairs)

**Tony Lam** (Consultant, Ontario Institute for  
Studies in Education, University of Toronto  
(OISE/U of T).

**Howard Russell** (Consultant, Ontario  
Institute for Studies in Education, University  
of Toronto (OISE/U of T). (deceased)

## ■ Acknowledgements

CAOT wishes to thank the following associations for their assistance by providing access to their documents for review:

Canadian Association of Schools of Nursing

Ontario College of Teachers

Canadian Council for Accreditation of  
Pharmacy Programs

Canadian Council of Professional Engineers

Canadian Council for Health Services  
Accreditation

Canadian Technology Accreditation Board  
(CTAB) of the Canadian Council of  
Technicians and Technologists (CCTT)

Commission on Dental Accreditation of  
Canada

Conjoint Accreditation Services, Canadian  
Medical Association

# ■ The CAOT Academic Accreditation Program

## I. Purpose of the Academic Accreditation Process

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 predetermined standard outcomes. Accreditation status may be subject to periodic review, and may be withdrawn (Adapted from CICIC, 2005).

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 viability of 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 Process

The development of the CAOT Academic Accreditation Standards and Self-Study Guide (2005) 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 of sufficient complexity and importance 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 as well as services to support continuous quality improvement;
- The academic process is transparent, consistent, fair and maximizes objectivity and confidentiality;
- There is an appropriate mechanism for the appeal of accreditation decisions.

## 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 in accreditation decisions;
- An appeal process is an integral component of academic accreditation.

#### 4. Features of the CAOT Academic Accreditation Standards and Self-Study Guide (2005)

In September, 2001, the Canadian Association of Occupational Therapists (CAOT) initiated the “Indicator Study” to complete the 1998 CAOT Academic Accreditation Standards and Self-Study Guide. An indicator-based accreditation facilitates a systematic method of program review, identifies areas for improvement, and promotes consistent and valid accreditation decisions (CAOT, 2004a).

The 2005 edition lists 9 standard outcomes (standards), 32 tests of quality (TOQs) and 113 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 tests of quality (TOQs), also referred to as criteria. Tests of quality are the requirements or conditions for meeting each standard outcome. Indicators are important because they provide factual information on the level of attainment required for each test of quality in question. There is a balance of quantitative and qualitative indicators throughout the document.

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;
- Produce scores for TOQs and standard outcomes, allowing for various levels of reporting to different stakeholders;
- 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.

#### 5. The Accreditation Decision

The 2005 approach uses a quantitative approach to guide decision-making about awarding accreditation to occupational therapy education programs. However, it is only to be used within the context of qualitative information collected throughout the self-study and on-site reviews, profiling of scores across the nine standard outcomes and the collective wisdom of the accreditation experts. The total program score alone is insufficient for making the accreditation recommendation. Using all of these 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 (2005). These trends are:

## 1. Accountability through accreditation

Academic accreditation in Canada is voluntary, but ultimately it is the sole instrument in ensuring 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 on an international level. 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 that assure quality monitoring and ensure quality of education for the following reasons:

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, for the educational institution, an accredited program maintains credibility and visibility. 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 qualitative and quantitative 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 2005 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* (POTPC) (CAOT, 2002) describes the professional requirements for entry-level occupational therapists: the knowledge, skills, behaviours, and values needed for competent practice. It also provides a foundation for educational standards, continuing education and practice guidelines. It also contributes to the blueprint of the CAOT National Certification Examination.

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 POTPC requirements have been met. This does two things 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 the future of health care (Glidden, 2004; Fitzpatrick et al., 2004).

The POTPC 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 use a strategy that supports continuous

improvement of quality 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 of educational programs 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 (2005 edition) has the potential to be adapted or harmonized with other accrediting bodies nationally and internationally.

The CAOT Academic Accreditation Standards and Self-Study Guide (2005) introduces 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 eight (8) hard copies of the self-study documents.
2. Bind your documents with spiral or cerlox bindings. Do not use hard-sided binders.
3. Use the Indicators and the Suggested Sources of Information to guide the development of your Self-Study submission.
4. Submissions must be received by CAOT National Office seven (7) months before the on-site visit.
5. Complete and submit the Accreditation Information Form (see page 12) with the self-study documents.
6. Provide a schedule of the on-site activities 3 months prior to the on-site visit. A sample schedule is provided as a guide on page 13.

## ■ 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:

- OT Director
- Regular-permanent Faculty
- Fieldwork coordinator- **1 hour**
- Dean- **1 hour**
- Regulatory organization
- Other (vice-dean, Librarian ...)

Group

- Other Schools/Programs director- 30min.
- Support staff
- Sessionnals/Part time faculty
- Students
- Clinicians
- 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 Education Administrator at (800) 434-2268 ext 231 or [education@caot.ca](mailto:education@caot.ca).

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 order 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 I**

TIME	PLACE	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
13.00	Room #	
13.30		
14.00		
14.45		
15.15		
15.45		
13.20		
13.40		
14.00		
14.20		
14.40		
15.00		
15.20		
15.40		
16.15	Room #	Students
17.15	Room #	OT. Director/Head
17.45	Room #	End of day

## DAY 2

TIME	PLACE	PARTICIPANT
8.00	Room #	OT Director/Head- Budget
8.30	Room #	Support personnel
9.30	Room #	Individual faculty meetings
9.50	Room #	
10.10		
10.30		
10.00		
10.30		
10.50		
11.00		
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	PLACE	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

# CAOT Accreditation Standards and Review Form

**CAOT Accreditation Review Form**

AS (Attainment Status): “√” if indicator is met, “X” if indicator is **not** met,

STANDARD OUTCOME 1: AN OCCUPATIONAL THERAPY EDUCATION PROGRAM IS ESTABLISHED IN A UNIVERSITY AUTHORIZED TO GRANT BACCALAUREATE AND HIGHER DEGREES.

TOQ	Indicator	AS	Suggested Sources of Information	Comments
1.1 The program has official standing within the university structure.	1.11 The occupational therapy degree is granted by a university.  1.12 The occupational therapy program appears in the official university calendar.		-A copy of the university charter.  -A copy of the relevant part of the university calendar.	
	1.13 The appearance of the occupational therapy program on the official university organizational chart(s) is similar in manner to other professional programs at the university.		-A copy of the university organizational chart. -Report that describes and critiques the program's position within the organizational structure.	
	1.14 The degree designates occupational therapy.		-A copy of documentation stating the degree designation.	
	1.15 The occupational therapy program has a Master's degree or higher (until 2008 may be a Baccalaureate degree).			

TOQ	Indicator	AS	Suggested Sources of Information	Comments
1.2 The program is represented on appropriate university committees.	1.21 The occupational therapy program is represented at faculty level.		-A list of university committees with occupational therapy faculty representation.	
	1.22 The occupational therapy program is eligible for representation at university level.		-A list of the committees eligible for program participation. -Copy of the policy for representation of members of faculty on university committees.	
	1.23 The occupational therapy program has identified appropriate committees.		-A report that critiques the policy and representation of the occupational therapy program on university committees and outlines the reasoning behind the choice of committees.	
	1.24 The occupational therapy program is represented on committees where decisions are made on admission, curriculum, budget, promotion/tenure/appointments. (Indicate which is met and which is not): admission ___; curriculum ___; budget ___; promotion/tenure/ ___ appointments ___ Note: There may be other committees.		-A list and description of the committees where occupational therapy is represented for decisions on admission, curriculum, budget, promotion/tenure/appointments.	

**STANDARD OUTCOME 2: THE OCCUPATIONAL THERAPY EDUCATION PROGRAM PREPARES GRADUATES FOR ENTRY-LEVEL PRACTICE THROUGH HIGH-QUALITY ACADEMIC AND FIELDWORK EDUCATION. THE PROGRAM IS DERIVED FROM A CONCEPTUAL FRAMEWORK THAT IS KNOWLEDGE-BASED, COHERENT, CONSISTENT WITH THE PROGRAM'S MISSION, ARTICULATED, SHARED, AND CONTINUOUSLY EVALUATED.**

TOQ	Indicator	AS	Suggested Sources of Information	Comments
<p>2.1 The curriculum is based on well-articulated educational and professional conceptual frameworks that are interrelated.</p>	<p>2.11 There is a curriculum document.</p>		<p>-A copy of the curriculum document.</p>	
	<p>2.12 Description of the educational and professional conceptual frameworks is clear.</p>		<p>-A report that describes the interrelationship between the program mission statement, goals, and objectives.</p>	
	<p>2.13 The program mission statement, goals, and objectives are congruent.</p>		<p>-A report that demonstrates how the educational and professional conceptual frameworks are interrelated.</p>	
<p>2.2 The educational conceptual framework of the program is defined and documented.</p>	<p>2.21 An educational conceptual framework is expressed that includes an educational philosophy, values, and beliefs.</p>		<p>-A report confirming that the educational conceptual framework includes an educational philosophy, values, and beliefs. (Framework explained during interviews.)</p>	
	<p>2.22 The language of the educational conceptual framework is expressed in terms that are inclusive and respectful of diversity.</p>		<p>-A report that confirms the educational conceptual framework is inclusive and respectful of diversity.</p>	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	2.23 The educational conceptual framework includes an educational mission statement or statements of expected learning outcomes.		-A report that confirms the educational conceptual framework includes an educational mission statement or statements of expected learning outcomes.	
2.3 The educational conceptual framework is based on current and emerging educational practice.	2.31 The educational conceptual framework allows for incorporation of new or emerging educational theories, practices, or trends.		-A report confirming that the educational conceptual framework allows for incorporation of new or emerging educational theories, practices, trends. (Responsiveness of framework verified during interviews.)	
2.4 The educational conceptual framework is known by faculty, students, and others involved in the educational program.	2.41 There is a documented process to define and communicate the educational conceptual framework.		-A copy of the documentation that describes the process to define and communicate the educational conceptual framework.	
	2.42 The educational conceptual framework appears in the appropriate orientation documents for all those involved in the program.		-A copy of the orientation documents with information about the educational conceptual framework.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	2.43 The faculty members, students, external instructors, and field work educators report that the conceptual framework is adequately communicated.		-A statement that confirms how the conceptual framework is communicated to stakeholders. (Adequacy of communication verified during interviews.)	
2.5 The professional conceptual framework of the program is defined and documented.	2.51 A professional conceptual framework is expressed that includes a professional philosophy, values, and beliefs.		-A report that confirms the professional conceptual framework is expressed to include a professional philosophy, values, and beliefs.	
	2.52 The language of the professional conceptual framework is expressed in terms that are inclusive and respectful of diversity.		-A report that confirms the professional conceptual framework is inclusive and respectful of diversity.	
	2.53 The professional conceptual framework includes a mission statement, goals, objectives, and statements of expected learning outcomes.		-A report that confirms the professional conceptual framework includes a professional mission statement, goals, objectives, and statements of expected learning outcomes. (Clarity and completeness verified during interviews.)	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
2.6 The professional conceptual framework is based on current and emerging occupational therapy theory and practice.	2.61 The professional conceptual framework is based on cited sources that reflect current and emerging professional practice.  2.62 The professional conceptual framework has incorporated new or emerging occupational therapy theories, practices, or trends.		-A statement that includes a reference list and noted citations that are current as well as a description of how they reflect emerging professional practice.  -A report confirming that the professional conceptual framework allows for incorporation of new or emerging educational theories, practices, or trends.	
2.7 The professional conceptual framework is known by faculty, students, and others involved in the educational program.	2.71 There is a documented process that involves defining the professional conceptual framework.  2.72 The professional conceptual framework appears in the appropriate orientation documents for all those involved in the program.		-A copy of the documentation of the definition of the professional conceptual framework which may include a graphic model, its explanation and evidence-or other materials used to communicate the framework.  -A copy of the orientation documents with information about the professional conceptual framework.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
2.8 The curriculum integrates academic and fieldwork education and uses a range of educational methodologies.	2.81 The courses, their titles, descriptions, and objectives are consistent with the educational and professional conceptual frameworks.		<ul style="list-style-type: none"> <li>-A copy of the course titles, descriptions, and objectives.</li> <li>-A report that confirms the congruence of course titles, descriptions, and objectives with both the educational and conceptual frameworks.</li> </ul>	
	2.82 The education methods are consistent with the educational and professional conceptual frameworks.		-A report that confirms the education methods are consistent with the educational and professional conceptual frameworks.	
	2.83 The methods of evaluating student learning are consistent with the educational and professional conceptual frameworks.		-A report that lists the methods of student evaluation and confirms these methods are consistent with the educational and professional conceptual frameworks.	
	2.84 The number of fieldwork hours meets the WFOT standard of 1000 hours.		-A report that confirms fieldwork is an integral part of the curriculum and is consistent with the conceptual and educational frameworks. The report should also confirm that fieldwork education is designed to support students in the achievement of desired learning outcomes.	
			-A report that confirms the students successfully complete a minimum of 1000 hours of fieldwork education in a variety of environments.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
2.85	The program has a policy for fieldwork site approval.		<ul style="list-style-type: none"> <li>-A copy of the policy for fieldwork site approval.</li> <li>-A report that confirms the sites are approved according to current fieldwork guidelines established by CAOT.</li> </ul>	
2.86	The fieldwork component occurs in approved sites in accordance with the program's policy on the coaching/mentoring of students by qualified occupational therapists.		<ul style="list-style-type: none"> <li>-A report that confirms the fieldwork component occurs in approved sites with qualified occupational therapists that are registered with a regulatory body and have at least one year of experience.</li> </ul>	
2.87	90% of fieldwork hours are evaluated by an occupational therapist.		<ul style="list-style-type: none"> <li>-A report that confirms 90% of the fieldwork hours are evaluated by an occupational therapist.</li> </ul>	
2.88	The fieldwork component is clearly described.		<ul style="list-style-type: none"> <li>-A report that describes the fieldwork component.</li> </ul>	
2.89	The fieldwork component demonstrates that students acquire a range of experiences in numerous environments.		<ul style="list-style-type: none"> <li>-A complete chart (see table below) that confirms students are engaged in a wide range of experiences in several environments.</li> </ul>	

**Table to Accompany Indicator 2.89**

This table will help the reviewer to determine the variety of fieldwork experiences had by each student during their academic education. Please select 10 students at random and complete this table. If your database produces a table with comparable information, you may substitute that table.

STUDENT A	PRACTICE AREA (e.g., physical health, mental health, mixed, or specialty type)	AGE SPAN OF CLIENTS: (Children, youth, adult, senior adult, or mixed)	TYPE OF ENVIRONMENT (e.g., hospital, rehab centre, community, or other)	SITE APPROVAL STATUS	EDUCATOR: (Specify OT or non-OT)	PLACEMENT HOURS

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	2.810 The academic component demonstrates that students acquire breadth and depth of knowledge in the occupational, social, behavioural, health, and investigative sciences.		-A report that details how the curriculum addresses the content areas.	
	2.811 The academic component is integrated with the fieldwork component.		-A curriculum document that explicitly describes how the academic and fieldwork components are integrated and support each other (Cite relevant sections of the curriculum document).	
	2.812 The curriculum addresses the Profile of Occupational Therapy Practice in Canada (CAOT, 2002).		-A report that details how the curriculum addresses the Profile of Occupational Therapy Practice in Canada (CAOT, 2002).	
	2.813 The students, fieldwork educators, and academic faculty members can articulate the link between academic and fieldwork components of the curriculum.		-A report that details how the curriculum is presented so that all stakeholders can articulate the link between academic and fieldwork components of the curriculum.	

**STANDARD OUTCOME 3: THE STUDENT AFFAIRS SERVICES/RESOURCES ARE ADEQUATE TO SUPPORT THE PROGRAM OBJECTIVES.**

TOQ	Indicator	As	Suggested Sources of Information	Comments
3.1 The students receive accurate, current, and complete information on the educational program, policies, regulations, resources, and services in a number of formats.	3.11 Resources that convey information on the educational program, policies, regulations, resources, and services are accessible to the students.		<ul style="list-style-type: none"> <li>-Confirmation from students that this information is accessible to them.</li> <li>-A report outlining where or how these resources are available.</li> </ul>	
	3.12 The information in the university calendar is accurate, current, and complete.		<ul style="list-style-type: none"> <li>-A report containing evidence that the program meets its obligations regarding the regulation of policies (e.g., timely publication of schedules, marks, and various information to students).</li> <li>-A copy of the calendar.</li> </ul>	
	3.13 Students are advised how to access information pertaining to safety and well-being.		<ul style="list-style-type: none"> <li>-A report confirming that students are advised how to access this information.</li> <li>-Confirmation from students that they have received information on how to access these resources.</li> </ul>	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	3.14 Students have access to information on academic support.		<ul style="list-style-type: none"> <li>-Confirmation from students that they have access to this information.</li> <li>-A list of services available to students.</li> <li>-A report that describes the extent to which students use support services and frequency of contact with academic advisors.</li> </ul>	
3.2 Student records and personal information are kept confidential.	3.21 The program has written policies and procedures for establishing and maintaining the confidentiality of student information.		-A copy of the policies and procedures relating to establishing and maintaining the confidentiality of student information.	
	3.22 Confidential student information is stored in a secured area with limited, designated access to staff and faculty.		-A report confirming that student information is stored in secure files with limited, designated access by staff and faculty.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
3.3 Students participate in administrative and academic activities of the educational program.	3.31 There is an organized, explicit process for student representation in appropriate academic and administrative affairs of the program.		<ul style="list-style-type: none"> <li>-A report outlining and critiquing the process for student representation in appropriate academic and administrative affairs of the program.</li> <li>-A list of committees with student representation.</li> </ul>	
	3.32 Students and faculty are satisfied with the level of student representation on administrative and academic affairs.		<ul style="list-style-type: none"> <li>-Confirmation from students and faculty that they are satisfied with the level of student representation on administrative and academic affairs.</li> <li>-Students reports.</li> <li>-On-site student interviews.</li> </ul>	

**STANDARD OUTCOME 4: THE FINANCIAL RESOURCES ARE ADEQUATE TO SUPPORT THE PROGRAM OBJECTIVES.**

TOQ	Indicator	AS	Suggested Sources of Information	Comments
<p>4.1 The individual responsible for the occupational therapy program has formal, documented authority for the program budget in accordance with university policies and procedures for fiscal planning.</p>	<p>4.11 The individual responsible for the occupational therapy program has authority over the program budget and allocation of resources.</p>		<p>-A report that confirms the individual responsible for the occupational therapy program(s) has authority over the program budget and allocation of resources.                      -Demonstration that this individual's or position's authority is similar to other programs in the university.</p>	
	<p>4.12 There is signing authority by the individual responsible for the occupational therapy program.</p>		<p>-A report that confirms the person responsible for the program has signing authority.</p>	
	<p>4.13 A portion of the budget is designated as discretionary or unencumbered.</p>		<p>-A report that confirms a portion of the budget is designated as discretionary or unencumbered.</p>	
	<p>4.14 The portion of the budget designated as discretionary or unencumbered is adequate to support the program objectives.</p>		<p>-A report that states the percentage of the budget designated to budgetary redress and confirms and critiques its adequacy in supporting the program objectives.</p>	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
4.2 The program's budget is based on long-range planning and demonstrates anticipated changes in program needs.	4.15 There is a process for budgetary redress.		-A report that confirms and critiques the process for budgetary redress.	
	4.21 The budget is documented.		-A copy of budget documents.	
	4.22 There is a long-range financial plan.		-A copy of the long-range financial plan.	
	4.23 The long-range plan supports excellence and development.		-A report that confirms the long-range plan supports excellence and development.	

**STANDARD OUTCOME 5: THE HUMAN RESOURCES ARE ADEQUATE TO SUPPORT THE PROGRAM OBJECTIVES.**

TOQ	Indicator	AS	Suggested Sources of Information	Comments
<p>5.1 The individual responsible for the occupational therapy program is an occupational therapist with the relevant academic and professional qualifications and holds a full-time academic appointment in the institution.</p>	<p>5.11 The individual responsible for the occupational therapy program has occupational therapy qualifications.</p>		<p>-A report that confirms the individual responsible for the program has occupational therapy qualifications.</p>	
	<p>5.12 The individual responsible for the occupational therapy program is an established scholar in the field.</p>		<p>-A report that confirms the individual responsible for the program is an established scholar in the field. -Curriculum Vitae.</p>	
	<p>5.13 The individual responsible for the occupational therapy program has a PhD or equivalent.</p>		<p>-A report that confirms the individual responsible for the program has a PhD or equivalent. -Curriculum Vitae.</p>	
	<p>5.14 A full-time, tenure stream position is available to the academic head of the occupational therapy program.</p>		<p>-A report that confirms a full-time, tenure stream position is available to the academic head of the program.</p>	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
5.2 The individual responsible for the occupational therapy program effectively leads and manages the program.	5.21 The individual responsible for the occupational therapy program has authority to lead and manage the program.		<ul style="list-style-type: none"> <li>-A copy of the job description.</li> <li>-A report that confirms the individual responsible for the program has authority to lead and manage the program. (Comment whether this is similar to comparable units at the university).</li> </ul>	
	5.22 There is a documented process for performance evaluation of the program head.		<ul style="list-style-type: none"> <li>-A report that confirms and critiques the process for performance evaluation of the program head.</li> </ul>	
5.3 All faculty hold professional and academic qualifications relevant to their assigned responsibilities.	5.31 There is evidence that individual faculty credentials match responsibilities.		<ul style="list-style-type: none"> <li>-A report that confirms and critiques individual faculty credentials and shows congruence with their responsibilities.</li> <li>-Curriculum Vitae.</li> </ul>	
	5.32 At least 75% of the full-time faculty are occupational therapists.		<ul style="list-style-type: none"> <li>-A report that outlines the percentage of full-time faculty who are occupational therapists.</li> </ul>	
	5.33 At least 75% of the full-time faculty are Doctoral-level faculty.		<ul style="list-style-type: none"> <li>-A report that outlines the percentage of full-time faculty at the Doctoral level.</li> </ul>	
	5.34 At least 75% of the full-time faculty are tenured or tenure streamed.		<ul style="list-style-type: none"> <li>-A report that outlines the percentage of full-time faculty who are tenured or tenure streamed.</li> </ul>	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	5.35 At least 67% of full-time faculty are members of CAOT or equivalent occupational therapy associations.		-A report that demonstrates membership with CAOT or equivalent occupational therapy associations for at least 67% of full-time faculty.	
	5.36 100% of faculty who are occupational therapists hold credentials from regulatory occupational therapy organizations, where applicable.		-A report that confirms 100% of faculty who are occupational therapists hold credentials from regulatory occupational therapy organizations, where applicable.	
	5.37 The number of teaching assistants is comparable to similar programs.		-A report citing the number of teaching assistants in relation to the needs of the program. -A report that compares the number of teaching assistants with other similar professional programs.	
5.4 There are adequate resources to support the professional development of the faculty.	5.41 Programs within the university support professional development.		-A report outlining how programs within the university support professional development. -A copy of professional development plan or policies.	
	5.42 100% of the faculty take part in professional development.		-A report outlining the percentage of faculty that take part in professional development.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	5.43 The resources available for professional development are distributed according to explicitly stated policy.		-A report outlining the distribution of resources amongst faculty.	
	5.44 The faculty has an educational allowance equivalent to members of other programs.		-A report that critiques the educational allowance in relation to members of other faculties, confirming that it is comparable.	
5.5 There are sufficient human resources to support the educational process, research needs, and community service requirements of the university.	5.51 The program has at least one tenure-stream FTE (faculty member) for every eight professional program students.		-A report that confirms the program has at least one FTE for every eight students. (This ratio is to be calculated on the full student body of the entry-level program.) (Faculty calculation is to be done on all full-time tenure-stream staff. Where variations exist, explain in the report how it impacts the program.)	
	5.52 There are documented workload guidelines for faculty regarding teaching, research, and service ratios.		-A report that confirms there are documented guidelines for faculty regarding teaching, research, and service ratios. -A report critiquing these guidelines.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	5.53 Workload allocations are comparable to faculty in other academic professional programs in the university.		-A report that critiques the workload allocations of occupational therapy faculty, compared to other professional programs in the university.	
5.6 The practices in the occupational therapy program regarding appointments, re-appointments, promotions, tenure and all types of leaves are consistent with the university's policies and guidelines.	5.61 The university's policies and guidelines are consistently applied.		-A report that demonstrates the policies and guidelines are consistently applied. -A report critiquing the application of these policies and guidelines.	
5.7 The individual responsible for fieldwork education is an occupational therapist with relevant academic and professional qualifications.	5.71 The individual responsible for fieldwork education is a member of an occupational therapy regulatory organization.		-A report that confirms the individual responsible for fieldwork education is a member of an occupational therapy regulatory organization.	
	5.72 The individual responsible for fieldwork education has occupational therapy experience, including prior student supervision.		-A report that confirms the individual responsible for fieldwork education has occupational therapy experience, including prior student supervision. -Curriculum Vitae.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	5.73 The individual responsible for fieldwork education has a Master's degree or equivalent.		-A report that confirms the individual responsible for fieldwork education has a Master's degree or equivalent. -Curriculum Vitae.	
	5.74 There is a permanent academic professional position for the fieldwork education co-ordinator.		-A report that confirms there is a permanent academic professional position for the fieldwork education co-ordinator.	
5. 8 There is sufficient support staff to meet the demands generated by the administrative, teaching, research, and community service activities of the program.	5.81 There is one FTE support staff dedicated to the program head.		-A report that confirms there is one FTE support staff dedicated to the program head.	
	5.82 The program has adequate support staff for FTE faculty to fulfill their academic responsibilities, exclusive of the support staff for the program head.		-A report that confirms the adequacy of support staff for FTE faculty and indicate where it is inadequate.	
	5.83 The staff-to-faculty ratio is equivalent to the ratios in other relevant programs.		-A report that confirms that the staff-to-faculty ratio is equivalent to ratios in other relevant programs. -A report critiquing the staff-to-faculty ratio.	
	5.84 There is adequate support staff dedicated to the fieldwork education co-ordinator.		-A report that critiques the amount of support staff dedicated to the fieldwork education co-ordinator, with confirmation from the fieldwork education co-ordinator that this support is adequate.	

**STANDARD OUTCOME 6: ENVIRONMENTAL RESOURCES ARE ADEQUATE TO SUPPORT THE PROGRAM OBJECTIVES.**

TOQ	Indicator	AS	Suggested Sources of Information	Comments
6.1 The environment supports participation by all users.	6.11 Physical space occupied by the program is universally accessible and supports participation by all users.		-A report that describes the physical environment in which the program is located and critiques the adequacy of the physical environment to support participation by all users. (Verified on tour of site.)	
	6.12 There is a process to determine and implement appropriate accommodations for participants with varying levels of abilities.		-A report that outlines and critiques the process used to determine and implement appropriate accommodations for participants with varying levels of abilities.	
6.2 There is sufficient space to support the program objectives.	6.21 There is designated, identifiable program space.		-A report that confirms there is designated, identifiable program space. (Verified on tour of site.)	
	6.22 The program space is suitable to the educational approach and fulfillment of program objectives.		-A report that describes how the program space meets the needs of the educational approach as well as the program objectives. (Suitability verified by interviews.)	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
	6.23 Private offices are available to all full-time faculty.		-A report that demonstrates private offices are available to all full-time faculty. (Verified on tour of site.)	
	6.24 All part-time, sessional faculty, and teaching assistants have designated workspace.		-A report that demonstrates all part-time, sessional faculty, and teaching assistants have designated workspace. (Verified on tour of site.)	
	6.25 100% of classrooms meet provincial or university guidelines.		-A report that outlines the provincial or university guidelines and the percentage of classrooms that meet these guidelines.	

**STANDARD OUTCOME 7: LEARNING RESOURCES ARE ADEQUATE TO SUPPORT THE PROGRAM OBJECTIVES.**

TOQ	Indicator	AS	Suggested Sources of Information	Comments
7.1 Learning resources are adequate to support the program objectives.	7.11 The number and type of learning or instructional resources are sufficient to carry out the academic program.		-A report that lists the types of learning or instructional resources and critiques the adequacy of these resources to carry out the academic program. (Where resources are limited, discuss the impact on program delivery and student learning as well as the immediate and long-term plan to resolve these insufficiencies.)	
	7.12 Students are satisfied with learning or instructional resources.		-A report describing student satisfaction with learning or instructional resources.	
	7.13 Faculty are satisfied with learning or instructional resources.		-A report describing faculty satisfaction with learning or instructional resources.	
	7.14 The occupational therapy holdings in the library are sufficient in number and scope.		-A list of occupational therapy holdings in the library. -A report that critiques the adequacy of the number and scope of the occupational therapy holdings in the library to support the program objectives. (Where holdings are lacking, note the impact on program delivery and student learning as well as plans for resolving insufficiencies.)	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
7.2 Technical services are adequate to support the program objectives.	7.21 There are adequate and timely technical support services for students.		-A report outlining the students' evaluation of the adequacy and timeliness of technical support services.	
	7.22 There are adequate and timely technical support services for support staff.		-A report outlining the staff's evaluation of the adequacy and timeliness of technical support services.	
	7.23 There are adequate and timely technical support services for faculty.		-A report outlining the faculty's evaluation of the adequacy and timeliness of technical support services.	

**STANDARD OUTCOME 8: THE PROGRAM HAS A COMPREHENSIVE PLANNING, REVIEW, AND EVALUATION PROCESS FOR CONTINUOUS IMPROVEMENT & LONG-TERM PLANNING THAT IS RESPONSIVE TO THE CHANGING CONTEXT OF THE PRACTICE ENVIRONMENT FOR OCCUPATIONAL THERAPISTS.**

TOQ	Indicator	AS	Suggested Sources of Information	Comments
8.1 There is an explicit plan for curriculum evaluation.	8.11 There is a process for curriculum evaluation.		-A report that describes and critiques the curriculum evaluation process.	
	8.12 There are multiple components to the curriculum evaluation process.		-A list of the components of the evaluation process.	
	8.13 There is an established timeline for curriculum evaluation.		-A report that describes the timeline for curriculum evaluation.	
8.2 There is effective assessment and measurement of learning outcomes to ensure that students attain entry-level expectations.	8.21 There are multiple measures or forms of evaluation.		-A list of measures or forms of evaluation. -A report that critiques the adequacy of these measures or forms.	
	8.22 80% of students entering the program complete the degree.		-A report that states the percentage of students entering the program who complete the degree.	
	8.23 The evaluation methodologies are consistent with the educational philosophy.		-A report that states how the program evaluation methodologies are used. -A critique of the congruence of the program evaluation methodologies with the educational philosophy.	

TOQ	Indicator	AS	Suggested Sources of Information	Comments
8.3 There is an explicit plan for program evaluation.	8.31 There is a process for program evaluation.		-A report that describes and critiques the program evaluation process.	
	8.32 There are multiple components to the evaluation process.		-A list of the components of the evaluation process.	
	8.33 There is an established timeline for program evaluation.		-A report that describes the timeline for program evaluation.	
8.4 The results of the program evaluation are used for continuous improvements.	8.41 The evaluation results in a report with recommendations.		-A copy of the report with recommendations.	
	8.42 The program has established priorities and a plan to implement the recommendations for improvements.		-A copy of the plan to implement the recommendations for improvements.	
	8.43 The program evaluation results have been used to improve the program in a timely fashion.		-A report that describes the sources of evidence collected and a demonstration of how the evaluation results have been used to improve the program in a timely fashion.	
	8.44 The CAOT exam results are used to identify potential strengths and weaknesses of the program.		-A report that describes and critiques how the CAOT exam results are used to identify potential strengths and weaknesses of the program.	

**STANDARD OUTCOME 9: KNOWLEDGE GENERATION THROUGH ACTIVE RESEARCH AND SCHOLARSHIP INFORMS THE OCCUPATIONAL THERAPY EDUCATION PROGRAM.**

TOQ	Indicator	AS	Suggested Sources of Information	Comments
9.1 The program is being delivered in a research context that contributes to the field of occupational therapy and occupational science.	<p>9.11 All active researchers participate in teaching in this program.</p> <p>9.12 Students report that current research in occupational therapy is used in teaching.</p>		<p>-A report that confirms all active researchers participate in teaching in the occupational therapy program.</p> <p>-A report outlining students' evaluation of how current research in occupational therapy is used in teaching.</p>	

## ■ 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, a test of quality, or a standard outcome is present.
Competence	An individual's knowledge and skills are appropriate to the service being provided.
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 behaviours 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 and provide direction for day-to-day decisions and activities.
Indicator	(see Measures of Effectiveness).
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.
Profile of Scores	A graphic representation of the score attained for each of the nine standard outcomes, after scoring attainment and weighting of the indicators and tests of quality. There will be nine scores, and thus nine bars on the graph.
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 <i>raison d'être</i> 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.
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.
Safety	Potential risks of an environment or intervention are avoided or minimized.
Self-Study Guide	The component of CAOT's academic accreditation process that relates to the development of the program's self-study report.
Sine quo non Indicators	These are indicators that, if not attained, the associated test of quality will receive a zero score regardless of the attainment status of other indicators for the same test of quality.
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.
Test of Quality	Tests of quality are the requirements or conditions for meeting each standard outcome. There may be one or more tests of quality for each standard outcome.
Total Program Score	The score derived from scoring attainment and weighting of each indicator, test of quality, and standard outcome. It is a single number between 0 and 1.00.
Weighted Score	Composite score created by summing across various individual scores, each of which is multiplied by a value or weight that reflects the significance of the individual score for the composite score.

## ■ References

- Ascher, B. (1996). *New trade agreements: implications for education and the professions*. Center for Quality Assurance in International Education: Washington, DC.
- Bezold (1994). A futurist's view of health care and education: Impact on specialized education. *Journal of Allied Health*, 23, 3-9.
- Canadian Association of Occupational Therapists (CAOT) (2002). *Profile of occupational therapy practice in Canada*. Retrieved on February 21, 2005, from <http://www.caot.ca/default.asp?ChangeID=51&pageID=36>
- Canadian Association of Occupational Therapists (CAOT) (2003). *A Dialogue on Occupational therapy entry-level education in Canada ... the change to the professional Master's Degree by 2008*. Prepared by D. Parker-Taillon. Retrieved February 21, 2005, from [http://www.caot.ca/pdfs/CAOTdiscussionpaper\\_Masters.pdf](http://www.caot.ca/pdfs/CAOTdiscussionpaper_Masters.pdf)
- Canadian Association of Occupational Therapists (CAOT) (2004a). Report of the Indicator Working Group. Ottawa, ON. Author.
- Canadian Association of Occupational Therapists (CAOT) (2004b). *Moving forward with next steps in occupational therapy human resource planning: Summary report*. Prepared by D. Parker-Taillon. Retrieved February 21, 2005, from <http://www.caot.ca/pdfs/CAOT%20HHR%20Summary%20Report%20Final.pdf>
- Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT) (2003). Retrieved June 20, 2005 from [http://www.caot.ca/pdfs/CGFEOT\\_06-2003.pdf](http://www.caot.ca/pdfs/CGFEOT_06-2003.pdf)
- Canadian Information Centre for International Credentials (CICIC) (2005). Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in English in Canada. Retrieved February 21, 2005, from [http://www.cicic.ca/pubs/guide/guideEN\\_en.php](http://www.cicic.ca/pubs/guide/guideEN_en.php)
- Fitzpatrick, J, Sanders, J., & Worthen, B. (2004). *Program Evaluation: Alternative Approaches and Practical Guidelines*. Boston: Pearson Education Inc.
- Glidden, R. B. (2004). *Positioning accreditation for the future: Change or status quo*. Presentation to the Council for Higher Education Council (CHEA) Annual Conference 2004. Retrieved February 21, 2005, from [http://www.chea.org/Research/position-accred/positioning\\_files/frame.htm](http://www.chea.org/Research/position-accred/positioning_files/frame.htm)
- O'Neil, E.H. (1994). Critical challenges facing allied health accreditation: Pressures on accrediting bodies: PEW health commissions recommendations. *Journal of Allied Health*, 23 15-17
- Patton, M. Q. (1997). *Utilization-Focused Evaluation*. London: Sage Publications.
- Peace Lenn, M. (1996). The trade agreements and higher education; The globalization of accreditation. *QA USA*, 59 (1).
- Taylor, E. (1995). Report on the globalization of higher education and the professions. *Canadian Journal of Occupational Therapy*, 62, 59-61.
- World Federation of Occupational Therapists (WFOT) (2002). *Revised minimum standards for the educations of occupational therapists*. Retrieved February 21, 2005, from <http://www.wfot.org/officefiles/Process%20of%20Approval%20EduProg.pdf>
- World Federation of Occupational Therapists (WFOT) (2005). *Objectives of WFOT*. Retrieved February 21, 2005, from [http://www.wfot.org/WFOT\\_information/default.cfm](http://www.wfot.org/WFOT_information/default.cfm)

## ■ Appendix A - Development of 2005 Edition

The development of CAOT Academic Accreditation Standards and Self-Study Guide (2005 Edition) occurred over a period of more than 8 years.

1. 1998: CAOT Academic Accreditation Standards and Self-Study Guide published;
2. 2002: The Indicator component of the document revised and adopted;
3. March 2003: Scoring system developed and approved for field testing;
4. 2004: Field-testing of the new indicators completed at three university sites;
5. 2004: CAOT approved new scoring system in principle and moved it to second stage pilot testing to be completed in 2008;
6. 2005: CAOT Academic Accreditation Standards and Self-Study Guide (revised edition) published.

## ■ Appendix B - Policies

### Academic Credentialing Council

Academic accreditation procedures for occupational therapy educational programs in transition from the Bachelor's to the Master's entry-level program.

#### Introduction

CAOT requires that occupational therapy educational programs in Canada make the transition from a Bachelor's to a Master's entry-level program by 2008. CAOT recognizes that each program will be at different phases of this transition when it undertakes its regularly scheduled accreditation review. These procedures are intended to assure that programs in transition will be treated fairly and consistently and that procedures are accessible and transparent.

The procedures address three phases of the accreditation process for programs in transition:

1. Preparation of Self-Study Report;
2. CAOT review for programs in transition;
3. Implementation of the Master's program.

#### A. Preparation of Self-Study Report for programs in transition

1. University educational programs with on-site accreditation visits scheduled on or before September 30, 2005 will submit the Self-Study Report according to the 1998 edition of the Academic Accreditation and Self-Study Guide.
2. Programs with on-site accreditation visits scheduled on or after October 1, 2005, will utilize the revised 2005 edition of the Academic Accreditation and Self-Study Guide.
3. CAOT requires documentation for each program being considered for accreditation. Where available, programs will submit documentation on the proposed new program, the projected dates for the last graduating class for the current Bachelor's program, and the first graduating class for the Master's program.

#### B. CAOT review of programs in transition

1. Off-site and on-site teams will review all documents provided by the educational programs.
2. On-site team will validate the self-study report of the current program and the proposed Master's program where possible and submit a report to the Academic Credentialing Council (ACC).
3. In some circumstances, it may not be possible for the on-site team to validate the self-study report for the proposed Master's program. There are situations where a proposed Master's program has not received approval by all necessary authorities or where the program has not yet been implemented. In these cases, the ACC will recommend an accreditation decision of 0, 5, or 7 years for the existing program and will propose a plan to complete the accreditation of the new Master's program within a specific timeline. This plan may require that the program submit supplemental documentation and/or provide an opportunity for an on-site visit to finalize the process. The format of the on-site visit may be adapted in these cases and would be specified in the plan.

### C. Implementation of the Master's program

1. Programs will inform CAOT as soon as the actual dates for implementation and the first graduating class of the Master's program are known.
2. CAOT will work with the university program to complete the accreditation of the Master's program. Programs will provide the required supplemental documentation according to the determined plan and will organize an on-site visit if requested by CAOT.
3. CAOT will advise the university program in writing of the date(s) and costs for the completion of its accreditation should an on-site visit be required.
4. The accreditation process for the Master's program (and Steps 1, 2, and 3 above) must occur before the graduation of the first class of the Master's program and after at least two terms or semesters of operation.
5. CAOT will assign a team of 2-3 persons to complete the Master's program accreditation. Where possible, this team will be comprised of one member of the off-site team and one member of the on-site team who were involved in the previous accreditation of the Bachelor's program.
6. The university program will bear the costs for the provision of supplemental information and an on-site visit.
7. CAOT will provide a decision of the award within agreed upon timelines.
8. The review of supplemental documentation and/or an adapted on-site visit will lead to an accreditation award of 5 or 7 years for the Master's program or a non-accreditation status. This new award, specific to the Master's program, replaces the accreditation award formerly given to the Bachelor program. The accreditation award will be effective from the date of the on-site visit for the Master's program. The accreditation award of the Bachelor's program will be considered in effect until all students have completed the program.

**AUTHORITY:** By-Law 7

**POLICY NO:** 8203

**SECTION:** Standards

**DATE:** January 1994

**CATEGORY:** Academic Credentialing

**Approved:** B.94.03.8.7

**Revised:** B.98.03.8.1.2

**Revised:** B.03.11.7.1.2

**SUBJECT:** Academic Accreditation

## **POLICY**

1. The Canadian Association of Occupational Therapists accredits university occupational therapy programs according to the most recent version of the CAOT Academic Accreditation Standards and Self-Study Guide. Effective 2008, CAOT will only accredit those programs which offer a Master's entry-level degree or higher.
2. The purpose of accreditation status is to maintain the quality of programs and promote their continuing improvement. The Academic Credentialing Council is autonomous from the educational programs and performs this function.
3. The accreditation process is transparent, consistent, fair and maximizes objectivity and confidentiality.
4. There are processes to respect the confidentiality of each program.
5. There is representation by the relevant stakeholders to accreditation.
6. There are sufficient financial, human and other resources to carry out the operations of accreditation effectively.
7. The accreditation review is held at the site of the educational program under review and includes input from relevant stakeholders.
8. Qualified peer reviewers conduct the accreditation review.
9. There is a mechanism for training peer reviewers.
10. There is a clear description of the accreditation process, including the goals and specific steps taken by all parties in the accreditation process.
11. Accreditation status is time defined and there are requirements to maintain it.
12. There are mechanisms to define accreditation status.
13. There is public recognition of accredited programs.
14. There are national accreditation core standards that are published. The CAOT Accreditation Standards and Self-Study Guide is the official publication of the standards. The standards are available in both official languages (English and French).

15. The standards relate to the following:
  - Requirements of the educational institution
  - Administrative structure of the educational program
  - Goals and objectives of the educational program
  - Expected outcomes of the educational program
  - Academic and fieldwork curricula
  - Requirements for financial, human, technical, learning and non-academic resources
  - Evaluation mechanisms of both students and programs
  - Research capacity
16. There is an appropriate mechanism for the appeal of accreditation decisions.
17. There is a mechanism for continuous improvement of the accreditation standards and process.
  - i. Adapted from the Association of Accrediting Agencies of Canada (AAAC) available from the World Wide Web on September 23, 2003 <http://www.aaac.ca/English/practiceguidelines/htm>

## PHILOSOPHY

1. That national standards and the accreditation process support the best interests of the health of the Canadian public.
2. That occupational therapy is a unique profession of sufficient complexity and importance to the health and well being of Canadians that it requires a Master's entry-level degree to meet national accreditation standards.
3. That students of occupational therapy have the right to quality education.
4. That national standards for quality education are best established and maintained by national academic accreditation.
5. That national academic accreditation supports quality education in occupational therapy and facilitates the advancement of education and practice of occupational therapy in Canada.
6. That national academic accreditation is an inherent responsibility of an autonomous national professional association.
7. That national academic accreditation is a process that involves all of its stakeholders, working in partnership.
8. That national academic accreditation is a fair and supportive evaluation of university educational programs.
9. That national academic accreditation respects the autonomy of educational programs to develop curricula within the framework of national standards.
10. That national academic accreditation includes self-evaluation, peer review and critical reflection as well as services to support continuous quality improvement.

## GUIDING PRINCIPLES

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

## PURPOSE

1. To support quality occupational therapy education.
2. To support the growth and development of the educational programs and the profession.

## PROCEDURES

### Prior to the Visit

1. Eighteen (18) months before the accreditation award period of an educational program lapses, the Canadian Association of Occupational Therapists invites the educational program to re-apply for accreditation. The letter includes:
  - a) Suggestions for two (2) possible dates for the on-site visit.
  - b) A copy of the accreditation contract.
  - c) CAOT Academic Accreditation Standards and Self-Study Guide (if the program has not yet received one) or its location on the Internet.
  - d) a request for the program to review the names of potential team members and to list any objections related to conflict of interest held by any individuals of the team.
  - e) a request for the program to respond within two (2) months.
2. Twelve (12) months in advance of the visit, the Canadian Association of Occupational Therapists confirms the dates of the visit, the Chair, and the members of the On-Site Team with all parties. The Canadian Association of Occupational Therapists advises the On-Site Team of travel and accommodation arrangements and policies.
3. Seven (7) months prior to the visit, the educational program submits to the Canadian Association of Occupational Therapists eight (8) hard copies of the self-study document.

4. Copies are distributed to the following: On-Site Team, Off-Site Team, and the Chair of the Academic Credentialing Council. One hard copy remains on file with the Canadian Association of Occupational Therapists.
5. Five (5) months prior to the on-site visit, the Off-Site Team and the Chair of the Academic Credentialing Council convene by teleconference to review the accreditation documents. The Chair of the Off-Site Team distributes a draft report to the members for their review. Within four (4) weeks the Chair of the Off-Site Team forwards an electronic version of the Off-Site Report to the Canadian Association of Occupational Therapists. The Association forwards a copy to the Chair of the Academic Credentialing Council for approval. Once the Off-Site Report is approved by the Chair of the Academic Credentialing Council, the Canadian Association of Occupational Therapists forwards copies of this report to the members of the On-Site Team and the educational program under review.
6. The educational program under review may choose to respond to the Off-Site Report in writing prior to the visit or may choose to provide its response at the time of the on-site visit. The Canadian Association of Occupational Therapists accepts written responses up to twenty (20) business days before the scheduled on-site visit. This timeframe allows for distribution to the On-Site Team and Off-Site Team.
7. Twelve (12) weeks prior to the on-site visit, the educational program forwards a schedule of the on-site visit to the Canadian Association of Occupational Therapists.
8. Postponements of the accreditation visit are granted on an individual basis and cannot exceed one year. Requests by educational programs for postponements must occur twelve to eighteen (12-18) months prior to the scheduled on-site visit. Requests are addressed to the Academic Credentialing Council in writing. E-mail communication is accepted.

### **On-Site Visit**

1. The On-Site Team completes the first draft of the final report during the on-site visit.
2. At the end of the visit, the On-Site Team provides a verbal report of its findings to the educational program. THE AWARD RECOMMENDATION IS NOT DISCUSSED AT THIS TIME. THE TEAM'S RECOMMENDATION REGARDING THE ACCREDITATION AWARD IS DIRECTED ONLY TO THE ACADEMIC CREDENTIALING COUNCIL.

### **Post Visit**

1. The Canadian Association of Occupational Therapists sends the invoice to the educational program for the accreditation fee.
2. Five (5) weeks post visit, the Chair of the On-Site Team, in consultation with other members of the On-Site Team, submits a draft of the final report to the Canadian Association of Occupational Therapists. The Association sends it to the Chair of the Academic Credentialing Council for approval.

The Canadian Association of Occupational Therapists forwards the draft report to:

- a) the educational program to provide its response within twenty business days to the Chair of the Academic Credentialing Council;
  - b) the Off-Site Team members to provide their response within twenty business days to the Chair of the Academic Credentialing Council.
3. The educational program response is distributed by the Canadian Association of Occupational Therapists to the On-Site and Off-Site Teams.
  4. Ten (10) to twelve (12) weeks post visit, the Academic Credentialing Council convenes to review the program's response, to finalize the report and to recommend the accreditation award. The Chair of the On-Site Team attends the meeting to present the final report and the recommendations of the On-Site Team. The Academic Credentialing Council has final authority to recommend the accreditation status of an educational program to the Board of the Canadian Association of Occupational Therapists.
  5. The Chair of the Academic Credentialing Council prepares a report to the Board of the Canadian Association of Occupational Therapists that outlines the compliance of the accreditation process with established policies and procedures for the accreditation process and the recommendations of the Academic Credentialing Council for the accreditation award.
  6. Following a Board decision regarding the accreditation award, the Chair of the Academic Credentialing Council, forwards a letter to the education program chair or director with a copy of the accreditation report. Copies of the letter and report are sent to the dean of the faculty or other senior administrators at the request of the chair or director of the occupational therapy program.
  7. The Canadian Association of Occupational Therapists President sends a letter of acknowledgment to the educational program. In the case of an award, the certificate is attached.

**AUTHORITY:** By-Law 7

**POLICY:** 8204

**SECTION:** Standards

**DATE:** March 1996

**CATEGORY:** Academic Credentialing

**Approved:** B.96.11.8.1.5

**Revised:** B.97.11.8.1.8

**Revised:** B.03.11.7.1.2

**SUBJECT:** Confidentiality

## **POLICY**

1. In accordance with CAOT Policy 6116 (Collection, Use and Disclosure of Personal Information), the Canadian Association of Occupational Therapists ensures confidentiality of accreditation information.
2. All documentation and material prepared by the educational programs and discussions related to the programs are confidential. The Academic Credentialing Council and On-Site Team members must respect the confidentiality of the information related to the program.

## **PROCEDURES**

1. Documentation provided by the educational programs is to be kept by the On-Site and Off-Site Team members until the final report has been reviewed by the Academic Credentialing Committee. The documentation will be returned to the Canadian Association of Occupational Therapists National Office by courier. Where members have access to a document shredder, they will dispose of the documents and advise National Office of this action by way of correspondence.
2. The Director of Standards and Professional Affairs will ensure that the reports have been disposed of in an appropriate manner.
3. Only one copy of the program documentation will be retained in the Canadian Association of Occupational Therapists National Office following the accreditation decision.
4. Members of the Academic Credentialing Council are required to sign an agreement of confidentiality on an annual basis. On-Site Team members sign the agreement prior to the review process.

AUTHORITY: By-Law 7

POLICY: 8205

SECTION: Standards

DATE: March 1996

CATEGORY: Academic Credentialing

Approved: B.96.03.8.1.1

Revised: B.04.06.7.4

SUBJECT: Accreditation Awards

## POLICY

1. The Canadian Association of Occupational Therapists grants academic accreditation awards of 5 and 7 years when educational programs under review have met the criteria for the awards.
2. Once a 5 year accreditation has been awarded, the Canadian Association of Occupational Therapists has the right to grant an extension of 2 years for a total of a 7-year award. This “extended award” will be conditional upon the receipt of an interim report three (3) years following the on-site accreditation review. The interim report will address the issues of concern stated in the accreditation review. It will identify the strategies used to address these issues and the current status and the projected outcomes.
3. There will be no accreditation award where programs have not met the minimum criteria for a 5-year award.
4. Under exceptional circumstances, such as where programs under transition to the Master's entry-level degree programs have been awarded accreditation status, the program may be requested to submit annual reports on the progress made to maintain its accreditation status.
5. The accreditation award will be granted effective with the on-site visit dates. In cases where the program has requested postponement of the on-site visit, the accreditation award will be considered to be effective on the expiry date of the previous accreditation.

**AUTHORITY:** By-Law 7

**POLICY:** 8206

**SECTION:** Standards

**DATE:** September 1996

**CATEGORY:** Academic Credentialing

**Approved:** B.96.11.8.1.7

**Revised:** B.03.11.7.1.2

**SUBJECT:** Conflict of Interest

## **POLICY**

1. The Canadian Association of Occupational Therapists accreditation process is based upon integrity and a fair consistent evaluation. Disclosure of conflict of interest is required to support this principle. (Cross reference Policy 6118)
2. All members of the Academic Credentialing Council and On-Site Team members have an obligation to declare to the Canadian Association of Occupational Therapists any conflict of interest and decline from any activities where this conflict may exist.
3. When the names of On-Site Team members are provided to the occupational therapy educational programs scheduled for an accreditation review, the programs have the opportunity to request alternate chairs or members, should there be some question regarding conflict of interest.  
Examples of conflict of interest may include the following:
  - a graduate of the program under review within the past 10 years;
  - a faculty member of the program within the past 10 years;
  - a consultant to the program within the past 10 years.

## **PROCEDURES**

1. There may be conflict-of-interest situations that are less obvious, and all questions should be directed to the Director of Standards and Professional Affairs. Full disclosure ensures the integrity of the accreditation process.

**AUTHORITY:** By-Law 7

**POLICY:** 8207

**SECTION:** Standards

**DATE:** January 1997

**CATEGORY:** Academic Credentialing

**Approved:** B.99.11.6.9

**Revised:** B.04.06.7.4

**SUBJECT:** Appeal in Respect of Academic  
Accreditation of Educational Programs

## **POLICY**

1. There is an appeal process to provide for fair and equitable adjudication in contested accreditation decisions through the Canadian Association of Occupational Therapists Appeal Board.
2. The accreditation decision of the Canadian Association of Occupational Therapists is final and only subject to appeal when the educational program alleges that the Canadian Association of Occupational Therapists has failed to observe procedures for accreditation.
3. In the event of a reconsideration request, the accreditation of the program at the time of the site visit will remain in effect until the Appeal Board renders its decision.
4. Decisions are based solely on the evidence or information presented at the hearing. The majority opinion of the Canadian Association of Occupational Therapists Appeal Board is binding on all parties.

## **PROCEDURES**

1. The educational program will have the right to request reconsideration by the Canadian Association of Occupational Therapists Appeal Board. The program will submit the request within three (3) months of receipt of the accreditation decision.
2. None of the members of the Canadian Association of Occupational Therapists Appeal Board will have, at any time, participated in the deliberations bearing on any aspect of the accreditation under appeal and must verify in writing to the Chair, Canadian Association of Occupational Therapists Appeal Board that they have not reached a conclusion with respect to the appeal.
3. In the event of obvious conflict of interest with respect to academic appeal, or other inability to act, the Chair, the Canadian Association of Occupational Therapists Appeal Board will make alternative arrangements to appoint the appropriate members.
4. Each organization will bear their own costs associated with the appeal process.



Canadian Association of Occupational Therapists  
CTTC Building, 3400 - 1125 Colonel By Drive  
Ottawa, ON K1S 5R1  
(800) 434-2268 Fax: (613) 523-2552

## Disclosure of Conflict of Interest

The academic accreditation process of the Canadian Association of Occupational Therapists (CAOT) is based upon integrity and a fair and consistent approach to evaluation. Disclosure of conflict of interest is required to support this principle.

I am aware that, as a participant of an accreditation review, representing the Canadian Association of Occupational Therapists, I have an obligation to declare any conflict of interest or perceived conflict of interest and withdraw from any activities where this conflict may exist.

-----  
Signature

-----  
Signature of Witness

-----  
Print Name

-----  
Print Name

-----  
Date

-----  
Date



Canadian Association of Occupational Therapists  
CTTC Building, 3400 - 1125 Colonel By Drive  
Ottawa, ON K1S 5R1  
(800) 434-2268 Fax: (613) 523-2552

## On-Site Accreditation Team Member's Agreement for Disclosure of Curriculum Vitae to Educational Program Under Review

I am aware that, as a participant of an on-site accreditation review, representing the Canadian Association of Occupational Therapists, my curriculum vitae will be disclosed to the educational program under review. This process enables the educational program to respond to any potential conflicts of interest that they may identify, prior to their on-site visit.

-----  
Signature

-----  
Signature of Witness

-----  
Print Name

-----  
Print Name

-----  
Date

-----  
Date

This will confirm that I assume responsibility to shred accreditation documents following the accreditation decision of the Academic Credentialing Council. This will ensure confidentiality of the accreditation information. (form letter 8204b).

-----  
Signature

-----  
Signature of Witness

-----  
Print Name

-----  
Print Name

-----  
Date

-----  
Date



Canadian Association of Occupational Therapists  
CTTC Building, 3400 - 1125 Colonel By Drive  
Ottawa, ON K1S 5R1  
(800) 434-2268 Fax: (613) 523-2552

## Agreement of Confidentiality

Confidentiality is an integral part of the accreditation process for the Canadian Association of Occupational Therapists (CAOT). CAOT must have access to confidential information in order to conduct its review of programs. The confidentiality of this information must be protected by participants of meetings as well as by participants on accreditation site visits.

I am aware that, as a participant of an accreditation review, representing the Canadian Association of Occupational Therapists, I have access to accreditation information which must remain confidential. I agree to protect the confidentiality of all accreditation documentation, reports and recommendations and discussions before, during and after the meeting(s) or site visit (form letter 8204a).

-----  
Signature

-----  
Signature of Witness

-----  
Print Name

-----  
Print Name

-----  
Date

-----  
Date

This will confirm that I assume responsibility to shred accreditation documents following the accreditation decision of the Academic Credentialing Council. This will ensure confidentiality of the accreditation information. (form letter 8204b).

-----  
Signature

-----  
Signature of Witness

-----  
Print Name

-----  
Print Name

-----  
Date

-----  
Date

## ■ Appendix C - Service Agreement; Licensing Agreement

### SERVICE AGREEMENT

This Agreement is made the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

BETWEEN:

CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS  
("CAOT")  
a corporation incorporated under the laws of Canada

-and-

[ \_\_\_\_\_ ]  
[Insert name of client (the "Client")]

#### RECITALS:

1. CAOT was established in 1926 as a voluntary association of occupational therapists to provide support, leadership, and services to its members and has been involved with such academic accreditation since 1954.
2. CAOT is recognized as the sole accrediting agency that grants academic accreditation awards to occupational therapy programs approved by the applicable provincial regulatory organizations in Canada.
3. In 1972, CAOT established the standing Committee on Standards and Accreditation for Educational Programs, now known as the Academic Credentialing Council (the "ACC"), to award accreditation to entry-level occupational therapy educational programs that meet its accreditation standards.
4. The Client has requested that CAOT conduct an accreditation review of the Client's occupational therapy program, in accordance with the provisions of this Agreement.

IN CONSIDERATION of the premises, the mutual covenants contained in this Agreement and other consideration (the receipt and sufficiency of which are acknowledged), the Parties agree as follows:

## I. INTERPRETATION

### I.01 Definitions

In this Agreement, unless the subject matter or context is inconsistent with such meaning,

“**ACC**” means the Academic Credentialing Council of CAOT;

“**Agreement**” means this Agreement, all schedules attached hereto and any agreement or schedule supplementing or amending this Agreement;

“**Business Day**” means any day of the week except Saturday, Sunday or any statutory or civic holiday observed in Ottawa, Ontario, Canada;

“**Final Report**” means the report of the ACC in which the ACC awards or declines to award accreditation to an Occupational Therapy Program;

“**including**” and “**includes**” shall be deemed to be followed by the statement “without limitation” and neither of such terms shall be construed to limit any word or statement which it follows to the specific or similar items or matters immediately following it;

“**Occupational Therapy Program**” means one educational unit located on a single campus of the Client;

“**Off-Site Team**” means the off-site accreditation review team of the ACC consisting of three members;

“**On-Site Team**” means the on-site accreditation review team of the ACC consisting of three members: 2 CAOT members and one public member;

“**Parties**” means CAOT and the Client, collectively, and “**Party**” means any one of them;

“**Person**” includes an individual, corporation, partnership, joint venture, trust, unincorporated organization, the Crown or any agency or instrumentality thereof or any other entity recognized by law.

### I.02 Headings

The division of this Agreement into Articles, Sections, Subsections and Schedules and the insertion of headings are for convenience of reference only and shall not affect the construction or interpretation of this Agreement. The Article, Section and Schedule headings in this Agreement are not intended to be full or precise descriptions of the text to which they refer and shall not be considered part of this Agreement.

### I.03 Number, Gender and Section References

In this Agreement, words in the singular include the plural and vice-versa and words in one gender include all genders. References to an Article, Section, Subsection or Schedule refer to the applicable Article, Section, Subsection or Schedule of this Agreement.

#### **1.04 Calculation of Time**

In this Agreement, a period of days shall be deemed to begin on the first day after the event which began the period and to end at 6:00 p.m. (Ottawa time) on the last day of the period. If, however, the last day of the period does not fall on a Business Day, the period shall terminate at 6:00 p.m. (Ottawa time) on the next Business Day. References to time in this Agreement shall be to local time in Ottawa, Ontario, Canada unless otherwise stated.

#### **1.05 Currency**

Unless specified otherwise, all monetary amounts are expressed in Canadian dollars.

### **2. ACCREDITATION PROCESS AND SERVICES BY CAOT**

#### **2.01 Accreditation Process and Services by CAOT**

The Client hereby agrees with CAOT that the process of accrediting the Client's Occupational Therapy Program will be conducted in the following manner:

- a. The ACC shall make all accreditation recommendations to CAOT;
- b. CAOT shall provide the Client with one copy of the current CAOT Academic Accreditation Standards and Self-Study Guide at no additional cost to the Client, together with a licensing agreement which must be executed by the Client;
- c. The ACC shall appoint members to the Off-Site Team and the On-Site Team;
- d. The Client will submit to the ACC for review by the Off-Site Team, a detailed self-study report structured in accordance with the current CAOT Academic Accreditation Standards and Self-Study Guide approximately 7 months before the on-site visit;
- e. The ACC shall provide to the Client, approximately 4 months before the visit by the On-Site Team, a written report of the findings of the Off-Site Team with respect to the Client's self-study report;
- f. The ACC shall also appoint a three-person On-Site Team to conduct a two- and a half-day on-site visit to review the Client's Occupational Therapy Program, which On-Site Team shall be free from any conflicts of interest in relation to the Client;
- g. The On-site Team will consist of a chair, holding a full-time academic appointment and having participated in one or more on-site visits; a co-chair, being a CAOT member; and a public member, being a professional with experience in accreditation;
- h. The ACC shall provide to the Client, on the final day of the visit by the On-Site Team, a verbal report of the On-Site Team's findings;
- i. The ACC shall provide to the Client, approximately 6 weeks following the visit of the On-Site Team, a draft of the Final Report;

- j. The ACC shall provide the Final Report to the Client, approximately 19 weeks following the visit of the On-Site Team. The ACC shall also provide one additional copy of the Final Report upon the direction of the Client;
- k. In the event of a dispute arising with respect to an accreditation decision, the ACC and the Client shall resort to the appeal process used by CAOT for such disputes. Each organization will bear its own costs associated with the appeal process;
- l. Provided the ACC has recommended to award accreditation to the Client and CAOT has approved this decision, CAOT shall provide to the Client a certificate of accreditation approximately 19 weeks after the visit of the On-Site Team;
- m. where the Client is requested to submit updated reports during the period in which the Client is accredited by CAOT, the ACC shall review such reports and provide the Client with feedback within a reasonable period of time;
- n. CAOT publishes accreditation decisions in its publications and maintains records of accreditation histories of all current and former Clients, providing such information to the public on request. CAOT reports accreditation decisions to the World Federation of Occupational Therapists.

## **2.02 Acknowledgment by CAOT**

CAOT hereby acknowledges to the Client that:

- a. The ACC shall use all reasonable efforts to maximize objectivity in its accreditation decision;
- b. The selection of members appointed to the ACC, the Off-Site Team and the On-Site Team will be governed by the following principles:
  - i. minimization of conflicts of interest;
  - ii. promotion of national representation;
  - iii. cost-effective management of resources.
- c. CAOT shall train the ACC and members of the Off-Site Team and On-Site Team to undertake required services in accordance with CAOT's standards and practices;
- d. The ACC shall conduct its review in a confidential manner, to the fullest extent possible, providing, that, nothing contained herein shall restrict CAOT from releasing information on accreditation decisions and history to the public in accordance with section 2.01(n) of this Agreement.

## **2.03 On-going Obligations of the Client**

The Client shall advise CAOT forthwith of any major changes in the Client's accredited Occupational Therapy Program which may discredit, minimize or misrepresent the accreditation award to the public. Such changes include:

- a. Alterations in organizational structure, e.g., the head of the program has been replaced by a non-occupational therapist;
- b. Changes in financial, human, learning, or space resources;
- c. Changes in the Occupational Therapy Program title, curriculum and degree awarded.

The Client shall submit to CAOT any documents reasonably requested by CAOT with respect to any changes in the Client's accredited Occupational Therapy Program and, if determined by CAOT, the Client shall submit to a reassessment of its accreditation. Any costs associated with such reassessment shall be the sole responsibility of the Client.

#### **2.04 Communications**

All communications by the Client to CAOT, ACC, the On-Site Team and the Off-Site Team shall be made through the national office of CAOT. Failure to abide by this provision may, at the discretion of CAOT, necessitate reassessment of all or part of the Occupational Therapy Program of the Client at the Client's expense.

### **3. FEES**

The Client agrees to pay CAOT an annual fee of \$3645.00 payable on April 1 of each year for the accreditation and services provided by CAOT under this Agreement. In addition, in the year of the visit by the On-Site Team, the Client shall pay an additional fee of \$3645.00 within 30 days of the visit thereof.

### **4. TERMINATION**

#### **4.01 Automatic Termination**

The Client shall remain bound by the provisions of this Agreement from the date of execution hereof until the date on which the accreditation provided by CAOT terminates (the "Accreditation Termination Date"). The Client shall pay to CAOT any and all amounts owing or payable to CAOT pursuant to this Agreement prior to the Accreditation Termination Date. This Agreement shall also terminate if the Client fails to submit to CAOT an updated self-study report. This report is requested at the time the Final Report is delivered to the Client by CAOT. Where no accreditation award has been granted, this Agreement shall terminate on delivery to the Client of the Final Report. Any subsequent request for accreditation review shall be subject to the execution of a new service agreement between CAOT and the Client.

#### **4.02 Termination by Client**

The Client may terminate this Agreement with 60 day's notice delivered in accordance with this Agreement. Upon termination of this Agreement, the Client shall forthwith surrender to CAOT its certificate of accreditation.

#### 4.03 Termination by CAOT

CAOT may terminate this Agreement if CAOT discontinues the CAOT accreditation service with 60 day's notice delivered in accordance with this Agreement. Upon termination of this Agreement, the Client shall forthwith surrender to CAOT its certificate of accreditation.

### 5. GENERAL

#### 5.01 Notice

Any notice, demand or other communication (in this section, a "Notice") required or permitted to be given or made hereunder shall be in writing and shall be sufficiently given or made if:

- a. Delivered in person during normal business hours on a Business Day and left with a receptionist or other responsible employee of the relevant party at the applicable address set forth below;
- b. Sent by pre-paid first class mail; or
- c. Sent by any electronic means of sending messages, including telex or facsimile transmission, which produces a paper record ("Electronic Transmission"), during normal business hours on a Business Day, charges prepaid, and confirmed by prepaid first class mail.

Notices sent to CAOT must be addressed to:

Canadian Association of Occupational Therapists  
Attention: Executive Director  
CTTC Building  
3400-1125 Colonel By Drive  
Ottawa, ON K1S 5R1  
Fax : (613) 523-2552

Notices sent to the Client should be addressed to:

-----  
-----  
-----  
-----  
-----

Attention: \_\_\_\_\_

Fax: \_\_\_\_\_

Each Notice sent in accordance with this section shall be considered received:

- a. At the time it was delivered;
- b. At the start of business on the third Business Day after it was sent by pre-paid first class mail (excluding each Business Day during which there existed any general interruption of postal services due to strike, lockout, or other cause); or
- c. On the same day one hour after it was sent by Electronic Transmission or on the first Business Day thereafter if the day on which it was sent by Electronic Transmission was not a Business Day. Any Party may change its address for Notice by notifying the other Parties as provided in this section.

### **5.02 Time is of the Essence**

Time is of the essence for this Agreement and each of its provisions.

### **5.03 Performance on Holidays**

If any action is required to be taken pursuant to this Agreement on or by a specified date which is not a Business Day, then such action shall be valid if taken on or by the next succeeding Business Day.

### **5.04 Governing Law**

This Agreement shall be governed by, and interpreted and enforced in accordance with, the laws in force in the Province of Ontario (excluding any conflict of laws rule or principle which might refer such construction to the laws of another jurisdiction) and shall be treated in all respects as an Ontario contract. Each Party irrevocably submits to the non-exclusive jurisdiction of the courts of Ontario with respect to any matter arising hereunder or related hereto.

### **5.05 Entire Agreement**

This Agreement, together with any Agreements and other documents to be delivered pursuant hereto, constitutes the entire Agreement between the Parties pertaining to the subject matter hereof and supersedes all prior Agreements, negotiations, discussions and understandings, written or oral, between the Parties.

### **5.06 Further Assurances**

Each Party shall take (or cause to be taken) all reasonable steps, including the execution of all further documents as the other Party may, in writing, from time to time request be done, in order to consummate the transactions contemplated hereby or as may be necessary or desirable to give effect to this Agreement or any document, agreement, or instrument delivered pursuant hereto.

**5.07 Amendment**

This Agreement may be amended or supplemented only by written agreement signed by each Party.

**5.08 Assignment**

The Client may not assign any rights or benefits in this Agreement to any Person. The Client agrees to perform its obligations under this Agreement itself, and not arrange in any way for any other Person to perform those obligations. No assignment of benefits or arrangement for substituted performance by the Client shall be of any effect against CAOT except to the extent that CAOT has consented to it in writing.

**5.09 Successors and Assigns**

This Agreement shall ensure the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

**5.10 Counterparts**

This Agreement may be executed in any number of counterparts. Each executed counterpart shall be deemed an original while all executed counterparts taken together shall constitute one Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement on the date first written above.

**CANADIAN ASSOCIATION OF  
OCCUPATIONAL THERAPISTS**

By: \_\_\_\_\_  
Claudia von Zweck  
Executive Director

By: \_\_\_\_\_  
Linda Alexander  
Director of Finance and Administration

**[CLIENT]**

By: \_\_\_\_\_  
Name:  
  
Title:

## LICENSING AGREEMENT

This Agreement is made as of the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_

BETWEEN:

CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS  
("CAOT")

a corporation incorporated under the laws of Canada having its principal place of business at Suite 3400, CTTC Bldg., 1125 Colonel By Drive, Ottawa, ON, K1S 5R1, hereinafter referred to as the "Licensor"

-and-

-----  
[Insert name of licensee]

hereinafter referred to as the "Licensee".

In consideration of the mutual covenants in this Agreement, the parties agree as follows **THAT**:

1. CAOT is the publisher of the *CAOT Academic Accreditation Standards and Self-Study Guide*, also known in French as *Normes d'agrément des programmes de formation en ergothérapie et guide d'auto-évaluation* ("the Licensed Materials"). "Licensed Materials" includes any successor or supplemental works published from time to time by CAOT and all copies thereof. Licensee acknowledges that CAOT owns all intellectual property rights including copyright of the Licensed Materials; and

The Licensee has applied for CAOT academic accreditation and wishes to use the CAOT accreditation standards described in the Licensed Materials.

2. Subject to the terms and conditions of this Agreement, CAOT grants to the Licensee a non-exclusive non-transferable license to use the Licensed Materials only for the purpose of preparing for and obtaining CAOT accreditation for a single site of an academic program offered by Licensee. Licensee may not use the Licensed Materials for any other purpose and shall ensure that they are not so used.

3. Licensee acknowledges that CAOT shall retain title to and ownership of the Licensed Materials and of all copies made by the Licensee. The granting of license does not include the following:

- the right to sub-license the license granted herein;

- the right to copy, change or adapt the Licensed Materials, except that Licensee may make a single copy for the personal use of each individual employee responsible for planning and operating the accreditation of its academic program;
  - the right to lend or lease for hire the Licensed Materials;
  - the right to distribute or publish the Licensed Materials; and
  - the right to create derivative works, that is, works which incorporate or are based in whole or in part upon all or a substantial part of the Licensed Materials.
4. The Licensee will acknowledge this work in any work produced that uses the Licensed Materials as a reference. This acknowledgment will include the title, identification of CAOT as the publisher and specifying the date of the Licensed Materials each and every time the Licensed Materials are used as a reference.

The Licensee will promptly notify CAOT of any unlicensed use of the Licensed Materials or act of infringement of CAOT's rights therein.

5. The Licensee will not dispute the validity of CAOT's right, title and interest in and to the Licensed Materials during or after the term of this Agreement.
6. The Licensee will use the Licensed Materials in accordance with the terms of this Agreement and will not undermine the integrity of the accreditation process.

**7. Fee:**

- i) The Licensee will pay CAOT the Accreditation Fees as per the Accreditation Service Agreement.

**TERMINATION OF AGREEMENT:** This Agreement may be terminated by either party upon breach of Agreement or if any party becomes insolvent, bankrupt or falls into receivership.

CAOT is entitled to terminate this Agreement if payment due under this Agreement remains unpaid for more than 60 days after becoming due or if any breach of this Agreement by Licensee is not cured within 10 days of CAOT providing notice of such breach to Licensee. At that time, the license granted will terminate and all Licensed Materials will be delivered to CAOT by Licensee.

Licensee may terminate the Agreement effective on the anniversary hereof by giving notice at least ninety (90) days prior to the anniversary of the Agreement year.

**8. GENERAL**

**8.1 Notices**

Any notice, demand or other communication required or permitted to be given or made hereunder shall be in writing and shall be sufficiently given or made if:

- (a) delivered in person during normal business hours on a Business Day and left with a receptionist or other responsible employee of the relevant Party at the applicable address set forth below; or

- (b) set by any electronic means of sending messages, including telex or facsimile transmission, which produces a paper record ("Electronic Transmission") during normal business hours on a Business Day charges prepaid and confirmed by prepaid first class mail; in the case of a notice to CAOT, addressed to it at:

Canadian Association of Occupational Therapists Attention: Executive Director  
CTTC Building  
3400-1125 Colonel By Drive  
Ottawa, ON K1S 5R1  
Fax : (613) 523-2552

and in the case of a notice to the Licensee addressed to it at:

**[INSERT NAME AND ADDRESS OF LICENSEE]**

**Attention:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

Each notice sent in accordance with this subsection shall be deemed to have been received:

- a) at the time it was delivered; or
- b) one hour after it was sent on the same day that it was sent by Electronic Transmission, or at the start of business on the first Business Day thereafter if the day on which it was sent by Electronic Transmission was not a Business Day.

Any Party may change its address for notice by giving notice to the other Party as provided in this subsection.

## **8.2 Entire Agreement**

This Agreement, together with any agreements and other documents to be delivered pursuant hereto, constitutes the entire agreement between the Parties pertaining to the subject matter hereof and supersedes all prior agreements, negotiations, discussions and understandings, written or oral, between the Parties. There are no representations, warranties, conditions, other agreements or acknowledgments, whether direct or collateral, express or implied, that form part of or affect this Agreement. The execution of this Agreement has not been induced by, nor do either of the Parties rely upon or regard as material, any representations, warranties, conditions, other agreements or acknowledgments not expressly made in this Agreement or in the agreements and other documents to be delivered pursuant hereto.

### 8.3 Assignment

This Agreement shall not be assigned by any Party without the prior written consent of the other Party.

### 8.4 Successors and Assigns

This Agreement shall ensure to the benefit of and be binding upon the Parties and their respective successors (including any successor by reason of amalgamation or statutory arrangement of any Party) and permitted assigns.

### 8.5 Governing Law

This Agreement shall be governed by the laws of the Province of Ontario and the federal laws of Canada applicable therein.

### 8.6 Time of the Essence

Time shall be of the essence of each provision of this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date first written above.

**CANADIAN ASSOCIATION OF  
OCCUPATIONAL THERAPISTS**

Name:

Title:

Date:

**[INSERT NAME OF LICENSEE]**

Name:

Title:

Date:

INSERT:

Profile of  
Occupational Therapy Practice  
in Canada