



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive  
Brockport, New York 14420  
585-395-2586 \* 585-395-2246 (fax)  
senate@brockport.edu  
brockport.edu/collegesenate

Resolution #03 2014-2015  
**College Senate**

Supersedes Res #: \_\_\_\_\_



TO: Dr. John R. Halstead, College President  
FROM: The College Senate: **12/09/2014**  
RE: → I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Master of Science in Occupational Therapy** (#11\_14-15GC)

Signed:  Date: 12/8/14  
(P. Gibson Ralph, 2014-15 College Senate President)

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: P. Ralph Gibson, College Senate President  
FROM: John R. Halstead, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)  
a. Accepted - Implementation Effective Date\*\*: FALL 2016  
\*\*Implementation of resolution requires final approval from SUNY- State Education Department.  YES  NO  
b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation  
II, III. Response to Recommendation or Other/FYI  
a. Received and acknowledged \_\_\_/\_\_\_/\_\_\_

b. Comment:   
Signed: \_\_\_\_\_ Date: 1/6/15  
(Dr. John R. Halstead, President, The College at Brockport)

**DISTRIBUTION:** Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office 2014-2015</i>	<b>#11_14-15GC</b> <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS**

- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu). (General Education Proposals and questions go to [diamphro@brockport.edu](mailto:diamphro@brockport.edu) in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to [senate@brockport.edu](mailto:senate@brockport.edu).
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Master of Science in Occupational Therapy

**2. BRIEF DESCRIPTION OF PROPOSAL:**

The College at Brockport proposes to add an entry-level Master of Science in Occupational Therapy to its curricular offerings. The program would be housed in the School of Health and Human Performance along with existing programs in kinesiology, health science, nursing, and recreation. The purpose of the program would be to prepare students for licensure and employment in the field of occupational therapy in Western New York and beyond. Creation of the program would be consistent with strategic planning initiatives both on campus and at System Administration. Furthermore, the program would address expected escalating needs for occupational therapists driven, at least in part, by an aging population. The proposed program includes 83 credits of coursework taken over a two-year period. It is anticipated that the program would be accredited by the Accreditation Council for Occupational Therapy Education.

**3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?    NO   X   YES** **EXPLAIN YES**

It is anticipated that there will be initial costs in establishing a lab and in acquiring new personnel (four full-time faculty members, one secretary, and a small number of adjunct faculty). Furthermore, there will be initial and annual costs associated with accreditation and operating S&E. It is expected that tuition revenue generated by the program will exceed expenditures especially by Year 2.

**4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

None

**5. HOW WILL THIS AFFECT TRANSFER STUDENTS:**

N/A

**6. ANTICIPATED EFFECTIVE DATE:**

Fall 2016

**7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.**

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
10-15-14	10-29-14		

**8. SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Francis Short</i>	<i>School of H&amp;HP</i>		

**9. COMMITTEES: (Senate office use only)**

<b>Standing Committee</b>	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Executive Committee	<b>Standing Committee</b>	10/20/14, 11/3/14
<input type="checkbox"/> Enrollment Planning & Policies	<b>Executive Committee</b>	
<input type="checkbox"/> Faculty & Professional Staff Policies	<b>Senate</b>	12/08/14
<input type="checkbox"/> General Education & Curriculum Policies	<b>Passed GED's go to Vice Provost</b>	
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	<b>College President</b>	
<input type="checkbox"/> Student Policies	<b>OTHER</b>	
<input type="checkbox"/> Undergraduate Curriculum & Policies	<b>REJECTED -WITHDRAWN</b>	

NOTES: Senate Approved 12/08/14 RES #03



# Letter of Intent: Graduate Degree Program Form 1B

Before submitting a proposal for a new program leading to a graduate degree, a SUNY campus must submit a cover letter signed by the Chief Executive or Chief Academic Officer and a completed Letter of Intent (LI) form to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). The LI procedure is described at the end of this form.

<b>Section 1. General Information</b>									
<b>Item</b>	<b>Response (type in the requested information)</b>								
<b>a) Institutional Information</b>	List each campus (and its 6-digit <a href="#">SED Institution Code</a> ) where the entire program will be offered: The College at Brockport (230500) 350 New Campus Drive Brockport, NY 14420								
<b>b) Program Locations</b>	List the name and address of each off-campus location (e.g., <a href="#">extension site or extension center</a> ) where courses (but not an entire program) will offered, <b>or check here [ X ] if not applicable.</b>  If applicable, send documentation to show that <a href="#">SUNY policy on off-campus locations</a> has been followed.  Will 50% or more of the program be offered at a distance? [ ] Yes [ X ] No								
<b>c) Proposed Program Information</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 2px;">Program Title:</td> <td style="padding: 2px;">Master of Science in Occupational Therapy</td> </tr> <tr> <td style="padding: 2px;"><a href="#">Award</a>(s) (e.g., M.S., Ph.D.):</td> <td style="padding: 2px;">M.S.</td> </tr> <tr> <td style="padding: 2px;">Number of Required Credits:</td> <td style="padding: 2px;">Minimum [ 83 ] If tracks or options, largest minimum [ ]</td> </tr> <tr> <td style="padding: 2px;">Proposed Program Codes:</td> <td style="padding: 2px;"><a href="#">HEGIS Code</a> [5210.00] 6-digit <a href="#">CIP 2010 Code</a> [51.0803]</td> </tr> </table> <p style="padding: 2px;">If the program will be accredited, list the accrediting agency and expected date of accreditation: Accreditation Council for Occupational Therapy Education (ACOTE); 2016-17</p> <p style="padding: 2px;">If applicable, list the <a href="#">New York State certificate title(s) and type(s)</a> to which the program leads:</p> <p style="padding: 2px;">If applicable, list the New York State <a href="#">professional licensure title(s)</a> to which the program leads: Occupational Therapy</p>	Program Title:	Master of Science in Occupational Therapy	<a href="#">Award</a> (s) (e.g., M.S., Ph.D.):	M.S.	Number of Required Credits:	Minimum [ 83 ] If tracks or options, largest minimum [ ]	Proposed Program Codes:	<a href="#">HEGIS Code</a> [5210.00] 6-digit <a href="#">CIP 2010 Code</a> [51.0803]
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Number of Required Credits:	Minimum [ 83 ] If tracks or options, largest minimum [ ]								
Proposed Program Codes:	<a href="#">HEGIS Code</a> [5210.00] 6-digit <a href="#">CIP 2010 Code</a> [51.0803]								
<b>d) Contact Person for Proposal</b>	Name and title: Francis X. Short, Dean, School of Health & Human Performance  Telephone: 585-395-2350 <span style="float: right;">E-mail: fshort@brockport.edu</span>								
<b>e) Chief Executive or Chief Academic Officer Approval</b>	Name and title: Mary Ellen Zuckerman, Provost and VPAA Email for receiving comments: mzuckerman@brockport.edu Date: September 25, 2014  <b>If the intended program will be offered jointly with one or more other institutions, provide the following information for each institution:</b>  Partner institution's name, CEO's name and title:								

Version 2013-10-15

## Section 2. Program Summary

In 300 or fewer words, describe the proposed program, including its purpose, content, structure, and duration.

The College at Brockport proposes to add an entry-level Master of Science in Occupational Therapy to its curricular offerings. The program would be housed in the School of Health and Human Performance along with existing programs in kinesiology, health science, nursing, and recreation. The purpose of the program would be to prepare students for licensure and employment in the field of occupational therapy in Western New York and beyond. Creation of the program would be consistent with strategic planning initiatives both on campus and at System Administration. Furthermore, the program would address expected escalating needs for occupational therapists driven, at least in part, by an aging population. The proposed program includes 83 credits of coursework taken over a two-year period. It is anticipated that the program would be accredited by the Accreditation Council for Occupational Therapy Education.

## Section 3. Institutional Mission and Planning

- a) Explain the program's relationship to the strategic plan of the institution and of SUNY.

The proposed Master of Science in Occupational Therapy (MS/OT) program is consistent with both Brockport's current strategic plan and with the *Power of SUNY*. The following are Division of Academic Affairs priorities and goals in the campus' strategic plan that relate to this proposal:

- Offer high quality, rigorous academic programs
  - Maintain continuous curricular development and improvement
- Strengthen graduate education
  - Enhance the reputation and visibility of the College within the region for providing high quality graduate education
  - Strengthen graduate program enrollment

And clearly the addition of a new allied health program, such as an MS/OT, would contribute to "SUNY and a Healthier New York," one of the six big ideas in the *Power of SUNY, Strategic Plan 2010 and Beyond*.

- b) Describe the program's relationship to existing or planned programs in the same or related disciplines and expected impact on them.

The MS/OT program would be housed in the School of Health & Human Performance where it would be in a strong position to attract undergraduate students from existing programs in kinesiology, exercise science, athletic training, adapted physical education, therapeutic recreation, nursing, and health science. We believe the MS/OT program would provide another viable graduate program option for Brockport students in these, and other, undergraduate programs. We also believe that the MS/OT would complement, rather than compete with, existing graduate programs in the School and across campus (only adapted physical education and health science currently have graduate programs from among those listed above). If the entry-level MS/OT proves as successful as we expect it to be, a reasonable aspiration would be to create a combined BS/MS in the future which would provide an additional level of study and a more direct pipeline to the MS/OT program.

- c) Summarize proposed arrangements for required external instruction (e.g., clinical instruction, agency placement, internships) and how those arrangements would affect other programs in the same facilities. Attest to the sufficiency of proposed off-campus external instruction for anticipated enrollment.

The American Occupational Therapy Association (AOTA) has established guidelines for clinical fieldwork sites which are available through their website. Students must complete one week of a Level 1 experience and a total of 24 weeks of Level II experiences. Traditional fieldwork settings include:

- Hospitals,
- Skilled Nursing Facilities,
- Acute Rehabilitation Centers,
- Pediatric Based Opportunities (i.e. school systems/early intervention providers).

AOTA will also allow non-traditional sites assuming all AOTA criteria are met and there is adequate supervision provided. Examples of non-traditional sites include:

- Senior centers,
- Assisted living centers,
- Clubhouses/community mental health centers,
- Wellness centers,
- Prisons/correctional facilities,
- Area agencies on aging,
- Headstart and other early intervention programs,
- School-based programs,
- the Salvation Army,
- Adult day care centers,
- the YMCA or YWCA,
- Health promotion programs.

It would be impossible to identify all available fieldwork locations that students may choose to pursue, however there is a vast array of diverse fieldwork placements in occupational therapy. Student fieldwork site requests can be impacted by areas of clinical interest and geographical preference. Since students are not typically involved in coursework during their clinical fieldwork experiences, they have the flexibility to extend beyond the Western New York region. For cost savings, many students may select an internship site that is geographically close to family members. That said, there are many potential field experience sites in the greater Rochester area for those wishing to stay near Brockport and we already have good relationships with many of those sites through our existing academic programs, especially those in nursing, teacher education, therapeutic recreation, and exercise science. Furthermore, we project a maximum enrollment of 40 students per cohort per year in the program and believe these students can be easily accommodated in local field experiences.

#### **Section 4. Market Need and Demand**

- a) Explain the potential need for this program in terms of the educational and/or economic needs of the area(s) in which it is to be located, New York State at large and, particularly for doctoral programs, the nation.

A variety of sources, including the United States Department of Labor, *U.S. News and World Report*, and *CNN Money*, rank Occupational Therapy (OT) as an extremely favorable career with the expectation that OTs will be hired abundantly over the next several years. Growth in the elderly population is expected to keep the OT job market especially strong, however OTs work with a variety of client types in diverse settings including: hospitals, rehabilitation centers, nursing homes, assisted living facilities, school systems, home health service, and private practice.

According to the NYS Department of Labor the "industry sector" that had the greatest gain in jobs between November 2012 and November 2013 was the private educational and health services sector with 61,200 jobs added (the second largest increase in jobs was in leisure and hospitality with 34,100 new positions). According to the department's website, "Private educational and health services added the most jobs (+61,200) of any major industry sector over the past year. Sector employment gains were centered in health care and social assistance (+38,500), especially ambulatory health care

services (+27,400)" (retrieved on December 20, 2013). In Rochester, three of the top five largest employers (and 10 of the top 50) are in the health care business. While these statistics relate to health care in general, it is clear that there is need specifically for OTs as well. A recent cursory review of one job search website identified approximately 60 openings in OT for the greater Rochester area.

The Western New York area continues to demonstrate demand for OT practitioners. This need is due in part to the above documented growth of the field of occupational therapy (i.e. demand) and to the limited number of regional entry-level master's programs in the area (i.e. supply). As far as we know there is only one other OT program within 50 miles of Brockport (a new program at Nazareth College).

- b) Explain the need for the program in terms of the availability and capacity of similar programs offered by other SUNY campuses. If there could be a reasonable perception of duplication or redundancy, explain the rationale for adding this program.

Based on a "graduate academic program search" on the SUNY website, there are three sister institutions that currently offer one or more degrees in occupational therapy: Stony Brook University, Downstate Medical Center, and the University of Buffalo. It appears that Stony Brook offers a combined entry-level BS/MS, Downstate offers an entry-level MS, and UB offers a combined entry-level BS/MS and a post-professional MS. The proposed program at Brockport would duplicate the efforts of all three entry-level programs at the other SUNY institutions, but would not duplicate the post-professional MS at UB because that program requires an undergraduate degree in OT. The programs at Stony Brook and Downstate are a considerable distance from Brockport; Downstate is approximately 350 miles away and Stony Brook is farther and both serve the metropolitan New York City area. It is unlikely that we will compete for many students or that graduates of either of those programs will contribute significantly to the quality of life in the greater Rochester area.

Presumably the greatest concern for redundancy would be with the entry-level program at UB. That said, and as we understand it, in order to pursue the entry-level MS at UB, one must start at the BS level in that five-year program. So, for instance, a Brockport graduate with a BS in kinesiology would not be able to enter an entry-level program in OT at UB unless, perhaps, he/she was willing to pursue a second undergraduate degree first and spend five years in the process. We believe the proposed Brockport program would be the only SUNY-based entry-level MS/OT in Western New York available to students with bachelor's degrees in subjects other than occupational therapy (or related titles).

- c) Identify similar programs at non-SUNY institutions, public and private, and what might be the potential impact on them.

We believe the following non-SUNY institutions, within a 150-mile radius, have academic programs in OT: Nazareth College, D'Youville College, Keuka College, and Ithaca College. With the exception of D'Youville, each of these colleges offers the entry-level BS/MS combined degree and the proposed program would not be in direct competition with those programs. D'Youville and Ithaca appear to offer stand-alone entry-level master's programs. It is difficult to know exactly what impact an MS/OT at Brockport would have on these programs, but given the relatively low number of such programs available to students in a wide geographic area, a major impact is unlikely. Furthermore, D'Youville draws students primarily from the Buffalo area

- d) If the program is designed to prepare graduates for immediate employment, estimate employment opportunities and explain how the estimates were made.

The United States Department of Labor expects job opportunities in OT to increase by 33% from 2010-2020 which represents a growth rate that is significantly higher than most professions. The Department of Labor also reports a mean annual salary of \$72,320 and a mean hourly wage of

\$34.77/hour. The best-paid 10% in the profession make ~ \$102,000/year, while the bottom 10% make approximately \$49,000/year.

*US News and World Report* ranked OT as the 10<sup>th</sup> best job in 2012. This ranking was based upon a variety of factors including: projected future growth, current employment rates, average salaries from the Bureau of Labor Statistics, and job satisfaction, as determined by current OTs. *CNN Money* ranks OT as the 9<sup>th</sup> most “booming job” based upon a projected 10 year growth rate of 26%.

**Section 5. Resources and Enrollment**

- a) Does the institution have existing faculty qualified for this program? Explain what additional faculty will be hired?

No, the College does not currently have faculty qualified to lead this program. We anticipate hiring a) a senior faculty member who also will direct the program, b) a tenure-track junior faculty member, c) a non-tenure track clinical faculty member, d) a field coordinator, and e) a small number of associate (adjunct) faculty to offer this curriculum.

- b) What costs (in detail) are estimated for the program, including financial assistance for students? How will existing and/or anticipated resources address the costs?

We estimate that it will cost roughly \$25,000 prior to Year 1 to establish an OT lab in an existing space on campus and another \$20,000 to enhance our library holdings in the discipline. After that, the program will receive an annual supplies and equipment (S&E) budget of \$20,000. Faculty costs (as described above) are estimated to be \$270,700 in Year 1 (program director \$85,000; junior faculty member \$67,500; clinical faculty member \$60,000; field coordinator \$55,000; adjunct faculty \$3,200). [Note: ACOTE requires that the program identify one person as the field coordinator. Inasmuch as there is a good deal of field work required—three sessions totaling 17 credits—it seems reasonable to hire a professional staff person who would provide this function rather than ask faculty to do so. An alternative would be to hire an additional faculty member who would be assigned this responsibility.] It is recommended that the program director be hired prior to Year 1 to establish the lab and hire the remaining faculty and staff. Faculty costs are projected to grow to \$289,391 by Year 3. Clerical costs are estimated at \$35,000 in Year 1 and \$37,500 in Year 3. Initial ACOTE accreditation fees are estimated at \$12,000 and subsequent annual fees are estimated at \$4,000. So, we project total costs associated with this program to be \$130,000 prior to Year 1 (includes lab and library costs, and the director’s salary), \$339,700 in Year 1 (includes initial ACOTE fees) and \$352,891 in Year 3. (There are no expenses for financial assistance to students uniquely associated with this program as proposed.)

We anticipate cohort enrollment in this program to be between 30 and 40 students per year. Using n = 35 for budgeting purposes, we project tuition revenue of \$378,070 in Year 1 and \$1,062,145 in Year 3 (when there will be two cohorts enrolled in the program simultaneously). After the initial outlay prior to Year 1, we expect tuition revenue to exceed the costs of the program, especially after Year 1.

- c) Complete the table below and explain how expected enrollments were determined. Since expected enrollment may affect the future campus enrollment composition and totals, estimate the impact of the program on total campus enrollment.

Expected Enrollment	When Program Begins	In Year 5
Full-time students	35	70
Part-time students		

We expect to enroll between 30-40 students per year into this program. We believe we can attract, on average, at least 35 qualified students each year. Perhaps the current program at Brockport that is most similar to the proposed MS/OT, is our new second degree program in nursing. That program is capped at a maximum enrollment of 32. The department just selected its second class for this program that began in May 2014 from among 93 applicants (with no publicity). The proposed MS/OT program might not command the same level of interest as the second degree program in nursing, at least initially, but we believe that there will be sufficient demand to meet our enrollment estimates.

**Section 6. Curriculum**

Provide a list of all courses in the curriculum to show the entire structure and content of the program. Expand or duplicate the table as needed for tracks, concentrations and specializations.

Course Title	Credits	Course Title	Credits
<b>Fall 1</b>	<b>17</b>	<b>Fall 2</b>	<b>16</b>
Neuroscience w/lab	4	OT Evaluation & Intervention in Pediatrics w/lab	4
Model of Human Occupation	3	Assistive Technology w/lab	4
Biomechanical Analysis of Occupations	3	Adult & Geriatric Clinical Conditions	3
OT Evaluation & Intervention for Adults w/lab	4	Research Methods & Application	3
OT Practice and Professional Reasoning	3	Special Topics Research & Reading	2
<b>Winter 1</b>	<b>1</b>	<b>Spring 2</b>	<b>15</b>
Level 1 Clinical Fieldwork (40 hours)	1	Administration & Policy for OT Practice	3
		Sensory Integration Theory and Application	3
<b>Spring 1</b>	<b>16</b>	Ergonomics for OT	3
Occupational Performance & Environ w/lab	4	Early Intervention and School Based OT	3
OT Eval & Intervention Neurologic Dysfunction	3	Enabling Participation in Community Groups	3
OT Psychosocial Eval & Intervention	3		
Transition from Student to Professional	2	<b>Summer 2</b>	<b>9</b>
OT Eval & Intervention for Upper Extremity	3	Level II Clinical Fieldwork (12 weeks)	8
Upper Extremity Splinting Lab	1	Level II Clinical Fieldwork Online Discussion	1
<b>Summer 1</b>	<b>9</b>		
Level II Clinical Fieldwork (12 weeks)	8		
Level II Clinical Fieldwork Online Discussion	1		
<b>Total required credits:</b>	<b>83</b>		

Note: Pre-requisites for this program include: Principles of Biology, Anatomy & Physiology I & II, General Psychology, Developmental Psychology, Abnormal Psychology, Introduction to Sociology/Anthropology, Statistics, Current Issues in Health Care, and Kinesiology.





The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

The Graduate School

**August 26, 2014**

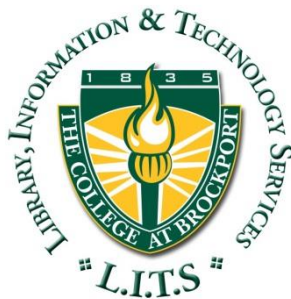
**To Whom It May Concern:**

**I am writing to express my support for the proposed entry-level Master of Science in Occupational Therapy program. This 83 credit, two year graduate program would build on many academic strengths already evident at the College, and it would bolster Brockport's educational offerings with a high-demand graduate degree program whose alumni would have very promising career prospects.**

**Since this program aligns well with the College's academic mission, SUNY's goal of expanding rigorous and professionally relevant graduate education, and New York's need for training health-related professionals, I believe the upfront costs associated with this program are a worthy investment. The benefits are likely enrollment, revenue, synergy with allied graduate programs, and reputational value that an MS in Occupational Therapy can bring to The College at Brockport.**

**Sincerely,**

**James Spiller  
Dean of The Graduate School**



Date: 9/26/2014  
To: Dr. Francis Short  
From: Jeffrey S. Smith, Interim Associate Provost & CIO  
Re: LITS Support for the Master of Science in Occupational Therapy program.

Library, Information, and Technology Services is well equipped to support the School of Health and Human Performance's addition of a Master of Science in Occupational Therapy program to its curricular offerings. Among the areas where LITS can be of assistance are:

- Library services are continually improving. Students have access to numerous Library databases and journals as well as access to Drake Memorial Library's vast resources and open hours of availability.
- The College utilizes a world-class course management system
- We have tools that allow for faculty, and student-created video use within the LMS
- We have Help Desk Services available 24\*7
- We have a newly upgraded wireless network infrastructure throughout the College
- Students have access to a wide array of campus licensed software
- Mobile apps will soon be available for all of our major enterprise systems.
- Technology enhanced classrooms are located across the campus
- There are several instructional labs where students can learn hands-on, and open access computer labs for students to utilize during non-class time
- Students can access our virtual computer lab 24 hours a day from wherever they are.
- Each student has personal file storage, and the ability to create a personal web space
- We enjoy an outstanding collaborative working relationship with the Brockport faculty

We are looking forward to working with you to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely:

Jeffrey S. Smith  
Interim Associate Provost & CIO  
The College at Brockport  
State University of New York  
[jsmith@brockport.edu](mailto:jsmith@brockport.edu)  
Phone 585-395-5470



**SUNY BROCKPORT**  
**Drake Memorial Library**

October 7, 2014

Dear Dean Short,

Drake Memorial Library highly supports the proposal for Master of Science in Occupational Therapy. The Library will need to build its holdings in this area to be responsive to this new curricular offering.

According to the YBP New Titles Report, the average list price of a book in the RM classification is **\$92.96** (based on 312 profiled titles in FY2014).

(<http://www.ybp.com/TitleReports/TitleReports14/US%20LC%20All%20Pubs%202013-2014.xlsx> )

Journal subscription holdings will also need to be updated.

For comparison purposes, the University of Scranton initiated an occupational therapy program in 1992 and budgeted \$40,000 over a 6 year period to build the library collection.

(<http://ajot.aota.org/article.aspx?articleid=1868962> ).

Drake Memorial Library can support an occupational therapy program with a **minimum investment of \$20,000 over 4 years if the availability of electronic books in a purchase-on-demand model were employed to provide access to materials. Ongoing investment is estimated to cost \$2,000 per year, with adjustments for inflation.**

During the collection building and subsequent years, use of Interlibrary Loan would supplement the Drake Library collection. If additional resources are needed, this plan will need to be revisited. Drake Library wishes the program every success.

Sincerely,

Mary Jo Orzech, MLS, PhD.

Director, Drake Memorial Library

Library, Information and Technology Services