

Admission Packet

Dear Prospective Occupational Therapy Assistant Student,
Thank you for your interest in the Casper College Occupational Therapy Assistant Program. This intensive program is completed in **five academic semesters**, followed by **four months of fieldwork**. Casper College offers high-level instruction with the benefit of individualized attention and access to excellent clinical settings in Wyoming and surrounding states.

Program Accreditation and Contact

The Casper College OTA Program is accredited by the **Accreditation Council for Occupational Therapy Education (ACOTE)** of the American Occupational Therapy Association (AOTA).

- **Address:** 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814
- **Telephone:** (301) 652-2682
- **Web:** <http://www.acoteonline.org>
- **Accreditation Status:** Initial accreditation in 1997; most recent reaccreditation in 2022; next scheduled reaccreditation is 2031/2032.

Admission and Program Structure

All potential students can provisionally start the two beginning COTA classes in the fall semester. Full acceptance is granted only after a review process in October of the first fall semester, provided all requirements are met.

- **Attendance Policy:** The first fall semester classes can be taken online. Following semesters all lecture and lab courses are offered on the Casper College campus following a sequenced schedule. On-campus attendance is required.
- **Admission Requirements (for full acceptance):** A minimum cumulative GPA of 2.5 and a grade of "C" or higher in all required Associate of Science degree courses completed by the end of the first fall semester.
- **Enrollment Limit:** To ensure an optimal laboratory experience, the program is designed for a 1:12 student-to-faculty ratio, admitting the top 12 candidates who meet all requirements. Qualified candidates exceeding this limit may be placed on a waiting list.
- **Program Maintenance:** Upon full acceptance, students must maintain a grade of "C" or higher in all required OTA courses.

Next Steps and Mandatory Requirements

Please review the enclosed packet for detailed prerequisites and eligibility requirements. Note that all first-semester OTA students must fulfill several critical requirements, including vaccinations, CPR certification, and a background check. Consult with the Program Director for specific details.

Occupational Therapy Assistant

Occupational therapy is the art and science of directing participation in selected tasks to restore, reinforce and enhance performance; to facilitate learning of skills and functions essential for adaptation and productivity; to diminish or correct pathology; and to promote and maintain health.

Its fundamental purpose is the development and maintenance of the capacity to perform those tasks and roles essential to productive living and to the mastery of self and the environment.

Occupational therapy assistants help clients with rehabilitative activities and exercises outlined in a treatment plan developed in collaboration with an occupational therapist. Activities range from teaching the proper method of moving from a bed into a wheelchair, to teaching energy conservation and joint protection techniques. Occupational therapy assistants monitor an individual's activities to make sure they are performed correctly and to provide encouragement. Occupational therapy assistants may work in many settings and with many diagnoses including: hospital, out-patient clinic, child development centers, mental health facilities, school systems, and developmental disability programs, transitional or residential living facilities.

Accreditation

Accredited programs must comply with the Standards of the Accredited Educational Program for Occupational Therapy Assistant. The Casper College Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. AOTA's phone number is (301) 652-2682 and email address is <https://acoteonline.org/>. The Casper College Occupational Therapy Assistant Program was initially accredited in 1997, and reaccredited in 2002 and 2012, 2022, with next accreditation for 2031/2032.

State Authorization Reciprocity Agreement (SARA) Compliance

Casper College is required to comply with any state regulations before educational classes can take place within that state. The regulations for any state and Casper College's ability to comply with these regulations will determine whether you may enroll in a course. Courses that are regulated include offering online and/or campus-based courses as well as fieldwork rotations. Casper College participates in the [National Council of State Authorization Reciprocity Agreement \(NC-SARA\)](#). Once you have graduated from the Occupational Therapy Assistant Program, you will be eligible to take the national test through [National Board for Certification in Occupational Therapy \(NBCOT\)](#). Earning your certification will make you eligible to apply for occupational therapy assistant jobs in the United States. Each state will have its own licensure requirements. The Wyoming Board of Occupational Therapy is available here, [Wyoming Board of Occupational Therapy](#).

Student Certification and Licensure

Upon successful completion of both academic and fieldwork education, a student is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) administered by the [National Board for Certification of Occupational Therapy](#). After successful completion of the NBCOT exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). Many states also require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Check with the State Licensing Board for each state's requirements.

States have similar requirements for obtaining a license, but not identical. It is recommended that you look at the specific state licensure requirements and always refer to the state occupational therapy regulatory agency. Please refer to [AOTA's website](#) for further questions.

To earn your license, you will need to:

1. Successfully graduate from Casper College's accredited OTA program.
2. Apply for and pass your OTA, [NBCOT Certification Exam](#).
3. Apply for a license within your state of interest and pay a fee for your license

Impact of a Felony on National Certification

Upon successful graduation from the Casper College Occupational Therapy Assistant Program students are required to take a National Exam. Applicants that apply for the [NBCOT®](#) Certification Examination for CERTIFIED OCCUPATIONAL THERAPY ASSISTANT COTA® (COTA) must answer each of the following questions on the examination application:

- Have you ever been charged or convicted of a felony? (NOTE: Candidates must answer affirmatively even if records, charges, or convictions have been pardoned, expunged) released or sealed.)
- Have you ever had any professional license, registration, or certification revoked, suspended or subject to conditions by a regulatory authority or certification board?
- Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
- Have you ever been suspended and/or expelled from a college or university? If the answer to any of these questions is "yes," the candidate must submit the following information to NBCOT®'s Regulatory Affairs Department:
 - An explanation of events of the incident(s) to which the candidate answered, "yes"
 - Copies of official documentation related to the incident(s); and
 - Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.

[NBCOT®](#) will review the information submitted on an individual basis and determine whether the incident(s) has a direct relationship to a potential violation(s) of the Candidate/Certificate Code of Conduct. NBCOT®'s Qualifications and Compliance Review Committee may impose sanctions, including barring a candidate from becoming certified by NBCOT® either indefinitely or for a designated period. See www.NBCOT.org for more information.

Contents

Accreditation	3
State Authorization Reciprocity Agreement (SARA) Compliance	3
Student Certification and Licensure	3
Impact of a Felony on National Certification	4
Occupational Therapy Assistant Program Mission Statement	6
OTA Program Philosophy	6
OTA Curriculum Design Overview	7
OTA Curriculum Design	8
OTA Program Outcomes	9
Distance Education	10
Admission requirements	10
Core Performance Standards	11
Clinical Accessibility Policy Statement	12
Casper College Occupational Therapy Assistant Program Advising Process	13
Associate Degree Occupational Therapy Assistant Applicant Eligibility	15
Applicant Criteria and Ranking Process	15
Transfer Credit and Credit for Prior Learning	17
Advanced Placement Policy	17
Advanced Placement Student Evaluation	18
Advising for Admitted and enrolled Occupational Therapy Assistant Students	20
Level II Fieldwork Students-	21
Academic Progression Policy	21
Re-admission Criteria	23
Unsuccessful Students	23
Estimated Expenses	25
Financial Aspects for the Casper College OTA Program	25
Outline of approximate Fees for the OTA program	26
Breakdown of Semester costs (approximate)	27
Books and Supplies	30
Application to the Occupational Therapy Assistant Program	31

“Occupational therapy values the person’s unique use of occupations they find meaningful in their everyday life to live life with intention, purpose, health and wellness.”

Occupational Therapy Assistant Program Mission Statement

The Mission of the Casper College Occupational Therapy Assistant program is to provide an environment that encourages students of diverse learning styles, ages and backgrounds an opportunity to gain **mastery** over their education at the associate level through the progression of **academic** and **experiential** learning opportunities. Each semester, students gain greater confidence, cultivate critical thinking, and demonstrate enriched professionalism essential to work as a generalist occupational therapy assistant. Through the learning opportunities, students will view themselves and their clients as holistic, **occupational** beings and appreciate the importance of occupation-based activities to improve the lives of those they encounter. By the end of the program students are invested in the importance of lifelong learning and **stewardship** of the occupational therapy profession, populations served, and their communities.

OTA Program Philosophy

It is the philosophy of the Occupational Therapy Assistant program that humans are self-directed, adaptive, and **holistic, occupational beings**. Students enter the program with unique and diverse life experiences, seeking additional understanding of themselves, others and the world in which they live. Occupational engagement is central and critical to the promotion of health and wellness for self, populations and communities. The promotion and sustainability of the profession relies on the **stewardship** of occupational therapy practitioners both current and upcoming. The definition of **stewardship** to the Occupational Therapy Assistant program is the act of advocacy for self and others, ethical practice, team building and collaboration, **lifelong dedication**, and managing the care of others in which we are entrusted. **Stewardship** is gained following Bloom’s Taxonomy, Schkade & Shultz’s Occupational Adaptation Model and Erikson’s Stages of Psychosocial Development.

Bloom’s Taxonomy progresses students’ **critical thinking** skills from basic knowledge to generalist practitioners, emphasizing psychosocial theory and the importance of **occupation-based** practice. In the view of the Occupational Therapy Assistant program’s curriculum, learning is the active development of knowledge through **academic and experiential learning** opportunities, which occurs through engagement, problem-solving, and **critical thinking**. Progression through the program begins with cultivating knowledge and comprehension, advancing towards application and analysis, followed by synthesis and evaluation, and ending with in vivo fieldwork experience. At the end of the program, students will have **mastered** the ability to make informed decisions with sound judgment necessary for generalist clinical practice.

The Occupational Therapy Assistant program utilizes **Occupational** Adaptation to guide and develop students into their new professional role as an occupational therapy assistant. Upon entry into the program, students encounter new academic, **occupational**, and environmental challenges. The curriculum and cultural environment of the program encourages active engagement, **mastery** of academic skills, cultivation of professionalism and self-advancement. It is through student engagement with meaningful learning opportunities that students develop adaptation and mastery over these challenges. The academic environment is designed to challenge and support the diverse learning styles, ages and backgrounds of students.

Erikson's psychosocial developmental theory is used to support and progress students from trust to ego integrity. The OTA program understands that students come from diverse life experiences with unique learning styles, and of different ages and backgrounds. However, most students will still follow the psychosocial stages throughout their academic career as this is a new and challenging experience. As stated in the Occupational Adaptation model above and in support of Erikson's psychosocial stages of development, the program creates a supportive and trusting environment by understanding that students learn differently as well as handling challenging situations in diverse ways. The OTA program understands this and helps students to develop their autonomy through the progression of the program. This transformation of personal and professional growth is guided by following and **mastering** Erikson's psychosocial stages of development. Graduates will demonstrate professional identity as an occupational therapy assistant and a sense of integrity regarding their role and **stewardship** in the profession and communities served.

OTA Curriculum Design Overview

In the view of the Casper College OTA Program, learning is the **mastery** of knowledge through a supportive and challenging environment and **academic and experiential learning**, thereby cultivating **critical thinking** and professionalism. The Casper College OTA Program's curriculum is guided by Bloom's Taxonomy from simple to complex, along with Schkade & Schultz Occupational Adaptation model to provide a challenging and supportive learning environment. The learning environment is unique by providing students with direct access to a therapy gym, assistive technology lab, occupations lab, kitchen classroom, private study rooms, outdoor learning space, library resources, and technology. The OTA Program faculty also utilize Erik Erickson's psychosocial stages of development to guide and develop each student's transition towards a generalist entry level practitioner. The classes are intentionally sequenced to develop mastery over entry level occupational therapy skills. The faculty teaches through a variety of approaches, intended to actively engage individuals and integrate occupational therapy knowledge through active discussions, hands on, simulation, role-playing, community engagement, active self-reflection, critical thinking, and evaluation.

The CC OTA program is six consecutive semesters in length with a total of 78 credit hours. Fall semester is considered a curricular Level I semester. Students apply to the OTA program during this fall semester, upon being accepted into the OTA program the students start the official program spring semester. The initial spring semester OTA classes are curricular Level I and Level II. The curricular levels continue until completion of the OTA program.

Although the OTA program is not a distance education program, we believe in utilizing the Learning Management System, Moodle, to enhance delivery options for diversified learning needs. Thus, some courses are available completely online, hybrid, or face to face to meet the occupational adaptation learning needs of students.

OTA Curriculum Design

Level I- The first curriculum level focuses on knowledge and comprehension of introductory principles, and adaptation to concepts to set the foundation of the occupational adaptation levels. These classes create **academic, experiential and occupational** challenges to facilitate mastery of skills necessary to progress to the next level. The occupational therapy assistant students are enrolled

in foundational classes, introduced to the occupational therapy assistant club, become acquainted with level II occupational therapy assistant students and provided with academic **support** relevant to their needs. Within this level students are academically challenged and participate in various experiential learning environments, supported by teachers and other resources available at the college, instilling **trust** and the ability to **adapt** within this environment. There are many moving components within this first level to help students develop the trust needed to move on to the next step of autonomy. Autonomy develops half way through their first level due to how the curriculum is designed. Students learn new methods of study skills, problem solving strategies, cultivation of professional behaviors, to support their identity development as an occupational therapy assistant student.

Level I courses include- the occupational readiness courses including: ZOO 2015 Anatomy, ZOO 2025 Physiology, PSY 1000 General Psychology, ENGL 1010 English Composition I, ENGL 1020, English Composition II, OCTH 2000 Introduction to Occupational Therapy, COTA 2300 Fieldwork Integration I, COTA 2020 Human Occupations and Life Roles, PEAC Physical Education, MATH 1000 Problem Solving, POLS 1000 US and Wyoming Government, General Electives.

Level II- Courses in curriculum Level II provide **application and analysis of knowledge** gained in the level I courses to concept. These classes are based on academic **and experiential** challenges to further advance the students' knowledge in themselves as well as the **holistic occupational** based needs of future patient populations. The classroom environments at this level challenges and demands mastery of adapting to their new-found personal awareness and understanding of differing views. Competency at this level includes beginning **skill development** and concept integration. Upon being supported and encouraged throughout the other stages the transition naturally starts to flow and develop in academic and non- academic **environments** and situations. By the end of the semester students transition into the stage of **initiative** regarding their occupational needs. Second semester students begin to develop their **identity** through academic and experiential learning opportunities to validate the student's identity and personal strengths as well as the relationship to occupational therapy. The **intimate** experiential aspect of the class is hands-on engagement and feedback from peers and others. Students' strengths are emphasized during the application resulting in a natural boost of confidence in themselves and their abilities. The experiential classrooms directly develop the students' strengths and confidence by creating the identity of an occupational therapy assistant and the values of **stewardship**, for their profession, populations, and community. By the end of this semester, students have created an intimate and supportive environment in peers, community members, and faculty.

Level II courses include- KIN 2050 Functional Kinesiology, COTA 2420 Clinical Conditions, COTA 2200 Therapeutic Approaches I, COTA 2150 Group Dynamics, COTA 2310 Fieldwork Integration II, COTA 2320 Fieldwork Integration III, COTA 2350 Clinical Theory and Practice I,

COTA 2100 Psychosocial Aspects.

Level III- Courses in curriculum Level III provide *synthesis and evaluation of skills gained in Levels I-II*. Emphasis of curriculum is placed on academic and experiential learning to support **critical thinking** and problem solving for all aspects of occupation-based practice. Within this level, the demands and challenges both academically and psychosocially are advanced, which further facilitates the **cultivation of knowledge and comprehension** of skills gained in the previous levels. This emphasizes the importance of active **engagement** through meaningful learning opportunities in a supportive environment while evaluating and appraising their own performance. Students integrate professionalism of **generativity** necessary for their future career as an occupational therapy assistant.

Level III courses include: COTA 2210 Therapeutic Approaches II, COTA 2160 Leadership Skills, COTA 2330 Fieldwork Integration IV, COTA 2400 Clinical Theory and Practice II, COTA 2220 Therapeutic Approaches III, COTA 2450 Health Care Systems.

Level IV- Courses in curriculum Level IV provide opportunities for In Vivo application through **mastery** of knowledge and skills during the Level II fieldworks. The final stage of **ego integrity** happens the last few weeks of their final semester, and is even more pronounced after successful completion and mastery of their final level II fieldwork rotations and graduation. By the end of the Occupational Therapy Assistant program students will view themselves as **self-directed, adaptive, and holistic, occupational beings** demonstrating **stewardship** of the occupational therapy profession, populations served, and their communities.

Level IV courses include- COTA 2500 Fieldwork A, COTA 2550 Fieldwork B

OTA Program Outcomes

The Occupational Therapy Assistant Program will graduate students who are able to:

1. Demonstrate **adaptation and mastery** over academic challenges as demonstrated by successfully completing their education at the associate level to earn their Associate of Science degree, in Occupational Therapy Assistant.
2. Demonstrate mastery of **academic and experiential learning** and **apply** this knowledge to successfully pass the National Board of Certification of Occupational Therapy exam.
3. Demonstrate professionalism and **life-long learning** by obtaining and maintaining licensure in the state of Wyoming and/or their chosen state of practice.
4. Demonstrate integrity and professionalism while following American Occupational Therapy Association's Code of Ethics, which is essential to work as a **generalist** occupational therapy assistant.
5. Appreciate and implement evidence-based practice through client centered, **occupation-based activities** when serving the needs of a person, population and community.
6. Are self-directed, adaptive, and holistic generalist practitioners.

7. Are lifelong learners and demonstrate **stewardship** to the occupational therapy profession, populations served, and their communities.

Distance Education

The OTA program is not a distance education program. Two prerequisite courses are offered completely online, face to face, or hybrid, a combination of the two, including OOTH 2000- Introduction to Occupational Therapy and COTA 2300- Fieldwork Integration I. This gives students flexibility to explore the OTA program. Once a student is admitted into the OTA program, there are several hybrid classes and two distance education classes, which allow students to primarily be on campus only three days a week. Upon academic completion students will complete COTA 2500 - Fieldwork A, COTA 2550- Fieldwork B using Moodle, the Learning Management System, in conjunction with the field work assignments to facilitate communication between the academic fieldwork coordinator and students. All distance learning classes are password and email protected through Moodle. Students in the OTA program are required to complete testing in either the Casper College Testing Center or through the use of Respondus Lockdown Browser when not testing in the classroom. Both require proof of student identification to test. The faculty utilizes Moodle to house learning materials for students and enhance classroom instruction. Technical support and training are available to any student using Moodle.

Computer and Internet Requirements: In order to participate in this course, the student must have

access to the Internet and to a compatible Internet browser. It is recommended that you use Google Chrome for Moodle. You may need to download a new version of Java. You can find a link to download this at <http://www.caspercollege.edu/dlc/index.html> and then click on the technical requirements site. It is also helpful for the student to have a basic working knowledge of computer operations and be familiar with Internet navigation and use of email.

For more information regarding technical requirements, see Casper College Distance Education webpage at <http://www.caspercollege.edu/click> on Distance Education.

If you experience computer difficulties, please contact the instructor and you can receive paper copies of uploaded documents

Computer Labs: For students who do not have access to a personal computer at home, the following Casper College computer labs offer Internet access:

- Casper College Library
- Thorson Business Building, 4th Floor
- Health Science 211 (See administrative assistant for available hours 268-2235)

Admission requirements

Casper College Requirements:

1. Students may take classes at Casper College as non-degree seeking students, but the faculty recommends that those interested in the occupational therapy assistant program apply as degree seeking students. This allows the student to take full advantage of formal academic advising. The first semester of the program may be completed at other colleges/universities. Also, OOTH 2000 N1 and COTA 2300 N1 are available through

distance education. These two classes are offered through Moodle. Please review the statement about distance education on the previous page. A student will need access to a computer that is able to support this system. The student will also need to locate a center that is able to proctor the test to ensure student identity and protect the integrity of the test.

2. To apply as a degree seeking student, the applicant must:
 - a. Submit a completed Casper College application form to the Admissions and Student Records Office.
 - b. Arrange for high school and previous college transcripts for GED certification (if applicable) to be sent to the Admissions and Student Records Office. It is required that all transcripts from previous education are submitted.
 - c. See the catalog for specific eligibility requirements.
3. When the above documents are received, the Admissions and Student Records Office will send a notification letter to applicants. Instructions for registration will be included in the notification. It is recommended you contact the Occupational Therapy Assistant Program Director to set up an appointment for advising once you receive your acceptance to Casper College. At this time, you may be directed to another faculty for this process.
4. An academic advisor will be assigned after completion of this process.

Core Performance Standards

For admission to and progression in the Occupational Therapy Assistant Program, a qualified individual is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program. The field of occupational therapy is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Based on these requirements, a list of “Core Performance Standards” has been developed. These standards are part of each occupational therapy assistant course and some of the standards are more prevalent than others. These standards should be used to assist students in determining whether accommodations or modifications are necessary for the student to meet program requirements.

ISSUE	STANDARD
Critical thinking	Critical thinking ability to exercise clinical judgment in a timely manner.
Interpersonal	Interpersonal abilities sufficient to interact therapeutically with patients, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
Communication	Communication skills sufficient for interaction with patients/clients, families, staff, faculty and other students in verbal, nonverbal, and written form.
Mobility	Physical abilities sufficient to move from room to room, safely perform treatments/procedures and assist patients/clients; lift and transfer patients/clients; manipulate equipment; walk and/or stand for extended periods of time

Motor skills	Gross and fine motor skills sufficient to provide safe and effective care
Hearing	Auditory ability sufficient to monitor and safely assess health needs

- Visual ability with or without corrective lenses sufficient for observation and assessment necessary in safe care
- Tactile ability sufficient for physical assessment
- Professionalism The ability to understand and demonstrate enough respect for others in non-verbal, verbal, and written communications in the classroom, laboratory, clinical settings, in the Casper College community, and in related public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance, and communication has on the health science professional

Students who identify potential difficulties with meeting the Core Performance Standards must communicate their concerns to the Student Services department as well as the program director. Determination is made on an individual basis as to whether the necessary accommodations or modifications can be made reasonably.

Clinical Accessibility Policy Statement

Casper College Health Science programs utilize a variety of health care agencies in the community for clinical experience for the students. If you have been employed in one or more of the agencies and are not eligible for rehire as an employee, the agency may not permit you to participate in the essential clinical component of the program.

Please contact the Human Resources department of the affected agency and request documentation from HR that states the agency's position on your participation in the clinical component of the program. If you receive a negative response from the agency, you are **automatically ineligible to apply**. A response indicating you **will be permitted** to attend clinical in the agency will be given to the program director prior to the selection process for admission to the program. If you are unable to fulfill clinical requirements due to a previous employment issue or other issue(s) and have not complied with the above, you could be denied entry in a Health Science program or be dismissed from the program. Some programs do not have clinical assignments until the second, third, or fourth semester; students who are denied clinical accessibility at any time prior to or during a program will be dismissed.

Casper College Occupational Therapy Assistant Program Advising Process

New students seeking a degree in pre-Occupational Therapy Assistant will follow these steps.

1. **Apply for admission to Casper College and submit documents and/or transcripts. (You are encouraged to apply for admission six months prior to your anticipated start date.)**
 - Fill out **online application form**
 - If you have problems with the online form, try the PDF version or you can mail or email it. Submit Official transcripts from high school or equivalency (GED, HiSET) and all colleges attended.
 - Send **official** transcripts via U.S. postal mail or official electronic submission
Send by mail to: Admissions, Casper College, 125 College Drive, Casper WY 82601. **Transfer students who have earned more than 30 transferable college credits will not be required to submit high school or equivalency transcripts*
 - Submit ACT/SAT or COMPASS placement test scores* less than 1 year old. **Transfer students may not need placement scores, depending on transfer coursework.*
 - Submit proof of measles mumps & rubella (MMR) immunization if born after January 1, 1957.
2. **Apply for Financial Aid** grants, loans and scholarships.
3. **Choose housing** on campus or off campus
4. **Make an appointment** to meet with an advisor and register for classes using myccinfo. Your advisor will either be Cassady Hoff MSOT, OTR/L , Melissa Neff MSOT, OTR/L or Theresa Robinett MOT, OTR/L.
 - Students will meet with the advisor and then will be advised to follow the predetermined curriculum, and will register for classes. Please refer to the Curriculum Overview as well as the Registration form.
 - Customization of non-occupational therapy assistant classes can occur based on classes that transfer from other schools or placement scores.
 - Students and advisors review the curriculum overview sheet together to decide the best option for the student for the semester's classes and throughout the program.
 - Students and faculty will next insert classes through myccinfo.
 - Students then access myccinfo and finish the registration process.
 - Students then walk up to student enrollment located in the Gateway building. Students will notify enrollment services of their advisor and finish the enrollment process.
5. **RSVP to attend orientation** the weekend before class begins.
6. **Begin classes** during the fall semester, spring semester, or summer semester.

CASPER COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM (revised 2023)

CURRICULUM OVERVIEW

Fall	Semester	Year 1:		Fall	Semester	Year 2:	
Course Number	Course Title	Credits	Status	Course Number	Course Title	Credits	Status
ZOO 2015 2015L	Human Anatomy & Lab <i>Reason and Inquiry</i>	4		COTA 2100	Psychosocial Aspects	3	
ENGL 1010 COM 1	English Comp 1 <i>Written Comm</i>	3		COTA 2160	Leadership Skills	2	
OCTH 2000	Intro to OT	2		COTA 2210	Therapeutic Approaches II	2	
COTA 2300	Fieldwork Integration I	2		COTA 2320	Fieldwork Integration III	2	
PSYC 1000	General Psychology <i>Social Science</i>	3		COTA 2350	Clinical Theory and Practice I	3	
PEAC HW	Health And Wellness	1			Fine Arts <i>ART, DANC, MUSIC, THEAT</i>	3	
MATH	Minimum: 1000 QR	3					
	TOTAL CREDITS	(18)			TOTAL CREDITS	(15)	

Spring	Semester	Year 1:		Spring	Semester	Year 2:	
ZOO 2025 2025L	Human Physiology & Lab <i>Reasoning Science</i>	4		COTA 2220	Therapeutic Approaches III	3	
COTA 2020	Human Occupations	2		COTA 2330	Fieldwork Integration IV	2	
COTA 2200	Therapeutic Approaches I	2		COTA 2400	Clinical Theory and Practice II	3	
COTA 2310	Fieldwork Integration II	2		COTA 2450	Health Care Systems	3	
KIN 2050	Functional Kinesiology	3		CNST	American/Wy Gov <i>CNST</i>	3	
Religion 1000	Intro Religion <i>Humanities</i>	3		General Education	SOC 1000, ENGL 1020, or as indicated in catalog	3	
	TOTAL CREDITS	(16)			TOTAL CREDITS	(17)	

Summer	Semester	Year 1:		Summer	Semester	Year 2:	
COM 2	Public Speaking <i>Oral Comm</i>	3		COTA 2500	Fieldwork A	3	
COTA 2420	Clinical Conditions	3		COTA 2550	Fieldwork B	3	
COTA 2150	Group Dynamics	1					
	TOTAL CREDITS	(7)			TOTAL CREDITS	(6)	

Total Program Credits- 79

29 General Education Credits in addition to COTA program related classes

Associate Degree Occupational Therapy Assistant Applicant Eligibility

Applicants must meet the following criteria:

1. Graduated from high school or have earned a GED.
2. Have applied and been accepted to Casper College.
3. Have a composite score of 18 or better on the ACT if having just graduated from high school in the last two years, and have completed recommended courses by the test with a “C” or better, Or have taken a placement test and have completed courses recommended by the test with a “C” or better or successfully completed college courses.
4. Have completed or registered in a minimum of 12 program related college level courses to include ZOO 2015 or equivalent within the past two years and OTH 2000: Introduction to Occupational Therapy and COTA 2300: Fieldwork Integration I. These courses enrolled in need to include coursework required by the occupational therapy assistant program
5. Have a cumulative college grade point average of 2.5 or better for admission or readmission. (Midterm grades are used for first semester students).
6. Have emailed the OTA Program Director the last page of the application document, indicating the desire to start the OTA Program upon acceptance.
7. Applicants are ranked according to the admissions score sheet. The top twelve students with the highest scores are accepted into the occupational therapy assistant program in the spring semester of the year. Students start the program on a provisional basis in the fall semester prior to this. Admission is based on GPA, general courses completed and professional behaviors. Applicants are required to have a minimum of 20 points on the admission score sheet.
8. Withdrawal from one or more courses without advisor input may delay program admission and/or progression.

Applicant Criteria and Ranking Process

- Please see Admission Requirements in this guidebook for the admission requirements that must be completed prior to you applying to the occupational therapy assistant program for admission in the spring semester.
- No applications are reviewed prior to the established deadline each year.
- It is your responsibility to be sure that all requirements are on file in the occupational therapy assistant program prior to the application deadline.
- Course Grades/courses are analyzed and scored for accumulation of points. The general education courses completed along with the GPA, and professional behaviors are used for determining admission score. A point system is used to determine overall readiness for the program and is delineated on the admissions score sheet. Applicants are required to have a minimum of 20 points. Students who receive the most points are ranked in order from 1st to 12th position. Cumulative College GPA 2.5
- The highest ranked 12 applicants will be admitted to the occupational therapy assistant program in the spring semester.
- Students are required to notify the program director in a timely manner if they are accepting or declining admission. This will allow other students an opportunity to enter the program.

- The remaining eligible applicants are placed on a wait list in ranked order starting with the 13th applicant. If one of the admitted students declines or is unable to attend, the waitlisted students are called in rank order with the 13th student called first and so forth.
- Students on the waitlist who are not admitted the year they applied must reapply to be considered for admission the next year.
- Students are expected to maintain client, family and peer confidentiality in every setting. Breach of confidentiality will result in dismissal from the program.
- Students admitted to the program who do not follow through with admission procedures and do not contact the program director will not be allowed to reapply. If students accept admission to the program, and then decline, they may be considered for readmission by contacting the program director. This process will only be allowed for one reapplication.

Admissions Score Sheet SECTION I

General Education Courses	Course	Points Possible	Points Earned
Scoring Key 0 = not completed or grade of D or F 1 = grade of B or C 2 = grade of A Zoo 2040/2041, OCTH 2000, COTA 2300 earn double points.	Math 1000 or higher	2	0 – 1 – 2
	ZOO 2015/2015 L: Human Anatomy	0 – 4	0-1-2-3-4
	OCTH 2000: Intro to OT	0 – 4	0-1-2-3-4
	COTA 2300: FW I	0 – 4	0-1-2-3-4
	ENGL 1010: Comp I	2	0 – 1 – 2
	COMM 2010: Public Speaking	2	0 – 1 – 2
	PSYC 1000: General Psychology	2	0 – 1 – 2
	ZOO 2025/2025 L: Human Physiology	2	0 – 1 – 2
	POLS 1000: US/WYO Gov.	2	0 – 1 – 2
	PE	1	0 – 1
	Humanity or Fine Art class	2	0- 1- 2
Receive 3 points if the 4 credits are taken in 2 or more separate classes	4 additional general education credits	0-3	0-1-2-3
Section Total	Students with a 3.0 and above may be allowed to take Kinesiology and the same time as Anatomy if needed. Must have a minimum of 12 credits completed.	30	

SECTION II	Professionalism Category	Points Possible	Points Earned
For students not on campus this will be reflected in responsibility shown in pre-course work and admissions	Punctuality and attendance in provisional	2	0 – 1 - 2

For students not on campus this will be reflected in supplying information on professional activities. Verification form.	Involvement in education/program	2	0 – 1 - 2
This will be reflected on the transcript. Additional comments may be submitted by the student to explore reasons for these issues. (0-2 = 2, 3-5 = 1, over 5 = 0)	Commitment to education: low number	2	0 – 1 - 2
Overall impression with student's presentation upon application	Overall professional Impression	4	0-1-2-3-4
	Total Score: must have at least a score of 6/10	10	

Comments from Admissions Committee _____ Accepted _____ Denied _____ # Rank Reason for denial:	Total Scores for Sections I and II
--	---

Transfer Credit and Credit for Prior Learning

The Occupational Therapy Assistant Program aligns with institutional practices regarding transfer credit and credit for prior learning. Generally, a student in good standing at an accredited college or university can transfer to another accredited school without difficulty if the student has satisfactory grades (C or better) and proper course selection. Credit for prior learning is a process that enables students to demonstrate what they have learned and translate that learning into college credit. For more details on transfer credit and credit for prior learning, please look under Academic Policies in Casper College's online catalog at [Casper College](http://caspercollege.edu). Please note that for the OTA program at Casper College there is an advanced placement policy if a desire to transfer from another accredited OTA program to Casper College's OTA program.

Advanced Placement Policy

Each advanced placement application will be considered on an individual basis and is subject to space availability in the appropriate course and the congruence between the previous program and Casper College's Occupational Therapy Assistant program. The "Advanced Placement Student Evaluation" will be sent to the student's previous OTA program to be completed by the director or the appropriate faculty member. The Advanced Placement Student Evaluation Form is located on the following page.

Generally, Casper College will accept general education coursework from accredited colleges. Refer questions about specific courses to the registrar. Occupational Therapy courses will be evaluated on an individual basis by the faculty and director of the occupational therapy assistant program. Students interested in pursuing this option should submit course syllabi and outlines to the director for consideration as early as possible.

Lab competencies being requested for transfer will need to be demonstrated. Students unable to demonstrate these competencies will not be able to enter the program through the

advanced placement policy.

Applicants will be required to fulfill all recommendations made at the time of applying for advanced placement status. Proof of meeting the departmental requirements must be provided prior to beginning of course work.

Advanced Placement Student Evaluation

Student Name _____ I hereby authorize _____ to complete this evaluation.

Period of attendance _____ Indicate degree of acquaintance with student: _____

____ Know personally ____ known only as a member of a class ____ known as a student ____ other

Performance Skills (Check the appropriate box)	<i>Excellent Above</i>	<i>Average</i>	<i>Below Average</i>	<i>Do Not Know</i>
Practices appropriate health habits				
Time Management considers the ability to be prompt, complete assignments on time.				
Organization: ability to set priorities, be dependable, be organized, follow throughout responsibility				

Applies learned principles from classroom to clinical Engagement in fieldwork experiences; level of interest, participation, investment Self-directed learning: ability to take responsibility for own learning; motivation Reasoning/problem solving: self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process Performs skills according to accepted OT interventions/techniques				
Provides for client safety				

Written communication: grammar, spelling, legibility, successful completion of written assignments, documentation skills				
Initiative: consider initiative, ability to and acquire information from a variety of sources; demonstrates flexibility				
Observation skills: ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations				
Participation in the supervisory process: ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels Comments: (use back side if needed)				

Performance Skills (check the appropriate box)	<i>Excellent Above</i>	<i>Average</i>	<i>Below Average</i>	<i>Do Not Know</i>
--	-------------------------------	-----------------------	-----------------------------	---------------------------

Verbal communication and interpersonal skills w patients, staff, caregivers, instructor supervisor recognizes and handles personal/ professional frustrations; balance personal/ professional obligations; handles responsibilities, work with others cooperatively, considerately, effectively; responsiveness to social cues				
Use of professional terminology: ability to respect confidentiality, apply professional terminology in written/oral communication				
Demonstrates an understanding and adheres to ethical practice for the OT <u>student and practitioner</u>				

Name of Reference (print) _____

Signature of Reference: _____

Please return form to: Casper College Occupational Therapy Assistant Program Attn: Cassady Hoff, Program Director

125 College Drive

Casper, WY 82601

Advising for Admitted and enrolled Occupational Therapy Assistant Students

The process for those students who are already accepted into the Occupational Therapy Assistant will follow these steps.

1. Advisors will send out an email to advisees to inform the student of advising day, one time per semester.
2. Students will independently schedule a time to meet with their predetermined advisor.
3. Students can either email the advisor or come to the advisor's door and place their name on the advising schedule which is located on all advisor's doors. These are located on the advisor's door two weeks in advance.
4. Student will meet with their advisor
 - Students will meet with their advisor and then will be advised to follow the already predetermined curriculum. Please refer to the Curriculum Overview.
 - Students and advisors will utilize their current curriculum overview sheet together and discuss the predetermined plan. Adjustments will be made to the plan together if needed.
 - Advisors archive selected classes in the myccinfo, for future reference.
 - The same curriculum overview form will be utilized each advising day to ensure accuracy, completion, and progression of classes.
 - Students will be asked to get an official degree check during their 3 semesters of the OTA program to ensure all classes will be completed upon expected graduation date.

Level II Fieldwork Students-

Level II fieldwork students are required to have all academic classes completed prior to starting their level II fieldwork rotations.

1. Students are advised throughout the semester to ensure all academic classes are completed.
2. Students are encouraged to not drop or change any classes prior to communicating with their designated advisor.
3. Students will meet with their designed advisor and register for COTA 2500 and COTA 2550 prior to the end of their final semester, during advising day.
4. Prior to the level II fieldwork rotations, instructors of the class will ensure students are registered for the class. If the student is not registered the instructor will contact the student and their fieldwork will be placed on hold or terminated until they have officially registered for the COTA 2500 or COTA 2550 class.
5. Level II fieldwork will consist of two, eight-week (40 hours/ week) rotations of clinical exposure in two designated practice areas, to include traditional and/or emerging settings that are consistent with the curriculum design. Students will be assigned to two diverse settings to provide a variety of experiences with varying ages and diagnoses. Recommended Level II fieldwork dates are as follows: Upon completion of all academic coursework, students will start their first Level II fieldwork rotation ten days after the college commencement ceremony in May and will complete eight full weeks of clinical experience. Students will have ten days off between the completion of their first Level II fieldwork rotation before beginning the second Level II fieldwork rotation. The second Level II fieldwork rotation will begin in July with students completing an additional eight full weeks of clinical experience. Students may complete a third optional fieldwork rotation upon request. Dates for the third rotation to be determined based upon fieldwork site availability. On occasion, fieldwork sites and/ or students will request an optional time frame, outside of the recommended Level II fieldwork dates, which will be considered by the Academic Fieldwork Coordinator. Students enrolled in the summer COTA 2550 course will receive a summer semester grade of incomplete "I" until successful completion of the eight-week fieldwork rotation. Upon successful completion of the fieldwork rotation, a final grade of satisfactory "S" will be recorded. If a student completes their second Level II fieldwork rotation by midterms of the fall semester, the student will be eligible for summer graduation. Delayed fieldwork rotation start dates may result in a fall graduation date, impacting a student's ability for a timely graduation and to take the national certification exam (official transcripts required). If a student receives a grade of incomplete "I", it may impact financial aid. Students are strongly encouraged to work with the Financial Aid office.

Academic Progression Policy

To progress in the occupational therapy assistant program the student must:

- Take all occupational therapy and related courses in sequence as listed on the Curriculum Overview plan.
- Attain a "C" or higher in all classes that are required for the Associate of Science in Occupational Therapy Assistant Degree.
- Achieve a satisfactory fieldwork rating in all field work placements. Evaluations will be reviewed by the Academic Fieldwork Coordinator after every fieldwork rotation. Any issues will be brought to faculty meetings and discussed. If necessary, the student will be required to meet with the faculty and develop a success plan to remediate the issue. If the student fails

their fieldwork, they will be required to do a repeat fieldwork with a satisfactory performance. If the student is unsuccessful once more, they will be terminated from the program.

- A student may only repeat one fieldwork experience in a course. If a student is required to repeat more than one fieldwork experience in a course due to unsuccessful completion, the student will not pass the fieldwork course. A student may not fail more than one fieldwork experience in two semesters. If a student fails more than one fieldwork experience in two semesters, the student will be required to meet with the OTA Program faculty and the process of disciplinary action for the OTA students will be followed.
- Maintain the college and departmental standards of student conduct. This follows the student success plan. A student that has not met our testing policy and not been successful on the student success form may not proceed in the OTA program.
- Student paperwork for continuing in the program is due by March 1st. This includes: immunizations (2-step Tuberculosis, Hepatitis B series, Flu, DTap, Measles, Mumps, and Rubella, Varicella Zoster, Tdap), health insurance, auto insurance, copy of a current driver's license, current CPR from American Heart Association, certified background check and a Wyoming Department of Family Service background check completed and on file in order to continue in the program. It is the student's responsibility to maintain current records through OTAP HUB. Failure to have all of the above requirements currently will result in cancellation of fieldwork experiences and/or termination from the OTA Program. By the start of the second fall semester OTA students must have a certified background check and a Wyoming Department of Family Service background check completed and on file to continue in the program.
- AOTA membership must be purchased by the start of summer classes.
- If paperwork is not in by the beginning of summer semester enrollment in the program will be canceled.
- All academic coursework required for the A.S. in Occupational Therapy Assistant degree are required to be completed no later than the end of the summer semester of the second summer coursework. Failure to follow this progression will result in a delayed start of COTA 2500 and COTA 2550. COTA 2550 is required to be completed by the following May or within 12 months after completion of COTA courses. Extenuating circumstances will be handled on an individual basis.
- Level II fieldwork will consist of two, eight-week (40 hours/ week) rotations of clinical exposure at two designated community facilities, to include traditional and/or emerging settings that are consistent with the curriculum design. Students will be assigned to two diverse settings to provide a variety of experiences with varying ages and diagnoses. Recommended Level II fieldwork dates are as follows: Upon completion of all academic coursework, students will start their first Level II fieldwork rotation ten days after the college commencement ceremony in May and will complete eight full weeks of clinical experience. Students will have ten days off between the completion of their first Level II fieldwork rotation before beginning the second Level II fieldwork rotation. The second Level II fieldwork rotation will begin in July with students completing an additional eight full weeks of clinical experience. Students may complete a third optional fieldwork rotation upon request. Dates for the third rotation to be determined based upon fieldwork site availability. On occasion, fieldwork sites and/ or students will request an optional time frame, outside of the recommended Level II fieldwork dates, which will be considered by the Academic Fieldwork Coordinator. Students enrolled in the summer COTA 2550 course will receive a summer semester grade of incomplete "I" until successful completion of the eight week fieldwork rotation. Upon successful completion of the fieldwork

rotation, a final grade of satisfactory “S” will be recorded. If a student completes their second Level II fieldwork rotation by midterms of the fall semester, the student will be eligible for summer graduation. Delayed fieldwork rotation start dates may result in a fall graduation date, impacting a student’s ability for a timely graduation and to take the national certification exam (official transcripts required). If a student receives a grade of incomplete “I”, it may impact financial aid. Students are strongly encouraged to work with the Financial Aid office.

Re-admission Criteria

1. Each application will be considered on an individual basis and is subject to space availability in the appropriate course.
2. Applicants who wish to continue from the point of withdrawal from the occupational therapy assistant program must apply for readmission within one calendar year.
3. Applicants will be required to fulfill all recommendations made at the time of withdrawal prior to applying for readmission. This includes attaining the required scores on the departmental re-admission exams. Applicants not meeting the passing score on required exams are not eligible for readmission. These exams will cover cumulative knowledge from courses you are requesting credit for which were completed previously. You must pass these exams with a 75% or better. Students will also need to demonstrate or re-establish lab competencies indicated from prior course work.
4. If course content changes extensively, the course will have to be re-taken.

There is **no readmission** to the occupational therapy program when a student has:

1. Failed to meet requirements on one (1) repeat fieldwork placement.
2. Demonstrated a violation of professional ethics by being under the influence of alcohol/drugs when on duty (documented by appropriate proof/testimony of observations filed with the program director), documented cheating or plagiarism, etc.
3. Breaking confidentiality.
4. Students not successfully completing fieldwork placements and/or not terminating fieldwork placements successfully with faculty and fieldwork sites.
5. Not achieved a cumulative college GPA of 2.5.
6. Students have not been successful on the Student Success forms and have been terminated from the program due to this process.

Unsuccessful Students

If a student is unsuccessful in one of the required courses, it is necessary for the student to apply for readmission to the program within one (1) year of failure.

STUDENT WITHDRAWAL OR FAILURE FROM THE OTA PROGRAM

1. Withdrawal – Good Standing
A student may withdraw on his/her own accord from the program. The Casper College withdrawal procedures will be followed:
 - Should the student in good standing wish to re-enter the program, he/she could do so in the same semester of the following year, ie. Withdraw Spring 20, re-enter Spring 21. The

student shall submit a notification of intent to re-enter and must discuss his/her desire to reenter the program with the Program Director at least 2 months prior to the semester he/she wishes to re-enter.

- Depending upon the student's individual standing, the student may be required to take a re-entry competency evaluation on previous course materials. This is done in order to determine that the student's fieldwork knowledge is retained during the absence and currency in changes developing in the profession. Should the student fail the competency examination, he/she will be counseled to repeat/audit courses in the preceding semester prior to re-entrance into the program.
 - o If the student withdraws before the completion of the first semester, he/she will reapply and be considered as a new applicant.
 - o Students may only reapply one time.

2. Withdrawal and Failure

- A student may reenter the OTA program only once.
- All major course work required for the Associate of Science in Occupational Therapy Assistant program degree that starts with a COTA prefix must be successfully completed with a grade of "C" or better. If the student doesn't receive a "C" he/she will be discontinued from the program. Should the student who scores below a grade of "C" wish to continue at a later time, the following are the policies set forth for re-entering the program. The student must petition for continuation in the OTA program. The student will be considered as a new applicant to the program.
- A student who has made a grade below a "C" in any OTA required course must petition for continuation in the OTA program. The student will be considered as a new applicant to the program.
- A student who does not attain a "C" or higher in a required class for the Associate of Science in Occupational Therapy Assistant Degree, that is not a prefix COTA class must retake that class and earn a "C" or higher before starting COTA 2500 Fieldwork A or COTA 2550 Fieldwork B.
- Upon readmission to the OTA program, the student may be required to take a re-entry competency evaluation on previous course materials and may be counseled to audit and/or retake certain courses, depending on course changes. A student may only reapply one time.
- A student may only repeat one Level I fieldwork experience in a course. If a student is required to repeat more than one fieldwork experience in a course due to unsuccessful completion, the student will not pass the fieldwork course. A student may not fail more than one Level I fieldwork experience in two semesters (COTA 2320 and COTA 2330). If a student fails more than one fieldwork experience in two semesters, the student will be required to meet with the OTA Program faculty and the process of disciplinary action for the OTA students will be followed.
- If a student fails to obtain a Satisfactory or better in fieldwork Level II, he/she may repeat the fieldwork education course during the following semester, depending on fieldwork availability. A fieldwork Level II placement may only be failed once. If the student fails a second Level II fieldwork they will be removed from the program.
- A student that fails to maintain the college and departmental standards of student conduct. This follows the student success plan. A student that has not met our testing

policy and not been successful on the student success form may not proceed in the OTA program.

Estimated Expenses

Prospective students should refer to the current Casper College catalog for tuition and fee rates or refer to the link <https://www.caspercollege.edu/financial-aid/tuition-fees/>. In addition to tuition and fees and required laboratory supplies, the following expenses are *estimated* for the six semesters of the Occupational Therapy Assistant program. Casper College provides at no expense to students, liability (malpractice) insurance while occupational therapy assistant students are engaged in their fieldwork placements. As is stated in the catalog, students are responsible for their own transportation, housing, and food while completing fieldwork. The Occupational Therapy Assistant Program will work with students to try to keep costs at a minimum. The students will complete 5 Level I fieldwork placements during their educational program. Be prepared to spend \$500 - \$800 in Level I fieldwork expenses. These will be completed the last 2 semesters of the program academic curriculum. Level II placements are completed at the end of all academic coursework. Most students chose sites in cities/towns where they will not have to spend money on housing by staying with family and friends. Students will complete two 8-week placements for a total of 4 months.

Financial Aspects for the Casper College OTA Program

Please refer to the following link for additional information

<https://www.caspercollege.edu/financial-aid/tuition-fees/>

The approximate total cost for the Associate of Science degree: Occupational Therapy Assistant is \$25,454.00 for in-state tuition.

Tuition: \$10,602

Fees: \$758.00

Books: \$2,905.00

Housing: \$7,364.00

This does not reflect student financial aid or scholarships, out of state or WUE tuition.

Tuition and Fees (fall and spring semester)

This does not reflect any financial aid or scholarships.

- Resident: \$4,350
- WUE: \$5,940
- Non-resident: \$10,650

Room and Board- Standard double occupancy with meal plan, including housing deposit: \$7,364

Note: There is no resident/non-resident distinction in CC's housing fees. Fees vary based on occupancy type and selected meal plan.

Western Undergraduate Exchange (WUE) – Residents of the following states qualify for tuition through the WUE program: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada,

New Mexico, North Dakota, Oregon, South Dakota, Utah, and Washington. Nebraska residents are eligible to enroll in Casper College programs at the WUE rates.

Some courses will charge an additional course fee that will be noted in the class schedule, for example: Each additional credit hour charged at full credit hour price. Full tuition and fees are charged for an audited course.

Fitness Center Fee – \$30 Applied Music Fee – \$90 per credit hour

Outline of approximate Fees for the OTA program

**Estimated cost for attending the Casper College Occupational Therapy Assistant Program
(fees are subject to change)**

Current Cost	OTA Fall 1 Semester	OTA Spring 2nd Semester	OTA Summer 3rd Semester	OTA Fall 4th Semester	OTA Spring 5th Semester	OTA Summer 6th Semester
Tuition	\$2,446.00	\$2,162.00	\$959.00	\$2,025.00	\$2,436.00	\$822.00
Student Fee	\$758.00	\$485.00	\$75.00	\$103.00	\$60.00	
Books and Supplies	\$2,905.00	\$524.00	\$480.00	\$567.00	\$647.00	
Total	\$6,109.00 (not including housing or meals)	\$3,171 (not including housing, or meals)	\$1,514.00 (not including housing or meals)	\$2,695.00 (not including housing or meals)	\$ 3,143.00 (not including housing or meals)	\$822.00. Students are off campus during this time, completing their level II fieldwork rotations.
Total Estimated Cost of Casper College OTA program- \$25,454.00 (Fees are subject to change. Fieldwork costs are not included)						

Breakdown of Semester costs (approximate)

(Fees are subject to change. Fieldwork costs are not included)

Fall Semester: Year One

Course	Course Title	Credits	Books	Fees
ZOO 2015/2015 L	Human Anatomy	4	\$168.00	0
ENGL 1010	English Composition 1	3	\$123.00	0
OCTH 2000	Introduction to Occupational Therapy	2	\$75.00	0
COTA 2300	Fieldwork Integration I	2	\$118.00	Name tag \$5.00
PSYC 1000	Introduction to Psychology	3	\$103.00	0
MATH 1000	Problem Solving or higher	3	0	0
PEAC	PEAC	1	0	\$30
	Total	\$2169	\$687.00	\$35.00

Total Fall Semester 1: \$2,891 (not including housing or meals)

Spring Semester: Year One

Course	Course Title	Credits	Books	Fees
ZOO 2025/2025L	Human Physiology	4	\$138.00	
COTA 2020	Human Occupations and Life Roles	2	\$75.00	0
COTA 2220	Therapeutic Approaches and Media 1	2	\$60.00	0
COTA 2310	Fieldwork Integration II	2	\$66.00	Background check -\$200.00 Immunizations-\$200.00 Program Shirts-\$60.00 CPR-\$25.00 OTA club dues-\$5.00
KIN 2050	Functional Kinesiology	3	\$85.00	0
General Elective	General Elective	3	\$100.00	0

	Total	\$2,093	\$524.00	\$485.00 (unless student already has current immunizations and CPR)
Total Spring Semester 1: \$3,102 (not including housing, or meals)				

Summer Semester: Year One

Course	Course Title	Credits	Books	Fees
COTA 2420	Clinical Conditions	3	\$263.00	0
COTA 2150	Group Dynamics	1	\$117.00	AOTA membership \$75.00
ENGL 1020	English Composition II	3	\$100.00	0
	Total	\$959	\$480.00	\$75.00
Total Summer Semester 1: 1,514.00 (not including housing or meals)				

Fall Semester: Year two

Course	Course Title	Credits	Books	Fees
COTA 2160	Leadership	2	\$ 83.00	
COTA 2320	Fieldwork Integration III	2	\$70.00	EHR to go- \$103.00 Health Insurance- Students are required to hold insurance through the duration of the OTA program Fall semester 2 through the end of the level II fieldwork rotations. This is seeked out independently by the student. <i>Level I fieldwork-</i> travel and hotel accommodations are on the student. This is dependent upon if the student already has housing available.
COTA 2210	Therapeutic Approaches and Media II	2	\$ 50.00	
COTA 2100	Psychosocial Aspects	3	\$160.00	
COTA 2350	Clinical Theory and Practice I	3	\$104.00	

Cultural Environment	Cultural Environment	3	\$ 100.00	
	Total	\$2,055	\$567	\$103.00

Total Fall Semester year 2: 2,725.00 (not including housing or meals)

Spring Semester: Year two

Course	Course Title	Credits	Books	Fees
COTA 2330	Fieldwork Integration IV	2	\$ 0	<i>Level I fieldwork-</i> travel and hotel accommodations are on the student. This is dependent upon if the student already has housing available. Additional OTA Program Shirts- \$60.00
COTA 2220	Therapeutic Approaches and Media III	3	\$238.00	
COTA 2400	Clinical Theory and Practice II	3	\$ 153.00	
COTA 2450	Health Care Systems	3	\$ 70.00	
POLS 1000	American/Wyoming Government	3	\$86.00	
General Elective	General Elective	2	\$ 100.00	
	Total	\$2,093	\$647.00	\$60.00

Total Spring Semester year 2: \$2,800.00 (not including housing or meals)

Summer Semester: Year two

Course	Course Title	Credits		Books	Fees
COTA 2500	Fieldwork A	3		\$0	<i>Level II fieldwork-</i> travel and hotel accommodations are on the student. This is dependent upon if the student already has housing available.
COTA 2550	Fieldwork B	3		\$0	
	Total	\$1,233			

Total Summer Semester year 2: \$1,233.00. Students are off campus during this time.

Books and Supplies

Textbooks and required special course supplies are available for purchase at the [Jack McCann College Store](#) located on the first floor in the Student Union. Costs will vary per course.

Other expenses include the costs of books, program shirts and supplies. Also travel, meals and lodging expenses for Level I and Level II fieldwork experiences will be the responsibility of the student as well as background checks and immunization tracking. The student will be completing Level I fieldwork experiences throughout the program as well as a minimum of two Level II fieldwork placements of eight weeks each. We have contracts with many facilities to provide these experiences, so typically there is much flexibility in fieldwork learning experiences, with the ultimate decision made by the Occupational Therapy Assistant program faculty.

Casper College provides at no expense to students, liability (malpractice) insurance while occupational therapy assistant students are engaged in their fieldwork placements. The Occupational Therapy Assistant Program will work with students to try to keep costs at a minimum. The students will complete 5 Level I fieldwork placements during their educational program. **Be prepared to spend \$500 - \$800 in level I fieldwork expenses.** These will be completed the last 2 semesters of the program curriculum.

Level II placements are completed at the end of all academic coursework. Most students choose sites in cities/towns where they will not have to spend money on housing by staying with family and friends. Students will complete two 8-week placements for a total of 4 months. The student is responsible for all living expenses during Level II placements.

Application to the Occupational Therapy Assistant Program

- **Email this application page to: cassady.hoff@caspercollege.edu**

Please note: ***Applications will be taken from the first week of July – First week of October.***

- You must already be accepted to Casper College
- Applications are reviewed when all requirements have been completed and the applicant has a cumulative college GPA of 2.5 or greater.
- It is your responsibility to be sure the admissions office has your official transcripts from other colleges/universities. An unofficial copy of each must be provided to the program director along with this application (if requested)
- Notification of acceptance or denial can be anticipated by Casper College advising week. Failure in a fall semester class may cancel full admission acceptance to the program.

Name (PRINT): _____

Cell Phone: _____

Email Address (the one you check the most): _____

Present Mailing address _____

- Please list the current courses you are enrolled in fall semester and where?
- Please explain how you became interested in the Occupational Therapy Assistant Program.