

Doctor of Occupational Therapy Programs Academic Business Plan

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Overview

The intent of this academic business plan is to outline the scope of work related to creating two Doctor of Occupational Therapy Programs: OTD Post-Professional Program, anticipated launch 2021-22 and the OTD Entry-Level Professional Program, anticipated launch as approved by the accrediting agency, ACOTE, for September, 2025. NYSED only recently, in 2017, approved state programs to offer the OTD degree. As a result, there are only two Post-Professional OTD programs in the state, at Columbia University and at NYU. At this time there are no accredited OTD: Entry Level Professional programs in New York. And, at this point in time there is no set tuition rate in SUNY for the OTD degree which is a terminal professional doctorate akin to the DPT or DNP. The intent is to build the Division of Occupational Therapy faculty to serve in both new academic programs and to have the OTD Post-Professional Program serve as our initial opportunity to develop our reputation with the community by working with the occupational therapists in education and scholarship as we prepare for the OTD Entry-Level Professional Program that will follow. The two proposed programs are presented below; both would be the first Doctorates of Occupational Therapy in the SUNY system and will be awarded the OTD degree.

- Program Descriptions

- The Doctor of Occupational Therapy: **OTD Post-Professional Program** degree prepares occupational therapists who want to develop the skills to prepare them for advanced roles in occupational therapy clinical practice, education, and advocacy and to participate in the generation of new knowledge. The OTD Post-Professional degree requires completion of 36 credits through courses taught exclusively online. This structure increases the program's accessibility for working occupational therapists who want to advance their education on a part-time basis. By completing 6 credits a semester, students can complete the degree requirements in 6 consecutive semesters or two years (see Academic Class Schedule below). Post-Professional programs in occupational therapy do not have an accreditation requirement. The proposed OTD: Post-Professional Program will contribute to meeting the demand for occupational therapists to assume leadership in practice and in academic appointments, which has not ever been as great a need as it is now. Occupational Therapy now faces a shortage of faculty due to the rapid rise of master's degree level programs converting to doctoral level of entry all while there is a rise of retirements among existing faculty members nationally. Moreover, as was seen in the economic downturn in 2008, there was a rise of occupational therapists seeking doctoral education to improve their employment opportunities, thus the timing for Binghamton University to launch the OTD Post-Professional Program as the first public university in the State of New York to offer the degree is very timely.
- The Doctor of Occupational Therapy: **OTD Entry-Level Professional Program** degree prepares graduates to practice as independent and contemporary occupational therapists with high standards and ethical behavior who demonstrate the skills, knowledge, clinical reasoning, and differential diagnostics to enhance health and function of those they serve with an emphasis on rural and other vulnerable populations. The fully in-person curriculum includes 98 credit hours offered over 9 consecutive semesters/terms. Graduates of this program are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) national licensure examination and to apply for licensure in the state(s) of their choice. This program is scheduled by the Accreditation Council for Occupational Therapy Education

(ACOTE) for welcoming students in Fall, 2025 and earning program accreditation in 2028 so that the first graduating class will graduate from a credentialed program.

- Enrollment Trends

The OTD Post-Professional Program and the OTD Entry-Level Professional Program are new degree programs for New York State, thus trends do not yet exist for our state. Nationally, employment of occupational therapists is projected to grow 19% from 2019 to 2029, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities across the lifespan ([US Bureau of Labor Statistics](#)). The need for qualified educators in the profession of Occupational Therapy is growing with the rise Masters level of entry programs, 47 (ACOTE, May 2020) transitioning to the Clinical Doctorate level requiring that all full-time faculty be doctoral prepared to deliver the curriculum, and the anticipation of 24% of the currently employed OT faculty anticipating to retire by 2027 (AOTA Faculty Survey, 2018). Therefore, the need for the newly proposed Post-Professional Program is very important to the profession and it is our view that New York Occupational Therapists should have the opportunity to advance their education in the public university system here at Binghamton.

- Faculty Recruitment and Retention

In terms of recruitment of Occupational Therapy faculty, we anticipate that there will be a very keen applicant pool who find the opportunities at Binghamton to meet their needs in terms of scholarship possibilities and who find the lifestyle of Binghamton especially during this pandemic to be very favorable. What is of utmost concern is to develop a recruitment plan and a mentoring plan to welcome a diverse faculty complement who will thrive at Binghamton University homed in the Occupational Therapy Division.

Consistent with the values and beliefs of the American Occupational Therapy Association (AOTA), the Accreditation Council for Occupational Therapy Education (ACOTE), and the Decker College of Nursing and Health Sciences, the Division of Occupational Therapy is committed to supporting and developing the diversity in the academic setting and ultimately within the occupational therapy workplace. We also recognize that a lack of a diverse occupational therapy faculty has tremendous implications for the diversity of student body. While strides have been made to increase diversity within the profession and within academic settings, current and projected national demographics clearly indicate that more effort must be placed in attracting and retaining both faculty and students from all backgrounds especially URM's, but that it is important to be part of the national conversation to address how possible prospective OT applicants into graduate school can succeed in the UG STEM programs that serve as gatekeepers to the profession ([Lewenson & Bear-Lehman, 2020](#)). Data has been relatively stable in terms of diversity outcomes in the OT profession with over 80% of the practicing occupational therapists being white women. Even with 25 Occupational Therapy programs homed in HBCU, the percentage of African-American Occupational Therapists is remarkably and consistently low at 3%-4% ([Workforce Diversity Legislation AOTA, 2019](#)). While the Division of Occupational Therapy seeks to continue to be in the national conversation, the recruitment plan will follow the strategies that are routinely implemented within the Decker College of Nursing and Health Sciences. Decker College has designed what is known as "The Minority Faculty Development Model" ([Daley, Broyles, Rivera, Brennan et al, 2014](#); [Rodríguez, Campbell, Mouratidis, 2014](#)) that has served as the foundation for several strategies designed to attract and retain a diverse faculty within the Decker College. Decker has used this model for the past 4 years with some demonstrated success. The model also provides a framework to support and enhance the College's efforts to hire, retain, and promote underrepresented

faculty by highlighting and valuing the unique strengths and contributions of diverse faculty members. The Model of Minority Faculty Development, consists of three main components:

1. Institutional Mission. Institutions should formally recognize minority faculty development as part of their core mission by offering institutional incentives to support this type of development across types of faculty activities (research, teaching, and service), and create mechanisms for monitoring and accountability.

2. Institutional Culture. Institutions should create an environment that allows equal access to resources, create formal vehicles for valuing non-traditional contributions, create incentives/rewards that value contributions associated with diversity, and operationalize networking and mentoring opportunities.

3. Individual Development. Institutions should create mechanisms for giving parity to service, recognize the duality of aspirations which flow from minority status within a society, and acknowledge the inherent values associated with a different perspective. Decker College also utilizes the following strategies to conduct early outreach, target recruitment to prospective minority faculty, and to provide a range of support services for existing minority faculty. The Division of Occupational Therapy will adopt these practices and strategies as well.

ACOTE requires all faculty to complete an annual development plan that is discussed and reviewed over the academic year in meetings with the Program Director. An essential criterion in the annual development plan is to design a mentorship plan that is monitored and adjusted over time to successfully reach professional goals. The Division will also follow Decker College's "Minority Faculty Development" that reports that the most effective approaches to enhance faculty diversity have been those that have viewed this process as a long-term investment rather than as a short-term fix. Regular follow-up and commitment to the personal and scholarly growth of new URM faculty can help ease the transition to the academic workplace and can help address any sources of stress or dissatisfaction that may arise. The Decker URM faculty development programs seek to address the unique needs of URM faculty and provide necessary support to ensure high job satisfaction. These strategies have demonstrated success for Nursing and will be adopted by OT. We recognize that mentoring must be viewed as an ongoing process that must be intentionally executed, continuously monitored and assessed and strategies modified as data suggests.

We will be guided by the [UNC-Charlotte "where to find underrepresented minority faculty candidates"](#) and will use the directories provided in this website to plan our search strategies. A few examples of the directories in this UNC-Charlotte site as shown below as follows:

- [Columbia University: Guide to Best Practices in Faculty Search and Hiring: Excellent Resource for Identifying Places to post Job Advertisements to Ensure a Diverse Pool of Candidates - see page 28.](#)
- [SREB Scholar Directory -](#)
- [The National Institutes of Health \(Bridges to the Professoriate NIGMS-MARC\)](#)
- [Science Foundation Alliances for Graduate Education and the Professoriate \(AGEP\)](#)
- [The National Science Foundation Directorate for Social, Behavioral & Economic Sciences \(SBE\)](#)
- [IMDiversity.com](#)
- [NORC Career Outcomes of Doctoral Recipients](#)

Enrollment trends at established entry-level professional programs regionally and across the country remain strong even in the face of COVID. Applications and acceptances of qualified applicants into accredited programs continues to far outnumber matriculation into these programs suggesting a continued demand for opportunities available to qualified candidates (applicants). Among the 37 fully-accredited OT Doctoral Entry-Level Professional Programs in the US, which have approximately 765 slots, there were roughly 3,862 applicants of which they admitted between 18-23% of the applicant pool each year (AOTA, 2018). Considering the reputation of Binghamton University and the relatively lower cost of public tuition, this OTD Entry-Level Professional program is anticipated to be of significant interest regionally and nationally.

Context

1. Current Academic Unit

One full time faculty, a Program Director, has been hired (January 2020). The programs, when at full capacity, will employ both tenure/tenure-eligible faculty, clinical non-tenure eligible faculty and adjunct faculty who will have the opportunity to serve on both programs. The projected numbers are included below and are based on the enrollment of cohorts of Post-Professional Part-Time students beginning in 2021-2022 with between 12-15 students, as long as the faculty line support will allow, we have the intention to ramp up to 84 students at the fourth year. The projected numbers are included below for the cohort of students in the Entry-Level Professional Program beginning in 2025-2026 with 25 students.

2. Enrollment Plan

OTD Post-Professional Program

The table below reflects the anticipated enrollment in the 36 credit OTD Post-Professional Program. The students will be able to enter the program in Fall, Spring, or Summer and students who take 6 credits each term will be able to complete the program within two years of study. As a new division, and to subscribe to Occupational Therapy educational practice in Post-Professional education, it is anticipated that seminar size will be between 12-15 students and the scheduled required synchronous class times will be held in late afternoon or evening time slots. Additional sections will be opened for a larger than anticipated cohort as is needed and can be supported by the full-time faculty in the required mentoring through the course of the Capstone Project. Our strategy is to admit approximately 14 students for the first two academic years and advance to 84 students a year, as long as the faculty line support will allow for designed faculty-sponsored mentoring through the course of development and completion of the capstone project; this number can increase as the OT faculty complement grows. In our marketing strategy, we will target students from many sources such as, but not limited to, graduates of Harpur College who are now occupational therapists and who will be more likely than not want to earn an OTD Post-Professional Program degree at their Binghamton Alma Mater. It is my understanding that the Binghamton Alumnae office can be helpful in this marketing effort. In addition, the new OTD Post-Professional Program will be specifically marketed to the 20 Accredited graduate OT programs in NY State to reach those faculty whose highest degree is a master's degree and who are working in an OT Program that is preparing to transition to an OTD Entry Level Program. In addition, since it is an online degreed program, nationally and internationally based recruitment processes followed by Decker College will be implemented.

Year	Anticipated Total Headcount Enrollment
	All students are Part-Time
	Total
1	14
2	28
3	56
4	84
5	130

OTD Entry-Level Professional Program

The table below reflects the anticipated enrollment in the OTD Entry Level Professional Program. Because of the lockstep design of the program, students are required to complete all coursework in the semester and year as indicated in the curriculum plan. Therefore, students must also be full-time throughout the program. This program is initially designed for a targeted cohort size of 25 full-time students. Our strategy is to target an initial cohort size of 25 students to satisfy the accrediting agency, ACOTE requirements to fully meet the number of clinical placements to be in compliance in graduating the class on time. This will allow Binghamton University to establish as an Occupational Therapy center for education and once accreditation is awarded (anticipated in 2028) and we can show evidence to support a larger class by adequacy of clinical contracts to support the didactic program, an application will be submitted to expand the cohort size with the needed supporting justification for the proposed new class size. Although we do not anticipate difficulty in seating an initial cohort of 25 students, if we do experience a lower than expected applicant pool we will both increase, intensify and modify our marketing and enrollment strategies. For example, there is a significant number of undergraduate students at Binghamton University with academic plans to pursue a graduate degree in occupational therapy. We can consider early acceptance articulations with Binghamton University students enrolled in academic programs that prepare them for success in this program. With a desire to seek a diverse student body including undergraduate experiences we hope to enroll students from a variety of undergraduate institutions and not just students from Binghamton University. If factors such as being labelled at the "Candidacy" stage in the accreditation process or being a new program in general limits our applicant pool we can stimulate our applicant pool by accessing the qualified Occupational Therapy prospective students who were not accepted into an OTD Occupational Therapy program in 2018. The statistics in 2019 entry level classes at the OTD level revealed that there were 3,862 applicants for 765 slots continuing the range that has been followed for the last five year, that 18 to 23% of applicants were admitted. Once we earn full accreditation status and become an established program with a strong reputation and have evidence of sufficient fieldwork placements to support a proposed larger class size, we can apply to ACOTE to increase our target enrollments and program expansion goals. And we will begin to work with Decker College in the early stages of developing enrollment pipelines to build a diversified student body.

Year	Anticipated enrollments OTD Entry Level Professional			Total FTE
	Professional Year 1	Professional Year 2	Professional Year 3	
1	25	0	0	25
2	25	25	0	50
3	25	25	25	75
4	25	25	25	75

3. Support Services

The Decker College of Nursing and Health Sciences Graduate Advising Office works to ensure students have the resources they need to succeed academically and personally. Our professional advising staff also works with faculty to help students transition to the rigor of graduate level college coursework, and progress to graduation in a timely fashion. The well-being of our students is our top priority... We have concern for our Post-Professional student population who likely will need alternative supports to help them feel socially connected to the remotely delivered program, and to each other, such as a regular cohort virtual social gatherings or peer partnerships. It is our view that effective supports are important to help all students to sustain their efforts even when feeling challenged. Academic support services continue to be adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. In anticipation of the growth in graduate students related to the development of several new programs, increased the staff in student support services to be prepared to serve a larger number of students with a diversity of degree programs. As the Program Director of the two developing OTD programs I have already been meeting with the lead administrator of student support services in preparation for the program.

4. Benefits

The Decker College of Nursing and Health Sciences strategic initiatives are aligned with the University's Roadmap to Premier, is growing in its size, scope and campus footprint as educational degree programs increase from its roots in nursing. When all new planned programs have been launched, Decker College of Nursing and Health Sciences at Binghamton University we will be offering a broad and balanced number of professional health services degree programs. Building from the strong reputation of the Decker School of Nursing and Binghamton University, Decker College is well-positioned to become a regionally recognized provider of health science degree programs. Working collaboratively with programs in the College and across the University and in collaboration with our partners in the Greater Binghamton area, we will be able to contribute significantly to meeting the health care needs of the region as well as contributing to the knowledge base of our fields. The two OTD programs have been designed to contribute to the achievement these outcomes.

5. Mission and Graduate Learning Outcomes

OTD Post-Professional Program

This proposed Doctor of Occupational Therapy known as the OTD: Post-Professional Program is designed to prepare practicing, experienced, motivated, and disciplined occupational therapists for leadership roles across diverse areas of practice, academia, and in the community. This new academic program is intended to enable practicing occupational therapists who hold an earned master's degree (36 credits beyond a baccalaureate degree) to develop roles and skills beyond that of the therapist-clinician to be poised for leadership in OT education, clinical research, clinical practice, and advocacy.

The 36-credit OTD: Post-Professional will be designed using an on online teaching format to increase the accessibility for the experienced practicing occupational therapists who wish to advance their education on a part-time or full-time basis to:

- Critically evaluate theory, research findings, evidence, and ethical considerations for practice models in domain of care
- Apply clinical reasoning to make use of and interpret clinical and functional outcome measures
- Assess the adequacy of existing measurement tools
- Advocate for social policy reform to assure equalities and justice in access to health care delivery
- Complete a defensible capstone project presentation that is informed by the course of study and the capstone experience.

OTD Entry-Level Professional Program

The proposed Doctor of Occupational Therapy (OTD: Entry-Level Professional) degree will prepare graduates to practice as learned and reasoned occupational therapists with high standards and ethical behavior who demonstrate the skills, knowledge, clinical reasoning, and differential diagnostics to enhance health and day-to-day function of those they serve across the lifespan at the individual, community, and society levels. The graduates will have completed a curriculum that includes:

- Biological, Physical, Social, Cultural, Contextual/Environmental, and Behavioral Sciences that supports an understanding of and appreciation for engagement in occupation across the lifespan.
- Communication that embraces therapeutic use of self in the intentional relationship to completion of professional oral and written communication that is adherent to ethical values and standards, management, and the socio-political cultural context that is informed by clinical reasoning and theoretical, scientific evidence.
- Clinical Sciences addressing service delivery models in the medical, school, and community settings to address interruption of functional performance in day-to-day tasks related to a multiplicity of developmental or acquired disorders impacting cognition, behavioral, motoric learning/re-learning, social and developmental disorders.
- Practice expectations including screening, skilled examination relying on observational, manual, and visual, evaluation, clinically reasoned interpretation of findings to construct and delivery an effective plan of care, with focused interventions as an inter-professional team member for effective care delivery, participation in health care environment, and practice management to address occupation-based needs in a variety of setting across the lifespan.
- A minimum of 24 weeks of full-time clinical experience under the supervision of a licensed Occupational Therapist to address across the lifespan occupation-based needs following by a 14-week full-time Capstone experience under the supervision of an occupational therapist.
- Emphasis on the integration of the development of reasoned application of the tenets of occupational therapy that are informed by OT models of practice in the interaction of occupation and activity to address achievement of occupation-based performance capacity.
- To think like an occupational therapist.

The curriculum will have 98 credit hours offered over a minimum of 6 semesters or its equivalent. Graduates of this program will be eligible to sit for the NBCOT licensure examination.

Mission, Vision, and Goals of the University

Binghamton University is an institution dedicated to higher education, one that combines an international reputation for graduate education, research, scholarship, and creative endeavor with the best undergraduate programs available at any public university.

Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities.

6. Anticipated Revenues and Expenses

We currently have one faculty member and 1/4 of the salary of the Administrative Assistant of the planned staff cohort when fully built out. In projecting the start-up costs for developing two doctoral programs, OTD: Post-Professional Program and OTD: Entry-level Professional Program, the proposed operational budget and faculty plan are inextricably mingled and overlapping in the next few years as the launches are planned. Once we have SUNY and NYSED approval for the OTD: Post-Professional program we will launch it with a target date during the 2021-2022 Academic Year, four years ahead of the proposed OTD: Entry-Level Professional program in September 2025. Only the OTD Entry Level Professional Program requires the application to and approval from the Accreditation Council for Occupational Therapy Education (ACOTE). The OTD Post-Professional Program is designed to allow for approximately 12-15 working occupational therapists to take 6 credits each term to earn the OTD degree in two years. This mentored-academic program is anticipated to grow as faculty complement can support to accept upwards towards 84 students as of the third or fourth year. The OTD Entry Level Professional Program is planned for a cohort of 25 students during the pre-accreditation years, and will be monitored for viability to apply to ACOTE to expand after accreditation is awarded.

Given that operational budgets are to address the day-to-day expenses for the two programs, the financial plan is designed to address this protracted and gradual start-up for faculty, staff, and resources knowing that the most significant portion of the budget start up plan will come when the preparation begins for the OTD: Entry-Level Professional program in 2023-2024. It is our intention to launch the OTD: Post-Professional program to accept its first cohort of 12-15 students for 2021-2022 Academic Year.

- Since there will be one faculty complement to address both OTD programs and I have discussed with the Dean the hiring one full-time faculty member in Occupational Therapy, in addition to the planned Academic Fieldwork Coordinator and the Doctoral Experiential Coordinator, for the launching of the OTD Post-Professional Program in 2021-2022 academic year.
- When we submit our Application for Candidacy to the Accreditation Council for Occupational Therapy Education (ACOTE) in November 2024 (prior to the proposed acceptance of the first cohort of Occupational Therapy OTD Entry-Level Professional Program students), we are required to have hired the Academic Fieldwork Coordinator and Doctoral Experiential Coordinator and to have an approved budget to hire and commit our faculty who will be in the lead instructors for the first year of the OTD Entry Level Professional Program.
- In terms of equipment and supplies, the OTD: Post-Professional Program will only require educational support materials and resources for the faculty to fully develop and teach the courses using a 100% online format of synchronous and asynchronous instruction. The furniture, classified as Group 3, will likely be ordered to have in place once the labs and classrooms are completed, and the other equipment,

tools, instruments, and supplies will be ordered in the 2024-5 academic year for the start of the OTD Entry-Level Professional Program.

Included below are two excel spreadsheets that provide an overview of the program financial projections (Table 1) and summary costs for the OTD programs (Table 2). It is important to note that the most significant costs are related to startup equipment and faculty salaries. It is difficult to predict the exact calendar year that these will occur it will be directly related to the SUNY approvals of these programs. The table presents summaries of expenses, further detail is provided within the program proposal.

It is important to indicate that these tables utilize some assumptions that are worthy of noting.

1. It is anticipated that the newly approved OTD degree will be awarded by SUNY to have the tuition rate of approximately \$1017/credit (2020 rate) that is aligned with the DPT and DNP degreed programs here at Binghamton (and across SUNY). It is anticipated that tuition will be adjusted annually but exact increases are presently unknown.
2. Some level of attrition is anticipated across all years of both programs but we are unable to predict with any level of confidence if that will occur, and if so to what extent. Past experience is that students in either program eventually all graduate, some at a slower rate.
3. There will be required coursework in the summer sessions for both programs; and the OTD Entry Level Professional Program will require one winter session to being full-time fieldwork requirements.
4. It is wise to mount the OTD Post-Professional Program while we are in this severe economic downturn as past experience has shown that OTs do engage in doctoral level of study in order to prepare themselves for higher level of employment.

Table 1. Program Financial Projections

Tuition Revenues	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Entry Level Annual Incoming Cohort Size								25	25	25
Entry Level Attrition (3%)								-1	-1	-1
Entry Level Total Enrollment				0	0	0	0	25	49	73
Entry Level - Out-of-State Enrollment	10%			0	0	0	0	3	5	7
Entry Level - In-State Enrollment	90%			0	0	0	0	23	44	65
Full-time Entry Level - In-State Tuition	\$24,390.00	\$ -	\$ -	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00
Full-time Entry Level - Out-of-State Tuition	\$32,160.00	\$ -	\$ -	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00
Full-time Entry Level - In-State Tuition Revenue		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 548,775.00	\$ 1,081,086.75	\$ 1,596,935.25
Full-time Entry Level - Out-of-State Tuition Revenue		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,400.00	\$ 158,388.00	\$ 233,964.00
Post Professional Annual Incoming Cohort Size				14	14	28	42	60	60	60
Post Professional Attrition (3%)					-1	-1	-1	-1	-2	-2
Post Professional Total Enrollment				14	27	39	67	99	116	115
Post Professional Student Tuition & Fees (Doctoral Level, 21 credits)	\$21,341.25	\$ -	\$ -	\$ 21,341.25	\$ 21,341.25	\$ 21,341.25	\$ 21,341.25	\$ 21,341.25	\$ 21,341.25	\$ 21,341.25
Post Professional Student Tuition Revenue		\$ -	\$ -	\$ 298,777.50	\$ 576,213.75	\$ 832,308.75	\$ 1,433,278.35	\$ 2,114,064.23	\$ 2,468,755.80	\$ 2,445,707.25
Total Tuition Revenue		\$ -	\$ -	\$ 298,777.50	\$ 576,213.75	\$ 832,308.75	\$ 1,433,278.35	\$ 2,743,239.23	\$ 3,708,230.55	\$ 4,276,606.50
Summer and Winter Tuition Revenues	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Total Enrollment		0	0	0	0	0	0	25	49	73
Entry Level - Out-of-State Enrollment	10%	0	0	0	0	0	0	3	5	7
Entry Level - In-State Enrollment	90%	0	0	0	0	0	0	23	44	65
Full-time Entry Level - In-State Summer Session Tuition Revenue (12 cr 2)	\$1,016.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 304,875.00	\$ 533,531.25
Full-time Entry Level - In-State Winter Session Revenue (3rd year student)	\$1,016.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 76,218.75
Post Professional Student Enrollment	100%	0	0	14	27	39	67	99	116	115
Post Professional - 1st Year Summer 1 (7 cr)	\$1,016.25	\$ -	\$ -	\$ 99,592.50	\$ 192,071.25	\$ 277,436.25	\$ 477,759.45	\$ 704,688.08	\$ 822,918.60	\$ 815,235.75
Post Professional - 2nd Year Summer 1 (8 cr)	\$1,016.25	\$ -	\$ -	\$ 113,820.00	\$ 219,510.00	\$ 317,070.00	\$ 546,010.80	\$ 805,357.80	\$ 940,478.40	\$ 931,698.00
Total Tuition Revenue		\$ -	\$ -	\$ 213,412.50	\$ 411,581.25	\$ 594,506.25	\$ 1,023,770.25	\$ 1,510,045.88	\$ 2,068,272.00	\$ 2,356,683.75
Faculty/Staff Expenditures	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Faculty/Staff Hiring Costs		(\$4,500.00)	(\$6,000.00)	\$0.00	(\$6,000.00)	(\$12,000.00)	\$0.00	(\$3,000.00)	(\$15,000.00)	\$0.00
Faculty/Staff salary Costs		(\$197,676.00)	(\$413,871.12)	(\$422,148.54)	(\$651,407.67)	(\$1,159,947.29)	(\$1,183,146.24)	(\$1,335,691.69)	(\$2,019,706.44)	(\$2,060,100.57)
Faculty Start-up Costs		(\$10,000.00)	(\$20,000.00)	\$0.00	(\$20,000.00)	(\$40,000.00)	\$0.00	(\$10,000.00)	(\$50,000.00)	\$0.00
Faculty Professional Development		(\$2,000.00)	(\$6,000.00)	(\$6,000.00)	(\$8,000.00)	(\$16,000.00)	(\$16,000.00)	(\$18,000.00)	(\$28,000.00)	(\$28,000.00)
Faculty OTPS		(\$1,000.00)	(\$3,000.00)	(\$3,000.00)	(\$5,000.00)	(\$9,000.00)	(\$9,000.00)	(\$10,000.00)	(\$15,000.00)	(\$15,000.00)
Adjunct Faculty - Base Salary		(\$5,000.00)	(\$5,202.00)	(\$5,306.04)	(\$5,412.16)	(\$5,520.40)	(\$5,630.81)	(\$5,743.43)	(\$5,858.30)	(\$5,975.46)
Adjunct Faculty (Base Salary/Sections Needed)		\$0.00	\$0.00	(\$5,306.04)	(\$10,824.32)	(\$27,602.02)	(\$84,462.18)	(\$172,302.85)	(\$175,748.91)	(\$179,263.89)
Adjunct Faculty OTPS		(\$1,000.00)	\$0.00	(\$1,000.00)	(\$2,000.00)	(\$5,000.00)	(\$15,000.00)	(\$30,000.00)	(\$30,000.00)	(\$30,000.00)
Director Stipend		(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)
Department Chairs Stipend		(\$15,000.00)	\$0.00	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)
Total Faculty Expenditures		(\$235,276.00)	(\$469,073.12)	(\$472,759.62)	(\$738,642.16)	(\$1,305,064.72)	(\$1,343,224.23)	(\$1,614,707.97)	(\$2,369,283.65)	(\$2,348,309.92)
Library Expenditures	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Library acquisitions		\$0.00	(\$20,000.00)	(\$21,200.00)	(\$22,472.00)	(\$23,820.32)	(\$25,249.54)	(\$26,764.51)	(\$22,472.00)	(\$23,820.32)
Total Library Expenditures		\$0.00	(\$20,000.00)	(\$21,200.00)	(\$22,472.00)	(\$23,820.32)	(\$25,249.54)	(\$26,764.51)	(\$22,472.00)	(\$23,820.32)
Operating Costs (NSOP)	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Operating Costs (NSOP)		(\$49,100.00)	\$0.00	(\$49,100.00)	(\$49,100.00)	(\$49,100.00)	(\$49,100.00)	(\$49,100.00)	(\$49,100.00)	(\$49,100.00)
Marketing		(\$50,000.00)	\$0.00	(\$50,000.00)	(\$50,000.00)	(\$50,000.00)	(\$50,000.00)	(\$50,000.00)	(\$50,000.00)	(\$50,000.00)
Total Maintenance and operations		\$0.00	\$0.00	(\$99,100.00)	(\$99,100.00)	(\$99,100.00)	(\$99,100.00)	(\$99,100.00)	(\$99,100.00)	(\$99,100.00)
Fees	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Initial Accreditation Fees		\$0.00	(\$13,750.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reaccreditation Fees		\$0.00	\$0.00	\$0.00	(\$5,000.00)	(\$5,190.00)	(\$5,387.22)	(\$5,591.93)	(\$5,804.43)	(\$6,025.00)
EXXAT		\$0.00	(\$2,000.00)	(\$2,000.00)	(\$5,500.00)	(\$5,500.00)	(\$18,300.00)	(\$18,300.00)	(\$18,300.00)	(\$18,300.00)
Examsoft	(\$85.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$2,125.00)	(\$4,186.25)	(\$6,183.75)
Total Fees		\$0.00	(\$15,750.00)	(\$2,000.00)	(\$10,500.00)	(\$10,690.00)	(\$23,687.22)	(\$26,016.93)	(\$28,290.68)	(\$30,508.75)
State Funding and Fundraising	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
State Support (G1 Professional)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Funding		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Equipment revenue sources	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Group 3 funding						\$ 123,322.63				
Total Revenue		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$123,322.63	\$0.00	\$0.00	\$0.00
Final Summary (Factoring in Funding) - Without Summer/Winter Tuition	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Total Revenue		\$0.00	\$0.00	\$298,777.50	\$576,213.75	\$832,308.75	\$1,433,278.35	\$2,743,239.23	\$3,708,230.55	\$4,276,606.50
Total Expenditures		(\$235,276.00)	(\$504,823.12)	(\$595,059.62)	(\$870,714.16)	(\$1,438,675.04)	(\$1,491,260.99)	(\$1,766,589.42)	(\$2,469,146.32)	(\$2,451,738.98)
Final Net		-\$235,276.00	-\$504,823.12	-\$296,282.12	-\$294,500.41	-\$606,366.29	-\$57,982.64	\$976,649.81	\$1,239,084.23	\$1,824,867.52
Final Summary (Factoring in Funding) - Adding In Summer/Winter Tuition	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Total Revenue		\$0.00	\$0.00	\$512,190.00	\$987,795.00	\$1,426,815.00	\$2,457,048.60	\$4,253,285.10	\$5,776,502.55	\$6,633,290.25
Total Expenditures		(\$235,276.00)	(\$504,823.12)	(\$595,059.62)	(\$870,714.16)	(\$1,438,675.04)	(\$1,491,260.99)	(\$1,766,589.42)	(\$2,469,146.32)	(\$2,451,738.98)
Final Net		-\$235,276.00	-\$504,823.12	-\$82,869.62	\$117,080.84	-\$11,860.04	\$965,787.61	\$2,486,695.68	\$3,307,356.23	\$4,181,551.27

Table 2. Summary Costs for OTD Programs

Number Employees	Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Program Director		1	1	1	1	1	1	1	1	1
Doctoral Capstone Coordinator		0	1	1	1	1	1	1	1	1
Academic Fieldwork Coordinator		0	0	0	1	1	1	1	1	1
Doctoral Faculty		0	1	1	2	6	6	7	12	12
Administrative Assistant		1	1	1	1	1	1	1	1	1
Total (Faculty and Staff)		2	4	4	6	10	10	11	16	16
Total Faculty		1	3	3	4	8	8	9	14	14

Base Salaries	Base - 2017-18	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Program Director	(\$140,000.00)	(\$145,656.00)	(\$148,569.12)	(\$151,540.50)	(\$154,571.31)	(\$157,662.74)	(\$160,815.99)	(\$164,032.31)	(\$167,312.96)	(\$170,659.22)
Doctoral Capstone Coordinator	(\$90,000.00)	(\$93,636.00)	(\$95,508.72)	(\$97,418.89)	(\$99,367.27)	(\$101,354.62)	(\$103,381.71)	(\$105,449.34)	(\$107,558.33)	(\$109,709.50)
Academic Fieldwork Coordinator	(\$90,000.00)	(\$93,636.00)	(\$95,508.72)	(\$97,418.89)	(\$99,367.27)	(\$101,354.62)	(\$103,381.71)	(\$105,449.34)	(\$107,558.33)	(\$109,709.50)
Doctoral Faculty	(\$110,000.00)	(\$114,444.00)	(\$116,732.88)	(\$119,067.54)	(\$121,448.89)	(\$123,877.87)	(\$126,355.42)	(\$128,882.53)	(\$131,460.18)	(\$134,089.39)
Administrative Assistant	(\$50,000.00)	(\$52,020.00)	(\$53,060.40)	(\$54,121.61)	(\$55,204.04)	(\$56,308.12)	(\$57,434.28)	(\$58,582.97)	(\$59,754.63)	(\$60,949.72)

Number Employees X Base Salaries	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Program Director	(\$145,656.00)	(\$148,569.12)	(\$151,540.50)	(\$154,571.31)	(\$157,662.74)	(\$160,815.99)	(\$164,032.31)	(\$167,312.96)	(\$170,659.22)
Doctoral Capstone Coordinator	\$0.00	(\$95,508.72)	(\$97,418.89)	(\$99,367.27)	(\$101,354.62)	(\$103,381.71)	(\$105,449.34)	(\$107,558.33)	(\$109,709.50)
Academic Fieldwork Coordinator	\$0.00	\$0.00	\$0.00	(\$99,367.27)	(\$101,354.62)	(\$103,381.71)	(\$105,449.34)	(\$107,558.33)	(\$109,709.50)
Doctoral Faculty	\$0.00	(\$116,732.88)	(\$119,067.54)	(\$121,448.89)	(\$123,877.87)	(\$126,355.42)	(\$128,882.53)	(\$131,460.18)	(\$134,089.39)
Administrative Assistant	(\$52,020.00)	(\$53,060.40)	(\$54,121.61)	(\$55,204.04)	(\$56,308.12)	(\$57,434.28)	(\$58,582.97)	(\$59,754.63)	(\$60,949.72)
Total	(\$197,676.00)	(\$413,871.12)	(\$422,148.54)	(\$651,407.67)	(\$1,159,947.29)	(\$1,183,146.24)	(\$1,335,691.69)	(\$2,019,706.64)	(\$2,060,100.57)

Number Employee Hires	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Program Director	1	0	0	0	0	0	0	0	0
Doctoral Capstone Coordinator	0	1	0	0	0	0	0	0	0
Academic Fieldwork Coordinator	0	0	0	1	0	0	0	0	0
Doctoral Faculty	0	1	0	1	4	0	1	5	0
Administrative Assistant	1	0	0	0	0	0	0	0	0
Total Hires (Faculty and Staff)	2	2	0	2	4	0	1	5	0

Number Employees Hiring Costs	Hiring Costs per Head	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Program Director	(\$3,000.00)	(\$3,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Doctoral Capstone Coordinator	(\$3,000.00)	\$0.00	(\$3,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Academic Fieldwork Coordinator	(\$3,000.00)	\$0.00	\$0.00	\$0.00	(\$3,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Doctoral Faculty	(\$3,000.00)	\$0.00	(\$3,000.00)	\$0.00	(\$3,000.00)	(\$12,000.00)	\$0.00	(\$3,000.00)	(\$15,000.00)	\$0.00
Administrative Assistant	(\$1,500.00)	(\$1,500.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Hiring Costs		(\$4,500.00)	(\$6,000.00)	\$0.00	(\$6,000.00)	(\$12,000.00)	\$0.00	(\$3,000.00)	(\$15,000.00)	\$0.00

Faculty Start-Up X Base	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Doctoral Faculty	1	2	0	2	4	0	1	5	0
Total Start-Up X Base	1	2	0	2	4	0	1	5	0

Faculty Start-Up Costs	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
Doctoral Faculty	(\$10,000.00)	(\$10,000.00)	(\$20,000.00)	\$0.00	(\$20,000.00)	(\$40,000.00)	\$0.00	(\$10,000.00)	(\$50,000.00)	\$0.00
Total Start-Up Costs	(\$10,000.00)	(\$20,000.00)	\$0.00	(\$20,000.00)	(\$40,000.00)	\$0.00	(\$10,000.00)	(\$50,000.00)	\$0.00	

OTPS Costs	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
Faculty Staff	(\$1,000.00)	(\$1,000.00)	(\$3,000.00)	(\$3,000.00)	(\$5,000.00)	(\$9,000.00)	(\$9,000.00)	(\$10,000.00)	(\$15,000.00)	(\$15,000.00)
Total OTPS Costs	(\$1,000.00)	(\$3,000.00)	(\$3,000.00)	(\$5,000.00)	(\$9,000.00)	(\$9,000.00)	(\$10,000.00)	(\$15,000.00)	(\$15,000.00)	

Professional Development Costs	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
Faculty	(\$2,000.00)	(\$2,000.00)	(\$6,000.00)	(\$6,000.00)	(\$8,000.00)	(\$16,000.00)	(\$16,000.00)	(\$18,000.00)	(\$28,000.00)	(\$28,000.00)
Total PD Costs	(\$2,000.00)	(\$6,000.00)	(\$6,000.00)	(\$8,000.00)	(\$16,000.00)	(\$16,000.00)	(\$18,000.00)	(\$28,000.00)	(\$28,000.00)	

7. Marketing, Recruiting, and Promotion

OTD Post-Professional Program

The applicant pool will be working occupational therapists who wish to advance their education to advance their careers and opportunities to become a clinical leader or an educator. Thus, the program marketing will be directed in various ways, such as, but not limited to:

- Utilize the platforms of the profession including AOTA website and publications such as ***OT Practice***, and access members listings for the Northeast region.
- We also will share our announcements with the OT faculty in the 20 accredited universities and colleges here in New York to capture the attention of the master’s level OT faculty members who wish to earn an OTD.

- It is well-known that there is a population of Binghamton graduates who have gone onto become occupational therapists, and we would like to work with Harpur Alumnae office to circulate announcements of the new OTD Post-Professional Program to reach this group of occupational therapists.

OTD Entry Level Professional Program

Although it is likely that a majority of students will be drawn from New York State and the Northeast region, it is not by intentional design, targeted recruitment, or marketing plans. The program hopes to enroll students from a variety of geographic origins and other groups so as to maximize the diversity and quality of the learning experience. Historically, there is a significant contingent of students at Binghamton University with plans to pursue an occupational therapy degree after graduation. It is expected that many of these students will apply to this program. Although there are no plans to offer priority consideration to these students, we would expect that the geographic origins of students matriculating into this program would be similar to undergraduate geographic origin data. We anticipate the academic origins of the expected student body to be primarily immediately post-baccalaureate with a wide variety of undergraduate experiences ranging from liberal arts degrees in psychology, the arts, or history to the biological sciences.

We will utilize current marketing efforts of both the University as well as Decker College which includes both print and digital media. We will market the program to regional 4-year institutions in the New York-Pennsylvania region. We already have marketing via the AOTA website that lists all developing, in-candidacy and accredited programs for students interested in applying to Occupational Therapy programs, and our phone and email inquiries have begun. Similar to the “Common App”, we will be using OTCAS (Centralized Application Service for Occupational Therapy programs) where students can apply to multiple programs, of which Binghamton will be listed. Finally, the Decker College is in early stages of planning ways to align with Historically Black Colleges to create a pipeline of applicants/students for the program. Moreover, we anticipate applicants will discover our program if they use OTCAS.

8. **Faculty and Staff hiring plan for the OTD Programs**

The planned faculty and staff at full operating capacity is presented in the table below. We will have to hire a faculty with the breadth and depth of expertise to develop and to deliver the required content of the two OTD curricula. ACOTE accreditation standards requires that all faculty demonstrate contemporary expertise in the content area that they deliver. Therefore, it is difficult for a faculty member to demonstrate this expertise across multiple content and practice areas. This plan is also based on a full cohort of 12-15 students in the OTD Post-Professional Program for two years (n=30+) and 25 students entering each of the three years (n=75) in order to attain an appropriate student to faculty ratio to deliver the curriculum and to achieve the intended outcomes. There is the ability for scalability to reduce the number of faculty until full enrollments are achieved.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title) Per Table Sec 3	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
* Jane Bear-Lehman, PhD, OTR/L Program Director/Professor	100%	Entry-Level OCT600, 603,620,621,630, 631,632,625,704, 633,626,702, Post-Professional: OCT703,702,704,711, 712	PhD NYU, MS Illinois, BS Wisconsin	PhD Occupational Therapy	FAOTA, FNAP, scholar in translational research, upper limb biomechanics, functional performance measurement outcomes across many domains
Part 2. Part-Time Faculty					
TBH-Part-time – pool of 12-20 local clinicians	100%	Multiple – any/all	OTD or equivalent with demonstrated clinical expertise	Occupational Therapy OTD or equivalent	Advanced expertise of credential in area of teaching assignments. These faculty will teach in labs or guest lecture primarily.
TBH-Part-time – pool of 4-10 national scholars or advanced clinicians	100%	Multiple – any/all	OTD or equivalent with demonstrated clinical expertise	Occupational Therapy OTD or equivalent	Advanced expertise of credential in area of teaching assignments. These faculty will be the instructor of record for an online course in the Post Professional Program.
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					
TBH1 -Doctoral Capstone Coordinator/Lecturer/Assistant Professor – 12-month position	100%	Entry-Level OCT 642, 724 plus other courses pending clinical specialty	OTD	Occupational Therapy OTD	Primary responsibility for Standard D.1.0 for completion of including dissemination of Capstone Experience. Can teach in other courses based upon clinical expertise.
TBH2 -Academic Fieldwork Coordinator/Lecturer/ Assistant Professor – 12-month position	100%	Entry-Level OCT 622, 624, 640, 641	OTD	Occupational Therapy OTD	Primary responsibility for Standard C.1.0 for satisfactory delivery of Level I and Level II fieldwork requirements. Can teach in other courses based upon clinical expertise.
TBH3 – (Research)	100%	Entry Level OCT 630, 631,632,633,724	PhD/ScD/DrPH/ EdD/OTD	Variable Sound appreciation of research in the health	This faculty member who is research focused with appreciation for research enterprise in health professions. Can teach other courses

		Post Professional OCT 710, 711,712, 720, 721,722, 723,724		professions/OT	based upon expertise
TBH4 - (Neuro)	100%	Entry Level OCT 604, 605, 606,613, 621,623,625,626	PhD/ScD/EdD/ OTD BS thru OTD	Neuro related Occupational Therapy BS thru OTD	Focused expertise in neurological disorders including OT interventions such as cognition Can teach other courses based upon expertise
TBH5 - (Ortho/Biomechanics)	100%	Entry Level OCT 603,604,612, 621,623,625,626	PhD/ScD/EdD/ OTD BS thru OTD	Orthopedics related Occupational Therapy BS thru OTD	Focused expertise in orthopedic disorders including OT interventions such as orthoses, modalities. Can teach other courses based upon expertise
TBH6 - (Admin/Leadership)	100%	Entry Level OCT608, 620, 621,623, 625, 626, 702 Post Professional OCT 701,705	PhD/ScD/EdD/ OTD BS thru OTD	Variable Occupational Therapy BS thru OTD	Clinical management/leadership experience. Can teach other courses based upon expertise
TBH7 – (Mental Health/Group Process)	100%	Entry Level OCT 604,610,607,	PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Variable Occupational Therapy BS thru OTD	Focused expertise in mental health disorders and OT intervention processes. Can teach other courses based upon expertise
TBH8 – (Adulthood & Aging)	100%	Entry Level OCT 602, 604,611,620,621,623,6 25,626 Post Professional	PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Adult and Aging related in OT intervention BS thru OTD	Focused expertise in adult and aging and OT intervention processes including aging in place. Can teach other courses based upon expertise
TBH9 – (Working with Children/Educator)	100%	Entry Level OCT 602,614, 621,623,625,626 Post Professional OCT 706	PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Neuro or Peds related OT intervention BS thru OTD	Focused expertise in working with children and OT intervention processes including school systems, children born too soon. Can teach other courses based upon expertise
TBH10 – (Ethics/Adv Leadership/Health Promotion)	100%	Entry Level OCT 600,702,704,705, Post Professional OCT 701,702,704,723	PhD/EdD/ScD, DrPH/OTD	Variable BS thru OTD Sound appreciation for ethics/leadership/health promotion processes in OT	Focused expertise in ethics health promotion and leadership in health care. Can teach other courses based upon expertise.
TBH11 – (Anatomy/Biomechanics)	50-100%	Entry Level OCT 601, 603 Post Professional	PhD/ScD/OTD BS thru OTD	Anatomy/ Biomechanics BS thru OTD	Demonstrated experience in teaching human anatomy and biomechanics for clinicians. Does not have to have an OT license.
TBH12 – (Toolkit for high-tech to low tech adaptive technologies)	100%	Entry Level OCT 603, 604,606,615 Post Professional OCT 723	PhD/EdD/ScD/ OTD BS thru OTD	Occupational Therapy BS thru OTD	Clinical specialization in assessment and intervention processes in high technology and low technology of adaptive equipment processes in OT across the lifespan. Can teach in other
TBH13 – (Research)	100%	Entry Level OCT 630, 631,632,633,724 Post Professional OCT 710, 711,712, 720, 721,722, 723,724	PhD/ScD/DrPH/ EdD/OTD	Variable Sound appreciation of research in the health professions/OT	courses relevant to expertise This faculty member who is research focused with appreciation for research enterprise in health professions. Can teach other courses based upon expertise
TBH14 – (Clinical Reasoning)	100%	Entry Level OCT600, 621,623,625,626 Post Professional OCT701,703,723	PhD/ScD/EdD/ OTD	Occupational Therapy BS thru OTD Sound appreciation for theoretical and conceptual foundations of OT	Experience in rural health, underserved and at- risk populations with special interest in developing students professional reasoning Can teach other courses based upon expertise

9. Project Implementation Team

Currently, one faculty member has been hired for the program. The Program Director has primary responsibility to prepare the proposals for approvals in the SUNY system, oversee the budget, purchasing, hiring, and general development as well as to cultivate a mentoring plan for new faculty as well as pathways to support research enterprise for the new Programs. Since the two programs will be supported by one faculty complement and the OTD Post-Professional Program is anticipated to launch in 2021-22, it is advised that we move forward to hire the Academic Fieldwork Coordinator and the Doctoral Experiential

Coordinator, both of whom are required to have an earned OTD degree, to facilitate this launch and to continue the work started by the Program Director to secure the needed fieldwork and capstone project sites for the OTD Entry Level Professional Program. Both positions will hold academic titles with administrative release time. Both have the primary administrative responsibility for identifying and securing a significant number of clinical and capstone placements for our students. In order to achieve candidacy to admit our first OTD Entry Level Professional students, we must have 150% of the required clinical and capstone experiences in place. Based on a target cohort size of 25 students, we will need to have a minimum of 50 contracts in place for fieldwork and 25+ contracts in place for capstone project experiences. This is a significant amount of effort required to build and then sustain the commitments for our future students.

As a member of the Academic Leadership Council in ACOTE, I have already begun to work with other Program Directors who have developed OTD programs successfully in Research 1 universities for program and faculty development.

10. Program Design Planned Course Sequence

OTD Post-Professional Program Course Sequence

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
OCT 701 Justice: Health Disparities & Health Equities in the Practice of Occupational Therapy	3	X	N/A	OCT 702 Inter-Professional Ethics & Analytical Reasoning	3	X	N/A
OCT 720 OTD Seminar 1: Explore Capstone Project	1	X	N/A	OCT 703 Evaluation of Occupational Therapy Theory & Clinical Research	3	X	N/A
Term credit total:	4			Term credit total:	6		
Term 3: Summer 2				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
OCT 704 Inter-Professional Health Promotion & Advocacy	3	X	N/A	OCT 705 Advanced Leadership in Innovative Practice	3	X	N/A
OCT 721 OTD Seminar II: Create Capstone Project	1	X	N/A	OCT 711 Outcome Measurement & Assessment: Individual, Community & Society Part A	3	X	N/A
OCT 710 Evidenced Based Practice in Translational Science	3	X	N/A	OCT 722 OTD Seminar III: Assess Capstone Project	1	X	N/A
Term credit total:	7			Term credit total:	7		
Term 5: Spring 2				Term 6: Summer 3			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
OCT 712 Outcome Measurement & Assessment: Individual, Community & Society Part B	3	X	N/A	OCT 706 Teaching & Learning Theory and Practice in Occupational Therapy Classroom	4	X	N/A
OCT 723 OTD Seminar IV: Clinical Reasoning	1	X	N/A	OCT 724 Capstone Project Dissemination	4	X	OCT 701-723
Term credit total:	4			Term credit total:	8		
Program Total:	Total Credits: 36	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Capstone Project Dissemination					

New: X if new course Prerequisite(s): list prerequisite(s) for the listed courses

OTD Entry-Level Professional Program Course Sequence

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 601 Functional Anatomic and Physiological Basis for Human Occupation	6	X	N/A	OCT 621 Professional Reasoning I : Critical Inquiry and Decision-Making	1	X	Term 1
OCT 600 Theoretical and Conceptual Foundations of Occupational Therapy Practice	3	X	N/A	OCT 604 Health Conditions: Epidemiology and Pathophysiology	3	X	Term 1
OCT 602 Human Occupation Across the Life Span	3	X	N/A	OCT 605 Neuroscience of Behavior	3	X	Term 1
OCT 603 Kinesiology & Functional Biomechanics	3	X	N/A	OCT 606 Learning and Behavioral Change	4	X	Term 1
OCT 620 Interpersonal and Interprofessional Communication in Healthcare	2	X	N/A	OCT 610 Mental Health Intervention	4	X	Term 1
Term credit total:	17			Term credit total:	15		
Term 3: Summer 2				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 607 Group Process and the Intentional Relationship	3	X	Term 2	OCT 623 Professional Reasoning II: Measurement Theory and Application	1	X	Term 3
OCT 622 Fieldwork Level I Experience A & Seminar Part A	2	X	Term 2	OCT 631 Research Process I: Foundation and Scholarly Literature	2	X	Term 3
OCT 630 Theories of Inquiry and Research Methodology in Translational Science	3	X	Term 2	OCT 612 Physical Rehabilitation: Orthopedics	4	X	Term 3
OCT 611 Development: Adulthood and Aging	4	X	Term 2	OCT 613 Physical Rehabilitation: Neurological Disorders	4	X	Term 3
Term credit total:	12			OCT 614 Development: Working with Children	4	X	Term 3
				Term credit total:	15		
Term 5: Spring 2				Term 6: Summer 3			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 615 Occupational Therapy Tool Kit for Assistive Technologies	3	X	Term 4	OCT 633 Research Process III: Implementation and Application in Translational Science	2	X	Term 5
OCT 632 Research Process II: Methods and Design	2	X	Term 4	OCT 626 Professional Reasoning IV: Integrated Seminar and Synthesis	1	X	Term 5
OCT 624 Fieldwork Level I Experience B & Seminar Part B	2	X	Term 4	Oct 705: Advanced Leadership in Innovative Practice	3	X	Term 5
OCT 625 Professional Reasoning III: Context and Participation	1	X	Term 4	Oct 702: Interprofessional Ethics and Analytical Reasoning	3	X	Term 5
OCT 608 Administration and Management	3	X	Term 4				
Oct 704: Interprofessional Health Promotion and Health Advocacy	3	X	Term 4				
Term credit total:	14			Term credit total:	9		
Term 7: Fall 3				Term 8: Winter-Spring 3			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 640 Fieldwork Level II Internship A: 12 weeks full time	3	X	Term 6	OCT 641 Fieldwork Level II Internship B: 12 weeks full time	3	Yes	Term 7
Term credit total:	3			Term credit total:	3		
Term 9: Spring 3 - Summer							
Course Number & Title	Credits	New	Co/Preq				
OCT 642 Advanced OTD Capstone Experience: 14 weeks full time	8	X	Term 8				
OCT 724 OTD Capstone Dissemination	2	X	OCT				
Term credit total:	10						
Program Total:		Total Credits: 98		Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Capstone Project Dissemination			

New: X if new course

Prerequisite(s): list prerequisite(s) for the listed courses