



Application Materials

Thank you for your interest in the Master of Science in Occupational Therapy (MSOT) program. Please carefully review this document for additional information on the admission process and items required to be submitted along with your application.

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MSOT Admissions Policy

POLICY

- ASOT offers a combined BSHS/MSOT Program leading to a Master's of Science in occupational therapy and a MSOT program. If you are interested in the BSHS/MSOT track or would like to transfer in from another institution please contact "Admissions" at **502-585-7111**.
- Students with a completed bachelor's degree in a field of study other than occupational therapy may directly enter the thirty-month entry-level master's program (MSOT) program according to the application and selection process below.
- Applicants are eligible to apply to the program when at least nine (9) pre-requisite courses are completed with documented grades posted and the applicant has registered for all remaining pre-requisite course(s).
- Program admission procedures are consistent with university policy. Please refer to the University Catalog for university policies.
- The ASOT Admission Committee recommends students for admission to the MSOT program in the fall and spring of each academic year.
- Applicants will not be discriminated against because of race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age, or disability.
- If an applicant is selected and admitted into the program, yet is unable to begin in the cohort cycle assigned for reasons other than academic standing, the initial acceptance into the ASOT program remains good for two additional admission cycles (cohorts), yet readmission into the university may be required.
- After the second admission cycle, re-admission will be required.
- Undergraduate admission into Spalding University as a Pre-OT student **does not** guarantee admission into the MSOT professional program.
- Undergraduate BSHS/MSOT students must have all undergraduate program of study courses outside of the professional program completed prior to beginning the program.
- After completing all components of the MSOT admission process, graduate students' application materials are submitted to Spalding University's Graduate Committee by the ASOT Admissions Committee for Graduate School admission, prior to admission into the MSOT program.

I. APPLICATION PROCEDURES

- ASOT Admission Committee is responsible for deciding on all MSOT program candidates and recommending applicants to the Graduate Committee for admission into the Spalding University's Graduate School. ASOT Admissions Committee composition includes all full-time occupational therapy faculty.
- Each applicant must submit a completed ASOT MSOT program online application prior to being considered for official admission to the program.
- Application deadlines for each admission cycle are posted on the university's website and on the **Application Checklist**.
- Program admission is on a competitive basis based on an applicant's CORE GPA, interview scores, online writing sample, recommendation forms, and the MSOT Mission Alignment Enrollment Policy. CORE GPA is calculated based on grades earned in pre-requisite courses.
- The completed application will include essential information regarding the student, official transcripts from all previous schools attended, a summary of all the pertinent coursework in preparation for the program, three ASOT Recommendation Forms emailed to asot@spalding.edu by the recommender, and evidence of completion of observation hours, and all other items requested within the application packet and/or posted on the Spalding University's web site.

F. All materials excluding Recommendation forms must be downloaded by the applicant to the ASOT online application with the exception of official academic transcripts which must be sent directly from previously attended college/university to the Auerbach School of Occupational Therapy (Attn: Joe McCombs) 901 South Third Street Louisville, KY 40203.

G. The student must meet the basic entry level standards published in the university catalog and on university web site. These criteria must be successfully met in order for the application to be considered.

H. Successfully meeting the minimum admission requirements **does not** guarantee admission to the MSOT program. Admission decisions are based on a competitive ranking process.

I. Applications received after the stated deadline will NOT be considered for the admission cycle.

J. Selected applicants who withdraw or drop any pre-requisite courses registered for at time of application will lose his/her program seat.

K. Selected applicants who, after completing all pre-requisites, has a CORE GPA that falls below the 3.0 minimum standard, will lose his/her program seat.

II. APPLICATION REVIEW AND ANALYSIS

A. Initial Review of Application

This review will consist of the following items:

1. Assurance that all the required components of application are included. If there are components missing at the time of the application deadline, such as recommendation letters, the application will NOT be considered for the MSOT program admission cycle.
2. Verification of successful completion (meeting GPA minimum standards) of at least nine (9) pre-requisite courses and that registration for the remaining pre-requisite courses is completed.
3. Calculation of CORE GPA. If an applicant's CORE GPA does not meet the 3.0 minimum standard, the application will NOT be considered for admission. [CORE GPA is an applicants' calculated GPA in all completed program pre-requisite courses at time of application].
4. Applicants who have 2 unsuccessful attempts at completing a prerequisite course (grade below C) will not be eligible to apply.

B. Student Interview

Selected applicants are required to complete an electronic interview. Applicants must have access to a computer with Internet access, a web camera and speakers in order to complete the ASOT Interview. Interviews consist of **5 questions**, take approximately **15-20 minutes**, and responses are scored on a three (3) point Likert Scale that comply with interviewing best practices.

C. Writing Assignment

Each applicant is required to complete an **electronic writing sample** that includes the reason for selecting occupational therapy as a career, for selecting Spalding University's MSOT program, and personal qualities. Applicants must have access to a computer with Internet access in order to complete the electronic writing sample. The sample is timed and will not last longer than 15 minutes. The sample is scored based on a standard rubric for content and grammar.

D. Application Evaluation

Applicant ranking is based upon the CORE GPA in the required pre-requisite courses completed at the time of application (55%), campus interview with faculty (30%), writing sample (5%), recommendation forms (5%), MSOT Mission Alignment Enrollment Policy (5%). The highest ranking applicants are admitted into the program for each admission cycle.

III. APPLICATION SELECTION

Based upon enrollment capability, the most highly ranked applicants will be offered admission to the program.

IV. APPLICATION REVIEW AND ANALYSIS

Each applicant will be notified in writing as to his or her admission status to the University by the University Provost and acceptance into the MSOT program by the MSOT Program Chair. Applicants must acknowledge and accept the cohort slot within the timeframes communicated on the acceptance letter. A timely written response and tuition deposit is required from applicants to confirm their acceptance of a program slot. If the applicant does not actively accept conditions of admission within the stated timeframe, the acceptance offer will be removed and the next qualified applicant will be considered.



Prerequisite Courses for the Entry-Level Programs

You must complete 9 of the 13 prerequisites below to make application with a plan on how you intend to complete the remaining prerequisites before classes start if accepted to the MSOT program.

The following CORE courses (or equivalent) must be completed with a Core GPA of 3.0 or higher prior to officially entering the professional phase of the Master of Science in Occupational Therapy Program:

1. BIO 261 Human Anatomy (3 credit hours)
 BIO 262 Human Anatomy Lab (1 credit hour)
2. BIO 263 Human Physiology (3 credit hours)
 BIO 264 Human Physiology Lab (1 credit hour)
3. CHEM 106 Chemistry for the Allied Health Sciences, or any general 100-level or above chemistry course (3 credit hours)
4. MATH 113 College Algebra, or a higher math (3 credit hours)
5. MATH 231 Statistical Techniques (3 credit hours)
6. ANTH 211 Cultural Anthropology OR SOC 201 Introduction to Sociology (3 credit hours)
7. PSY 103 Psychological Systems (3 credit hours)
8. PSY 202 Life Span Development (3 credit hours)
9. PSY 458 Abnormal Psychology (3 credit hours)
10. PHIL 154 Ethics (3 credit hours)
11. ENG 109 College Writing I (3 credit hours)
12. COM 201 Effective Speaking (3 credit hours)
13. PHY 204 Physics for Rehabilitation Sciences, or general physics that covers the properties of light, water, temperature, sound, electricity, and force mechanics. (3 credit hours)

Any course substitutions are at the discretion of the Auerbach School of Occupational Therapy Chair.



MSOT Application Checklist

ASOT applicants must have completed at least nine program pre-requisites prior to making application

- 1) Submit complete ASOT/MSOT application online from MSOT web page _____
(Paper applications will not be accepted or reviewed)

- 2) Recommendation Forms (3 required), please make sure the recommenders promptly complete, and email to asot@spalding.edu _____

- 3) ***Unofficial transcripts*** submitted with online application _____

- 4) Official academic transcripts must be sent directly from previously attended College/university to the Auerbach School of Occupational Therapy (Attn: Joe McCombs) 901 South Third Street Louisville, KY 40203 _____

- 5) Submit verification of completed observation hours with online application. _____

- 6) Submit \$30.00 application fee online with ASOT application submission. _____

Please do not submit your application online until it is ***entirely*** complete with all items collected. ASOT does not have the capacity to collect and store separate application items.

The Auerbach School of Occupational Therapy will not accept any applications prior to November 28, 2016, or beyond February 3, 2017 for an August, 2017 admission. All submitted applications and materials become property of ASOT.

Auerbach School of Occupational Therapy **PROFESSIONAL PROGRAM OF STUDY**

30 month program with 90 credit hours total

Session 1

OT 501 Fundamentals of Occupational Therapy 4

For Students in the BSHS/MSOT program, this is the end of the undergraduate program.

Total BSHS degree is 120 credit hours 54 Professional Program credits

Session 2

HS 550 Research Application in Practice 3
OT 510 Occupations in Life: A Theoretical and Applied Perspective 4

Session 11

HS 560 Designing Research in the Health Sciences 3

Session 3

HS 525 Psychosocial Health & Wellness 3
HS 518 Neurosciences for the Health Sciences 4

OT 570 Ethical Decision Making in Occupational Therapy 3

Session 4

HS 520 Physical Health and Wellness 3
HS 515 Human Anatomy Correlates for Occupational Therapy 4

Session 12

OT 620 Occupation: Measuring Outcomes in Varied Service Delivery Contexts 4

Session 5

OT 515 Movement in Occupations 4

Session 13 & 14

OT 630 Fieldwork II-A

Session 6

OT 520 Evaluation and Intervention I Children and Youth 4
OT 525 Level I-A: Children & Youth Fieldwork 1

hours per week) 8 (40

Session 15 & 16

OT 640 Fieldwork II B (40 hours per week) 8

Session 7

OT 530 Evaluation and Intervention II – Rehabilitation Practice 4
OT 535 Level I-B: Rehabilitation & Disability Fieldwork 1

Session 17

OT 650 Managing OT Services 3

Session 8

OT 540 Evaluation and Intervention III Mental Health Practice 4
OT 545 Level I-C Mental Health Fieldwork 1

Session 18

OT 680 Leadership in OT 3
OT 670 Application of Scholarship 4

Session 9

OT 550 Evaluation and Intervention IV Work, Industry & Orthopedic Practice 4
OT 555 Level I-D: Work, Industry & Orthopedic Fieldwork 1

MSOT

90 semester hours

Session 10

OT 560 Evaluation/Intervention V Productive Aging 4
OT 565 Elder Mentor Project 1

Each session is 6 weeks in length. There is a one-week break between each session. Major holidays and a two-week Holiday Break in December and a two-week break in August after Session Seven of each Academic Year are also observed.

Updated – Draft for CC Review 2/12



Course Descriptions

HS515 - Human Anatomy Correlates for Occupational Therapy Practice

Credit: 4 semester hours

Emphasizes knowledge of anatomical structure of the human trunk, neck, back, and extremities as it relates to occupational therapy practice. The application of basic anatomy including gross and lab experiential learning competencies related to the rehabilitation process is an outcome for successful course completion.

Prerequisite: enrollment in the Auerbach School of Occupational Therapy

HS518 - Neuroscience for the Health Sciences

Credit: 4 semester hours

Presents concepts focusing upon the study of the structure and function of the central nervous system. Specific examples related to human performance and occupational therapy evaluation/intervention are discussed. Demonstrating conceptual knowledge of the concepts of neuroplasticity's impact on rehabilitative and habilitative processes is a major outcome for successful course completion.

Prerequisites: OT510

HS520 - Physical Health and Wellness (Online)

Credit: 3 semester hours

Analysis of the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and occupational performance of the individual will occur. Students will explore

the role of occupation for promoting health and wellness, enhancing health literacy, and for the prevention of disease and disability for individuals, families and society. This course provides foundation support for the occupational therapy evaluation/intervention course series.

Prerequisite: enrollment in the Auerbach School of Occupational Therapy

HS525 - Psychosocial Wellness and Group Process

Credit: 3 semester hours

Presents an overview of psychosocial client factors and their impact on occupation and occupational performance. Issues supporting quality of life, wellbeing, and occupation of the individual, group, or populations to promote mental health are discussed. Discussion of concepts concerning health and wellness, needs of individuals experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services will occur. Group process and dynamics are major content areas and are examined through experiential learning activities. This course provides foundational support for the occupational therapy evaluation/intervention course series.

Prerequisite: enrollment in the Auerbach School of Occupational Therapy

HS550 - Research Application in Practice (Online)

Credit: 3 semester hours

Promotes the development of scholarship skills and use of research knowledge for practice in health sciences. Students will articulate the importance of how scholarly activities contribute to the development of knowledge as it relates to occupational therapy. Includes a review of descriptive and inferential statistics as used in developing/using evaluation instruments and research designs. The analysis and critique of both qualitative and quantitative research methods and search of the literature and evaluating the quality of the evidence will occur. Competence in critiquing the validity of research studies, including designs and methodologies is a major learning outcome of the course.

HS560 - Designing Research in the Health Sciences (Online)

Credit: 3 semester hours

Students will participate in scholarly activities that evaluate clinical practice, service delivery,

and/or professional issues. Developing and evaluating scholarly proposal(s), data collection instrument psychometrics, data analysis, and articulating the steps for writing a systematic review of the literature are learning outcomes in this course.

Prerequisites: HS550

OT501 - Fundamentals of Occupational Therapy

Credit: 4 semester hours

Introduces basic tenets of occupational therapy; exploring theories, concepts, values, history, and service delivery models of the occupational therapy profession as a basis for the student's orientation to the educational program. Students will articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy as an outcome of the course. Demonstration of task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors will occur through experiential learning activities and provide the basis for attaining the conceptual knowledge of occupation and occupational therapy.

Prerequisite: enrollment in the Auerbach School of Occupational Therapy

OT510 - Occupations in Life: A Theoretical & Applied Perspective (Online)

Credit: 4 semester hours

Presents theories of occupation and occupational performance along with various application strategies throughout the lifespan. Contextual concepts impacting occupation and quality of life issues will be discussed. Comparing and contrasting models of practice and frames of reference and theory development will occur. Students will analyze and discuss how occupational therapy history, theory and the sociopolitical climate influence practice

Prerequisites: OT501

OT515 - Movement in Occupations

Credit: 4 semester hours

Analyzes client factors of structure and applied functional movement principles of the musculoskeletal system related to occupational therapy intervention including kinesiology and

biomechanics. Evaluation procedures including manual muscle testing, range of motion, and other related skills are presented. Students will demonstrate safety of self and others in training to enhance functional mobility, including physical transfers.

Prerequisites: OT510, HS 515

OT520 - Evaluation/Intervention I – Children and Youth

Credit: 4 semester hours

Examines evaluation/intervention for infants, children, and school-age populations through age twenty-one. Evaluation of developmental (typical, atypical), environmental, psychosocial, and medical/congenital influences are examined. Planning and applying occupational interventions to address the physical, cognitive, psychosocial, sensory, and motor performance of children in a variety of contexts is explored. Effectively communicating and working interprofessionally for executing components of an intervention plan for individuals, families, and populations is emphasized.

Prerequisites: HS515 HS518 OT510

OT525 - Level 1-A Children and Youth Fieldwork

Credit: 1 semester hour

Includes experiences designed to enrich concepts presented in OT 520 through directed observation and participation in services for children and adolescents. Students are supervised by an occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 520 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.

Co-requisite: OT520

OT530 - Evaluation/Intervention II – Rehabilitation Practice

Credit: 4 semester hours

Emphasizes normal development, pathological conditions, and evaluation/intervention for occupational performance. Examines rehabilitative, sensorimotor, and cognitive evaluation approaches. Planning and applying occupational interventions to address the physical, cognitive, psychosocial, sensory, and motor performance of adults is explored. Effectively

communicating and working interprofessionally for executing components of an intervention plan for individuals and populations is emphasized.

Prerequisites: HS518 OT510 OT515

OT535 - Level I-B Rehabilitation and Disability Fieldwork

Credit: 1 semester hour

Includes experiences designed to enrich concepts presented in OT 530 through directed observation and participation in services for individuals with physical, cognitive, perceptual, sensory, neuromuscular and behavioral deficits that impact occupational performance. Students are supervised by an occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 530 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.

Co-requisite: OT530 –

OT540 - Evaluation/Intervention III –Mental Health Practice

Credit: 4 semester hours

Analysis of the impact of wellness and psychosocial issues on occupation and occupational performance focusing on the recovery model is considered. Specific roles for the occupational therapist in varied community and inpatient mental health settings are examined. Competence in conducting and demonstrating group facilitation, mental health interventions, and program development processes are the major learning outcomes of the course.

Prerequisites: HS518 OT510 OT515 HS525

OT545 - Level I-C Mental Health Fieldwork

Credit: 1 semester hour

Includes experiences designed to enrich concepts presented in OT 540 through directed observation and participation in services for individuals with mental and behavioral deficits that impact occupational performance. The focus of this experience is on both psychological and social factors that influence engagement in occupation. Students are supervised by an

occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 540 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.

Co-requisite OT540

OT550 - Evaluation/Intervention IV –Work, Industry& Orthopedic Practice

Credit: 4 semester hours (3 lecture hours, 3 lab hours)

Emphasizes assessment of, occupation, occupational performance, client factors and environmental context (s) of work, industry and community. Biomechanical and environmental adaptation models are examined. Planning and applying occupational interventions to address the physical, psychosocial and motor performance of adults is explored. Measures to manage pain, enhance mobility and encourage wellness, are emphasized. Effectively communicating and working interprofessionally for executing components of an intervention plan for individuals and populations is highlighted.

Prerequisites: HS518 OT510 OT515

OT555 - Level I-D Work, Industry & Orthopedic Practice Fieldwork

Credit: 1 semester hour (8 contact hours)

Includes experiences designed to enrich concepts presented in OT 550 through directed observation and participation in services for adults with physical, psychosocial, orthopedic, motor performance deficits that impact occupational performance in work, industry and community participation. Students are supervised by an occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 550 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.

Co-Requisite: OT550

OT 560 –Evaluation/Intervention V – Productive Aging_

Credit: 4 semester hours

Emphasizes practice issues concerning the occupations of aging. Areas of focus include changes in physical, sensory, perceptual, and cognitive function, as well as examination of emotional and spiritual health. Transitions in late life as influenced by personal and environmental factors, housing and care choices are investigated.

OT 565 Elder Mentor Project

Credit: 1 semester hour

Experiential learning project that provides the student opportunity to share lived experiences of older adults for insight into changes in client factors, occupational performance patterns, contextual demands of housing and environmental influences that impact occupation.

OT570 - Ethical Decision Making in Occupational Therapy (Online)

Credit: 3 semester hour

Presentation of professional ethics, values, and responsibilities in order for the student to appreciate the ethics and values of the profession of occupational therapy will occur. Students will articulate role(s) and responsibility(ies) to advocate for changes in service delivery systems and the ethical constructs of health disparities, social injustice, and occupational deprivation. Developing an ethically and competence based professional development plan is an outcome for successful completion of the course.

Prerequisites: OT 525, OT 535, OT 545, OT 555

OT620 – Occupation: Measuring Outcomes in Varied Service Delivery Contexts (Online)

Credit: 4 semester hours

Provides an overview and analysis of different measures of occupation and occupational performance and relates these measures to theoretical practice constructs and settings. Emphasis is placed on applying and measuring the impact of the therapeutic use of everyday life activities with individuals and groups for the purpose of participation, health, well-being and improved quality of life. Students will analyze and evaluate various contexts and policy issues as they relate to the practice of occupational therapy. Creation of a personal frame of reference for professional practice is required for successful completion of the course.–

Prerequisites: HS550 HS560

OT630 - Fieldwork II-A

Credit: 8 semester hours

Includes a 12-week in-depth fieldwork experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation in an approved setting under the supervision of currently licensed occupational therapist with a minimum of one year practice experience. The supervisor guides and mentors the student and serves as a role model for ethical practice. The experience is designed to promote clinical reasoning and reflective practice in a setting that demonstrates client-centered, meaningful, occupation-based interventions. The opportunity to competently apply the didactic materials provided throughout the curriculum will occur during the fieldwork placement. Setting assignments will be reflective of the diversity of occupational therapy practice settings.

Prerequisites: all OT/HS courses except, 640, 650, 670, and 680

OT640 - Fieldwork II-B

Credit: 8 semester hours

Includes a 12-week in-depth fieldwork experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation in an approved setting under the supervision of currently licensed occupational therapist with a minimum of one year practice experience. The supervisor guides and mentors the student and serves as a role model for ethical practice. The experience is designed to promote clinical reasoning and reflective practice in a setting that demonstrates client-centered, meaningful, occupation-based interventions. The opportunity to competently apply the didactic materials provided throughout the curriculum will occur during the fieldwork placement. Setting assignments will be reflective of the diversity of occupational therapy practice settings.

Prerequisites: OT630

OT650 - Managing Occupational Therapy Services (Hybrid)

Credit: 3 semester hours

Includes an overview of the application of principles of management and systems in the provision of occupational therapy services to individuals and organizations. Students will

discuss various contextual factors on management, supervision/collaboration, financial/reimbursement, and program evaluation. Legislative/regulatory implications on practice is discussed. Students will demonstrate knowledge of national requirements for credentialing, state licensure, reimbursement systems, and the ability to determine need for, plan, develop, organize, market services and evaluate services.

Prerequisites: OT630 OT640

OT670 - Application of Scholarship (Hybrid)

Credit: 4 semester hours

Focuses on the development and completion of a series of critically appraised papers culminating in a critically appraised topic paper with professional presentation and systematic review that focuses on occupational therapy practice interventions.

Prerequisites: OT630 for entry-level program students

OT680 - Leadership in Occupational Therapy (Hybrid)

Credit: 3 semester hours

Examines the varied role and responsibilities of the occupational therapist as a leader in practice, education, research, consultation and entrepreneur arena including involvement in international, national, state, and local professional associations. Application of leadership theory, adult learning, change, program development, and marketing strategies in the health or community setting(s) is analyzed. The impact of professional and personal accountability and advocacy for the profession is emphasized as a dominant theme.

Prerequisites: OT620 OT630 OT650–



Master of Science Entry-Level Occupational Therapy Program Admission Criteria

Admission Criteria	Points
CORE GPA	550
Online Interview	300
Recommendation Forms	50
MSOT Mission Alignment Policy	50
Online Writing Sample	50
Total Possible Points	1000

A candidates making application in the cohort admission window will be ranked according to the above criteria. The top 40 candidates will be asked to accept a seat within the program.



Mission Alignment Policy and Rubric

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.

The MSOT entry-level program facilitates the development of dynamic occupational therapy leaders who exemplify professional accountability across diverse service delivery contexts. ASOT students are actively engaged with faculty, peers, and others in their learning and are constantly evolving into skilled practitioners with the ability to lead and promote the development of the community and profession. Program graduates possess the ability to select, adapt, and create the knowledge necessary to:

- Demonstrate leadership skills and attributes
- Demonstrate professional knowledge, skills, and attitudes
- Gather, analyze and synthesize information, ideas, and decisions
- Apply ethical principles including the role of values in the construction of knowledge and making of decision.

The MSOT entry-level program seeks to serve diverse communities through the development of diverse learners within each graduating cohort. With this focus in mind, the MSOT entry-level program reserves 5% of the total admission criteria ranking for mission alignment initiatives. The following points are given to program applicants who fall within the following categories:

Criteria	Points
First Generation College Student	10
Economically disadvantaged *	10
3- 12 earned credits at Spalding	(5)
13 – 24 earned credits at Spalding	(7)
Greater than 24 earned credits at Spalding	10
From a Medically Underserved Area in KY, IN, TN or OH (as defined by HRSA)	10
Under represented practitioner group(s) as identified by AOTA's Centennial Vision (Hispanic/Latino, Black/African American, Native American, Alaskan Native, Pacific Islander, Asian, Multi Race, Male)	10
Total Possible Mission Alignment Points	50

*See attached chart

Revised 10.1.15

Size of Parents' or Student's family *	Income Level **
1	23,540
2	31,860
3	40,180
4	48,500
5	56,820
6	65,140
7	73,460
8	81,870

For families with more than 8 persons, add \$8,320 for each additional person.

* Includes only dependents listed on Federal Income tax forms.

**Adjusted gross income for calendar year 2014