

**Casper
College**

Occupational Therapy
Assistant Program

Admission Packet

“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.”

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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 six academic semesters, followed by four months(16 weeks) 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. The OTA Program at Casper College is committed to a holistic admissions process that recognizes diversity as defined by the unique cultural and geographic landscape of the Mountain West. We actively seek to admit a student body that reflects the resilience and variety of our community, including rural residents, veterans, career-changers, traditional students and first-generation students. By valuing lived experience alongside academic achievement, we ensure our graduates are prepared to serve all members of our regional population.

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** <https://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 COTA 2300 Fieldwork Integration I and OCTH 2000 Introduction to Occupational Therapy, 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.

- 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.
- Complete the Application Page in this packet and email it to the OTA Program Director, Cassady Hoff, MSOT, OTR/L cassady.hoff@caspercollege.edu no later than the second week in October.

- Students are notified of acceptance before advising day via personal email.
- 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
- Additional Requirements: Vaccinations, CPR certification, and a background check will be required upon start of the OTA program. Consult with the Academic Fieldwork Coordinator and Program Director for specific details.

NON-DISCRIMINATION POLICY

Casper College is an equal opportunity institution and as such, does not discriminate on the basis of race, sex, color, national origin, religion, age, veteran status, political affiliation, disability, sexual orientation, gender identity, or any other characteristic protected under applicable federal, state, or local law in admission or access to or treatment or employment in its educational programs or activities.

What is an 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 program has determined that this curriculum meets the educational requirements for state licensure in Wyoming. 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.
- Graduates of the Casper College OTA program will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, Administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certificated occupational therapy assistant (COTA). In addition, all states require licensure to practice; However, state licenses are usually based on the results of the NBCOT certification examination. **A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.** For further information on these limitations, contact NBCOT at:

[National Board of Certification of Occupational Therapy](http://www.nbcot.org)

One Bank Street, Suite 300

Gaithersburg, Maryland 20878

Email: info@nbcot.org

Occupational Therapy Assistant Program Mission Statement

In alignment with Casper College’s mission to provide learning opportunities to enrich the lives of our students and community, the Occupational Therapy Assistant program provides 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 participation is central and critical to the promotion of health and wellness for self, populations and communities. Participation in occupations is a determinant of health. 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 79 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.

The Casper College OTA program is designed as primarily on-campus learning, yet we recognize that students require flexibility and that the modern healthcare professional must be knowledgeable of technology. To balance these needs, our curriculum utilizes a "Hybrid Model" that blends traditional face-to-face instruction with distance education components. Your experience begins with flexibility. Our prerequisite courses, OCTH 2000: Introduction to Occupational Therapy and COTA 2300: Fieldwork Integration I, are offered online, face-to-face, or hybrid formats. This allows you to explore the OTA profession in a way that fits your initial schedule. Once you are formally admitted to the program, the schedule becomes more structured but remains mindful of your time

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.

Validation of Mastery: Knowledge and comprehension of Level I concepts are validated through a final grade of "C" or higher in all general education and COTA/OCTH requirements, as well as the following specific benchmarks:

- COTA 2020 (Human Occupations): Knowledge of developmental milestones across the lifespan is validated through lab practicals, exams, verbal presentations, and written assignments, all assessed using standardized grading rubrics.
- COTA 2300 (Fieldwork Integration I): Students demonstrate foundational knowledge of the OT/OTA role and various practice settings. Mastery is validated through medical terminology exams, standardized professionalism rubrics, and reflective video observations.
- OCTH 2000 (Introduction to OT): (Added for consistency) Validation of the history, philosophy, and ethics of the profession through written examinations and reflective assignments.

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.

Validation of Mastery: application and analysis is validated by a final grade of "C" or higher in all coursework and specific performance-based benchmarks: :

KIN 2050 (Functional Kinesiology): Validated through standardized lab practicals and exams.

COTA 2420 (Clinical Conditions): Evaluated through evidence-based research papers and diagnostic exams.

COTA 2200 (Therapeutic Approaches I): Validated through formal activity analysis assignments and presentations.

COTA 2310 & 2320 (Fieldwork Integration II & III): Application of skills is measured via documentation assignments and passing scores on the Community Experiences Fieldwork Evaluation Form and the AOTA Level I Fieldwork Competency Evaluation.

COTA 2150 (Group Dynamics): Professional identity and stewardship are quantified via standardized rubrics during the Grief Camp experience, and self reflection assignments.

COTA 2350 & 2100 (Clinical Theory / Psychosocial Aspects): Mastery is demonstrated through lab practicals, the development of client profiles, and the administration of standardized assessments during simulated clinical encounters.

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.

Validation of Mastery: Mastery of Level III concepts is validated by a final grade of "C" or higher and specific performance-based benchmarks:

- COTA 2210 & 2220 (Therapeutic Approaches II & III): Synthesis is validated through mock OT treatment sessions across the lifespan (Pediatric, Mental Health, Physical Disabilities, and Geriatrics). Students must justify intervention choices through verbal presentations and lab practicals.
- COTA 2160 (Leadership Skills): Concepts are validated through a community protocol write-up and the implementation of OT-based groups, including a peer review evaluation to assess leadership and professional behaviors.
- COTA 2330 (Fieldwork Integration IV): Critical thinking is assessed via electronic documentation assignments and successful completion of the AOTA Level I Fieldwork Evaluation.
- COTA 2400 (Clinical Theory and Practice II): Evaluation skills are demonstrated through the administration of standardized assessments, reporting data, and complex clinical simulations.
- COTA 2450 (Health Care Systems): Synthesis is validated through a cumulative written assignment requiring critical problem-solving of healthcare delivery models and a graded peer-teaching presentation.

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

COTA 2500 Fieldwork A, COTA 2550 Fieldwork B

Validation of Mastery:

COTA 2500 & 2550 (Fieldwork A & B): Successful completion of two 8-week rotations. Mastery is quantitatively validated via the AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student. Students must achieve a passing score that reflects entry-level clinical safety and competence.

Professional Identity: Validation is achieved through the successful integration of clinical reasoning, ethical practice, and stewardship as documented in the final FWPE evaluations and verified by clinical educators and program faculty.

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 Casper College OTA program is designed as primarily on-campus learning, yet we recognize that students require flexibility and that the modern healthcare professional must be knowledgeable of technology. To balance these needs, our curriculum utilizes a "Hybrid Model" that blends traditional face-to-face instruction with distance education components.

Program Delivery Progression and Distance Education

The Casper College OTA program is designed as primarily on-campus learning, yet we recognize that students require flexibility and that the modern healthcare professional must be knowledgeable of technology. To balance these needs, our curriculum utilizes a "Hybrid Model" that blends traditional face-to-face instruction with distance education components. Your experience begins with flexibility. Our prerequisite courses, OCTH 2000: Introduction to Occupational Therapy and COTA 2300: Fieldwork Integration I, are offered online, face-to-face, or hybrid formats. This allows you to explore the OTA profession in a way that fits your initial schedule. Once you are formally admitted to the program, the schedule becomes more structured but remains mindful of your time.

Program Delivery Models

The CC OTA program utilizes a variety of delivery models to balance rigorous clinical training with student flexibility. These models are defined as:

- **Face-to-Face:** 100% of instruction occurs in-person on campus.
- **Hybrid:** A blend of in-person instruction and online components via Moodle.
- **Distance Education:** 100% of instruction and assessment occurs online.

Semester Breakdown

Students are typically required to be on campus **three days per week** during the didactic portion of the program. **Thursday "On-Call" Requirement:** While the core on-campus schedule is Monday through Wednesday, **Thursdays are reserved for mandatory program activities.** Students must remain available on Thursdays to attend:

- Lab Practicals and Competency Check-offs.
- Midterm and Final Examinations.
- Level I Fieldwork Observations and Site Visits.
- Program-specific guest lectures or workshops.

*Note: Dates for Thursday on-campus requirements will be published in the course syllabus at the beginning of each semester to allow for student planning*The delivery breakdown per semester is as follows:

Semester	Delivery Breakdown
Prerequisites	Courses offered Online, Face-to-Face, or Hybrid formats, Thursday "On-Call" Requirement
Spring (Year 1)	2 Hybrid courses; 2 Face-to-Face courses, Thursday "On-Call" Requirement
Summer (Year 1)	1 Hybrid course; 1 Distance Education course, *Additional Days will be determined in collaboration with the hybrid COTA 2150 class for Grief Camp experiences. Dates will be provided to students by Spring Break of the Spring year 1 semester, to plan accordingly.
Fall (Year 2)	1 Hybrid course; 4 Face-to-Face courses, Thursday "On-Call" Requirement
Spring (Year 2)	1 Distance Education course; 3 Face-to-Face courses, Thursday "On-Call" Requirement or other days as needed for Level I Fieldwork.

Final Term	Level II Fieldwork: In-person clinical rotations with Distance Education for the academic components via Moodle.
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Fieldwork & Connectivity

During clinical rotations (COTA 2500 and 2550), Moodle serves as your virtual classroom. This ensures a continuous link between the student and the Academic Fieldwork Coordinator for mentorship and support while the student is completing in-person requirements at their assigned facility.

Academic Calendar & Delivery Expectations

The OTA program follows the **Casper College Academic Calendar** for all start dates, end dates, and holiday breaks.

- **Didactic Courses:** For courses labeled as Hybrid or Distance Education, the "first day of class" is the official date listed on the college calendar. Students are expected to log in to Moodle on Day 1 to review the syllabus and introductory materials, regardless of when their first in-person lab is scheduled.
- **On-Campus Days:** While the college operates five days a week, the OTA program streamlines on-campus requirements to **three days a week** typically Monday- Wednesday. The remaining two days are dedicated to asynchronous hybrid/distance learning.

The OTA program utilizes a streamlined schedule to balance on-campus requirements with hybrid learning.

Standard Weekly Schedule:

- **On-Campus (Didactic/Lab):** Monday, Tuesday, and Wednesday.
- **Hybrid/Distance Learning:** Thursday and Friday (Asynchronous/Independent study).

Thursday "On-Call" Requirement: While the core on-campus schedule is Monday through Wednesday, **Thursdays are reserved for mandatory program activities.** Students must remain available on Thursdays to attend:

- Lab Practicals and Competency Check-offs.
- Midterm and Final Examinations.
- Level I Fieldwork Observations and Site Visits.
- Program-specific guest lectures or workshops.

Note: Dates for Thursday on-campus requirements will be published in the course syllabus at the beginning of each semester to allow for student planning.

2. Fieldwork Schedule Distinction

Fieldwork schedules (COTA 2500 and 2550) often differ from the standard campus holiday schedule.

- **Schedule Variance:** During Level II Fieldwork, students follow the schedule of the clinical site, not the college calendar. This may include working on days when the college is closed for "Spring Break" or professional development days.
- **Clinical Hours:** Students are notified of their specific start/end dates and daily hours by the Academic Fieldwork Coordinator (AFWC) prior to the rotation.

Digital Equity

At Casper College, we believe that your geographic location or financial situation should never be a barrier to your success. We are committed to Digital Equity, which means we provide the same level of academic support, wellness coaching, and faculty mentorship to you whether you are sitting in a campus lab or logging in from home.

We also believe in financial transparency. Casper College provides your initial student identification card at no cost. If you are ever asked to pay a fee for identity validation or proctored testing, please contact the Program Director (307)268-2867 or Academic Fieldwork Coordinator (307) 268-2054 immediately. We will work to resolve the issue, often by utilizing the Respondus Lockdown Browser with a camera or coordinating directly with testing centers to waive those costs.

Student Records, Security, and Integrity

Because we take the value of your future degree seriously, Casper College and the OTA program employ rigorous measures to protect your records and the integrity of your work.

1. Maintenance of Records

In alignment with ACOTE requirements and institutional policy, the OTA program ensures that all essential student records are maintained in a secure setting. This includes:

- **Comprehensive Records:** Admission, enrollment, academic achievement, and transcripts.
- **Fieldwork Documentation:** Performance evaluations and placement records.
- **Regulatory Compliance:** All records are stored and managed in a secure setting consistent with FERPA regulations and Casper College institutional policies.

2. Secure Access and Identity Management

To ensure that only you can access your personal information and course materials, we utilize a multi-layered Identity and Access Management (IAM) system.

- **Multi-Factor Authentication:** Access to Moodle and campus workstations requires your institutional credentials and Duo Security.
- **Digital Support:** Whether navigating Moodle or practicing in our labs, the OTA faculty and technical support teams are here to ensure your digital experience is seamless and secure.

3. Verified Testing and Academic Honesty

To maintain the highest standards of academic integrity, exams are conducted via the Casper College Testing Center or the Respondus Lockdown Browser. Both methods require official identification, ensuring that the person earning the credit is truly the person behind the screen.

Digital Learning Requirements

Technical Requirements (Hardware & Software):

- **Hardware:** Students must have a personal laptop with a webcam and microphone for synchronous sessions and proctored activities.
- **Software:** A current web browser (Chrome or Firefox recommended) and software capable of opening/editing PDF and Microsoft Office documents. [Casper College DLC website](#).
- **Internet:** Reliable high-speed internet is required. It is recommended to use Mozilla Firefox or Google Chrome for optimal Moodle performance.

Student Digital Responsibility

- **Daily Preparation:** Reviewing syllabus and Moodle content prior to class arrival. Students must have consistent digital access to complete mandatory online assessments and course components.

Accessibility & Support Tools

Equitable access to digital materials: Casper College OTA Program utilizes YuJa Panorama, Zoom, and Google Chat to ensure

Technology and Digital Learning Support (DLC): Provides 24/7 technical support, troubleshooting for Moodle, and synchronous training sessions. (307) 268-3882 or dlc@caspercollege.edu.

- **Accessibility:** Support is multimodal (phone, in-person, and online), ensuring distance learners have the same support parity as on-campus students.

Disability Support: For formal accommodations or accessibility needs, [contact Disability Support Services](#).

On-Campus Computer Access: Students without home internet or computer access may utilize the following ADA-compliant labs:

- Casper College Library
- Health Science Building, Room 211

Location and Accessibility of Learning Environments

- **On-Campus Instruction:** All face-to-face labs and classroom activities are held at the Energy Institute building.
- **Clinical Locations:** Level I and Level II Fieldwork rotations occur at affiliated clinical sites. Students are responsible for transportation to these varied locations.
- **Accessibility:** All on-campus learning environments are ADA-compliant. The program is committed to providing equal access to all students. Students seeking accommodations for the classroom, lab, or fieldwork environments should contact [Jennifer McLeod](#), the Office of Disability Support Services to begin the interactive accommodation process.

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 Admission 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 Health Science 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, OCTH 2000 N1 and COTA 2300 N1 are available through distance education. These two classes are offered through Moodle. 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 Health Science 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 official 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 of acceptance to Casper College. 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.
4. An academic advisor from the Occupational Therapy Assistant Program will be assigned after completion of this process.
5. Please send an email to your OTA advisor to initiate communication and get set up for success.
6. Once you have met with your OTA advisor you will continually meet with the designated advisor throughout the entire program communicating your progress, areas of challenges or

overall assistance needed to create a successful plan of action for completion of the OTA program.

7. General Education classes are embedded within the program curriculum however, the following classes are highly recommended to take ahead of time if possible. English 1010 Comp 1, Math 1000, General Psychology 1000, Humanity class, Fine Art class.

OTA Program Admission Process

Students that are applying to the OTA program please refer to the last pages of this manual for the official admission documents you will need to email to cassady.hoff@caspercollege.edu.

The Casper College OTA program requires a formal application. Acceptance is contingent upon meeting designated admission criteria before the program begins. The Casper College Occupational Therapy Assistant (OTA) program uses a Holistic Admissions Rubric (effective 2027). This model assigns 50% of the total admission weight to "Lived Experience and Diversity Profile" markers. Given the unique demographics of the Mountain West Wyoming, the program identifies diversity through geographic isolation (frontier status), socioeconomic factors (Pell Grant eligibility and first-generation status), and diverse life stages (career changers, veterans, and non-traditional "Second Act" students). By quantifying these diverse traits within the scoring rubric, the program ensures that the student body is representative of the patient populations found in Wyoming and surrounding states—specifically those in frontier, agricultural, and industrial sectors.

Program Definition of Diversity: The Casper College Occupational Therapy Assistant (OTA) program defines a diverse student population through a lens of **Holistic Rural Representation**. Given the unique demographics of the Mountain West Wyoming, the program identifies diversity through geographic isolation (frontier status), socioeconomic factors (Pell Grant eligibility and first-generation status), and diverse life stages (career changers, veterans, and non-traditional "Second Act" students).

Vision of Efforts & Implementation: To align admissions with this vision, the program moved away from a purely quantitative academic model to a **Holistic Admissions Rubric** (effective 2027). This model assigns 50% of the total admission weight to "Lived Experience and Diversity Profile" markers.

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

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 Tailwind 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 OTA Program Director Cassidy Hoff MSOT, OTR/L, Academic Fieldwork Coordinator Melissa Neff MSOT, OTR/L or OTA Faculty 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..
 - 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 will notify enrollment services of their advisor and finish the enrollment process. .
 8. **Begin classes** during the fall semester, spring semester, or summer semester.
 9. **Application:** Students that are ready to apply to the OTA program will email the application page to cassady.hoff@caspercollege.edu
 10. **Confirmation of Acceptance:** Students will be notified of acceptance prior to advising day. Students will then meet with an advisor to determine classes for the spring semester based on their path. Students that are accepted will attend a mandatory orientation meeting in December and be advised for the OTA program path. Those that are not accepted, will meet with their advisors to determine their spring classes and plans for success.

CASPER COLLEGE OCCUPATIONAL THERAPY ASSISTANT 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 completed or registered in a minimum of 12 program related college level courses to include ZOO 2015 Human Anatomy or equivalent within the past two years and OCTH 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

4. Have a cumulative college grade point average of 2.5 or better for admission or readmission. (Midterm grades are used for first semester students).
5. Have emailed the OTA Program Director the last page of the application document, indicating the desire to start the OTA Program upon acceptance.
6. 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 33 points on the admission score sheet.
7. 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 33 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.

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](#). 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)				
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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.
 - During scheduled advising sessions, faculty will review the student's professional work behaviors, adherence to the OTA Program Student Handbook/Code of Conduct, and the ethical responsibilities required for entry into the occupational therapy profession. This advisement is documented through the Fieldwork Readiness form, which is completed and reviewed with the student three times throughout the program: Summer 1, Fall 2, and Spring 2."
 - 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 Advising-

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. Prior to beginning Level II fieldwork rotations, students will participate in a final Fieldwork Readiness Advising Session. During this session, faculty will review the student's cumulative professional work behaviors and their final Fieldwork Readiness form (completed in Spring 2). Advisement will focus on the ethical responsibilities and professional conduct required to represent the program and the profession in a clinical setting. Faculty and students will review the AOTA Code of Ethics and the student's responsibility to adhere to site-specific policies. This final advisement ensures the student is academically and behaviorally prepared for the rigors of entry-level clinical practice.
4. 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.
5. 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.
6. 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. ***Level II Fieldwork COTA 2550 (last Level II fieldwork) is required to be***

completed by the following May or within 12 months after completion of the academic COTA courses.

- 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.

Retention and Support for Diverse Populations:

The OTA Program is committed to the success of a diverse student body, including non-traditional learners, first-generation students, and individuals from varied socioeconomic and cultural backgrounds. To support retention, the program utilizes a multi-tiered support system:

- Early Intervention: Faculty monitor academic performance and professional behaviors weekly. Students identified as "at-risk" are provided with a Student Success Plan that may include peer mentoring, tailored tutoring, or adjusted lab schedules.
- Inclusive Success Plans: Remediation plans are developed collaboratively between the student and faculty to account for individual learning needs and external barriers (e.g., childcare, transportation, or financial stressors).
- Institutional Resources: Students are encouraged to utilize the college's Office of Student Success and Disability Support Services to ensure equitable access to all program components.
- Fieldwork Flexibility: The Academic Fieldwork Coordinator considers the unique needs of a diverse student population when identifying diverse settings for Level II rotations, ensuring that placements align with the student's professional growth while acknowledging personal constraints when possible.

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 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.
 - If the student withdraws before the completion of the first semester, he/she will reapply and be considered as a new applicant.
 - 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.

Financial Aspects for the Casper College 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.

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
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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.

Casper College OTA

Program

Application

Please complete the following documents and email to Cassady Hoff

cassady.hoff@caspercollege.edu

OTA Program Admission Application

Academic Year 2026-2027

I. Applicant Information

Name: _____ Student ID: _____

Email: _____ Phone: _____

II. Diversity & Lived Experience Profile

The OTA program defines a diverse student body through a holistic admission model including varied life paths, geographic backgrounds, and leadership experiences. Please check all that apply: (5 points, max 15)

- **Rural/Frontier Resident**
- **Career Changer** (Adult learner transitioning industries)
- **Second Act Student** (Parent/Caregiver returning to workforce)
- **Veteran/Military Status**
- **First-Generation College Student**
- **Bilingual** (Spanish, ASL, Indigenous languages, etc.)
- **Reservation Proximity**
- **Pell Grant Recipient**
- **CTE/Vocational** (Welding, Construction, Agriculture, Culinary, Art, etc)
- **Dual Enrollment** (Completed college credits while in high school)
- **CTE/Health Science Pathway** (Completed HS Med-Prep, CNA, or Health Science track)
- **Traditional/Youth Leadership** (4-H, FFA, Varsity Captain, or Club Officer)

III. Work History & Stewardship

Work History: Identify work history in any industry (includes part-time work during high school/college).

- Employer/Industry: _____ Total Years: _____

Stewardship: List involvement in education, programs, or community activities. (Distance students: please provide information on local professional or community activities).

- Activity/Organization: _____

IV. Academic Prerequisites & GPA

A minimum of **12 credits** must be completed or in the process of completion at the time of application.

Course Number	Course Title	Grade
MATH 1000+	Math 1000 or Higher	

ZOO 2015/L	Human Anatomy w/ Lab	
OCTH 2000	Intro to Occupational Therapy	
COTA 2300	Fieldwork I	
ENGL 1010	English Composition I	
COMM 2010	Public Speaking	
PSYC 1000	General Psychology	
ZOO 2025/L	Human Physiology w/ Lab	
POLS 1000	US/WYO Government	
PE	Physical Education	
HUM/ART	Humanity or Fine Art	
GEN ED	General Education Elective (4 Credits)	
CUMULATIVE GPA	Current Overall GPA:	

Policy Note: Students with a cumulative GPA of **3.0 or higher** may be permitted to enroll in **Kinesiology** concurrently with **Anatomy** if needed for degree progression.

V. Verification Form

I certify that the information provided is true and accurate. I understand that my work history, community stewardship, and unique background are valued components of the OTA admissions process.

Student Signature: _____ **Date:** _____

OTA Program: Stewardship & Professional Activity Verification

Purpose: To document an applicant's commitment to service, leadership, and professional growth as part of the holistic admissions process.

I. Student Information

Name: _____ **Date:** _____

II. Activity Details

Please provide details for the activity/involvement listed on your application.

- **Organization/Program Name:** _____
- **Location/Community Served:** _____
- **Date(s) of Involvement:** _____
- **Total Hours (if applicable):** _____

III. Category of Stewardship

Select the category that best describes this involvement:

- **Professional:** (e.g., Attending state OT conferences, healthcare seminars, shadowing)
- **Community:** (e.g., Coaching youth sports, 4-H leadership, church outreach, food bank)
- **Education:** (e.g., Peer tutoring, CTE mentorship, school board/committee member)
- **Industrial/Civic:** (e.g., Union leadership, local government, volunteer fire/EMS)

IV. Impact Statement (To be completed by Student)

Briefly describe how this activity demonstrates your commitment to serving others or your professional maturity:

V. Verifier Information

This section must be completed by a supervisor, organizer, or community leader.

Name/Title: _____ **Phone:** _____

Email: _____

Verification Signature: _____ **Date:** _____ (Digital signatures or a separate letter of recommendation on letterhead are also acceptable)

Grading Rubric for OTA admissions

Academics	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	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

Zoo 2040/2041, OCTH 2000, COTA 2300 earn double points. 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.	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	GPA 4.0 GPA 3.5 GPA 3.0 GPA 2.5	8 7 5 2	
<i>Minimum of 15 points</i>		Total 40	
Diversity 5 points per Checkbox in section II		15 points	
Experience 2-4 Years Work (5 pts) 5+ Years Work (7 pts)		7 points	
Stewardship Leadership/Professional Involvement 3 or more positions (10 pts) 1 position (5 points)		10 points	
Professionalism Turned in application on time (4 pts), communicated with advisor (2 pts), professional presentation (2 pts)		8 points	
<i>Minimum of 18 points</i>		40 Total Points	
Total Score Minimum of 2.5 GPA Minimum of 33 points		80	