DATE: June 21, 2010

TO: Heidi Pendleton, Chair, Occupational Therapy

CC: Charles Bullock, Dean, CASA
    Gerry Selter, Provost
    Pam Stacks, AVP Graduate Studies & Research
    Jackie Snell, Director of Assessment

FROM: Dr. Dennis Jaehne, AVP Undergraduate Studies

RE: Successful ACOTE Accreditation of OT programs

Heidi:

On behalf of Undergraduate Studies, and in our role as overseers of the accreditation of SJSU programs, I want to congratulate you on the successful accreditation review from the Accreditation Council for Occupational Therapy Education (ACOTE).

We normally link our campus based program planning review cycle to follow upon the accreditation visit. Our records establishing where your department stands in the program planning cycle are ambiguous. Assessment Director Snell and I will contact you in the next few weeks to pin this down.

Again, congratulations!
October 6, 2009

Letha J. Mosley, Ph.D., OTR/L, FAOTA
ACOTE
c/o AOTA Accreditation Department
PO Box 31220
Bethesda, MD 20824-1220

Dear Dr. Mosley and ACOTE Reviewers,

In your memorandum of September 8, 2009 regarding ACOTE Action on Biennial Report for the Occupational Therapy Department at San Jose State University you indicated an Area of Noncompliance for our program and we were instructed to provide documentation that “accurate and current information regarding student outcomes is readily available to the public in at least one publication or website and includes the components required in Standard A.4.2.” Attached please find the completed Plan of Correction and documentation from our website to satisfy this area of noncompliance.

Thank you for your thorough assessment of our program.

Sincerely,

Heidi McHugh Pendleton, Ph.D., OTR/L, FAOTA
Professor and Chair

Charles Bullock, Ph.D.
Dean, College of Applied Sciences and Arts

cc: Jon Whitmore, Ph.D.
    President

Gerald Selter, Ph.D.
    Provost
October 6, 2009

Letha J. Mosley, Ph.D., OTR/L, FAOTA
ACOTE
c/o AOTA Accreditation Department
PO Box 31220
Bethesda, MD 20824-1220

Dear Dr. Mosley and ACOTE Reviewers,

In your memorandum of September 8, 2009 regarding ACOTE Action on Biennial Report for the Occupational Therapy Department at San Jose State University you indicated “Additional Information Requested”. Specifically, you requested that we “please submit documentation that the professional development plans for all faculty members and the program director show evidence of annual updates of goals”. In addition all plans should be signed by the faculty member. Attached please find the signed, updated professional development plans (Form F) for each of our full time faculty as well as the program director.

Thank you for your thorough assessment of our program.

Sincerely,

Heidi McHugh Pendleton, Ph.D., OTR/L, FAOTA.
Professor and Chair

Charles Bullock, Ph.D.
Dean, College of Applied Sciences and Arts

cc: Jon Whitmore, Ph.D.
President

✓ Gerald Selter, Ph.D.
Provost
Department of Occupational Therapy
College of Applied Sciences and Arts
Program Planning Committee Report to Provost
December 24, 2008

The Department of Occupational Therapy offers both graduate and undergraduate degree programs which provide training to serve several sectors of the population including senior citizens receiving care in their homes or in assisted living facilities, children with learning disabilities, the mentally ill in community day programs, rehabilitation facilities, and outpatient clinics. The University Program Planning Committee (PPC) commends the Department of Occupational Therapy on its highly regarded degree programs. The external accreditation team reported that this department offered “incredibly strong” programs with “exceptional” faculty and quality graduates. Resource deficiencies raised in the previous accreditation review were adequately addressed. Furthermore, the department successfully implemented the first online Master of Science in Occupational Therapy in the country. The online program is WASC accredited and runs through the International and Extended Studies office. The department developed a self-supporting non-degree Certificate/Continuing Education program and is working to implement a partnered Ph.D. program in Occupational Therapy. The accreditation team commended the department for its strength in developing community partnerships and service in its programs.

The Department of Occupational Therapy has laid a good foundation for its assessment activities. The department has developed student-learning outcomes and assessment plans and collected data for all its programs. It is also making changes to the program based on the data collected. The WASC team in their March 2007 visit encouraged all programs to put greater focus on program (rather than course) assessment and to use data (course and other sources) to evaluate the achievement of program outcomes at graduation. Should the Department of Occupational Therapy desire assistance with assessment activities, the Director of Assessment and College Facilitators are available to provide suggestions and support.

In accordance with the 2006 University Program Planning Guidelines, in the next program cycle, the self-study should include program assessment plans, the university assessment reports, and an evaluation of the results of assessment efforts with particular attention changes in student learning after modifications in curriculum or pedagogy.

The final step in the program planning process is a meeting with Provost Sigler (or her designee), Vice Provost for Academic Budgets and Planning Bill Nance, AVP of Undergraduate Studies Bob Cooper, AVP of Graduate Studies and Research Pam Stacks, Interim Dean Barbara Conry, and Department Chair Heidi Pendleton. The department should contact Ryoko Goldston in the Office of Undergraduate Studies to schedule the final meeting. The following topics for discussion are summarized from the reports:

- Enhancing student-learning and program evaluation
- Direction of the programs in relation to future faculty recruitment
- The admission process for the entry-level M.S. students

If the department would like to propose other issues for the meeting, please discuss the appropriateness of the topics with your Dean.

The next program review for all programs in the Department of Occupational Therapy is scheduled for AY 2015-16 with the self-study due in spring 2015. The next program review cycle should include an external site review and report for the B.S. program.

Program Planning Committee members:
Debra Caires
Mary Calegari
Peter Chua
Elaine Collins
Bob Cooper
M. E. Fayad
Beverly Grindstaff
Xiaolu Hu
Thuy Le
Quynh Lu
Bill Nance
Dan Perales
Lori Rodriguez
Jackie Snel
Pam Stacks
Gary Stebbins
Patricia Stroh
Sutee Sujitparapitaya
Shailaja Venkatsubramanyan
Ashwini Wagle

CC: Heidi Pendleton, Chair, Occupational Therapy
Barbara Conry, Interim Dean, College of Applied Arts and Sciences
Greg Payne, Interim Associate Dean, College of Applied Arts and Sciences
Beth Von Till, Chair, Curriculum and Research
Bob Cooper, AVP Undergraduate Studies
Pam Stacks, AVP Graduate Studies
Bill Nance, Vice-Provost

Dept. of Occupational Therapy
Appendix: Highlights of Program Planning Reports

Department Self-Study, AY 2001-2007

The Department of Occupational Therapy offers B.S. and M.S. programs in Occupational Therapy. The B.S./M.S. (Pattern I) program is designed for students wishing to complete both programs in Occupational Therapy. It consists of 150 units, including four semesters of undergraduate coursework and six months of fieldwork. The entry-level M.S. program (Pattern II) is designed for students who earned a baccalaureate degree in another field. The program consists of 58 units including four semesters of graduate coursework and six months of fieldwork. The faculty designed the curriculum so that students acquire the competencies and knowledge necessary to become qualified occupational therapists. Curricular changes since the last program review (in 1998) reflects efforts to formally track program assessment data and use assessment findings to guide the decision-making process.

The mission of the department is to develop occupational therapists for positions of responsibility and leadership in a culturally diverse society. To this end, the programs trains students to use a client-centered approach supporting the client's engagement and participation in a meaningful occupation in context.

During the period under review faculty members excelled as teachers, scholars, and clinicians. They have been recognized in the areas of pediatrics, school-based children's services, tests and measurements, adolescent and community mental health, gerontology, psychological adjustment to disability, independent living skills, work evaluation, occupational therapy history, leadership, and clinical supervision. During this period there were 7.6 full-time tenured faculty and one tenure-track faculty. About 1.4 FTEF have taught regularly outside the department. Senior faculty cultivated an environment of strong collaboration and mentorship for junior faculty. This environment enabled new members to develop professionally and earn doctorates while holding tenured positions.

Student enrollment in the B.S./M.S. and the Entry-Level M.S. programs increased, mirroring national trends. About 40-45 new students were accepted each fall. Applications totaled about 200. The department 14-to-1 student-faculty ratio enabled faculty to monitor student progress. The department reported losing the best graduate candidates because Graduate Studies does not admit Entry-level MS students in a timely manner.

The department developed student learning goals and objectives and has been in the process of collecting and analyzing data for several of the twelve learning objectives. Faculty members held retreats to discuss program assessment findings and determined appropriate changes to curriculum and pedagogy.

County, state, and private health care agencies competed for program graduates because of their excellent training. A survey of employers highlighted that program graduates met or exceeded entry-level standards.

In addition, the clinical and support staff contributed to programs' effectiveness.

The self-study reported that the programs received sufficient funds and adequate space, equipment, supplies, and library resources for instructional activities.

The department developed the following strategic goals for the upcoming program cycle:

1. To maintain ACOTE accreditation
2. To further the their reputation for graduating excellent practitioners
3. To maintain their reputation for graduating occupational therapists that are culturally competent
4. To continue to maintain a curriculum that reflects changes in occupational therapy practice
5. To maintain close collaboration with Level II fieldwork sites
6. To develop new collaborations with Level I fieldwork sites
7. To further the program's national and international reputation
8. To develop and maintain distance learning programs for OT practitioners
9. To maintain a program that is able to anticipate and accommodate future personnel changes
10. To maintain the program's fiscal soundness

The department expects to give the necessary support to a faculty member who does not yet have a doctorate, and to the four faculty members who will be eligible for promotion over the next three years. Furthermore, the department plans to implement the partnered Ph. D. in Occupational Therapy and to develop a non-degree Certification/Continuing Education component of the program.

External Reviewer Report, May 16, 2006

Christine Hischmann and Barbara Hooper conducted an accreditation review for the Accreditation Council for Occupational Therapy Education (ACOTE) from February 27, 2006 to March 1, 2006. The Council awarded the program accreditation for the next ten years.

The accreditation team agreed in a number of areas including:

- University administrators and staff such as the university president, the college dean, and the library liaison provided resources to support the program.
- There should be greater consistency in the phrasing of department goals, objectives, and strategies. Community partnership and service should be better emphasized in the department mission.
- The faculty provided evidence of effective teaching and quality research.
- The occupational therapy director exhibited administrative and educational leadership and generated new funding streams.
- The fieldwork coordinator managed an innovative, community engaged, learning experience and instituted new student learning assessment measures.
- The on-site occupational therapy clinic allows students to provide services to clients with physical, mental, and developmental disabilities and to meet the needs of clients in the community.
- The diverse students demonstrated evidence of quality learning and a client-centered approach.

The accreditation team made the following recommendations:

- Increase consistency of language regarding strategic goals and objectives, and curricular design. The faculty should also review the language of the mission to reflect the program's strength in community partnership and service.
- Improve tracking of curricular changes based on assessment of student learning.
- Refine the model used for the master's project to create an effective experience for students and faculty.
- The fieldwork coordinator could spend more time visiting sites, developing new sites in emerging practice areas, and serving as a resource to fieldwork educators.
- Provide the fieldwork coordinator additional assistance for routine clerical duties in order to allow her/him to carry out primary responsibilities effectively.
- Provide additional education to the fieldwork educators on critical thinking, clinical reasoning, and collaborative learning.

Dept. of Occupational Therapy
The Committee concurred with the major recommendations of the External Reviewer for the Department of Occupational Therapy and the ongoing initiatives of the department. It commended the department for its accomplishments and contributions.

The Dean of the College accepted the College report.
March 13, 2008

To:  Dr. Greg Payne  
Associate Dean CASA  

Fr: Ken Haycock  
Director, SLIS  
Alice Hines  
Director, Social Work  
Bethany Shifflett  
Interim Chair, HRTM  

Re: Program Planning Review  

The CASA Program Planning Review Committee carefully examined the materials provided by the Occupational Therapy Department. We found that the Occupational Therapy program, as evidenced by its excellent re-accreditation review, is strong and healthy. We note that their accrediting agency found no areas of non-compliance and awarded Occupational Therapy the maximum (and uncommon) re-accreditation period of ten years.

The department was serious and reflective in its self-analysis and is to be commended in particular for the quality of their curriculum, faculty, and graduates. In addition, accolades are called for in recognition of Occupational Therapy's online Masters Program – the nation's first.

As the program looks forward, we concur with the department's selection of elements in their strategic plan. They are both important for the department to focus on and for the college to support.

In conclusion, we commend Occupational Therapy for its accomplishments to date and encourage actions at the College and University level that support their continued growth and development.
March 13, 2008

To:    Dr. Greg Payne
       Associate Dean CASA
Fr:    Ken Haycock
       Director, SLIS
       Alice Hines
       Director, Social Work
       Bethany Shifflett
       Interim Chair, HRTM

Re:    Program Planning Review

The CASA Program Planning Review Committee carefully examined the materials provided by the Occupational Therapy Department. We found that the Occupational Therapy program, as evidenced by its excellent re-accreditation review, is strong and healthy. We note that their accrediting agency found no areas of non-compliance and awarded Occupational Therapy the maximum (and uncommon) re-accreditation period of ten years.

The department was serious and reflective in its self-analysis and is to be commended in particular for the quality of their curriculum, faculty, and graduates. In addition, accolades are called for in recognition of Occupational Therapy's online Masters Program – the nation's first.

As the program looks forward, we concur with the department's selection of elements in their strategic plan. They are both important for the department to focus on and for the college to support.

In conclusion, we commend Occupational Therapy for its accomplishments to date and encourage actions at the College and University level that support their continued growth and development.
February 9, 2007

TO:  
College Curriculum Committee  
Inger Sagatun-Edwards, Dean, CASA  
University Program Planning Committee  
Office of Undergraduate Studies  
Carmen Sigler, Provost, San Jose State University

FROM:  
Marti Southam, Chair  
Occupational Therapy Department

SUBJECT:  
Program Plan for Occupational Therapy

Accreditation Self Study
The occupational therapy faculty and I engaged in a six-year Self Study, which was done to update the curriculum and to prepare for the site visit by the Accreditation Council for Occupational Therapy Education (ACOTE). The product of the Self Study is the 3” binder that is housed in Undergraduate Studies. Please refer to this binder to locate items referred to in this letter. The Self Study documents that the mission, policies, curriculum, faculty, resources, and learning assessments are in compliance with the Standards for an Accredited Educational Program for the Occupational Therapist.

External Review by Accreditation Council
The site visit by ACOTE reviewers was held February 27, 28, March 1, 2006. The evaluation was conducted by Christine L. Hischmann, MS, OTR/L, BCG, FAOTA and Barbara Hooper, PhD, OTR/L, both highly regarded within the occupational therapy profession as knowledgeable, experienced clinicians and academicians.

The investigation by this team was rigorous and thorough. They met with the President; the CASA Dean; 12 faculty responsible for key components of the curriculum; the Librarian for Occupational Therapy, Nursing, & Environmental Studies; 6 fieldwork educators and employers of program graduates; 3 recent graduates; and 29 students.

Judgment of the Accreditation Council for Occupational Therapy Education
In their May 16, 2006 letter to President Kassing, the Accreditation Council announced that it had voted to accept the recommendation of the Site Visit evaluators that the professional entry-level master’s and the
combined baccalaureate/master’s programs in occupational therapy at SJSU be reaccredited. Because no areas of noncompliance were cited by the Site Visit evaluators, accreditation was awarded for a period of 10 years. The common length of accreditation for occupational therapy programs is 7 years, therefore, being accredited for 10 years is highly unusual and denotes an incredibly strong program. The evaluators cited 10 examples of the programs’ strengths and offered 8 suggestions “to broaden or enrich the programs” (no response to the evaluators was required) (see Attachment A). These suggestions will be a topic of the faculty retreat scheduled for spring 2007.

SJSU Criteria for Program Planning Correlated with ACOTE Self Study
The Occupational Therapy Self Study is organized according to the format and standards specified by the Accreditation Council for Occupational Therapy Education. However, the SJSU program planning guidelines specify that all programs use the criteria as defined in S93-14 to organize their program evaluation. This letter will guide the reader to the appropriate sections of the ACOTE Self Study that illustrate the Program Plan sections: Centrality to Mission; Quality of Instructional Program; Student Demand; Societal Need; Financial Resource Effectiveness, Viability, and Efficiency; Interdependence of Programs; Capacity to Contribute to an Academic Field; Availability of Instructional Alternatives. The program evaluation will have two parts: a description and an analysis based on the Accreditation Council’s judgment. The reader will be referred to locations of indicated items in the Self Study binder. For convenience of the reader, the Narrative of the Self Study has been copied and placed in this smaller binder so that the large Accreditation binder will only need to be accessed for Appendices.

Section A: Centrality of Mission
Description: The Mission of the Occupational Therapy Department is to develop occupational therapists for positions of responsibility and leadership in a culturally diverse society. To that end, the program is dedicated to graduating occupational therapists that use a client-centered approach that supports the client’s engagement and participation in meaningful occupations in context.

Analysis: The program was found to have a mission that is consistent with the missions of CASA and with the university. (Self Study: Narrative, Standard A, 5.0 Curriculum Framework, pg. 5:1; Appendices 5A, 5B, 5C).

In their letter, the Site Visit evaluators suggested that the “faculty review the language of the mission to more strongly reflect the spirit of community partnership and service that it inspires” (Section IV, Part B, #4). They also suggested that language from the curriculum design be incorporated within the strategic plan to increase consistency between the mission and the strategic plan (Attachment A: Section IV, Part B, #1).

Section B: Quality of Instructional Program – The Curriculum
Description: The curriculum is designed so that students will have acquired the competencies and knowledge necessary to become qualified occupational therapists at the end of their programs.

- Combined BS/MS program: 4 semesters of undergraduate academic coursework and 6 months of fieldwork;
• Entry-level MS program: 4 semesters of graduate academic coursework and 6 months of fieldwork.

The foundation of the curriculum’s model is predicated on the need for integration of critical thinking, clinical reasoning and connected teaching throughout the curriculum. It follows a prescribed sequence of courses (Self Study Narrative, Standard A, 5.0 Curriculum Framework, pg. 5:3-7; Appendices 5F, 5G). Learning objectives, learning assignments, and a wide variety of evaluation methods are clearly described in course syllabi (Self Study Standard B: Appendices 1A, 1B, 1C). Courses in the major contain the specified ACOTE required content (Self Study Standard B: Appendix 1D).

In the ACOTE letter to President Caret (1998), the evaluators cited Deficiency #4 as needing a continuing system of program evaluation to review the effectiveness of its courses (Attachment B).

Analysis: The curriculum was cited as a major strength by the 2006 Site Visit evaluators. In Section IV, Part A, #6 of their letter (Attachment A), the evaluators state that there is a high level of creativity in the design of “learning experiences that enliven the didactic instruction.” They state that the faculty have designed “courses and experiences that actively engage students in occupational therapy history, education strategies for therapists, collaboration with occupational therapy assistants, the principles of a therapeutic relationship, principles and application of the Occupational Therapy Practice Framework.” The occupational therapy outreach clinics were singled out for praise as providing “an invaluable learning experience for students, they also meet the needs of clients in the community who would not otherwise receive these services.” (Attachment A: Section IV, Part A, #10)

In response to the 1998 Deficiency #4 (Attachment B), a method of systematic and ongoing program evaluation was established and has been in operation since 1998 (Self Study Narrative, Standard A, 6.0 Program Evaluation, pg. 6:1-3; Appendices 6A, 6B, 6C, 6D). The recent Site Visit evaluators suggested that the faculty might now consider “constructing a system to efficiently track program changes made as a result of analysis of program data. Such a system might include a chart, grid, or other strategy for easily tracking program evaluation data, changes made in response to the data, and results” (Attachment A: Section IV, Part B, #6). This is a topic for the faculty retreat planned for spring 2006.

Section B: Quality of Instructional Program – The Faculty
Section G: Capacity to Contribute to the Academic Field

Description: The faculty are excellent teachers as well as accomplished clinicians and scholars (Self Study Narrative Standard A, 2.0 Academic Resources, pg. 2:1-3; Appendices 2D, 2G, 2H, 2I, 2J). They have attained recognition in the areas of: pediatrics, school-based children’s services, tests and measurements, adolescent and community mental health, gerontology, psychological adjustment to disability, independent living skills, work evaluation, occupational therapy history, leadership, and clinical supervision.

Analysis: The faculty was singled out as a major strength of the occupational therapy program. In Section IV, Part A, #2 and #3 (Attachment A), the evaluators commend the
faculty for being passionate teachers who are committed to “students’ intellectual, emotional, and professional development.” The Site Visit team emphasized the “uncommonly strong credentials” of the faculty. “Nine are tenured, eight have doctoral degrees, four are SJSU Teacher Scholars, and six have received the prestigious award of Fellow of the American Occupational Therapy Association. Faculty maintain a high level of productivity as researchers, writers, and presenters.” In addition, the fieldwork director and fieldwork educators were praised for their consistent interactions to ensure a top quality learning experience for students (Attachment A: Section IV, Part A, #4).

It was suggested by the Site Visit evaluators that “the program provide education to the fieldwork educators regarding the revised program philosophy and curriculum design” (Attachment A: Section IV, Part B, #8). This is a topic for the faculty retreat planned for Spring 2007.

Section B: Quality of Instructional Program – Student Outcomes Assessment
Description: Student Learning Outcomes have been established by the department and are listed in the Self Study: Standard B, Appendix 1A and on the department’s website (www.sjsu.edu/ot). Departmental assessments of how well these curricular goals are achieved may be found in Self Study: Narrative Standard A, 6.0 Program Evaluation 6:1-3, Appendices 6A, 6B, 6C, 6D.

Student Learning Outcomes are also assessed for WASC (Attachment C).

Analysis: Assessment of SLOs for WASC are in Attachment C.

The Site Visit evaluators noted that the students were enthusiastic and passionate about their chosen profession and OT program. “They clearly articulate the learning principles upon which the curriculum is based and they embrace client-centered and evidence-based practice as foundations for reasoning and interacting with clients.” They also had favorable comments about the diversity of the program and the university and noted that this is “consistent with the program’s mission to graduate culturally competent practitioners” (Attachment A: Section IV, Part A, #7).

Section C Student Demand
Description: The SJSU occupational therapy program has seen increased demand as demonstrated by steadily rising numbers of applicants for both the combined BS/MS and the Entry-level MS programs. This has been the case for several years now and mirrors the need for occupational therapists nationwide. The BS/MS and the Entry-level programs each accept 40-45 students each fall. The applications for both programs total approximately 200.

Analysis: Demand will continue for occupational therapists as the population ages and as health care shifts its goals toward increasing abilities to function in the home and community (a primary goal of OT). The American Hospital Association, the National Association for Health Care Recruitment, and the Bernard Hodes Research Group put the national vacancy rate for OT's between 11% and 15.7%. Further, the U.S. Bureau of Labor Statistics predicts faster than average growth (21%-36%) for occupational therapists (Brachtesend, A. The Turnaround is Here! OT Practice. January 24, 2005).
The occupational therapy program at SJSU is a well established (since 1943) high quality program with distinguished faculty, and it will continue to be in high demand.

One issue our department has is that Graduate Studies does not admit Entry-level MS students in a timely manner and we lose the best candidates to other universities. Our Graduate Coordinator has met with Grad Studies and tried to work out a more efficient system, but it still needs improvement.

Section D Societal Need
Description: The SJSU occupational therapy programs meet the needs of the region and state by supplying graduates who can deliver OT services to California residents of diverse socioeconomic, cultural, and ethnic backgrounds. In the populated Bay Area, occupational therapy services are required by a large sector of residents who range from seniors receiving home care or in assisted living facilities, to children with learning disabilities in the schools, the mentally ill in community day programs, and those with acute illness or trauma in rehabilitation facilities or outpatient clinics.

Analysis: The Accreditation Council is aware of the societal need for occupational therapy and by granting a 10 year accreditation, ACOTE shows its support of the program as a needed health care service on a long term basis. Graduates of the program are in high demand by county, state, and private health care agencies because they are highly trained health care professionals. Employers of our graduates were surveyed prior to the ACOTE Site Visit and over 95% of the ratings indicated that the program graduates met or exceeded entry-level standards (Self Study: Standard A Narrative, 6.0 Program Evaluation, pg. 6:2; Appendix 6B).

Section E Financial resource effectiveness, viability, and efficiency
Description: The ACOTE Standards breaks resources down by the following categories. I believe they cover the Program Planning subcategories of effectiveness, viability, and efficiency.

Program Director (Department Chair) - is an experienced academic, responsible for management of the program including: budgeting; faculty affairs (recruitment, professional development, evaluation of department faculty); student affairs (student recruitment, advising, student records, complaints, and petitions); academic welfare (accreditation, curriculum development, program planning); community relations and fundraising (Self Study: Narrative Standard A, 2.0 Academic Resources, pg. 2:1; Appendices 2B, 2C, 2D, 2E).

Full-Time Equivalent Faculty – There are eight tenured or tenure-track full time faculty and seven of these hold doctoral degrees, which is appropriate and necessary now that our programs (BS/MS and Entry-Level MS) are all at the master’s level. This provides a stable core faculty to provide programmatic stability (Self Study Narrative Standard A, Academic Resources, pg. 2.1-3, Appendices 2G, 2I, 2J.

The department also has a Full-Time Fieldwork Director who is primarily concerned with developing, implementing, and evaluating Levels I and II fieldwork (Self Study Narrative Standard A, 2.0 Academic Resources, pgs. 2:2, Appendix 2H. Self Study Narrative Standard B, 10.0 Fieldwork, pgs. 10-3, Appendices 10A-K).
Support Staff – The department has three clerical and support staff with excellent job knowledge and organizational abilities. In addition to the department’s staff, CASA and the university provide technical support for computer, telephone, and facilities operations. CASA staff is accessible and invaluable. The Program has a Library Liaison specifically assigned to OT who provides instruction and assistance to students in both MS programs as well as to faculty. The university also has resources that contribute to the program, e.g., human resources, faculty affairs, Disability Resource Center, mail, admissions and records, grants and contracts, and security (Self Study Narrative Standard A, 2.0 Academic Resources, pgs. 2:7-8).

Financial Resources – The financial resources are sufficient to maintain the objectives of the program and to fulfill its obligations to its students (Self Study Narrative Standard A, 2.0 Academic Resources, pg. 2:8; Appendix 2L).

Facilities: Classrooms, Labs, Offices – In ACOTE’s 1998 letter to President Caret after the last accreditation visit, Deficiency #1 stated that the program had inadequate laboratory space (Attachment B). Since then an additional laboratory/clinic space was allocated (CCB 114-115) to meet safety and health standards for the faculty practice clinics and it is heavily utilized.

Learning Resources - In ACOTE’s letter to President Caret after the last accreditation visit (1998), Deficiency #2 stated that the program had an inadequate supply of current books (Attachment B). The response from CASA Dean Ego was to commit money each year to the OT department to maintain current books and journals. The OT department has a small computer/video/DVD lab for student use (Self Study Narrative Standard A, 2.0 Academic Resources, pgs. 2:10-11, Appendices 2M, 2N, 2O, 2P, 2Q, 2R.

Analysis:
Program Director – In the ACOTE letter, (Section IV, Part A, #2), the evaluators state that the “program director is highly qualified and exhibits a leadership style that is conducive to the faculty culture and to developing the program both administratively and educationally” (Attachment A).

Faculty – In the 2006 ACOTE letter, the faculty was singled out as a major strength of the occupational therapy program. In Section IV, Part A, #3 (Attachment A), the evaluators commend the faculty for being passionate teachers who are committed to “students’ intellectual, emotional, and professional development.” Faculty were also praised for a “high level of creativity in designing learning experiences (Attachment A: Section IV, Part A, #6). There are presently sufficient faculty and the SFR of 1:14 allows for adequate supervision of practice courses and is compatible with similar programs at SJSU (e.g., Nursing SFR is 1:12; Communicative Disorders is 1:14, Appendix 2K).

The evaluators also commented that the program is “fortunate to have a highly capable fieldwork coordinator who manages a large number of clinical sites.” She is cited as having a strong, responsive relationship with both clinical sites and fieldwork students. She was also complemented on developing an innovative group-based practicum experience (Attachment A: Section IV, Part A, #4).
See the **Five Year Plan for Faculty Recruitment** form (Attachment E). The full-time tenured faculty appear to be stable for the next few years. However, within the next five years, 3-4 will either retire or FERP. The topic of chair succession planning and retirement planning are on the faculty retreat agenda for spring 2006.

**Support Staff** — The support staff of the department and university were judged to be adequate.

**Financial Resources** — The financial resources of the department were found to be sufficient to sustain its operations.

**Facilities: Classrooms, Labs, Offices** — Due to Deficiency #1, ACOTE 1998 letter (Attachment B), the program was given additional space in 1999 (CCB 114-115). The addition of this laboratory/clinic space has improved the program’s ability to run service learning, outpatient clinics to the community for adult mental health and adult physical disabilities.

However, this space does not adequately accommodate the pediatric clinic. The pediatric clinic had been housed off-campus in a city recreational facility. In Fall 2005, the city closed that facility and the pediatric clinic had to move back on campus, using CCB 114-115. Currently, the pediatric clients (approximately 10 per semester), parents, siblings, 10 student therapists, and faculty instructor are using CCB 114-115 and an outdoor space after the adult clinics end for the day. Dr. Pam Richardson, the pediatrics clinic instructor, is developing an interdisciplinary clinical approach with psychology and communicative disorders to offer SJSU C.A.R.E.S. (Center for Autism Research and Educational Services). For best practice to occur, this Center needs a space for collaborative treatment. We have proposed CCB 100 to CASA Dean Sagatun-Edwards. This room could be utilized by both departments in CCB (Nutrition and Food Science and OT) as a multipurpose Student Learning Center, which would include the pediatrics clinic (SJSU C.A.R.E.S.). Negotiations are in progress.

The department recently allocated funds to upgrade two classrooms to SMART classrooms (CCB 115, CCB 210). Equipment and supplies are adequate. Office space is adequate; the Chair has a private office and faculty share offices consistent with institutional practice (Self Study Narrative Standard A, 2.0 Academic Resources, pg. 2:8-9).

Equipment, supplies, and office space are adequate for the program’s needs.

**Learning Resources** — Due to Deficiency #2 cited in ACOTE’s 1998 letter (Attachment B), CASA Dean Ego allocated $1,000 for immediate purchase of current books for the OT Library collection; and committed to $800 annually to continually upgrade the books and journals (Attachment D). The new CASA Dean Sagatun-Edwards has honored this commitment. The MLK Library is a great asset to the department learning resources. The program is particularly fortunate in having the services of Librarian Tina Peterson. She keeps the OT core collection of essential OT journals and has worked to make online access to as many of them as possible. She also keeps an ongoing list of books to purchase and when the money is available, the faculty work closely with her to choose the most useful for our collection.
Section F Interdependence of Programs
Description: The ACOTE Standards require that occupational therapy students be provided with "a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to globalism and diversity" (Attachment F, ACOTE Standards Preamble). ACOTE expects that this education will facilitate the development of oral and written communication skills, logical thinking and critical analysis, creativity, and the ability to make judgments in the context of historical, social, economic, scientific, and political information. It is furthermore expected that courses in the biological, behavioral, and health sciences will provide students with knowledge of the structure and function of the human body and human behavior in the context of sociocultural systems, beliefs, and values.

Analysis: Lower division GE courses and SJSU Studies provide occupational therapy students with a foundation in liberal arts, sciences, and social sciences. The OT department relies on many disciplines within the Colleges of Science, Social Science, and Humanities and Arts to teach their areas of knowledge to those who will ultimately become occupational therapists. It was concluded that occupational therapy students receive the basic general education they need as a foundation for professional study.

Section G Capacity to Contribute to an Academic Field (combined earlier with Section B: Quality of Instruction – Faculty)

Section H Availability of Instructional Alternatives
Description: There is only one other public university in California that offers an accredited occupational therapy Entry-level MS program: CSU Dominguez Hills. That program does not have a combined BS/MS program, and only accepts a small group of graduate students into Entry-level MS program. The other four OT programs in California are offered through private universities.

Analysis: The occupational therapy program at SJSU admits 40-45 undergraduates into the BS/MS program and 40-45 graduate students into the Entry-level MS program each fall. The SJSU program is unique in that it serves not only graduate, but undergraduate students, which makes it more accessible for a diverse body of students.

Program Plan
This plan describes the steps the program will take to keep it viable and responsive to anticipated changes in the profession and in higher education.

Strategic Plan
The strategic plan was developed during a faculty retreat and re-visited during faculty meetings several times prior to the ACOTE Site Visit. The primary goals are:

1. Maintain ACOTE accreditation.
2. Further the program’s reputation for graduating excellent practitioners.
3. Continue the program’s reputation for graduating occupational therapists that are culturally competent.
4. Continue to maintain a curriculum that reflects changes in OT practice.
5. Maintain the program’s reputation for excellence in teaching.
6. Maintain close collaboration with Level II fieldwork sites.
7. Develop new collaborations with Level I fieldwork sites.
8. Further the program’s national and international reputation.
9. Develop and maintain distance learning programs for OT practitioners.
10. Maintain a program that is able to anticipate and accommodate future personnel changes.
11. Maintain the program’s fiscal soundness.

The Strategic Plan goals, objectives, and strategies for accomplishment may be found in the Self Study: Standard A, 2.0 Academic Resources, pgs. 2:4-7. The faculty will assess progress at the spring 2006 faculty retreat and modify goals/strategies or develop new ones.

Curriculum
The program will continue an ongoing process of assessing the curriculum to ensure that it is bringing current information to occupational therapy students. This will continue to be done in the Curriculum Committee which reviews each green sheet periodically, or upon instructor or chair request. As suggested by the ACOTE Site Visit evaluators, this Committee will construct “a system to efficiently track program changes made as a result of analysis of program data. Such a system might include a chart, grid, or other strategy for easily tracking program evaluation data, changes made in response to the data, and results” (Attachment A: Section IV, Part B, # 6). This is a topic for the faculty retreat planned for spring 2006.

Professional Development
- Since the last Program Planning cycle, the department successfully implemented the first online Master’s degree in Occupational Therapy in the U.S. It is a Post-professional MS degree for practicing occupational therapists. The program is offered in a distance education (online) format. This program is WASC accredited and runs through International and Extended Studies (IES). It accepts approximately 18-22 therapists annually and is highly regarded. This program is in demand, and will continue to be, because ACOTE mandated that as of 2007, all students must graduate with a MS in order to sit for the national certification exam. There are many OTs, across the nation and the world, who are practicing with a BS, but who will want to place themselves competitively with students graduating now with master’s degrees.

- The occupational therapy department received a Commission on the Extended University Grant for AY 2005-6 that included matching funds from SJSU International and Extended Studies and the OT department (total $64,500) with two purposes:
  1) To complete the implementation of the partnered PhD in Occupational Therapy. The SJSU Graduate Studies and Research Committee voted to not approve the proposal for the new PhD degree program.
  2) To develop a Certificate/Continuing Education component of the program (non-degree).
The Certificate/Continuing Education component of the program (non-degree) was renamed the Professional Development Education program and was implemented successfully during AY 2005-6, serving 119 OTs in California. The department will continue to offer Professional Development workshops to meet California licensure requirements and clinical needs of practicing therapists. The department has 5 workshops planned for spring 2007. This Professional Development program is now self-supporting.

**Faculty Development**
The program will continue to give the necessary support to one faculty member who does not yet have a doctorate, and the four faculty who will be going up for promotion over the next three years.
INTRODUCTION

The Self-Study Process

Our self-study process began in 1999 in order to address three important changes taking place in the profession: new accreditation standards, and the change in entry-level practice from a bachelor's to a master's degree, and revision of the Registration Examination. A 3-day retreat was held in September 19-21, 1999 at Asilomar to determine the best way to proceed. Faculty committees were formed to take address the needed areas.

The committees formed were:
Curriculum Model – Gordon Burton, Liz Cara, Karen Diasio-Serrett, Amy Killingsworth, Heidi Pendleton, Wynn Schultz-Krohn (Chair)
Program Evaluation – Alison George, Carolyn Glogoski, Pam Richardson, Kay Schwartz (Chair)
Group Facilitation – Carolyn Glogoski
Philosophy – Anne MacRae, Heidi Pendleton, Kay Schwartz (Chair)
Strategic Plan and Mission – Kay Schwartz, Marti Southam (Chair)
OT Theoretical Framework – Pam Richardson, Liz Cara (Chair)
Resources – Kay Schwartz, Amy Killingsworth, Gordon Burton (Chair)
Admissions – Amy Killingsworth, Carolyn Glogoski (Co-Chairs)

The work proceeded in two stages: in stage one, it was the faculty's goal to review and revise the program's mission and philosophy, and to create a curriculum model that would provide a structure from which to revise the curriculum. It was also necessary to make a decision regarding the kind of degree programs the department would offer.

In stage two, the faculty began work on the specifics of the curriculum. Initially faculty worked in task forces that outlined the content. Once the faculty approved the content areas, individual faculty took responsibility for creating the course syllabi. The syllabi were then presented to the faculty for discussion, revision, and approval. The courses were ultimately submitted to the College Curriculum Committee and the Dean for approval.

At the same time as the curriculum content was being determined, the committee on resources was responsible for calculating the costs of the revised curriculum. Their figures helped inform the decisions on how many units per course and how many sections to operate. The resource committee also presented a curriculum design that sequenced the courses in a way that best accommodated students, faculty, and the physical resources. The admission committee proposed admission criteria for the BS/MS program (Pattern I) as well as the Entry-level master's program (Pattern II).
The actual writing of the self-study was conducted in the fall of 2004 and spring of 2005. Professor Kay Schwartz was responsible for gathering and compiling the contents of the document. Chair Marti Southam supervised the project. Rosalyn Earl, administrative support coordinator was responsible for assembling the self-study dossier.

Historical Overview

The occupational therapy program at San Jose State University was founded in 1943, a time when the war and the rehabilitation movement created a strong demand for occupational therapy services. It was one of three programs in California, the others being the University of Southern California and Mills College. The program grew in size from 112 majors in 1944 to be the largest occupational therapy program in the country by 1957. Its size reflected the mission of public service and access that is a cornerstone of the California State University (CSU) system. The graduate program in occupational therapy was initiated in 1979. The department today has 154 majors in the BS/MS and entry-level masters program, and a SFR of 14:1. This reflects the graduate and clinical nature of the program as well as the program’s desire to provide an outstanding educational experience for entry-level education. The department also has a post-baccalaureate distance program and is developing a PhD program.

Organizational Charts

See following pages
ACOTE

Accreditation Council for Occupational Therapy Education

May 16, 2006

Don Kassing, MBA
President
San Jose State University
One Washington Square
San Jose, CA 95192-0002

Dear Mr. Kassing:

The Accreditation Council for Occupational Therapy Education (ACOTE®) met on April 24-25, 2006, and reviewed the Evaluators' Report of On-Site Evaluation of the occupational therapy program offered on the professional entry-level master's and combined baccalaureate/master's levels at San Jose State University, San Jose, California.

ACOTE voted that the report be accepted as amended; that the program status be ACCREDITATION; and that no additional report regarding the on-site evaluation be required.

Please note that any institution or program that elects to make a public disclosure of the results of an ACOTE accreditation visit must accurately disclose:


- Complete information regarding ACOTE's findings (i.e., strengths, suggestions, areas of noncompliance, and ACOTE's final accreditation action). Strengths cited in the report may not be published without also publishing any cited suggestions or areas of noncompliance.

The Certificate of Accreditation issued by ACOTE is enclosed with the program director's copy of this letter. Because no areas of noncompliance were cited in the enclosed report, accreditation has been awarded for a period of 10 years and the next on-site evaluation has been listed for the 2015/2016 academic year.
Best wishes for the continued success of this occupational therapy educational program.

Sincerely,

[Signature]

Paula Kramer, Ph.D., OTR/L, FAOTA
Chairperson, Accreditation Council for Occupational Therapy Education

PK/seg

Enclosure: Report of ACOTE (RAC)

cc: Inger Sagatun-Edwards, Ph.D., Dean, College of Applied Sciences and Arts, San Jose State University (Encl. RAC)
Marti Southam, Ph.D., OTR/L, FAOTA, Chairperson, Department of Occupational Therapy, San Jose State University (Encls. RAC, Certificate of Accreditation, Public Correction of Incorrect or Misleading Statements Regarding Accreditation Status)
Chairperson’s Program File (Encl. RAC)
Neil Harvison, Ph.D., OTR, Reviewer, ACOTE (Encl. RAC)
Christine L. Hischmann, M.S., OTR/L, BCG, FAOTA, On-Site Evaluation Team Chairperson (Encl. RAC)
Barbara Hooper, Ph.D., OTR/L, Evaluator, Roster of Accreditation Evaluators (Encl. RAC)
Elizabeth Walker Peterson, MPH, OTR/L, Paper Reviewer, Roster of Accreditation Evaluators (Encl. RAC)
Sue Graves, Senior Program Manager, Accreditation, AOTA
GUIDELINES AND POLICY STATEMENTS

VI. F. PUBLIC CORRECTION OF INCORRECT OR MISLEADING STATEMENTS REGARDING ACCREDITATION STATUS

PUBLIC DISCLOSURE

Any institution or program that elects to make a public disclosure of the accreditation status of its occupational therapy or occupational therapy assistant program must accurately disclose the status; the specific academic program covered by that status; and the name, address, and telephone number of the accrediting agency as follows:

Accreditation Council for Occupational Therapy Education (ACOTE)
American Occupational Therapy Association
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220
301-652-2682

Any institution or program that elects to make a public disclosure of the results of any ACOTE report, including Reports of Application Review, Reports of Initial Review, and Reports of On-Site Evaluation, must accurately disclose:


- For all ACOTE Reports: Complete information regarding ACOTE’s findings (i.e., strengths, suggestions, areas of concern, possible areas of noncompliance, cited areas of noncompliance, and ACOTE’s final accreditation action). Strengths cited in the report may not be published without also publishing any suggestions, areas of concern, possible areas of noncompliance, or cited areas of noncompliance.

PUBLIC CORRECTION

Standard A.4.1 of the Standards for an Accredited Educational Program for the Occupational Therapist or Occupational Therapy Assistant states: "All program publications and advertising (including academic calendars, announcements, catalogs, handbooks, and internet descriptions) must accurately reflect the program offered."

Standard A.4.2 states: "The program's accreditation status and the name, address, and telephone number of ACOTE shall be published in the catalog, program brochures for prospective students, and, if available, internet sites."

In the case that a program accredited by ACOTE describes the accreditation inaccurately and/or does not include the program's accreditation status and ACOTE's name, address and telephone number, ACOTE may cite an area of noncompliance. The program must then demonstrate compliance with Standard A.4.1 and/or A.4.2 to remove the area of noncompliance.

If any occupational therapy or occupational therapy assistant program (ACOTE accredited or not) fails to make public correction of incorrect or misleading information regarding its accreditation status, the contents of reports of site team visitors, reports of application or initial review, or the accreditation actions taken, the AOTA Accreditation Department will post an article providing correct information to the public on the AOTA Web site (www.aota.org).
PROFESSIONAL
Program in Occupational Therapy

☑ Evaluators' REPORT OF ON-SITE EVALUATION (ROSE) ☒ REPORT of the ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (RAC)

The purpose of this form is to provide an objective judgmental analysis of the educational effectiveness of the program in meeting the Standards for an Accredited Educational Program for the Occupational Therapist.

NAME OF INSTITUTION  San Jose State University

ADDRESS  1 Washington Square, San Jose, CA 95192-0059

CHIEF EXECUTIVE OFFICER AND TITLE  Don Kassing, M.B.A., President

PROGRAM DIRECTOR AND TITLE  Marti Southam, Ph.D., OTR/L, FAOTA, Chair and Associate Professor

DATE OF ON-SITE EVALUATION  February 27-March 1, 2006

SECTION I: CHANGES IN PROGRAM INFORMATION

Significant differences noted in comparing self-study materials provided prior to the on-site evaluation with the information observed during the on-site are indicated below:

1. Institutional Accreditation Status ☐ 8. Support Service ☑
3. Number of Program Faculty ☐ 10. Physical Resources ☐
4. Program Faculty Qualifications ☐ 11. Student Selection Procedures ☐
5. Faculty Teaching Assignments ☐ 12. Statements of Fair Practice ☐
6. Number of Support Faculty ☐ 13. Continuing Program Evaluation ☐
7. Support Faculty Qualifications ☐ 14. Curriculum Content ☐
8. Fieldwork Experience ☐

Describe any changes indicated above (e.g., what they are, how they affect the program, students and/or faculty):

☒ No significant changes were noted.
☐ Changes are noted below:
SECTION II: ON-SITE EVALUATION PROCESS

SECTION II, PART A: INSTITUTIONAL REPRESENTATIVES INTERVIEWED

Individuals with whom the evaluators met during the on-site visit. (Refer to Appendix for names of representatives.)

1. Administrative Officer(s)          8. Program Graduates
2. Program Director                  9. Students
3. Occupational Therapy Faculty      Fieldwork (No. 5)
4. Institutional Faculty (non-OT)     Second Year (No. 13)
5. Fieldwork Educators               First Year (No. 11)
6. Employers of Program Graduates    Others (No. ___)
7. Advisory Committee Members        10. Others See Appendix

SECTION II, PART B: UNUSUAL CIRCUMSTANCES

Describe any unusual circumstances which may have affected this evaluation.

☒ No significant circumstances affected the accreditation process.
☐ Specific circumstances and their impact on the accreditation process are described below:

SECTION III: COMPLIANCE WITH THE STANDARDS

Assessment of the program’s compliance with each listed Standard is indicated by an "X".

RATING SCALES: 1 = Compliance   2 = Noncompliance

STANDARD A.1: SPONSORSHIP

A.1.1 Sponsoring institution is accredited by a recognized accreditation agency.

A.1.2 Sponsoring institution is legally authorized and has degree granting authority.

A.1.3 Fieldwork responsibilities are clearly documented in memo of understanding.

A.1.4 Both parties review each memo of understanding at least every 5 years.

A.1.5 Program is located in a senior college, university, or medical school.

A.1.6 Sponsoring institution assumes responsibility for both academic and clinical components.

ROSE/RAC: OT - Page 2
STANDARD A.1: SPONSORSHIP (continued)

Provide Standard number and rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item):

---

STANDARD A.2: ACADEMIC RESOURCES

<table>
<thead>
<tr>
<th>A.2.1</th>
<th>Program director (PD) is assigned to the OT program on a full-time basis.</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.2.2</td>
<td>PD is an initially certified OT with appropriate qualifications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.3</td>
<td>PD has comparable academic qualifications; senior faculty status; and relevant higher education experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.4</td>
<td>PD is responsible for management and administration of program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.5</td>
<td>PD and faculty qualifications and background are appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.6</td>
<td>OT faculty are responsible for development, implementation, and evaluation of FW. A FW coordinator is identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.7</td>
<td>OT faculty are initially certified with documented expertise in their area of teaching responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.8</td>
<td>OT faculty are sufficient in number and possess necessary expertise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.9</td>
<td>Faculty responsibilities are consistent with the mission of the institution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.10</td>
<td>Each full-time faculty member has a written professional growth and development plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.11</td>
<td>Program has a strategic plan congruent with the mission and the curriculum design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.12</td>
<td>The faculty/student ratio permits achievement of program objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.13</td>
<td>Clerical and support staff meets programmatic and administrative requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.14</td>
<td>A sufficient budget of regular institutional funds is allocated to the program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RATING SCALES: 1 = Compliance  2 = Noncompliance

---

ROSE/RAC: OT - Page 3
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.2.15</td>
<td>Classrooms and labs are provided consistent with program objectives.</td>
<td>1</td>
</tr>
<tr>
<td>A.2.16</td>
<td>Laboratory space is assigned to the OT program on a priority basis.</td>
<td></td>
</tr>
<tr>
<td>A.2.17</td>
<td>Space is provided to store and secure equipment and supplies.</td>
<td></td>
</tr>
<tr>
<td>A.2.18</td>
<td>PD and faculty office space is provided consistent with institutional practice.</td>
<td></td>
</tr>
<tr>
<td>A.2.19</td>
<td>Space is provided for private advising of students.</td>
<td></td>
</tr>
<tr>
<td>A.2.20</td>
<td>Appropriate and sufficient equipment and supplies are provided.</td>
<td></td>
</tr>
<tr>
<td>A.2.21</td>
<td>Students are given access to current evaluative and treatment technologies.</td>
<td></td>
</tr>
<tr>
<td>A.2.22</td>
<td>Students have ready access to a supply of current books, journals, etc.</td>
<td></td>
</tr>
<tr>
<td>A.2.23</td>
<td>Instructional aids and technology are available in sufficient quantity and quality.</td>
<td></td>
</tr>
</tbody>
</table>

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.)
STANDARD A.3: STUDENTS

A.3.1 Admission of students is made in accordance with clearly published criteria.
1  2  

A.3.2 Policies pertaining to standards for admission, etc., are readily accessible.
1  2  

A.3.3 Criteria for successful completion are given in advance to each student.
1  2  

A.3.4 Evaluation content and methods are consistent with the objectives and competencies.
1  2  

A.3.5 Evaluation of students is employed on a regular basis.
1  2  

A.3.6 Students are informed of and have access to health services provided to others.
1  2  

A.3.7 OT faculty are responsible for advising re: professional coursework and FW education.
1  2  

A.3.8 A mechanism is in place to ensure collaboration during FW experiences.
1  2  

A.3.9 OT faculty have access to referral resources and make them available to students.
1  2  

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.):
STANDARD A.4: OPERATIONAL POLICIES

A.4.1 All program publications and advertising accurately reflect the program offered.
A.4.2 Accreditation status and ACOTE’s name, address, and telephone number are published.
A.4.3 Faculty/student recruitment/employment/admission procedures are nondiscriminatory.
A.4.4 Graduation requirements, tuition, fees are accurately stated, published, and made known.
A.4.5 Student and faculty grievance policy/procedure is defined and published.
A.4.6 Withdrawal/refund policies/procedures are published and made known.
A.4.7 Probation, suspension, dismissal policies/procedures are published and made known.
A.4.8 Human research protocol and safety policies/procedures are published and made known.
A.4.9 Program admitting on basis of ability to benefit publicizes assessment measures.
A.4.10 Progression, graduation, credentialing requirements are published and made known.
A.4.11 Policy for timely completion of graduation and fieldwork requirements is published.
A.4.12 Records are maintained and kept in a secure setting.

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item):
RATING SCALES: 1 = Compliance  2 = Noncompliance

STANDARD A.5: CURRICULUM FRAMEWORK

A.5.1 OT program mission is consistent with sponsoring institution.  

A.5.2 OT program philosophy reflects profession's philosophy and includes beliefs about learning.

A.5.3 Curriculum design:
- Reflects the program's and institution's mission and philosophy.
- Provides the basis for program planning, implementation, and evaluation.
- Identifies educational goals and selection of content, scope and sequencing.

A.5.4 Didactic instruction and supervised practice follow a plan documenting appropriate learning experiences.

A.5.5 Instruction follows a plan that documents clearly written course syllabi.

A.5.6 Instruction follows a plan that documents evaluation of students on a regular basis.

STANDARD A.6: PROGRAM EVALUATION

A.6.0 Ongoing Program Review:
- Program has continuing system for reviewing program effectiveness.
- Timely reports are prepared to aid in assessing program qualities and needs.

A.6.1 Program secures and analyzes sufficient qualitative and quantitative information. This information includes (as a minimum):
- Faculty effectiveness in their assigned teaching responsibilities.
- Students' progression through the program.
- Graduates' performance on the National Board for Certification in Occupational Therapy (NBCOT) exam.
- Graduate job placement and performance based on employer satisfaction.

*(Developing programs with no graduates must document a full plan for program evaluation including an assessment of outcomes.)*

A.6.2 Results of ongoing evaluation are appropriately reflected.

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.):
STANDARD B.1: FOUNDATIONAL CONTENT REQUIREMENTS

B.1.1 Oral and written communication skills.  
B.1.2 Logical thinking, critical analysis, problem solving, and creativity.  
B.1.3 Competence in basic computer use.  
B.1.4 Structure and function of the human body including biological and physical sciences.  
B.1.5 Human development throughout the life span.  
B.1.6 Concepts of human behavior including behavioral and social sciences.  
B.1.7 Role of sociocultural, socioeconomic, diversity factors, and lifestyle choices.  
B.1.8 Influence of social conditions and ethical context.  
B.1.9 Ability to use statistics, tests, and measurements.  

STANDARD B.2: BASIC TENETS OF OCCUPATIONAL THERAPY

B.2.1 Importance of history and the philosophical base of OT.  
B.2.2 Differentiation among occupation, activity, and purposeful activity.  
B.2.3 Meaning and dynamics of occupation and purposeful activity.  
B.2.4 Articulation of the unique nature and value of occupation.  
B.2.5 Importance of the balance of performance areas to achievement of health and wellness.  
B.2.6 Role of occupation in the promotion of health and prevention of disease.  
B.2.7 Effects of health, disability, disease processes, and traumatic injury.  
B.2.8 Ability to analyze tasks relative to performance areas, components, and contexts.  
B.2.9 Appreciation for the individual's perception of quality of life, well being, and occupation.  
B.2.10 Need for and use of compensatory strategies.  

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.).
RATING SCALES:  1 = Compliance  2 = Noncompliance

STANDARD B.3: OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES

<table>
<thead>
<tr>
<th>B.3.1</th>
<th>Theories that underlie the practice of OT.</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.3.2</td>
<td>Models of practice and frames of reference that are used in OT.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.3.3</td>
<td>How theories, models of practice, and frames of reference are used.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.3.4</td>
<td>How history, theory, and sociopolitical climate influence practice.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.3.5</td>
<td>Apply theoretical constructs to evaluation and intervention with clients.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.3.6</td>
<td>Basic understanding of theory development and its importance to OT.</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

STANDARD B.4: SCREENING AND EVALUATION

<table>
<thead>
<tr>
<th>B.4.1</th>
<th>Use of standardized and non-standardized screening tools.</th>
<th>☒</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.4.2</td>
<td>Selection of appropriate assessment tools based on client need.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.3</td>
<td>Use of appropriate procedures and protocols when administering assessments.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.4</td>
<td>Importance of cooperation with the OTA as a data gatherer and contributor.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.5</td>
<td>Ability to interpret criterion referenced and norm referenced standardized test scores.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.6</td>
<td>Factors that might bias assessment results.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.7</td>
<td>Interpretation of evaluation data in relation to uniform terminology.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.8</td>
<td>Ability to use safety precautions with clients during screening and evaluation.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.9</td>
<td>Identification of when it is appropriate for referral to specialists for additional evaluation.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.4.10</td>
<td>Documentation of OT services in screening and evaluation.</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.)
RATING SCALES:  1 = Compliance   2 = Noncompliance

STANDARD B.5: INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION

B.5.1 Interpretation of evaluation findings.
B.5.2 Development of occupationally based intervention plans and strategies.
B.5.3 Provision of evidence-based effective therapeutic intervention.
B.5.4 Employment of relevant occupations and purposeful activities.
B.5.5 Use of individual and group interaction and therapeutic use of self.
B.5.6 Use of appropriate home and community programming.
B.5.7 Ability to educate and train client/family/significant others to facilitate skills.
B.5.8 Ability to use the teaching-learning process with client/family/significant others.
B.5.9 Ability to interact through written, oral, and nonverbal communication.
B.5.10 Use of therapeutic adaptation with occupations pertinent to the need of the client.
B.5.11 Ability to grade and adapt tasks related to performance areas and components.
B.5.12 Ability to teach compensatory strategies.
B.5.13 Ability to use safety precautions with the client during therapeutic intervention.
B.5.14 Skills in supervising and collaborating with OTAs on therapeutic interventions.
B.5.15 Ability to refer to specialists for consultation and intervention.
B.5.16 Monitoring and reassessment of the effect of OT intervention.
B.5.17 Planning for discharge.
B.5.18 Organization, collection, and analysis of data for evaluation of practice outcomes.
B.5.19 Termination of occupational therapy services.
B.5.20 Documentation of OT services for the intervention plan.

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.)
RATING SCALES: 1 = Compliance  2 = Noncompliance

STANDARD B.6: CONTEXT OF SERVICE DELIVERY

B.6.1 Models of health care, education, community, and social systems as related to OT.  

B.6.2 Current policy issues that influence the practice of OT.  

B.6.3 Current social, economic, political, geographic, and demographic factors.  

B.6.4 Role and responsibility of the practitioner to address and effect changes.  

B.6.5 Trends in models of service delivery and effect on OT practice.  

B.6.6 Influence of international OT contributions to education, research, and practice.  

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.):
<table>
<thead>
<tr>
<th>STANDARD B.7: MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.7.1 Variety of systems and service models and effect on service provision.</td>
</tr>
<tr>
<td>B.7.2 Knowledge of factors that influence the delivery of health care in the U.S.</td>
</tr>
<tr>
<td>B.7.3 Implications and effects of federal and state regulatory and legislative bodies.</td>
</tr>
<tr>
<td>B.7.4 Governmental and policy issues that affect the provision of OT services.</td>
</tr>
<tr>
<td>B.7.5 Applicable national and state requirements for credentialing.</td>
</tr>
<tr>
<td>B.7.6 Various reimbursement mechanisms that affect OT practice.</td>
</tr>
<tr>
<td>B.7.7 Advocacy for the profession and due process and appeals system.</td>
</tr>
<tr>
<td>B.7.8 Resources a practitioner can use to respond to changes in the marketplace.</td>
</tr>
<tr>
<td>B.7.9 Principles of time management.</td>
</tr>
<tr>
<td>B.7.10 Maintenance and organization of treatment areas, equipment, and supply inventory.</td>
</tr>
<tr>
<td>B.7.11 Maintenance of records as required.</td>
</tr>
<tr>
<td>B.7.12 Program improvement measures and ongoing service delivery assessment.</td>
</tr>
<tr>
<td>B.7.13 Planning, development, and organization of delivery of services.</td>
</tr>
<tr>
<td>B.7.14 The supervisory process of OT and non-OT personnel.</td>
</tr>
<tr>
<td>B.7.15 Strategies for effective use of professional and non-professional staff.</td>
</tr>
<tr>
<td>B.7.16 Ongoing professional responsibility for providing fieldwork education.</td>
</tr>
<tr>
<td>B.7.17 Skills to formulate and manage teams for effective service provision.</td>
</tr>
<tr>
<td>B.7.18 Use of outcome studies analysis to direct administrative changes.</td>
</tr>
<tr>
<td>B.7.19 Fundamental marketing skills to advance the profession.</td>
</tr>
</tbody>
</table>

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.)
STANDARD B.8: USE OF RESEARCH

B.8.1 Importance of research for practice and continued development of OT.

B.8.2 Use of professional literature to make informed practice decisions.

B.8.3 When and how to find and use national and international information resources.

B.8.4 Understanding and interpretation of basic descriptive, correlational, and inferential statistics.

B.8.5 Understanding and critiquing research studies.

B.8.6 Importance of scholarly activities.

B.8.7 Design and implementation of beginning-level research studies.

B.8.8 Basic skills necessary for publication and presentation of research projects.

B.8.9 Basic understanding of the process of securing grants.

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.)
<table>
<thead>
<tr>
<th>STANDARD B.9: PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.9.1 AOTA Code of Ethics, Core Values and Attitudes of OT, and Standards of Practice.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.2 Functions and influence of national, state, and local OT associations.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.3 Promotion of occupational therapy by educating others.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.4 Personal responsibility for planning ongoing professional development.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.5 Professional responsibilities related to liability concerns.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.6 Personal and professional abilities and competencies.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.7 Varied roles of the OT as practitioner, educator, researcher, and entrepreneur.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.8 Importance of professional relationships between the OT and OTA.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.9 Professional responsibilities when service provision is on a contractual basis.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.10 Approaches to use in resolving personal and organizational ethical conflicts.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.11 Variety of informal and formal ethical dispute resolution systems.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.12 Assisting the consumer in gaining access to occupational therapy services.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B.9.13 Advocacy for the benefit of the consumer and the profession.</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.)
RATING SCALES: 1 = Compliance  2 = Noncompliance

STANDARD B.10: FIELDWORK EDUCATION

B.10.1 Plan is documented to assure collaboration between academic and FW representatives. ☐ ☐

B.10.2 Ratio of fieldwork educators to students enables proper supervision. ☐ ☐

B.10.3 Fieldwork agreements are sufficient in scope and number. ☐ ☐

B.10.4 Fieldwork is conducted in appropriate settings. ☐ ☐

B.10.5 All aspects of the FW program are consistent with the curriculum design. ☐ ☐

B.10.6 Program ensures that Level I FW is not substituted for any part of Level II FW. ☐ ☐

B.10.7 Program documents all Level I FW experiences provided to students. ☐ ☐

B.10.8 Program documents mechanisms for formal evaluation of Level I FW performance. ☐ ☐

B.10.9 Program recognizes variety of FW sites; minimum of 1 setting, maximum of 4 settings. ☐ ☐

B.10.10 Minimum of equivalent of 24 weeks of full-time Level II FW is required. ☐ ☐

B.10.11 Program ensures that the Level II FW student is supervised by qualified OT. ☐ ☐

B.10.12 Program ensures that supervision provides protection of consumers and opportunities for appropriate role modeling of OT practice. ☐ ☐

B.10.13 Program documents an adequate plan for supervision where no OT is on site. ☐ ☐

B.10.14 Program ensures proper supervision and length for Level II FW outside the U.S. ☐ ☐

Provide rationale for each item rated as "Noncompliance". (See page 18 for the areas of noncompliance relating to each item.)
SECTION IV: SUMMARY

SECTION IV, PART A: MAJOR STRENGTHS OF THE PROGRAM

1. The occupational therapy program benefits from the support of the president of the university and the dean of the College of Applied Sciences and Arts. These administrators view occupational therapy as an important part in the enactment of the mission of the university and the college. They are supportive of the occupational therapy practicum clinics, the search for space for the developing Center for Autism Research and Education Services (CARES), and the developing doctorate in occupational therapy. The efforts that the dean has made to understand occupational therapy and the program’s educational model are particularly impressive.

2. The occupational therapy program director is highly qualified and exhibits a leadership style that is conducive to the faculty culture and to developing the program both administratively and educationally. She has successfully generated revenue streams for the program to aid the faculty in national and international scholarly activities and to enhance the acquisition of instructional technology.

3. The faculty expresses a passion for teaching and a commitment to fostering students’ intellectual, emotional, and professional development. Students cited the availability and expertise of the faculty as an important strength of the program. As a group, the credentials of the occupational therapy faculty are uncommonly strong. Additionally, the faculty has maintained a high level of productivity as researchers, writers, and presenters.

4. The program is fortunate to have a highly capable fieldwork coordinator who manages a large number of clinical contracts. Fieldwork educators consistently reported that the communication with the clinical sites is strong, timely, and responsive to their needs. Additionally, she helped develop the innovative, community-based Practicum I course in which students lead occupation-based groups with a wide variety of clients in a number of community agencies. Launching the new Practicum I model required educating site supervisors and instituting new student assessment measures.

5. The process by which the faculty developed the pedagogical philosophy for the revised curriculum was scholarly and reflective of the group’s commitment to improving learning outcomes. Through their extensive educational research and discussions, the group launched a comprehensive reform of their teaching strategies to be more aligned with constructivist approaches to how people learn.

6. The faculty are congratulated for their high level of creativity in designing learning experiences that enliven the didactic instruction. Specifically, they design courses and experiences that actively engage students in occupational therapy history, education strategies for therapists, collaboration with occupational therapy assistants, the principles of a therapeutic relationship, and principles and application of the Occupational Therapy Practice Framework.

7. The students are congratulated for exhibiting enthusiasm and passion for their chosen profession and learning community. They clearly articulate the learning principles upon which the curriculum is based and they embrace client-centered and evidence-based practice as foundations for reasoning and interacting with clients. The diversity of students within the program and the university is an asset and consistent with the program’s mission to graduate culturally competent practitioners.

8. The Student Occupational Therapy Association is commended for its work to secure money for the Student Emergency Fund to assist peers who experience hardships. With the support of the department, the students are also sponsoring a therapist from a developing country to attend the Congress of the World Federation of Occupational Therapists in Sydney this summer.
SECTION IV, PART A: MAJOR STRENGTHS OF THE PROGRAM (continued)

9. The library liaison for occupational therapy is a vital contributor to student learning. She assists students in developing the skills that support evidence-based practice, flexibility, and critical thinking. Through lectures and an online course, she provides knowledge and skills to students in information literacy. Students and faculty identified her expertise as an asset to the program.

10. In the on-site occupational therapy clinics and under the direct supervision of faculty, students provide service to clients with physical, mental, and developmental disabilities. Not only do the clinics provide an invaluable learning experience for students, they also meet the needs of clients in the community who would not otherwise receive these services.
SECTION IV, PART B: SUGGESTIONS TO ENHANCE THE PROGRAM

Suggestions: Suggestions are items related to broadening or enrichment of programs. They are listed in order of the Standards and may be accompanied by an explanation. (Reference to the number of the related Standard appears after each Suggestion.) No response is required.

1. While the strategic plan outlines the goals, objectives, and strategies for achieving the mission of the occupational therapy program, it is suggested that language from the curriculum design be incorporated to increase consistency across these documents. [Standard A.2.11]

2. Although the fieldwork coordinator is able to carry out a dynamic fieldwork program, through additional assistance with routine clerical duties, the fieldwork coordinator could spend more time serving as a resource to fieldwork educators, visiting sites, and developing new sites in emerging practice areas. [Standard A.2.13]

3. Although there are evaluations in place that meet the Standard, course assignments and grading rubrics might be evaluated for the degree to which they explicitly communicate the expectations for, and assess the development of, clinical reasoning and critical thinking--two important threads in the curriculum design. [Standard A.3.4]

4. While faculty were able to clearly describe the links between the mission of the occupational therapy program and the university, it is suggested that faculty review the language of the mission to more strongly reflect the spirit of community partnership and service that it inspires. [Standard A.5.1]

5. While faculty and students were able to articulate learning activities and assessment methods for specific content areas and examples of both were found in course materials, it is suggested that objectives be added to course syllabi, thereby reinforcing the importance of these content areas to students. [Standard A.5.5]

These content areas include:

- B.2.2 Be able to differentiate among occupation, activity, and purposeful activity.
- B.2.4 Be able to articulate to the consumer, potential employers, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation for the client.
- B.2.5 Acknowledge and understand the importance of the balance of performance areas to the achievement of health and wellness.
- B.4.9 Identify when it is appropriate for referral to specialists, internal and external to the profession, for additional evaluation.
- B.5.3 Provide evidence-based effective therapeutic intervention related to performance areas, performance components, and performance contexts directly and in collaboration with the client and others.
- B.5.15 Demonstrate the ability to refer to specialists both internal and external to the profession for consultation and intervention.

6. While the program gathers data that is used in curriculum changes and changes to the strategic plan, it is suggested that consideration be given to constructing a system to efficiently track program changes made as a result of analysis of program data. Such a system might include a chart, grid, or other strategy for easily tracking program evaluation data, changes made in response to the data, and results. [Standard A.6.2]

7. Although the program meets the standards regarding the research project, it is suggested that the faculty continue to refine the model used for the master's project in order to create an experience which would be effective for students and efficient for faculty. [Standard B.8.7]
SECTION IV, PART B: SUGGESTIONS TO ENHANCE THE PROGRAM (continued)

8. While the experience for students blending fieldwork and academic learning is well developed, given the program has changed, it is suggested that the program provide additional education to the fieldwork educators regarding the revised program philosophy and curriculum design. Special emphasis may be given to the themes of critical thinking, clinical reasoning, and collaborative learning and how these themes translate into fieldwork education. This could strengthen the link between didactic instruction and the fieldwork experience. [Standard B.10.4]
SECTION IV, PART C: NONCOMPLIANCE WITH THE STANDARDS

Areas of Noncompliance: Cited areas are based on noncompliance with the referenced Standard(s) and are listed in order of the Standards. Reference to the number of the related Standard appears after each area. A response is required.
SECTION V: ACCREDITATION ACTION

The Accreditation Council for Occupational Therapy Education (ACOTE®) has reviewed the Report of On-Site Evaluation and has voted that the status of the occupational therapy program offered on the

- baccalaureate degree level
- post-baccalaureate certificate level
- professional master's degree level
- combined baccalaureate/master's degree level
- entry-level doctoral degree level

at ____________________________
San Jose State University, San Jose, California

be ____________________________
ACCREDITATION

If areas of noncompliance are cited in this report, the program must submit a Plan of Correction (three copies) to ACOTE on or before:

______________________________

The on-site evaluators were Christine L. Hirschmann, M.S., OTR/L, BCG, FAOTA (Team Chairperson) and Barbara Hooper, Ph.D., OTR/L

______________________________
ACOTE Review Coordinator
JoAnne Wright, Ph.D., OTR/L

April 24, 2006
(date)

______________________________
Chairperson; ACOTE
Paula Kramer, Ph.D., OTR/L, FAOTA

NOTE: Any institution or program that elects to make a public disclosure of the results of an ACOTE accreditation visit must accurately disclose:


- Complete information regarding ACOTE's findings (i.e., strengths, suggestions, areas of noncompliance, and ACOTE's final accreditation action). Strengths cited in the report may not be published without also publishing any cited suggestions or areas of noncompliance.
APPENDIX

Included below is information which clarifies or amplifies the report, including the names, credentials, titles, and if appropriate, facility/institution of representatives with whom the evaluators met. For clarity and consistency, the following headings are recommended as appropriate to the program: Administration; Occupational Therapy Faculty; Institutional Faculty; Fieldwork Educators; Employers of Program Graduates; Advisory Board Members; Recent Graduates; Students (Fieldwork, Second Year, First Year, Others); Others (Internal and external). Note that individuals serving dual roles (i.e., fieldwork educators/employers) may be designated with an asterisk.

Administration
Don Kassing, M.B.A., President
Inger Sagatun-Edwards, Ph.D., Dean, College of Applied Sciences and Arts

Occupational Therapy Faculty
Marti Southam, Ph.D., OTR/L, FAOTA, Chair and Associate Professor
Lynne Andonian, MID, OTR/L, Assistant Professor
Elizabeth Cara, Ph.D., OTR/L, Associate Professor
Alison George, M.S., OTR/L, Lecturer
Amy Killingsworth, M.S., OTR/L, Professor
Anne MacRae, Ph.D., OTR/L, FAOTA, Professor
Heidi McHugh Pendleton, Ph.D., OTR/L, FAOTA, Professor
Pamela Richardson, Ph.D., OTR/L, FAOTA, Associate Professor
Winifred Schultz-Krohn, Ph.D., OTR/L, FAOTA, Associate Professor
Kathleen Barker Schwartz, Ph.D., OTR/L, FAOTA, Professor
Jerilyn (Gigi) Smith, M.S., OTR/L, Fieldwork Director and Lecturer
Rondalyn Whitney, MOT, OTR/L, Lecturer

Fieldwork Educators and Employers of Program Graduates
Deborah Bolding, M.S., OTR/L, BCP, CHT – Stanford Hospital (Physical Disabilities & Mental Health)
Kohar Enemark, MPH, CHES, OTR/L - Lighthouse Project (Pediatrics)*
Joyce Fries, M.S., OTR/L – Scripps Mercy Hospital (Physical Disabilities & Mental Health)*
Eric Lipton, OTR/L - Palo Alto VA (Physical Disabilities)
Michelle VanLeneep, OTR/L - Learning Services (Mental Health/Psychosocial)*
Carol White, OTR/L – Plum Tree (Skilled Nursing, Physical Disabilities rehab)*

(*denotes employer of program graduates)

Recent Graduates
Eva Corralejo, OTR
Kavita Iyengar, OT
Becca O’Callahan, OTR/L

Students
Fieldwork Level II Students
Deb Fletcher
Lauren Harrell
Tea Johnson
Julianna Keeler
Bright Sewor

2nd Year Graduate Students
Karin Abenheim
Luriza Bankston
Toni Giusti
Denise Kageura
Kelly Powell
Christina Steeley

ROSE/RAC: OT - Page 22
APPENDIX (continued)

1st Year Graduate Students
Laurie Foster
Amy Kleffer
Lisa Lawlor
Rachel Myers
Eilene Ozawa
Mercedes Robles-Nateghian
Cecilia Su

BS Senior Year Students
Dina Cole
Shana Furr
Michelle Hale
Melyrose La Penia
Adele Shafer

BS Junior Year Students
Chris Balaqtas
Cherlene Bauzon
Shila Cabrillos
Carlie Hill
Reagan Hoffman
Pooja Shah

Others
Christina Peterson, Librarian for Occupational Therapy, Nursing & Environmental Studies
INTRODUCTION