SUFFOLK COUNTY COMMUNITY COLLEGE

Department of Nursing, Occupational Therapy Assisting, Ophthalmic Dispensing and Veterinary Science Technology

Michael J. Grant Campus

Program Review

2003

for Associate of Applied Science
Ophthalmic Dispensing (Code 389)
Acknowledgements

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I. INTRODUCTION: PROGRAM DESCRIPTION, HISTORY AND MISSION

1. Program Description

OPHTHALMIC DISPENSING (OPTICIANRY) /A.A.S. DEGREE
Hegis Code - 5212
Western 389-1

This two-year program will educate persons for employment in the vision care field. After completing the program, graduates will be eligible to sit for the New York State licensing examination in Ophthalmic Dispensing and for the certification examination for contact lens fitting.

An ophthalmic dispenser is broadly defined by the Commission on Opticianry as an individual who adapts and fits corrective eyewear/ophthalmic devices as prescribed by an ophthalmologist or optometrist. The student in this program will gain marketable skills in ophthalmic dispensing (including contact lenses and low vision), ophthalmic fabrication, clinical information collection and use, and ophthalmic office management.

The graduate will find a broad spectrum of employment possibilities in independent optical shops or retail chain settings, in cooperation with optometrists and ophthalmologists, or in related activities (e.g., sales and marketing of optical supplies and equipment, presentation of continuing education seminars, etc.).

The curriculum combines general and technical education with career development and clinical experience. In addition to liberal arts and sciences courses, the first year of the program provides preparation for the students’ clinical work in the second year. After experience in the campus clinic, each student will spend a total of 120 hours in an external clinical setting under the supervision of a licensed ophthalmic dispenser.

Students must achieve a minimum passing grade of C in each ophthalmic dispensing course in order to progress to the next course in the sequence and qualify for graduation.

Students must purchase ophthalmic tools, lab coats and name tags for the second semester of the program. The approximate cost is $350.00.

Admission Procedures and Requirements

All applicants should have successfully completed high school biology (with laboratory) and Sequential Mathematics I or their equivalents (at Suffolk County Community College, BY14 and MA07), and be eligible to take EG11 and MA27 in their first semester. Students are admitted on a rolling basis (FALL ONLY). Most students with minimum credentials are admitted. It is recommended that students apply by January 1.

Note that students who do not meet the admissions criteria may be admitted on a provisional basis.
2. **History of the Program**

Suffolk County Community College is a two-year college serving the eastern part of Long Island, one of the most densely populated regions in the country. Nassau and Suffolk Counties currently have a population of about 2.6 million people. Located about an hour’s drive from New York City, SCCC’s Western Campus is the fastest growing of the college’s three campuses. It supports a number of successful health careers programs—Nursing, Medical Assisting, Chemical Dependency and Occupational Therapy Assistant, as well as Veterinary Science Technology. Related programs found on other Suffolk County Community College campuses are Physical Therapist Assistant, Community Service Assistant, Dietetic Technician, and Nursing.

In 1991 officials at the Western Campus of SCCC began to consider establishing an Ophthalmic Dispensing (OD) program. A consultant explored the requirements for the program, the job market, and local interest. During the next two years a similar educational program at Middlesex Community College was visited. Discussions were held with administrators of local ophthalmic dispensing agencies, and a survey was done with ophthalmic dispensing sites on Long Island. The results indicated a need for licensed Ophthalmic Dispensers in local eye care facilities.

Program development was initiated by the Assistant Dean of Instruction—Math, Science and Health Technologies at SCCC and the curriculum was developed by opticians and optometrists who acted as consultants. A letter of intent was submitted to the State University of New York (SUNY) and was approved in 1992. Approval of the program proposal was granted by SUNY in 1992. In 1992 the Governor of New York State approved the master plan and authorized the program to open.

The college demonstrates full support for the OD program and is deeply invested in its future. In 1993, a full-time faculty member was hired to serve as program coordinator and as fieldwork coordinator. As of the 2002-2003 school year, approximately 140 students have completed extern fieldwork rotations. Several experienced opticians and optometrists with professional ophthalmic expertise were hired as adjuncts. A new class of 21 students was admitted in the Fall of 2002, making a total of 33 students in the program. In 1996, a clinic was completed for the OD program consisting of an ophthalmic dispensary with displays and related furniture, a business office and a storage room. The program was moved to a brand new facility in 2000 and now features a fully operational ophthalmic dispensing office on the main floor. The program also has fully-equipped fabrication and contact lens fitting laboratories. Adjacent to the contact lens laboratory are three completely functional optometric refracting lanes. All of
these rooms are dedicated space for the OD program. Licensed opticians with certification by the American Board of Opticianry are available to assist faculty in the laboratories and clinic.

These accomplishments are contributing to a strong OD program development. In addition to maintaining a strong program, a variety of community based activities are being planned as part of the ongoing mission of the program. Other workshops are being planned for faculty supervisors and administrators. The OD program looks forward to working with the optical community and Suffolk County for a successful partnership.
3. Develop a mission statement for the program, or review and revise, if necessary, the existing mission statement

**Ophthalmic Dispensing Program Mission**

The Ophthalmic Dispensing Program adheres to the above as the basis of its program’s mission. Further, the ophthalmic dispensing program is committed:

- to providing a quality ophthalmic dispensing education
- to easing the shortage of ophthalmic dispensers in the area
- to maintaining a professional relationship with graduates
- to providing information about ophthalmic dispensing to the public
- to collaborating with the ophthalmic dispensing community for the benefit and edification of students and opticians

4. Demonstrate how the program mission advances the college mission

**College Mission**

Suffolk County Community College is guided by the philosophy that all students should have the opportunity to realize their highest potential for individual human development, intellectually, socially, culturally, physically, and personally. The College believes in encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself, and to act upon that understanding and enjoy an enlightened and fulfilling life.

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- to collaborating with the ophthalmic dispensing community for the benefit and edification of students and opticians
How the Program Mission Advances the College Mission

The ophthalmic dispensing mission aspires to providing a quality ophthalmic dispensing education. This is consistent with the college’s goal that all students should have the opportunity to realize their highest potential for individual human development, intellectually. In addition, the program attempts to maintain a professional relationship with graduates, enabling our instructors to support the lifelong nature of learning. In the process of continually providing information about the importance of professional ophthalmic services to the public, the student gains an understanding of themselves with respect to society and the physical world. Finally, inasmuch as the program faculty and advisors regularly collaborate with the ophthalmic dispensing community for the benefit and edification of students and opticians, they are promoting their professional understanding and providing students with the confidence to enjoy an enlightened and fulfilling life, socially, culturally, physically, and personally.
II. PROGRAM GOALS AND OBJECTIVES

1. State the Existing goals and learning outcomes/objectives of the program and evaluate their appropriateness and attainability.

Program Goals
The following are the long-term goals of the Ophthalmic Dispensing Program:

1. to furnish graduates with the resources necessary to practice professional opticianry
2. to encourage students to practice opticianry in the safest, most ethical means possible
3. to supply graduates with the educational resources necessary to open individual practices
4. to inspire graduates to use honesty and quality when servicing the public’s visual needs
5. to ensure successful completion of the American Board of Opticianry written examination
6. to ensure successful completion of the National Contact Lens Examination
7. to ensure successful completion of the New York State Ophthalmic Dispensing Practical examination
8. to ensure successful completion of the New York State Anatomy/Optics examination
9. to ensure successful completion of the New York State Contact Lens Practical examination

Appropriateness and Attainability of Program Goals
These goals are basically aimed at accomplishing four major objectives:

- To satisfy the educational expectations of program students (goals 1-9).
- To prepare students for employment in the ophthalmic dispensing profession (goals 1-4).
- To give students the confidence to perform eye care knowledgeably, ethically, and professionally (goals 1-4)
- To prepare students to satisfactorily pass all licensing and certification examinations (goals 5-9)

Through traditional classroom and practical educational techniques, full-time and part-time students are subjected to the entire range of knowledge necessary to practice opticianry. In addition to practical course components, students are required to spend 30 hours in the on-campus clinic and 120 hours in a pre-selected extern site. During this time, licensed personnel supervise students as they provide real-world eye care services to actual patients. All courses are primarily designed to prepare students for long-term professional use and to prime them as they embark on a life-long learning process. However, the program also provides
all necessary information for successful completion of certification and licensing processes.

Program Learning Objectives

Level I Objectives:
Upon completion of the first year of full-time study, the student will be able to:
1. Discuss various lens styles and their applications.
2. Advise patients about safety in eyewear.
3. Demonstrate knowledge of various frame design and materials.
4. Implement scientific principles and critical thinking skills as they relate to the fabrication and dispensing of eyeglasses.
5. Demonstrate proficiency in the use of contact lens related instrumentation.
6. Demonstrate the importance of maintaining a clean and sanitary Environment

Appropriateness and Attainability of Level I Objectives
These objectives are addressed by OD 11 and OD 20 (Ophthalmic Dispensing I and II), OD 13 and OD 23 (Ophthalmic Materials I and II) and OD 15 (Contact Lenses I) (objectives 1-6). These courses introduce fundamental optical concepts in the first semester and develop through the second semester. Besides the Ophthalmic Dispensing courses, BY 37 (Anatomy & Physiology of the Human Eye) provides the student with a comprehension of ocular health that is necessary with respect to contact lens fitting (objective 6). Additionally, PH 37 (Geometrical and Physical Optics) educates the student with a necessary physical science background and its pertinence to the refraction and reflection of light (objective 4). MA 27 (Advanced Algebra) sharpens algebraic skills to facilitate the student with the mathematical applications encountered throughout the program (objective 4). Students complete the year with a working knowledge of basic optical concepts and are prepared to apply them.

Level II Objectives:
Upon completion of the second year of full-time study, the student will be able to:
1. Employ and communicate to the patient a broad knowledge base of lens design and material
2. Guide patients to proper frame and lens selection based on safety, prescription and cosmesis.
3. Demonstrate complete and accurate record keeping.
4. Perform all pertinent aspects of ocular prescription analysis, fabrication, dispensing and adjusting in real-world professional environments.
5. Employ excellent practice management skills.
6. Evaluate and fit contact lens patients with all currently available
contact lens materials and designs.

7. Demonstrate maximum ethics and professionalism in the practice of opticianry

Appropriateness and Attainability of Level II Objectives

These objectives are addressed by OD 30 and OD 40 (Ophthalmic Dispensing III and IV), OD 33 (Ophthalmic Materials III), and OD 25 and OD 35 (Contact Lenses I and II). These courses employ intermediate and advanced optical concepts developed throughout the first year. Students complete the year with a comprehensive knowledge of these concepts and are equipped to demonstrate their applications (objectives 1-4). OD 30 and OD 40 require the student to perform supervised optical service in the on-campus clinic. OD 48 (Ophthalmic Externship) sends the student to an actual work environment to work with opticians and patients in a real-world environment (objectives 1-7).

2. Research appropriate external resources, such as relevant professional organizations, other educational institutions, program advisory boards and pertinent professional literature to consider additional goals and/or outcomes that could be incorporated into the program.

A. Commission on Opticianry Accreditation (Degree Essentials)

II. MISSION, GOALS, AND LEARNING OBJECTIVES

Goals refer to those long-range purposes or aims, which the program must sustain year after year. Goals define those end results to be achieved. Goals taken collectively constitute the mission of the program. Learning objectives refer to those relatively short-term conditions to be achieved within a given period of time, which is measurable evidence of progress toward achievement of the program’s goals. The Mission, Goals, and Learning Objectives must be published and available to the students.

A. Mission

The program must have a clearly stated mission, which is appropriate for Opticianry. The program’s distance educational activities must have a clearly defined purpose congruent with the program’s mission.

B. Goals

1. The program must have clearly stated goals, which are appropriate for Opticianry. A goal of the program should be successful completion of the American Board of Opticianry Examination, National Contact Lens Examination, and state licensing examination (if applicable).

2. A goal of the program should be to eliminate hazardous waste and to reduce non-hazardous waste to the minimum levels economically and technically practical, and to be in full-compliance with all federal and state environmental regulations.

C. Learning Objectives

The program must have clearly stated competency-based learning objectives, which are appropriate for Opticianry.

D. Program Outcomes
The program must evaluate outcomes through a systematic plan for assessing program effectiveness, efficiency, and relevance by achieving specified quantitative and qualitative requirements with respect to:

a. program completion;
b. job placement; and
c. licensure examinations.

B. **New York State Society of Opticians**
   NYSSO's guiding principles are: to advance and improve the services of the New York State Licensed Ophthalmic Dispenser to the public; establish and elevate the standards and ethics of the profession; encourage, cooperate and promote the enhancement and enlargement of the scope of practice for all opticians; and provide quality continuing education.

C. **Opticians Association of America** (OAA) is the only national organization working on behalf of the independent Optician. OAA's mission is to promote and expand opticianry by being the single, unified voice of America's Opticians. In support of this mission, we are committed to promoting professional stature through leadership, education, legislative representation, and communication.

3. **State new and/or revised program goals**
   To familiarize students with new trends and laws as theory pertain to the industry
   To encourage students to continue their formal study in ophthalmic dispensing

4. **Explain how the program goals promote the mission of the program**

   **College Mission**
   Suffolk County Community College is guided by the philosophy that all students should have the opportunity to realize their highest potential for individual human development, intellectually, socially, culturally, physically, and personally. The College believes in encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself, and to act upon that understanding and enjoy an enlightened and fulfilling life.

   **Ophthalmic Dispensing Program Goals**
   The following are the long-term goals of the Ophthalmic Dispensing Program:
   - to furnish graduates with the resources necessary to practice professional opticianry
   - to encourage students to practice opticianry in the safest, most ethical means possible
   - to supply graduates with the educational resources necessary to open individual practices
   - to inspire graduates to use honesty and quality when servicing the public’s visual needs
   - to ensure successful completion of the American Board of Opticianry written examination
   - to ensure successful completion of the National Contact Lens Examination
- to ensure successful completion of the New York State Ophthalmic Dispensing Practical examination
- to ensure successful completion of the New York State Anatomy/Optics examination
- to ensure successful completion of the New York State Contact Lens Practical examination

The program goals speak directly to the college mission as well as to the ophthalmic profession. The preparation of students to perform as eye care professionals (to supply graduates with the educational resources necessary to open individual practices) upon graduation provides them with a sense of confidence and knowledge that is consistent with intellectual, social and personal human development. The College’s belief in ‘encouraging students to come to an understanding of … their society (to inspire graduates to use honesty and quality when servicing the public’s visual needs), the physical world (to furnish graduates with the resources necessary to practice professional opticianry) …, and to act upon that understanding and enjoy an enlightened and fulfilling life (to encourage students to practice opticianry in the safest, most ethical means possible)’Furthermore, by collaborating with the dispensing community while maintaining relationships with graduates, the concept of lifelong learning is emphasized. Program graduates tend to acknowledge the relative obscurity with which the public views their chosen profession and take it upon themselves to familiarize audiences of all types with their capabilities. They are able to achieve this not only by persuasion, but also by employing confidence, dedication and a large knowledge base.

5. List the program’s objectives. “Objectives are defined here and throughout this document as desired student learning outcomes, i.e. what students are expected to know and/or be able to do upon completing the program. Be sure that the student learning outcomes are specific and measurable.

Program Learning Objectives

Level I Objectives:
Upon completion of the first year of full-time study, the student will be able to:

1. Discuss various lens styles and their applications.
2. Advise patients about safety in eyewear.
3. Demonstrate knowledge of various frame design and materials.
4. Implement scientific principles and critical thinking skills as they relate to the fabrication and dispensing of eyeglasses.
5. Demonstrate proficiency in the use of contact lens related instrumentation.
6. Demonstrate the importance of maintaining a clean and sanitary Environment
Level II Objectives:
Upon completion of the second year of full-time study, the student will be able to:

1. Employ and communicate to the patient a broad knowledge base of lens design and material
2. Guide patients to proper frame and lens selection based on safety, prescription and cosmesis.
3. Demonstrate complete and accurate record keeping.
4. Perform all pertinent aspects of ocular prescription analysis, fabrication, dispensing and adjusting in real-world professional environments.
5. Employ excellent practice management skills.
6. Evaluate and fit contact lens patients with all currently available contact lens materials and designs.
7. Demonstrate maximum ethics and professionalism in the practice of opticianry
III. CURRICULUM

A. Curriculum/Assessment

1. Outline those actions regular undertaken by program faculty to insure that the curriculum is current.

   The most significant factor in curriculum update is the fact that all faculty members are employed in various careers in the industry. The program now has four optometrists and five licensed opticians who, in some way, have direct instructional contact and can share their experience with our students throughout the course of study. Our optician faculty is further subdivided based on their areas of expertise, ranging from fabrication to dispensing, and from sales to business management. All of the faculty members are required by their professions to take continuing education courses. This also provides them with additional cutting-edge concepts to incorporate into the program.

   Another major component in maintaining currency originates in our semi- yearly External Advisory Committee meetings. This committee consists of optometrists, ophthalmologists, opticians, ophthalmic wholesalers, and representatives from the public sector. Specific issues are presented and discussed with an emphasis on program adaptation to environmental factors.

   In addition, the faculty is encouraged to support their appropriate professional societies. With monthly meetings, each member is likely to be presented with issues that can change the ophthalmic industry, whether politically, economically or technologically in nature. Students are also invited to the society meetings where they can obtain first hand information concerning their chosen profession.

2. Discuss any planned revisions of the overall curriculum. What is the rationale for the changes under consideration?

   I. Proposal: Re-Introduce Evening Program

   After having several discussions with potential students, current students, and graduates of the program, there seems to be a consensus that finds two separate programs, one day and one evening, most desirable. Some of the issues discussed were the following:

   • The day program has experienced a fairly steady enrollment with an increase in the past year. An evening program that begins in January will offer some flexibility to students who might not be able to take a given course during the day. They will only have to wait one semester
to take the course instead of a full year. This would also assist anyone who had an unsatisfactory grade in their first attempt at a given course.

- The flexibility of scheduling (Day sched in Fall; Eve sched in Spring) would be an attractive incentive for many students.
- Day students often have afternoon family obligations (i.e. children returning from school) that begin at three o’clock or so. Some work after their classes are done. For these students, evenings are not an option. In addition, a combined afternoon program would have to occur during the least practical time of day for these students.
- Evenings would be available to a large contingent of potential students who now find it impossible to attend during the day. Although the optical industry is attractive professionally and economically to those currently unhappy with their occupations, the entry-level salaries are not adequate for supporting a family. Therefore, some students must keep their present jobs. An evening program would provide a workable solution to this dilemma.
- With the current state of affairs, there are many civil service employees (i.e. police officers, firefighters, etc) who are nearing retirement. There are also many industry workers who are beginning to fear for their job security. An evening program would avail itself to these people who need to support their familial obligations by day.
- We have successfully graduated an evening program before.
Poll
A poll was taken among the current students in the program. They were asked which of three options would be most attractive to them if they were students considering the ophthalmic dispensing program. The three options are as follows:
Option 1: The current day program with no changes made
Option 2: An afternoon program which begins about 2 PM and ends at about 7 PM on weekdays.
Option 3: Adding a full evening program to the current day program and running both.

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<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
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<tr>
<td>First Year Students</td>
<td>13</td>
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<td>Second Year Students</td>
<td>9</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
<td>22</td>
<td>3</td>
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Recommended Sequence of Courses
Evening Students

First Semester (Fall)
- MA 27 Algebra II 4 Credits
- BY 37 Anatomy and Physiology of the Eye 3 Credits
- OD 11 Ophthalmic Dispensing I 2 Credits
- OD 13 Ophthalmic Materials I 3 Credits

Second Semester (Spring)
- PC 11 Introduction to Psychology I 3 Credits
- OD 20 Ophthalmic Dispensing II 3 Credits
- OD 23 Ophthalmic Materials II 3 Credits

Summer Semester
- EG English Elective 3 Credits
- PH 37 Geometric and Physical Optics 4 Credits
- OD 15 Contact Lenses I 3 Credits

Third Semester (Fall)
- OD 30 Ophthalmic Dispensing III 3 Credits
- OD 33 Ophthalmic Materials III 3 Credits
- OD 25 Contact Lenses II 3 Credits
- PH 37 Geometric and Physical Optics 4 Credits
Fourth Semester (Spring)

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<tr>
<th>Course Code</th>
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<td>Unrestricted Elective</td>
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<td>OD 40</td>
<td>Ophthalmic Dispensing IV</td>
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<td>OD 35</td>
<td>Contact Lenses III</td>
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<tr>
<td>EG 11</td>
<td>Standard Freshman Composition</td>
<td>3 Credits</td>
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<tr>
<td>CO</td>
<td>Communications Elective</td>
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</tr>
<tr>
<td>OD 48</td>
<td>Ophthalmic Externship</td>
<td>6 Credits</td>
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</table>

TOTAL CREDITS REQUIRED..........................64 CREDITS

II. PROFESSIONAL SEQUENCING IN OPHTHALMIC DISPENSING

Professional sequences are custom designed clusters of courses that prepare individuals for a particular career or field of employment. They offer short-term training that in some cases can be completed in only one semester of study. These sequences do not constitute regular SUNY degree or certificate programs, but a Suffolk County Community College Certificate of Completion will be awarded to those students who pursue and successfully complete them. For further information contact the campus Office of Admission.

The Ophthalmic Dispensing sequence is designed as a sequence of 14 credits designed to prepare individuals to function more effectively in the vision care field. Formal college credit can be substituted for the Career Progression Program in New York State, required for completion of apprenticeships.

OBJECTIVE:

To establish a part-time two-year professional sequence program in Ophthalmic Dispensing that will educate corporate employees and increase their efficiency and productivity in the work place.

1) Certificate Program will be offered evenings (Monday through Thursday; 6:00 - 9:30 PM).
2) Semesters will last for fifteen weeks.
3) Students will be given formal examinations to evaluate individual performance over the course of the semester.
4) fourteen college credits can be earned with successful completion of course work.

CORPORATE BENEFITS:

1) Provides an educational program with theoretical and practical components.
2) Education provided by licensed opticians and optometrists with years of industry experience.
3) Employee training would not interfere with business hours.
4) Employee training involves less time by licensed and/or full-time agency personnel
5) According to New York State requirements, nine formal college credits in dispensing and fabrication can be substituted for the Career Progression Program, (required for completion of apprenticeships)
6) Fully equipped laboratories with all readily available materials where employees can develop their skills.
7) Formal classroom environments equipped with audio-visual and Internet access.
8) New state-of-the art facility
9) Tax-deductible educational costs
10) Increased employee loyalty
11) Student/employee access to Suffolk County Community College Library and media resources.
12) Students/employees completing the certificate can enroll in the AAS degree in the Ophthalmic Dispensing Program and be eligible for licensure.

Courses:

SEMESTER I

OD 11 - Ophthalmic Dispensing I
This general overview of the ophthalmic industry and professions is intended to provide the student with a basis for more advanced study. Areas discussed include the organization of the industry, the history of glass making, spectacle lens forms and materials, manufacturing processes of lenses and frames, an understanding of the written prescription, basic geometric optics, lens theory, normal and abnormal vision, and the structure of the eye.

*Two hour lecture / week*

OD 13 - Ophthalmic Materials I
This course is designed to introduce the student to the ophthalmic laboratory, its machinery, equipment and instruments, their application and use and the importance of following safety rules of the lab. Also covered are lens materials and the form they will take in going from a rough blank to a finished uncut lens. With the prescription as the starting point blanks are selected, computations made, layout determined, marking and blocking accomplished and the final lens verified.

*Two hour lecture / week; Three hour lab session / week*

SEMESTER II

OD 20 - Ophthalmic Dispensing II
This course builds upon the knowledge base established in Ophthalmic Dispensing I. The student will analyze a prescription and will learn about the many different lens and frame options and styles. Bifocal and progressive lens design and fitting will be emphasized. The law of refraction will be presented. In addition to taking the proper measurements necessary for making a pair of glasses optically correct, the students will become well-versed in learning tool use and basic frame adjusting.

*Two hour lecture / week; Three hour lab session / week*
OD 23 - Ophthalmic Materials II
This course is the second of three courses designed to give the student a comprehensive understanding of the optical characteristics and considerations of eyeglasses along with practical experience in their fabrication. Emphasis will be placed on the construction of bifocals, multifocals, and progressive lenses. Tempering of glass lenses, tinting, high-powered lenses, and the further development of hand skills will also be included.

Two hour lecture / week; Three hour lab session / week

OD 05 - Introduction to Contact Lenses
This course is designed for non-degree students in ophthalmic dispensing and consists of the fundamental components of OD 15 (Contact Lenses I) and BY 37 (Anatomy and Physiology of the Eye). Students will be introduced to the structure and function of the anterior segment of the eye, become familiar with potential problems and learn how contact lenses interact with ocular health and visual function. Contact lens design and manufacturing techniques are discussed. Fundamental optics of contact lenses is covered in detail.

3. **Indicate how the curriculum provides organized sequential learning experiences.**
   Admission in the course requires basic skills in algebra and high school biology (including laboratory experience). Once enrolled, the students are expected to expand upon their math and biology skills by taking Advanced Algebra (MA27) and Ocular Anatomy and Physiology (BY37). Other progressions in the ophthalmic courses are demonstrated below, specifically in the cases of Ophthalmic Dispensing I, II, III, and IV, Ophthalmic Materials I, II, and III, and Contact Lenses I, II, and III. Each of these tracks progress in degree of difficulty while expanding from basic to advanced concepts. Laboratory courses follow suit and culminate with level II Ophthalmic Dispensing courses (OD 30 and 40) in which students work in the on-campus clinic servicing the eye care needs of real patients. OD 48 (Ophthalmic Externship) serves as the capstone course and provides graduating students with the opportunity to work actual external ophthalmic environments for an entire semester.

The evening program, scheduled to commence in odd-numbered years, has only run once in 1995. Subsequent attempts have been cancelled due to lack of enrollment.
## Recommended Sequence of Courses

### Day Students

#### First Semester (Fall)
- **EG 11** Standard Freshman Composition 3 Credits
- **MA 27** Algebra II 4 Credits
- **BY 37** Anatomy and Physiology of the Eye 3 Credits
- **PC 11** Introduction to Psychology I 3 Credits
- **OD 11** Ophthalmic Dispensing I 2 Credits
- **OS 15** Freshman Seminar 1.5 Credit

16.5 Credits

#### Second Semester (Spring)
- **PH 37** Geometric and Physical Optics 4 Credits
- **OD 13** Ophthalmic Materials I 3 Credits
- **OD 15** Contact Lenses I 3 Credits
- **OD 20** Ophthalmic Dispensing II 3 Credits
- **EG** English Elective 3 Credits

16 Credits

#### Third Semester (Fall)
- **OD 23** Ophthalmic Materials II 3 Credits
- **OD 25** Contact Lenses II 3 Credits
- **OD 30** Ophthalmic Dispensing III 3 Credits
- **CO** Communications Elective 3 Credits
- **Unrestricted Elective** 3 Credits

15 Credits

#### Fourth Semester (Spring)
- **OD 33** Ophthalmic Materials III 3 Credits
- **OD 35** Contact Lenses III 3 Credits
- **OD 40** Ophthalmic Dispensing IV 3 Credits
- **OD 48** Ophthalmic Externship 3 Credits
- **Social Science Elective** 3 Credits
- **Unrestricted Elective** 3 Credits

18 Credits

TOTAL CREDITS REQUIRED........................................65.5 CREDITS
Recommended Sequence of Courses

Evening Students

**First Semester (Fall)**
- MA 27  Algebra II        4 Credits
- BY 37  Anatomy and Physiology of the Eye  3 Credits
- OD 11  Ophthalmic Dispensing I  **2 Credits**
  9 Credits

**Second Semester (Spring)**
- EG 11  Standard Freshman Composition  3 Credits
- OD 13  Ophthalmic Materials I   **3 Credits**
- OD 20  Ophthalmic Dispensing II  **3 Credits**
  9 Credits

**Summer Semester**
- EG       English Elective  3 Credits
- CO       Communications Elective  3 Credits
  6 Credits

**Third Semester (Fall)**
- OD 23  Ophthalmic Materials II  3 Credits
- OD 30  Ophthalmic Dispensing III  **3 Credits**
- PH 37  Geometric and Physical Optics  4 Credits
  10 Credits

**Fourth Semester (Spring)**
- PC 11  Introduction to Psychology I  3 Credits
- OD 15  Contact Lenses I   **3 Credits**
- OD 33  Ophthalmic Materials III  **3 Credits**
  9 Credits

**Summer Semester**
- Social Science Elective  3 Credits
- Unrestricted Elective  3 Credits
  6 Credits

**Fifth Semester (Fall)**
- OD 25  Contact Lenses II  3 Credits
- OD 40  Ophthalmic Dispensing IV  **3 Credits**
  3 Credits

**Sixth Semester (Spring)**
- OD 35  Contact Lenses III  3 Credits
- OD 48  Ophthalmic Externship  **3 Credits**
  6 Credits

TOTAL CREDITS REQUIRED…………………………..64 CREDITS
4. Indicate how the program satisfies the SUNY general education course requirements, specifying which courses meet which requirements.

<table>
<thead>
<tr>
<th>Knowledge and Skill Areas</th>
<th>Required Course in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MA 27</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BY 37</td>
</tr>
<tr>
<td>Social Science</td>
<td>PC 11 and one social science elective</td>
</tr>
<tr>
<td>Humanities</td>
<td>EG 11 and one English elective</td>
</tr>
<tr>
<td>Basic Communication</td>
<td>One communications elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>REQUIRED AS OBJECTIVES IN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Program Learning Objective - Level I - item 4</td>
</tr>
<tr>
<td>Information Management</td>
<td>Program Learning Objective - Level II – item 5</td>
</tr>
</tbody>
</table>
5. Identify a group of peer institutions (preferably SUNY) to use for comparison purposes. Compare the SCCC curriculum with the curriculum at these peer institutions.

Comparison of SCCC OD program with Peer Institutions.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>OD-11 2cr.</td>
<td>OD-111 3cr</td>
<td>OD 100 2 cr</td>
<td>OD-313 5cr</td>
</tr>
<tr>
<td>OD-13 3cr.</td>
<td>OD-112 2cr</td>
<td>OD-110/251 5cr</td>
<td>OD-101 3cr</td>
</tr>
<tr>
<td>OD-15 3cr.</td>
<td>OD-126 3cr</td>
<td>OD-330/1 4cr</td>
<td>OD-237 3cr</td>
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<tr>
<td>OD-20 3cr.</td>
<td>OD-121 3cr</td>
<td>OD-200 3cr</td>
<td>OD-413 5cr</td>
</tr>
<tr>
<td>OD-23 3cr.</td>
<td>OD-122 2cr</td>
<td>OD-210/351 5cr</td>
<td>OD-201 3cr</td>
</tr>
<tr>
<td>OD-25 3cr.</td>
<td>OD-216 3cr</td>
<td>OD-430/1 3.5cr</td>
<td>OD-327 5cr</td>
</tr>
<tr>
<td>OD-30 3cr.</td>
<td>OD-211 3cr</td>
<td>OD-300/301 5cr</td>
<td>OD-316 1cr</td>
</tr>
<tr>
<td>OD-33 3cr.</td>
<td>OD-212 2cr</td>
<td>OD-452 1cr</td>
<td>OD-311 2cr</td>
</tr>
<tr>
<td>OD-35 3cr.</td>
<td>OD-226 3cr</td>
<td>OD-441 1cr</td>
<td>OD-427 4cr</td>
</tr>
<tr>
<td>OD-37 3cr.</td>
<td>OD-213 3cr</td>
<td>OD-500 2cr</td>
<td>OD-415 3cr</td>
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<tr>
<td>OD-40 3cr.</td>
<td>No equivalent</td>
<td>OD-400/1 5cr</td>
<td>OD-416 1cr</td>
</tr>
<tr>
<td>OD-48 3cr.</td>
<td>OD-228 3cr</td>
<td>No equivalent</td>
<td>No equivalent</td>
</tr>
<tr>
<td>BY-37 3cr</td>
<td>OD-117/127 6cr</td>
<td>BI-224/255 4cr</td>
<td>OD-212 4cr</td>
</tr>
<tr>
<td>PH-37 4cr</td>
<td>OD-224 4cr</td>
<td>PH 170-173 6cr</td>
<td>OD-105 3cr</td>
</tr>
</tbody>
</table>

Key:  
OD-11 Ophthalmic Dispensing I  
OD-13 Ophthalmic Materials I  
OD-15 Contact Lenses I  
OD-20 Ophthalmic Dispensing II  
OD-23 Ophthalmic Materials II  
OD-25 Contact Lenses II  
OD-30 Ophthalmic Dispensing III  
OD-33 Ophthalmic Materials III  
OD-35 Contact Lenses III  
OD-37 Principles of Refraction I  
OD-40 Ophthalmic Dispensing IV  
OD-48 Externship  
BY-37 Anatomy and Physiology of the Human Eye  
PH-37 Geometric and Physical Optics

Courses are parallel at peer institutions. OD 48, Ophthalmic Externship, is specific to SCCC as a separate course. Other institutions might include their externships into didactic courses.
6. **State whether the program has an advisory board. If not, explain. If the program does have a board, how often does it meet? What changes, if any, have resulted from advisory board input?**

   As previously referred to in item III.A.3 above, the program does enjoy the voluntary services of an external advisory committee. The committee meets in January and June of each year. It is comprised of key members of the ophthalmic and educational community including student representatives, optometrists, ophthalmologists, optical wholesalers, and individuals from the public sector. The committee members have been key liaisons in presenting the existence of our program to the outside world. Some are involved with labor unions and can present opticianry as an attractive post-retirement career. Others have offered their distribution network as a means to communicate new programs or recruitment flyers to the industry. Some members are associated with external educational programs and can refer some of their graduating students to the ophthalmic dispensing program.

7. **Describe the instructional and learning activities embodied in the curriculum. Link these activities to the student learning outcomes specific to the program.**

   - to furnish graduates with the resources necessary to practice professional opticianry
   - Students are provided with 210 hours of didactic instruction plus 270 hours of laboratory training in the areas of Ophthalmic Dispensing and Ophthalmic Materials over the course of the program. Additionally, fourth semester students are required to complete a 64 externship.
   - to educate students to practice opticianry in the most ethical means possible to inspire graduates to honesty and quality when servicing the public’s visual needs
   - ethics are incorporated in all dispensing, contact lens, and materials courses. Students work to create finished eye care products that are acceptable under federal standards for dispensing. All contact lenses are fit with specific restrictions with regard to fit, comfort, and visual function. Communication is covered extensively as a matter of patient relations. Record keeping and confidentiality considerations are explained.
   - to supply graduates with the educational resources necessary to open individual practices
   - Laboratory instruction combined with clinical practice and extern experience teach our students what equipment is absolutely necessary for operating a professional practice. Individual company policies also are evident to the student enabling him/her to pick and choose the policy aspects they prefer. Students are also exposed to different types of clientele in their externships. This can aid them in deciding what type of practice to open.
   - to ensure successful completion of the American Board of Opticianry written examination
- Didactic instruction throughout the first year of the program generally prepares the student to adequately achieve success on the ABO exam. A review course is also provided at the option of the students.
- to ensure successful completion of the National Contact Lens Examination. Didactic and laboratory instruction throughout the first two semesters of the contact lens track generally prepares the student to adequately achieve success on the NCLE exam. A review course is also provided at the option of the students.
- to ensure successful completion of the New York State Ophthalmic Dispensing Practical examination. Didactic and laboratory instruction combined with clinical experience generally prepares the student to adequately achieve success on the New York State Ophthalmic Dispensing Practical exam. A review course is also provided at the option of the students.
- to ensure successful completion of the New York State Contact Lens Practical examination. Didactic and laboratory instruction combined with clinical experience generally prepares the student to adequately achieve success on the New York State Contact Lens Practical exam. A review course is also provided at the option of the students.

8. **Identify the assessment methods and instruments used in the program to measure students’ attainment of the desired learning outcomes. Describe the procedure for development of the assessment measure(s). describe the procedures to assess reliability and validity of the measure(s). describe the pilot testing procedure (to be) used to implement the measure.**

**OD 48 Ophthalmic Externship: Outcomes**

The OD 48 externship is a capstone experience used to assess that level II learning objectives are met. It is assumed satisfactory demonstration of level II learning objectives indicates competency performance of Level I objectives. All students are obligated to fulfill the requirements of OD 48, Ophthalmic Externship, to obtain their AAS degree in Ophthalmic Dispensing. Currently there are two externship placements for the student. These placements provide instructional experiences to support the learning outcomes of the program.

Content validity will be established in the fall semester of 2003. Inter-rata Reliability will be established in the spring of 2004.
In the following chart, each Level II objective is listed with its associated OD 48 competency.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ and communicate to the patient a broad knowledge base of lens design and material</td>
<td>Knowledge of lens / frame materials</td>
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<tr>
<td></td>
<td>Knowledge of multifocal styles</td>
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<tr>
<td></td>
<td>Proper recommendations offered for specific patient needs</td>
</tr>
<tr>
<td></td>
<td>Appropriate selection of frame color/shape based on specific patient needs</td>
</tr>
<tr>
<td></td>
<td>Ability to communicate design features to patients in layperson terms</td>
</tr>
<tr>
<td></td>
<td>Correct insertion and removal instruction to patient</td>
</tr>
<tr>
<td></td>
<td>Correct knowledge of appropriate solutions and lens care</td>
</tr>
<tr>
<td></td>
<td>Ability to communicate design features to patients in layperson terms; holophrastic</td>
</tr>
<tr>
<td></td>
<td>Proper knowledge of contact lens wearing schedules</td>
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<tr>
<td></td>
<td>Advisement to patient of follow-up schedule</td>
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<tr>
<td></td>
<td>Appropriate communication skills with patient</td>
</tr>
<tr>
<td>Guide patients to proper frame and lens selection based on safety, prescription and cosmesis</td>
<td>Knowledge of multifocal styles</td>
</tr>
<tr>
<td></td>
<td>Proper recommendations offered for specific patient needs</td>
</tr>
<tr>
<td></td>
<td>Follows all environmental safety requirements</td>
</tr>
<tr>
<td></td>
<td>Appropriate selection of frame color/shape based on specific patient needs</td>
</tr>
<tr>
<td>Demonstrate complete and accurate record keeping.</td>
<td>Desire to learn procedure and technique</td>
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<tr>
<td></td>
<td>Compliance with office rules</td>
</tr>
<tr>
<td></td>
<td>Follows all environmental safety requirements</td>
</tr>
<tr>
<td></td>
<td>Demonstrates proficiency at job verification (by ANSI standards and/or office policy)</td>
</tr>
<tr>
<td></td>
<td>Demonstrates proper maintenance of dispensing area (includes changing of water, replacement of supplies, cleanliness, record keeping)</td>
</tr>
<tr>
<td>Objective</td>
<td>Competency</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Perform all pertinent aspects of ocular prescription analysis, fabrication, dispensing and adjusting in real-world professional environments.</td>
<td>Maintenance of contact lens area (includes cleanliness, record keeping, and organization)</td>
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<tr>
<td></td>
<td>Independently tries to solve dispensing problems</td>
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<tr>
<td></td>
<td>Demonstrates proper frame adjustment technique</td>
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<tr>
<td></td>
<td>Knowledge of correct tool use</td>
</tr>
<tr>
<td></td>
<td>Performs tasks with minimal material breakage</td>
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<tr>
<td></td>
<td>Knowledge of lens / frame materials</td>
</tr>
<tr>
<td></td>
<td>Knowledge of multifocal styles</td>
</tr>
<tr>
<td></td>
<td>Proper recommendations offered for specific patient needs</td>
</tr>
<tr>
<td>Employ excellent practice management skills.</td>
<td>Presents a professional appearance</td>
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<tr>
<td></td>
<td>Compliance with office dress code</td>
</tr>
<tr>
<td></td>
<td>Desire to help in office operations</td>
</tr>
<tr>
<td></td>
<td>Desire to learn procedure and technique</td>
</tr>
<tr>
<td></td>
<td>Compliance with office rules</td>
</tr>
<tr>
<td></td>
<td>Attendance at required times</td>
</tr>
<tr>
<td></td>
<td>Follows all environmental safety requirements</td>
</tr>
<tr>
<td></td>
<td>Punctuality</td>
</tr>
<tr>
<td>Evaluate and fit contact lens patients with all currently available contact lens materials and designs.</td>
<td>Correct insertion and removal instruction to patient</td>
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<tr>
<td></td>
<td>Verification of contact lenses</td>
</tr>
<tr>
<td></td>
<td>Correct knowledge of appropriate solutions and lens care</td>
</tr>
<tr>
<td></td>
<td>Proper knowledge of contact lens wearing schedules</td>
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<tr>
<td></td>
<td>Advisement to patient of follow-up schedule</td>
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<tr>
<td></td>
<td>Appropriate communication skills with patient</td>
</tr>
<tr>
<td></td>
<td>Maintenance of contact lens area (includes cleanliness, record keeping, and organization)</td>
</tr>
<tr>
<td>Demonstrate maximum ethics and professionalism in the practice of opticianry</td>
<td>Presents a professional appearance</td>
</tr>
<tr>
<td></td>
<td>Compliance with office dress code</td>
</tr>
<tr>
<td></td>
<td>Desire to help in office operations</td>
</tr>
<tr>
<td></td>
<td>Desire to learn procedure and technique</td>
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<tr>
<td></td>
<td>Compliance with office rules</td>
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<tr>
<td></td>
<td>Attendance at required times</td>
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<tr>
<td></td>
<td>Punctuality</td>
</tr>
<tr>
<td>Objective</td>
<td>Competency</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Follows all environmental safety requirements</td>
<td>Performs well at patient communication</td>
</tr>
<tr>
<td>Demonstrates proficiency at job verification</td>
<td>(by ANSI standards and/or office policy)</td>
</tr>
<tr>
<td>Proper recommendations offered for specific</td>
<td>Patient needs</td>
</tr>
<tr>
<td>Appropriate selection of frame color/shape</td>
<td>based on specific patient needs</td>
</tr>
<tr>
<td>Offering guidance concerning safety in</td>
<td>eyewear</td>
</tr>
<tr>
<td>Verification of contact lenses</td>
<td>Correct insertion and removal instruction to patient</td>
</tr>
<tr>
<td>Correct knowledge of appropriate solutions</td>
<td>and lens care</td>
</tr>
<tr>
<td>Proper knowledge of contact lens wearing</td>
<td>schedules</td>
</tr>
<tr>
<td>Advisement to patient of follow-up schedule</td>
<td>Appropriate communication skills with patient</td>
</tr>
</tbody>
</table>
9. **If applicable, explain the criteria or scoring rubric used in applying the performance-based assessment measures.**

To measure the students’ knowledge and skill abilities, a rubric will be used to assess their skill competency during OD 48 (Ophthalmic Externship). The rubric will be analyzed for content validity and reliability scoring during a pilot in spring 2004.

**Minimum Competencies for OD 48**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standard</th>
<th>Does Not Achieve Standard</th>
<th>Doesn’t Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional</strong></td>
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<tr>
<td>Presents a professional appearance</td>
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<tr>
<td>Compliance with office dress code</td>
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<tr>
<td>Desire to help in office operations</td>
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<tr>
<td>Desire to learn procedure and technique</td>
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<tr>
<td>Compliance with office rules</td>
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<tr>
<td>Attendance at required times</td>
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<td>Punctuality</td>
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<td><strong>Dispensing Skills:</strong></td>
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<tr>
<td>Independently tries to solve dispensing problems</td>
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<tr>
<td>Demonstrates proper frame adjustment technique</td>
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<tr>
<td>Knowledge of correct tool use</td>
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<td>Performs tasks with minimal material breakage</td>
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<tr>
<td>Demonstrates proper maintenance of dispensing area (includes changing of water, replacement of supplies, cleanliness, record keeping)</td>
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<tr>
<td>Follows all environmental safety requirements</td>
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<tr>
<td>Performs well at patient communication</td>
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<tr>
<td>Demonstrates proficiency at job verification (by ANSI standards and/or office policy)</td>
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<tr>
<td>Dispenses new eyewear (supervised)</td>
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<td><strong>Prescription Analysis:</strong></td>
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<tr>
<td>Knowledge of lens / frame materials</td>
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<tr>
<td>Knowledge of multifocal styles</td>
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<tr>
<td>Proper recommendations offered for specific patient needs</td>
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<tr>
<td>Appropriate selection of frame color/shape based on specific patient needs</td>
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<tr>
<td>Offering guidance concerning safety in eyewear</td>
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<tr>
<td>Ability to communicate design features to patients in layperson terms</td>
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<tr>
<td>Contact Lens Skills (if applicable):</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
<td>Approaches Standard</td>
<td>Does Not Achieve Standard</td>
<td>Doesn’t Apply</td>
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<tr>
<td>Verification of contact lenses</td>
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<tr>
<td>Correct insertion and removal instruction to patient</td>
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<tr>
<td>Correct knowledge of appropriate solutions and lens care</td>
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<tr>
<td>Proper knowledge of contact lens wearing schedules</td>
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<tr>
<td>Advisement to patient of follow-up schedule</td>
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<tr>
<td>Appropriate communication skills with patient</td>
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<tr>
<td>Maintenance of contact lens area (includes cleanliness, record keeping, and organization)</td>
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<tr>
<td>Fabrication and Lab Skills (if applicable):</td>
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<tr>
<td>Familiarity with office edging equipment</td>
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<tr>
<td>Familiarity with other office equipment</td>
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<tr>
<td>Willingness to perform requested jobs</td>
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<tr>
<td>Adherence to safety requirements</td>
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<tr>
<td>Satisfactory quality of production (SV and multifocals)</td>
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**Assessment Criteria:**

A student *Exceeds The Standard* if he/she demonstrates an independent desire to participate in the competency. This student does so with confidence and knowledge. The student performs the competency successfully.

A student *Meets the Standard* if he/she demonstrates a knowledge or consistency with regard to the competency, but an reticence to perform due to a lack of confidence. The student performs the competency successfully with encouragement.

A student *Does Not Approach the Standard* if he/she does not perform the competency unsuccessfully

A student *Approaches the Standard* if he/she demonstrates partial knowledge or consistency with regard to the competency, but requires repetitive coaching. The student completes the competency, but requires assistance.

*Doesn’t Apply* refers to competencies that cannot be assessed in your facility (i.e. no fabrication lab; no contact lens services)
10. **Describe the procedures in place for using the results of the assessment process to bring about programmatic changes.**

   Based on the data collected from the assessment rubric on student performance, the program director will evaluate the curriculum. If necessary, changes will be implemented.
III. CURRICULUM

B. Program Courses

1. **Discuss any new courses, revisions to existing courses, or elimination of courses that have occurred since the last program review**
   
   This is the first program review for ophthalmic dispensing.

2. **Have the prerequisites or corequisites in the major courses in the program been recently reviewed to determine need? Can any prerequisite be added, deleted or changed to “recommended”?**
   
   In 1998, it was determined that PH 37 (Geometric and Physical Optics) was considered by students to be the most difficult course in the program. Therefore, it was left until their last semester before being taken. This presented two major problems: 1-the students had very busy schedules in the fourth semester and found that there was no time to take the physics course that had lecture, lab, and recitation components. 2- since there was only a smattering of students opting to take the physics in any given semester, there were never enough in any one semester to run the course. By making PH37 a prerequisite for OD 30, we were able not only to avoid conflicting schedules and ensure that the course was completed in a semester where students could feasibly perform the requirements, but were able to fill the class as well.

   In another case, we learned from our students that there was too little ophthalmic dispensing exposure in the program’s first semester, with OD 11 being the only course. In addition, there was no hands-on practical component at all. As a result, students experienced some level of under-education as they approached the second semester. A decision was made in 1999 to move the entire Ophthalmic Materials Track up one semester and to have it commence in the first semester of study rather than the second. This provided students with more practical experience and an increased familiarity with optical concepts. It also enabled the program coordinator to incorporate OD 37 (Principles of Refraction) into the fourth semester of study.

   At the time of this report, strong consideration is being made to drop the registration restriction placed on OD 13 (ophthalmic materials I) in the interest of allowing any interested student to register. This can lead to increased enrollment in the program.

3. **Indicate how the program’s course syllabi are updated. What is the date of the most recent revisions to the course syllabi?**

   Each course’s syllabus is in a constant state of revision. There is a concerted effort to maximize flexibility in the presentation of these courses and among the eligibility of the instructors who teach them. This
is attempted via the use of daily lesson plans. Each course is separated into fifteen weekly plans, complete with topics, related reading, and homework assignments. Originally formulated by the individual faculty members, each daily lesson plan is printed with blank spaces in which an individual instructor can offer additional comments, enhancements, or deletions to the subject matter listed. As these lesson plans are revised, they are formalized in print and evaluated with respect to their impact on the course syllabus. Revisions are then made.

If, during a continuing education seminar or conference, a faculty member acquires new knowledge in a technological or procedural sense, that faculty member is asked to share the new knowledge with other faculty members and a decision is made whether to include it in the syllabus or not.

4. Are the objectives for all major courses in the program in behavioral terms and measurable? Are those course objectives consistent with the program goals and student learning outcomes? Have course specific assessment instruments for measuring the attainment of those course objectives been developed? Give examples of such instruments and if applicable results obtained. Provide examples of how course assessment results have been used to produce course revisions.

PROGRAM COURSES

The objectives for each course are expressed in behavioral terms, and assessment instruments have been developed to measure students’ achievement in terms of these objectives. Quizzes, midterms, and comprehensive finals, as well as laboratory practicals, are in place for each major course in the program. Furthermore, there are national certification examinations, the ABO (American Board of Opticianry) and NCLE (National Contact Lens Examination), as well as state examinations, namely the New York State Ophthalmic Dispensing Practical Exam and the New York State Contact Lens Practical, which the program’s graduates must pass to be certified in the field.

(examples of exams attached in Appendix A)
III. CURRICULUM
C. Instructional Methodologies and Modalities

1) List any innovative instructional methodologies that have been implemented in the program since the last review.

This is the first program review for ophthalmic dispensing.

2) Cite some examples of how faculty in the program has integrated technology into instruction

First and foremost, technological advances severely impact the practical aspects of the program, particularly in the ophthalmic materials laboratory. Examples of these are the progressive lens identifying instruments that were purchased a year ago. With this unit, students are able to easily locate identifying etchings on otherwise invisible lenses. This enhances their ability to work with specific lenses from the various manufacturers.

Another addition has been the projection lensometer. A lensometer is an instrument that gives the optician the ability to read a prescription off of a pair of eyeglasses. The optician can then compare his/her results to the desired written prescription and verify the accuracy of the pair of glasses. Unfortunately, conventional lensometers only provide a single eyepiece and it has historically been difficult for instructors to ensure that the student is viewing the correct images. The projection device allows viewing by six to eight people at a time. Another, more advanced auto-lensometer has also been added that provides accurate readings that can then be compared to the students results.

A patternless, automatic edging machine is in the materials laboratory for demonstration purposes. This is a machine that simplifies the process of cutting and shaping spectacle lenses for fit into an eyeglass frame.

The on-campus clinic uses computer technology to visit websites and to order glasses. A frame scanner provides the students with the ability to measure frame parameters, convert them to digital information, and send them via the internet to an independent laboratory in Connecticut. The information received by this lab enables them not only to fabricate the proper prescription on an eyeglass lens, but to cut the lens into the shape of the frame, as well.

The faculty members of the program acknowledge the benefits of exposing our students to new technology but are also true to the belief that these students need to be trained with older fundamental instruments. When embarking on their new careers, they are as likely to encounter older technology as the new and they should have the knowledge to work
with it. Additionally, once the basics associated with the rudimentary instrumentation is in place, the advanced equipment is easier to learn.

From a didactic standpoint, there has been an increase in the use of computer technology in the classroom. Whereas some students are required to incorporate the internet as a reference in their research projects, others are exposed to Powerpoint presentations in the classroom. Many optical wholesalers and informational sites exist on the internet and the students are encouraged to visit them for their own edification.

3) **List any courses in the program that are currently being offered in a distance education format. If program faculty do not believe this format is applicable to their program, explain why.**

At the time of this report, only OD 11 (Ophthalmic Dispensing I) has been offered in the distance education format. It was offered as a synchronous course to all three campuses of Suffolk County Community College. The impetus was to present the program to the other campuses in the interest of increasing enrollment. The result was poor. No students from other sites signed up for the course and it was run in a conventional format.

Historically, instructors have balked at the idea of distance education due to the large number of laboratory courses involved. It has always been difficult to present practical instruction over electronic media. However, a combination of formats, i.e. asynchronous internet and print presentation of didactic course components and the use of preceptors for practical components, has successfully been developed and implemented by the national federation of Opticianry Schools. SCCC is an active member of this group and is welcome to adopt this on-line curriculum.

4) **If applicable, indicate any assessment that has been done of the distance education format in comparison to the traditional instructional format.**

There has been no implementation of the distance education component of the program this far.
IV. STUDENTS

1. Develop and administer current and non-returning student surveys to collect relevant information regarding student profiles, educational and career goals, and satisfaction with instructional and non-instructional college services and facilities.

The following results were obtained from a survey given to currently enrolled students:

- Current Students: 80% of currently enrolled students expect to obtain employment using the OD skills acquired at SCCC with 10% expecting to go on to a four-year degree program.
- Current Students: 30% of students are very satisfied with availability of extracurricular OD activities, with 30% being neutral. 10% are dissatisfied.
- 70% expressed satisfaction with the availability of class instructors outside of the class, with an additional 20% being very satisfied.
- Current Students: 50% were satisfied with the availability of open labs, with an additional 20% being very satisfied.
- Current Students: 50% of students were satisfied with the overall quality of all instructors and 50% were very satisfied.
- Current Students: 60% were satisfied with the overall quality of the program with additional 40% being very satisfied.
- Current Students: 70% were satisfied with the overall quality of OD lab instruction with an additional 30% being very satisfied.
- Current Students: 60% were satisfied with advisement, with an additional 30% being very satisfied. 10% were very dissatisfied.
- Current Students: 30% of students were satisfied with library-media-computer resources for OD, with an additional 30% being very satisfied. 20% were either dissatisfied or very dissatisfied.
- Current Students: 30% are very likely to enroll in an evening OD program, with an additional 20% being somewhat likely, and 10% just being likely. The remaining 40% are not likely at all.

Although these data indicate an overall satisfaction rating on the part of the students, it also indicates room for improvement. This survey, when combined with others of graduates, employers, and non-returning students, will offer specific areas to which improvement efforts should be directed.

Despite an increased enrollment in 2002, the registration by new students is below expectations. No marketing strategies exist specifically for Ophthalmic Dispensing. Based on student feedback, the program coordinator reports that OD students request tutorial assistance in PH 37, Geometric and Physical Optics. Many students also request assistance with labs and contact lens courses.

*Surveys concerning graduate and non-returning student data are pending and will be included in an addendum to this report.*
2. Describe program enrollment trends (full-time and part-time) since the last review and compare them to the college in general and to similar SUNY programs (refer to peer institutions used in section III, #5).

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Program enrollment is similar to Interboro Institute and New York City Technical College and has been consistently higher than Erie Community College.
3. Report annual graduation counts and rates since the last program review. How are graduation rates for this program related to student profiles, admissions criteria, etc.? Compare graduation rates to those of similar programs at the college and similar programs in SUNY. Identify factors that contribute to or impede successful completion of the program.

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<td>7</td>
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</table>

*day and evening classes graduated in 1998-9

(OD- Ophthalmic Dispensing; HIT- Health Information Technology; OTA- Occupational Therapy Assisting)

Due to the specific nature of the Ophthalmic Dispensing curriculum, it was difficult to select comparable programs. The programs listed above are in the same division at the Grant Campus and were the only choice, but certainly were not suitable for data comparison.
5. Examine the current demand for program graduates and the 5-year outlook.

SIGNIFICANT POINTS

- Most dispensing opticians receive training on-the-job or through apprenticeships lasting 2 or more years; 22 States require a license.

- Projected employment growth reflects steadfast demand for corrective lenses and trends in fashion.

- The number of job openings will be relatively small because the occupation is small.

NATURE OF THE WORK

Dispensing opticians fit eyeglasses and contact lenses, following prescriptions written by ophthalmologists or optometrists. Dispensing opticians examine written prescriptions to determine lens specifications. They recommend eyeglass frames, lenses, and lens coatings after considering the prescription and the customer's occupation, habits, and facial features. Dispensing opticians measure clients' eyes, including the distance between the centers of the pupils and the distance between the eye surface and the lens. For customers without prescriptions, dispensing opticians may use a lensometer to record the present eyeglass prescription. They also may obtain a customer's previous record, or verify a prescription with the examining optometrist or ophthalmologist.

Dispensing opticians prepare work orders that give ophthalmic laboratory technicians information needed to grind and insert lenses into a frame. The work order includes lens prescriptions and information on lens size, material, color, and style. Some dispensing opticians grind and insert lenses themselves. After the glasses are made, dispensing opticians verify that the lenses have been ground to specifications. Then they may reshape or bend the frame, by hand or using pliers, so that the eyeglasses fit the customer properly and comfortably. Some also fix, adjust, and refit broken frames. They instruct clients about adapting to, wearing, or caring for eyeglasses.

Some dispensing opticians specialize in fitting contacts, artificial eyes, or cosmetic shells to cover blemished eyes. To fit contact lenses, dispensing opticians measure eye shape and size, select the type of contact lens material, and prepare work orders specifying the prescription and lens size. Fitting contact lenses requires considerable skill, care, and patience. Dispensing opticians observe customers' eyes, corneas, lids, and contact lenses with special instruments and microscopes. During several visits, opticians show customers how to insert, remove, and care for their contacts, and ensure the fit is correct.

Dispensing opticians keep records on customer prescriptions, work orders, and payments; track inventory and sales; and perform other administrative duties.
WORKING CONDITIONS

Dispensing opticians work indoors in attractive, well-lighted, and well-ventilated surroundings. They may work in medical offices or small stores where customers are served one at a time, or in large stores where several dispensing opticians serve a number of customers at once. Opticians spend a lot of time on their feet. If they prepare lenses, they need to take precautions against the hazards associated with glass cutting, chemicals, and machinery.

Most dispensing opticians work a 40-hour week, although some work longer hours. Those in retail stores may work evenings and weekends. Some work part time.

EMPLOYMENT

Dispensing opticians held about 68,000 jobs in 2000. Almost half worked for ophthalmologists or optometrists who sell glasses directly to patients. Many also work in retail optical stores that offer one-stop shopping. Customers may have their eyes examined, choose frames, and have glasses made on the spot. Some work in optical departments of drug and department stores.

TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT

Employers usually hire individuals with no background in opticianry or those who have worked as ophthalmic laboratory technicians and then provide the required training. Most dispensing opticians receive training on-the-job or through apprenticeships lasting 2 or more years. Some employers, however, seek people with postsecondary training in opticianry.

Knowledge of physics, basic anatomy, algebra, geometry, and mechanical drawing is particularly valuable because training usually includes instruction in optical mathematics, optical physics, and the use of precision measuring instruments and other machinery and tools. Dispensing opticians deal directly with the public, so they should be tactful, pleasant, and communicate well. Manual dexterity and the ability to do precision work are essential.

Large employers usually offer structured apprenticeship programs, and small employers provide more informal on-the-job training. In the 22 States that require dispensing opticians to be licensed, individuals without postsecondary training work from 2 to 4 years as apprentices. Apprenticeship or formal training is offered in most States as well.

Apprentices receive technical training and learn office management and sales. Under the supervision of an experienced optician, optometrist, or ophthalmologist, apprentices work directly with patients, fitting eyeglasses and
contact lenses. In the 21 States requiring licensure, information about apprenticeships and licensing procedures is available from the State board of occupational licensing.

Formal opticianry training is offered in community colleges and a few colleges and universities. In 2000, the Commission on Opticianry Accreditation accredited 25 programs that awarded 2-year associate degrees in opticianry. There also are shorter programs of 1 year or less. Some States that offer a license to dispensing opticians allow graduates to take the licensure exam immediately upon graduation; others require a few months to a year of experience.

Dispensing opticians may apply to the American Board of Opticianry (ABO) and the National Contact Lens Examiners (NCLE) for certification of their skills. Certification must be renewed every 3 years through continuing education. Those licensed in States where licensing renewal requirements include continuing education credits may use proof of their renewed State license to meet the recertification requirements of the ABO. Likewise, the NCLE will accept proof of license renewal from any State that has contact lens requirements.

Many experienced dispensing opticians open their own optical stores. Others become managers of optical stores or sales representatives for wholesalers or manufacturers of eyeglasses or lenses.

**JOB OUTLOOK**

Employment of dispensing opticians is expected to **increase about as fast as the average** for all occupations through 2010 as demand grows for corrective lenses. The number of middle-aged and elderly persons is projected to increase rapidly. Middle age is a time when many individuals use corrective lenses for the first time, and elderly persons generally require more vision care than others.

Fashion, too, influences demand. Frames come in a growing variety of styles and colors—encouraging people to buy more than one pair. Demand also is expected to grow in response to the availability of new technologies that improve the quality and look of corrective lenses, such as anti-reflective coatings and bifocal lenses without the line visible in old-style bifocals. Improvements in bifocal, extended wear, and disposable contact lenses also will spur demand.

The need to replace those who leave the occupation will result in additional job openings. Nevertheless, the total number of job openings will be relatively small because the occupation is small. This occupation is vulnerable to changes in the business cycle because eyewear purchases often can be deferred for a time. Employment of opticians can fall somewhat during economic downturns.

**EARNINGS**

Median annual earnings of dispensing opticians were $24,430 in 2000. The middle 50 percent earned between $19,200 and $31,770. The lowest 10 percent earned less than $15,900, and the highest 10 percent earned more than $39,660.
Median annual earnings in the industries employing the largest numbers of dispensing opticians in 2000 were as follows:

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<td>Retail stores, not elsewhere classified</td>
<td>25,120</td>
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<tr>
<td>Offices of other health practitioners</td>
<td>22,670</td>
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<tr>
<td>Department stores</td>
<td>21,410</td>
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7. Report program target goals for admissions. Examine trends in applications submitted for the program. Are they up or down? How has the applicant pool changed relative to previous years? Describe any special marketing strategies that have been found successful. What new marketing strategies are needed?

The program is designed to begin one day program every fall and one evening program every other fall in odd-numbered years. Each lecture can service the educational needs of 28 students. Laboratory classes can accommodate 14 so two laboratory classes can be associated with any lecture class.

Over the past two years, there has been a slight increase in the number of applications. In the fall of 2002, 23 new students were admitted, a significant increase over the previous year when 15 new students entered the program. There is a tendency for ophthalmic dispensing students to enroll late in the year, far beyond what is considered by the college to be a desirable deadline. For example, in July of 2002, there were only 6 students enrolled, with the number shooting up to 23 by the end of August.

There has been in favorable increase in cultural diversity among the program students, an indication that word of the program is spreading to different socio-cultural environments. However, the profile of the ophthalmic dispensing student has otherwise remained unchanged since the inception of the program. The average student age is in the mid 30’s with a majority of the class being female. As always, many of the students learned about the program from their optical jobs and are therefore previously employed in the industry. Other class members are pursuing second careers.

The program used to have ophthalmic dispensing open houses where opticians would be invited to discuss their varied optical careers with potential students. Admissions and financial aid representatives were on hand to assist. It is estimated that about 3 to 5 new students enrolled each year as a result of this event. Another successful approach was an article
in the Suffolk Life publication. The article simply listed the opportunity, the related benefits, salary and current need for opticians. The effect of this article was noticed over a two-year period and resulted in about 6 new students in the program.

A successful marketing strategy for the program is clear. It focuses on three points:

a. distinguish between the ophthalmic dispensing program, an eye care profession, and health career programs at SCCC. The OD program is often involved in events, such as open houses, that promote health careers to potential students. This practice lures aspiring nurses, occupational therapy assistants, health information technologists, and physical therapists, but no opticians.

b. Inform the public about the profession of opticianry. It is commonly believed that opticians require post-graduate degrees. Much confusion exists between the three related professions of optometry, ophthalmology, and opticianry, with the first two requiring a doctorate. Few people are aware that a license in opticianry is attainable in as little as twenty-one months.

c. Advertise the program. The ophthalmic dispensing program offers almost anyone the opportunity to earn salaries in excess of $42,000.00 per year by completing a two-year associate degree. Even in a depressed economy, there is currently a need for licensed opticians, ignoring the fact that opticians in New York are legally able to own their own optical offices. Unfortunately, most people as close by as Commack, Brentwood, and Islip are unaware of this and unaware of the program. Advertisements would certainly help to remedy this problem.

8. Describe the current student advisement system in place for the program. Discuss any recommended changes in the advisement system.

In issues considering registration, extended absences, and individual scheduling problems, students in the program are advised on a one-to-one basis with the program coordinator. For problems relating to course content, students are referred first to the instructor of record and then to the program coordinator. If no resolution is obtained, students are referred to the Academic Chairperson.
V. RESOURCES

2. Review and analyze data provided by the library on availability relevance and quality of collections and on-line databases.

The ophthalmic dispensing book collection contains 82 titles, and although it represents only .2% of the entire collection, it is adequate for the students’ needs in terms of depth and breadth. Over half of the collection has been added in the last five years and as a result the collection is current with a median age of 1995. In terms of acquisitions, the library faculty rely on the recommendations from the ophthalmic dispensing coordinator to make purchases, both the cost and specialized nature of the materials warrant this approach. On several occasions the coordinator has submitted prioritized lists of materials and the majority of the items have been acquired. The acquisition and circulation rates of books are consistent with the program’s enrollment.

Currently, the library does not subscribe to any ophthalmic journals. Several periodicals are donated by the coordinator; however, none of these items have ever circulated. In the past, we have discussed the possibility of subscribing to a few ophthalmic titles; however, most titles do not appear in any of our indexes and they could not be readily accessed by the students. Subscription rates to these periodicals are quite expensive. Students have access to a wide range of periodical databases including Expanded Academic, Health Reference Center, Cumulative Index To Nursing, and Allied Health Literature, First Search, and The National Library of Medicine. These subscription databases provide access to Ophthalmology Times in full-text as well as other journals covering ophthalmic topics. Students are able to access these databases from off-campus locations. A separate category of twelve websites related to ophthalmology appears in the library home page in order to assist students with their research.

3. Review the student and faculty use of available library collections and on-line databases. Are there requirements for library research in course outlines in the program? Give examples. Is the library sufficiently accessible to students and faculty? Do program faculty regularly refer students to the library?

During 2001-2002, one lecture was conducted for an OD15 course. A review of program course outlines indicates that research assignments are required in four courses as follows: OD15, OD25, OD30, and OD35. The library faculty indicate that they receive very few reference questions related to ophthalmic dispensing.

The media titles which support the program number fifty-eight, 52 videos and 6 slide sets (containing 504 slides). All of the material has been added
within the last five years, with the bulk of the material donated by the coordinator. These materials are adequate for the needs of the program. The usage of these materials is minimal. There is sufficient equipment available to use this software. In addition, the media department has assisted the coordinator in producing promotional materials for the program.

In conclusion, the overall assessment is that the library maintains sufficient collections to meet the needs of students enrolled in this program.

Students are assigned research projects in OD 25, OD 35, OD 20, and OD 30 which requires the use of library resources.

3. **Review availability, adequacy, and usage of relevant teaching tools such as computers and software, instructional media, laboratories, etc.**

The library component of this report lists a vast array of texts, computer programs and videos which are specific to topics covered throughout the curriculum. Some of them provide reinforcement for conceptual material, while others offer cookbook-style instruction for equipment use. Very often, our contact lens track requires examples of pathological corneas, lids, and ocular tissue that cannot be illustrated in our laboratories with our students’ healthy eyes. Videos show these pathologies and often offer common sense perspectives concerning their treatment. We also employ a video slit-lamp that, in conjunction with a video cassette recorder, can demonstrate contact lens fits, pathologies and other features of actual clinic patients. Once taped, these videos can be used repeatedly for instructional purposes.

Students are required to complete research papers throughout the Dispensing and Contact Lens tracks. As such, they are required to do at least part of their research in the on-campus library. Here they are invited to use computer-based and print media to focus on their chosen topics. The entire program is driven by practical instruction. Therefore, our laboratories are equipped with a variety of instruments that can be used by students during class time and at other previously agreed upon times for review. These labs are not equipped with the state-of-the-art machines, since there is focus on teaching our students fundamental skills and an understanding that the knowledge required to use more advanced equipment can be easily developed from those skills. We also use equipment from several manufacturers in an attempt to familiarize students with the diversity of machinery that they will encounter after graduation.
4. **Evaluate the integration of academic computing labs and academic skills centers into the program course work.**

This is an area that could stand some development. Although there is adequate support for students in general education courses, there is little help for subject matter that is specifically ophthalmically-based. This is in large part due to the fact that our program is not familiar to the instructors in the academic skills center. At one point, an optometrist was employed on a part-time basis, but his schedule was such that most students could not take advantage of his services. Additionally, knowledge of optometry does not necessarily synchronize with the teaching methods employed in the program, and some of the tutorial advice can often be confusing for the student.

5. **Discuss the adequacy of space for the program. Discuss the adequacy of office space and equipment for faculty and staff. Prioritize the program’s primary needs in this area for the future.**

In the fall semester of 2000, the ophthalmic dispensing program relocated into a facility that greatly increased available space. At the beginning of the ‘A’ wing in the Health, Sports and Education Center, passers-by can’t help but notice the presence of a full-scale optical store, complete with signage and frame displays. This on-campus clinic is the first of a suite of 4 laboratory rooms that comprise the program-dedicated space. Besides these labs, there are three separate and complete examination lanes and two rooms for administrative work and storage. There are three entrances that can lead to various rooms in the suite and there is continuous access to all rooms once inside.

The materials laboratory is especially spacious and is designed for safety and efficiency. Due to the ‘L-shape’ nature of the equipment platform, as many as six students can operate automatic edging equipment at the same time. This geometry allows either an instructor or a professional aide to be close by in the event of an emergency. As an additional safety measure, several master electrical cut-off switches exist throughout the facility. An separate ophthalmic dispensing room provides a more cozy environment where instructors and students can work one-on-one in role playing exercises as they pertain to the adjusting and fitting of eyewear. The fully-equipped contact lens laboratory doubles as a dispensary for clinic contact lens patients. Beside the previously mentioned video slit-lamp, the lab is furnished with work stations, each of which has a keratometer and slit lamp. Around the periphery of the room, students have sufficient room to work on radiuscopes and lensometers for contact
lens verification. Three examination rooms are fully-equipped and operable and can provide students with additional instrumentation when required.

The program coordinator, the only full-time instructor in the program, has an office located just down the hall from the laboratories. The office is replete with a computer, with internet access, and telephone. There is adequate support from a clerical/secretarial standpoint.

The on-campus clinic operates three hours each week and is run by students under licensed supervision. It appears that the clinic hours will need to be increased and additional student, and supervisory, coverage will be required. One way to accomplish this is to change the OD 48 Externship from a single 3-credit course into two 2-credit courses (OD 48 and OD 49). Rather than running in the fourth semester only, it will run in the third and fourth semesters and will require students to perform six hours of fieldwork each week throughout their final year of the program. Four separate sites will be visited by each student during the year with one necessarily being the on-campus clinic. With this format in place, it will be possible to increase clinic operation by three to six hours a week.
VI. STAFFING

1. Report the number of full-time and part-time faculty, professional staff and clerical staff in the program and note any changes or trends since the last program review. Discuss how staffing increases or decreases have impacted on program quality.

Faculty:

<table>
<thead>
<tr>
<th>Full-Time (1)</th>
<th>Adjunct (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elliot R. Roth, O.D.  Associate Professor, Program Coordinator</td>
<td>Richard Bauman, Optician</td>
</tr>
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<td></td>
<td>Arlette-Hall Connoly, MA, Optician</td>
</tr>
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<td></td>
<td>Michael LaMonica, O.D.</td>
</tr>
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<td></td>
<td>Andrew Polan, Optician, Clinic Supervisor</td>
</tr>
<tr>
<td></td>
<td>Vito Proscia, O.D.</td>
</tr>
<tr>
<td></td>
<td>Jacquelin Quiros, O.D.</td>
</tr>
<tr>
<td></td>
<td>Joel Skyer, O.D., Clinic Optometrist</td>
</tr>
<tr>
<td></td>
<td>Richard Trentacoste, Optician</td>
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</tbody>
</table>

Professional Assistant (1)

| Tom Guthlein, Optician |

With the recent untimely passing of Robert Stone, the program required the services of Dr. LaMonica as an adjunct professor of contact lenses. Mr. Stone was representative of what we want our students to become and provided a level of professionalism that our students could aspire to. He was very flexible in his schedule and in his ability to teach almost any class. With the addition of Dr. LaMonica, however, we are able to add certain expertise to the contact lens track where there has been a relative shortage of capable instructors in the past.

Steven Lehrer was a professional assistant who left to take a position with a large ophthalmic lens manufacturer. His position at the college has not been filled.
2. What is the ratio of full-time to part-time faculty in the program? What percentage of sections (day and evening) are taught by full-time faculty? Are additional full-time faculty needed? Explain why. Is additional professional and support staff needed? Explain why.

In the spring 2003 semester, the ratio of full-time to part-time faculty is 1/9, with the full-time instructor teaching 10 of the 21 ophthalmic dispensing credits being offered. In terms of contact hours, the full time instructor is teaching 13 of the total of 34. The full-time faculty member also acts in the capacity of program coordinator which charges him with additional responsibilities (see exhibit in appendix). A second full-time instructor would provide additional support in providing insight into program development, additional faculty support for the students, and continuity in teaching assignments. With the evening program as a new initiative, a second full-time instructor would be essential.

Steven Lehrer was a professional assistant who was instrumental in assisting with the operation of the on-campus clinic. In addition, he was charged with keeping contact lenses and solutions current, maintaining and calibrating all laboratory equipment, and procuring materials from the industry for usage in the various laboratory classes. His absence has left a void that has been impossible to fill, especially in the clinic. Tom Guthlein is currently performing well as professional assistant, but after fulfilling the required hours of laboratory assistance, he is unable to reasonably absorb the responsibilities that used to be held by Mr. Lehrer. A second professional assistant is needed.

3. How do program faculty upgrade their teaching skills and their expertise in the discipline? Provide examples of professional development activities by program faculty and professional and support staff over the last six years. What type of institutional support is currently available to them in this area and what additional support do they need?

An examination of the list of faculty names will indicate that they are all licensed in New York State as opticians and/or optometrists. As a requirement for licensure they need to complete approximately 20 credits of continuing education every three years. In addition, all of the faculty are employed in full-time or part-time positions in the industry and are constantly aware of changes in trends that might impact the way in which our students learn. An example of this would be the current office compliance requirements for the HIPAA law. The school has a contractual obligation to reimburse full-time faculty for any educational conferences they might attend each school year.

(See APPENDIX E for instructional curricula vitae)
MAJOR FINDINGS & RECOMMENDATIONS

Based on the review above, state the major findings with respect to the current state of the program. List the major findings by chapters (I-VI).

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>MAJOR FINDING</th>
<th>RECOMMENDATIONS</th>
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</thead>
<tbody>
<tr>
<td>I: Introduction</td>
<td>Ophthalmic dispensing mission supports the college mission</td>
<td>College should continue to support the ophthalmic dispensing program with required resources to offer a sound academic program</td>
</tr>
<tr>
<td>II: Goals and Objectives</td>
<td>Goals of the program support work and transfer</td>
<td>To continue to offer an Associate in Applied Science degree and program coordinator should provide individual advising for students who want to transfer upon graduation</td>
</tr>
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<td></td>
<td>Program’s student learning outcomes were clearly outlined in this review. The courses in the program support the learning objectives.</td>
<td>Program coordinator should monitor course syllabi to assure all ophthalmic dispensing courses reflect the students learning outcomes at the appropriate level and current practice trends practice</td>
</tr>
<tr>
<td>III: Curriculum</td>
<td>Currently the program is not accredited by the Commission on Opticianry Accreditation (COA). The accreditation is voluntary but accredited programs allow graduates to obtain licensure in other states in the United States which recognize COA programs.</td>
<td>To pursue COA for the Suffolk County Community College ophthalmic dispensing program as a marketing tool for career advancement out of the New York region.</td>
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<td></td>
<td>The ophthalmic dispensing is current and reflective of practice; models the COA recommendations for student learning outcomes to ease preparation of the future accreditation self-study process.</td>
<td>To continue to align ophthalmic dispensing curriculum with COA current practice standards.</td>
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<td>There is currently no evening program running, despite the fact that it is listed in the 2002-2004 college catalogue. This is a result of inadequate number of students to begin an evening program. A poll of current ophthalmic dispensing students indicated an overwhelming interest in an evening program.</td>
<td>Aggressively work with admissions and counselors to market the Long Island community and Queens to develop a cohort class of 10-12 students; in addition the evening will have a spring semester start date to allow students to begin the ophthalmic dispensing program midyear and to add flexibility to course scheduling.</td>
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<td>A professional sequence in ophthalmic dispensing exists in the 2002-2004 college catalogue; it can also be a starting point for individuals thinking about the two-year degree program.</td>
<td>Needs to be marketed to optical corporations with employees who need coursework as training resources. Market the two-year program to all students enrolled in the professional sequence to continue their education.</td>
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<td>CHAPTER</td>
<td>MAJOR FINDING</td>
<td>RECOMMENDATIONS</td>
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<tr>
<td>III: Curriculum</td>
<td>The curriculum in the ophthalmic dispensing program prepares students for the national written examinations in ophthalmic dispensing and contact lenses given by the American Board of Opticianry; curriculum prepares students for the New York State licensing examination in ophthalmic dispensing and the certification exam in contact lenses.</td>
<td>Monitor scores on all four exams to assure the pass rate is acceptable to program standards.</td>
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<td></td>
<td>The offering of a separate externship course assures high quality diverse practical experience. There are two externship placements in OD 48: Ophthalmic Externship. If students meet or exceed the standard for level II learning objectives in OD 48 it is assumed the level I learning objectives are met for the ophthalmic dispensing program. Assessment of student learning always existed in the program in an informal way in the final externship course.</td>
<td>Implement the new assessment rubric to measure student learning in the academic year 2003-2004 in OD 48: Ophthalmic Externship. To increase OD 48, currently a three credit course, from one semester to two semesters. Each semester will offer two credits for a total of four over both semesters. This will allow program students four placement in multiple optical settings with varied exposure to career opportunities (students currently visit two sites). These experiences are introductions to future job placements, a goal of the ophthalmic dispensing program. In addition, one of the four extern placements will be the on-campus ophthalmic dispensing clinic. This will provide student assistance in the eye clinic for a second rotation in addition to their required rotations in OD 30 and OD 40. This change is very timely in light of the need to increase clinic hours since the clinic is now accepting the Davis Vision eye care plan.</td>
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<td></td>
<td>OD 11 and OD 13 currently have no prerequisites for students wishing to take these courses. OD 13 is restricted to the major.</td>
<td>Remove the restriction on OD 13 for majors, opening it to all interested SCCC students. Market this course as an elective to all SCCC students expressing interest in health-related careers.</td>
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<td></td>
<td>Technology is incorporated into the traditional classroom, as indicated in the course syllabi. No ophthalmic dispensing courses are currently offered in a distance education format at SCCC</td>
<td>Adopt the National Federation of Opticianry Schools online degree program to offer a full ophthalmic dispensing degree on-line to New York State residents.</td>
</tr>
<tr>
<td>IV: Students</td>
<td>Student career interest requires/supports an AAS degree in ophthalmic dispensing.</td>
<td>The AAS program should be maintained. The program should use this data to promote opticianry opportunities to other students with undeclared majors and to enhance job opportunities upon graduation.</td>
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<tr>
<td>CHAPTER</td>
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<tr>
<td>IV: Students</td>
<td>Student surveys indicate that there could be more extracurricular activities relevant to OD students</td>
<td>The program should work in concert with the Advisory Board to provide more activities for students in the areas of community services, guest speakers, dinner events, vision screenings, etc.</td>
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<td></td>
<td>Most students feel that class instructors are available to them outside of the class.</td>
<td>Instructors should improve their availability, providing scheduled office hours. Adjuncts should be available by fax, e-mail, or telephone with a pre-determined schedule of availability.</td>
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<td>Students enjoy adequate availability of extra practice time in open laboratories</td>
<td>Provisions should be made for more supervised access time to laboratories for practical review.</td>
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<td>Students are satisfied with the quality of ophthalmic dispensing instructors</td>
<td>The program should retain its current faculty and maintain its current standards when offering employment to new instructors.</td>
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<td>All students are satisfied with the overall quality of the ophthalmic dispensing program.</td>
<td>The program should continue along its current developmental path. More faculty meetings should occur whereby faculty members can coordinate their delivery methods and formulate new strategies for teaching</td>
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<td></td>
<td>All students are satisfied with the overall quality of the laboratory instruction.</td>
<td>The program should continue with offering laboratory instruction in its current form. Labs should be structured with more detail. This project should be undertaken by all instructors as a team effort.</td>
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<td></td>
<td>Most of the program students have received appropriate academic advisement</td>
<td>Advisement times should be structured better by the program coordinator, with specific times given to each student, to ensure all students receive proper guidance.</td>
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<td>About one-half of the current students are satisfied with the current library resources.</td>
<td>The program faculty should work together with the library staff to achieve better indexing of journals and periodicals. More library-based assignments should be given.</td>
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<tr>
<td>CHAPTER</td>
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<tr>
<td>IV: Students</td>
<td>Many students would benefit from the existence of an evening degree program in OD</td>
<td>With other recommended efforts to boost enrollment, an evening program should be re-established to satisfy the needs of about half interested students.</td>
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<td></td>
<td>Despite an increased enrollment in 2002, the registration by new students is below expectations. No marketing strategies exist specifically for Ophthalmic Dispensing</td>
<td>Specialized recruitment plans should be developed that separate opticianry from the conventional health care professions. Efforts should be made to attract new students who conform to profiles of current and past students in the program. Coordinate with graduates and area optical establishments to educate the general public about opticianry. Develop an advertising budget to be used specifically to recruit retiring civil service workers, victims of area layoffs, program open houses, etc.</td>
</tr>
<tr>
<td>V. Resources</td>
<td>The library currently has a large number of texts, journals, videos, and on-line accessibility to support the ophthalmic dispensing program.</td>
<td>The program faculty should work together with the library staff to achieve better indexing of journals and periodicals.</td>
</tr>
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<td>Library offers adequate availability of resources</td>
<td>There should be continued growth in the number of text and video titles in the library.</td>
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<td>Library usage is minimal on the part of the students.</td>
<td>Instructors should assign more research papers, group projects, and should schedule class sessions in the library. This will not only familiarize students with the library resources but will also demonstrate the state-of-the-art technology used. The program coordinator should review all syllabi to assure library research is incorporated in the courses.</td>
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<td></td>
<td>There is inadequate availability of tutorial support to address the specific needs of ophthalmic dispensing students.</td>
<td>The program should establish a mentoring system whereby second year students are partnered with first year students. In addition, a peer tutoring program should be initiated.</td>
</tr>
<tr>
<td>VI. Staffing</td>
<td>There is an inadequate amount of Professional Assistants in the Program. As the program anticipates expansion of clinic hours and re-establishment of an evening program, more professional assistants will be required.</td>
<td>Employ an additional full-time professional assistant to be primarily responsible for the operations during the expanded clinic hours and evening program. With remaining time, this assistant can be charged with procurement of supplies and maintenance of equipment.</td>
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<tr>
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<tr>
<td>VI. Staffing</td>
<td>There is only one full-time instructor in the program who also acts as program coordinator. This has a negative impact on the participation levels of adjunct instructors productivity in the program.</td>
<td>Employ one of the adjunct instructors on a full-time basis to supervise the evening program and to cooperate with the program coordinator with program development and enhancement.</td>
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<td></td>
<td>There exists minimal institutional support for the specialized professional development of ophthalmic dispensing faculty.</td>
<td>Initiate a program that includes educational seminars, cooperative activities with area eye care professionals, and opportunities for faculty members to publish. This will serve to solidify the conceptual approach to ophthalmic education within the faculty as a unit. It will also bring new ideas and concepts into the curriculum.</td>
</tr>
</tbody>
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APPENDIX A

Sample Examinations

OD 11
Ophthalmic Dispensing I
First Examination

Name______________________________________________

Date______________

Date______________
1) Which of the following is mandatory for becoming an optician in New York State?
   a) NCLE exam
   b) Apprenticeship
   c) New York State Ophthalmic Dispensing Practical
   d) New York State Contact Lens Practical
   e) A and D

2) Which of the following is required to become a certified contact lens fitter in New York
   State?
   a) NCLE exam
   b) Apprenticeship
   c) New York State Ophthalmic Dispensing Practical
   d) New York State Contact Lens Practical
   e) A and D

3) Which of the following has the highest index of refraction?
   a) CR-39
   b) Water
   c) Air
   d) Cornea

4) Which of the following has the highest index of refraction?
   a) Crown glass
   b) Polycarbonate
   c) Hyper-Index
   d) Water

   MATCH

   5) ___ Crown glass A 1.498
   6) ___ Index 8 B 1.586
   7) ___ Air C 1.70
   8) ___ CR-39 D 1.60
   9) ___ polycarbonate E 1.375
   10) ___ hyper index F 1.334
   11) ___ Water G 1.66
   12) ___ Cornea H 1.523
   13) ___ Hilite glass I 1.80
   14) ___ tears J 1.0

   Combine the following:

   15) +13.5  16) -2.75  17) +24.6  18) -56.75
       - - 7.4     + -3.18     + + 6.5      - + 4.8
Identify the following:

19) Identify Lens A__________________________

20) Identify Lens B__________________________

21) Identify Lens C__________________________

22) The grouping of all focal points from all meridians of an toric lens forms the:
   a) optic axis
   b) interval of Sturm
   c) vertex
   d) optical center

23) The point of the lens through which the optic axis passes is called the:
   a) optical center
   b) interval of Sturm
   c) horizontal focus
   d) vertex

24) What value would you place in position "A" in the diagram below?

   +6.00  +  A  +  -3.00

   +6.00

   a) -3.00 D
   b) -12.00 D
   c) -9.00 D
   d) -6.00 D

25) What value would you place in position "B" in the diagram?
26) [5 points] A back toric lens has a base curve of +4.00 diopters and a prescription of -3.00 -2.00 x 90. Fill in the proper values in the boxes in the diagram below.

Identify the following refractive conditions:

27. ______________
28. ______________
29. ______________

Identify the following:

**CHOICES:**
- Circle of Least Confusion
- Focus of Strongest Meridian
- Presbyopic Point
- Focus of Weakest Meridian
- Interval of Sturm
- Punctum Remotum

30) A = ______________
31) B = ______________
32) C = ______________
33) D = ______________

---
a) -3.00 D  
b) -12.00 D  
c) -9.00 D  
d) -6.00 D
Identify the following forms of astigmatism:

34. ______________

35. ______________

36. ______________

37. ______________

38. Which of the following would be a logical prescription for the illustration in question 34?
   A.  +3.00 – 2.00 x 90   B.  –2.00 –1.00 x 90
   C.  +2.00 – 3.00 x 90   D.  PL – 2.00 X 90

39. Which of the following would be a logical prescription for the illustration in question 37?
   A.  +3.00 – 2.00 x 90   B.  –2.00 –1.00 x 90
   C.  +2.00 – 3.00 x 90   D.  PL – 2.00 X 90

40. Which of the following frame styles would not be recommended for a patient with a long nose?
   A.  saddle bridge   B.  keyhole nose
   C.  picka nose     D.  shielded endpiece
SUFFOLK COUNTY COMMUNITY COLLEGE
OPHTHALMIC DISPENSING
DISPENSING II
OD 20
FINAL EXAMINATION

YOUR NAME______________________________
1. It is okay to fill a patient's prescription as long as:
   A. it is signed by the patient  B. it is signed by the doctor
   C. it is dated  D. B and C

5. Which of the following is not absolutely necessary on a prescription?
   A. Date  B. Doctor's address
   C. Sphere power  D. Cylinder power

6. +3.00 - 2.00 x 50, when transposed becomes:
   A. +2.00 - 3.00 x 140  B. +1.00 + 2.00 x 50
   C. +1.00 -2.00 x 140  D. +1.00 +2.00 x 140

7. -3.00 -1.00 x 20, when transposed becomes:
   A. -3.00 +2.00 x 110  B. -7.00 +2.00 x 20
   C. -4.00 +1.00 x 110  D. -2.00 -5.00 x 20

9. For the following prescription, what would the reading prescription be for the right eye?
   OD: -3.00 +2.00 x 135  ADD +1.50 O.U.
   OS: -2.50  +1.00 x 45
   A. -1.50 -2.00 x 135  B. +0.50 -2.00 x 135
   C. -1.50 + 2.00 x 45  D. +0.50 -2.00 x 45

10. In the above question, what is the intermediate prescription for the left eye?
    A. -2.50 +1.00 x 45  B. -0.75 -1.00 x 135
    C. +1.00 -1.00 x 45  D. +0.50 + 1.00 x 135

11. If a person with a 64 distance PD selects a frame which has a nasal A measurement of 28,
    and a DBL of 18, how much will we have to decenter each lens?
    A. 3 mm in  B. 4 mm in
    C. 5 mm in  D. 6 mm in

12. If a person with a 63 distance PD selects a frame which has a nasal A measurement of 27,
    and a DBL of 17, how much will we have to decenter each lens?
    A. 3 mm in  B. 4 mm in
    C. 5 mm in  D. 6 mm in

13. If a person with a 60 distance PD selects a frame which has a nasal A measurement of 29,
    and a DBL of 19, how much will we have to decenter each lens?
    A. 7.5 mm in  B. 8.5 mm in
    C. 9.5 mm in  D. 10.5 mm in

14. After measuring binocular PD on a patient, we obtain a value of 66/63. The "63" in this
    value represents:
    A. the distance PD  B. the near PD
    C. the near decentration  D. the distance decentration
15. If a frame has an A measurement of 54 and a DBL measurement of 20, and is fit on a patient with a PD of 68/64, what decentration would you use in this frame to make reading glasses?
A. 3 mm in  B. 3 mm out
C. 5 mm in  D. 5 mm out

16. A patient has a distance PD of 65 mm and wears his glasses at a distance of 15 mm from his corneas. If he reads at a distance of 50 cm, what would be the appropriate pupillary distance measurement for this working distance?
A. 65 mm  B. 61 mm
C. 63 mm  D. 59 mm

17. A patient has a distance PD of 68 mm and wears his glasses at a distance of 25 mm from his corneas. If he reads at a distance of 40 cm, what would be the appropriate pupillary distance measurement for this working distance?
A. 65.75 mm  B. 61.75 mm
C. 63.75 mm  D. 59.75 mm

18. A patient has a distance PD of 62 mm and wears his glasses at a distance of 15 mm from his corneas. If he reads at a distance of 20 cm, what would be the appropriate pupillary distance measurement for this working distance?
A. 63.35 mm  B. 59.35 mm
C. 61.35 mm  D. 57.35 mm

19. A plus cylinder (positive toric) lens has a prescription of +4.00 -3.00 x 90 and a base curve of +8.00. What is the power of the rear surface?
A. +11.00  B. -14.00
C. -7.00  D. -4.00 - 5.00 x 90

20. A plus cylinder (positive toric) lens has a prescription of -3.00 -2.00 x 180 and a base curve of +4.50. What is the power of the rear surface?
A. +4.50  B. -10.50
C. -9.50  D. -1.50 - 1.00 x 180

21. A minus cylinder (negative toric) lens has a prescription of -2.50 -1.00 x 90 and a base curve of +6.00. What is the power of the front surface?
A. -9.50  B. +6.00
C. -7.00  D. -2.50 - 1.00 x 90

22. What is the distance between the segment optical center and the segline of a Flat-Top 25 bifocal?
A. 0 mm  B. 5 mm
C. 11 mm  D. 18 mm
23. What is the distance between the segment optical center and the segline of a Flat-Top 35 bifocal?
A. 0 mm  
B. 5 mm  
C. 11 mm  
D. 18 mm

24. What is the distance between the segment optical center and the segline of a TK bifocal?
A. 0 mm  
B. 5 mm  
C. 11 mm  
D. 18 mm

25. What is the distance between the segment optical center and the segline of an Executive bifocal?
A. 0 mm  
B. 5 mm  
C. 11 mm  
D. 18 mm

26. A progressive is a(n):
A. trifocal  
B. bifocal  
C. invisible bifocal  
D. multifocal

27. All things being equal, which of the following would create the thinnest prescription?
A. CR-39  
B. crown glass  
C. polycarbonate  
D. water

28. Photochromatic lenses are known for their ability to:
A. block out glare on the water  
B. resist high impact  
C. change from dark to light  
D. none of these

29) A patient has a prescription of:
OD: -8.50  
OS: -6.00  
The doctor examined this patient at a distance of 13 mm.  
The glasses selected fit the patient at 19 mm.  Determine EFFECTIVE power of the right eye:
A) -8.63 D  
B) -8.09 D  
C) -8.96 D  
D) none of the above

30) Determine the EFFECTIVE power of the left eye:
A) -6.63 D  
B) -6.22 D  
C) -5.79 D  
D) none of the above

31) Determine the COMPENSATIVE power of the right eye:
A) -8.63 D  
B) -8.09 D  
C) -8.96 D  
D) none of the above
32) Determine the **COMPENSATIVE** power of the left eye:

- A) -6.63 D
- B) -6.22 D
- C) -5.79 D
- D) none of the above

33) What power lens would you prescribe for a contact lens for the right eye?

- A) -7.66 D
- B) -9.56 D
- C) -8.50 D
- D) none of the above

34) What power lens would you prescribe for a contact lens for the left eye?

- A) -6.60 D
- B) -6.00 D
- C) -5.60 D
- D) none of the above

35) A patient has a prescription of:

- OD: +7.50
- OS: +10.00

The doctor examined this patient at a distance of 12 mm. The glasses selected fit the patient at 20 mm. Determine **EFFECTIVE** power of the right eye:

- A) +7.07 D
- B) +7.34 D
- C) +7.98 D
- D) none of the above

36) Determine the **EFFECTIVE** power of the left eye:

- A) +9.26 D
- B) +10.87 D
- C) +10.00 D
- D) none of the above

37) Determine the **COMPENSATIVE** power of the right eye:

- A) +7.07 D
- B) +7.34 D
- C) +7.98 D
- D) none of the above

38) Determine the **COMPENSATIVE** power of the left eye:

- A) +9.26 D
- B) +10.87 D
- C) +10.00 D
- D) none of the above

39) What power lens would you prescribe for a contact lens for the right eye?

- A) +7.66 D
- B) +6.88 D
- C) +8.24 D
- D) none of the above

40) What power lens would you prescribe for a contact lens for the left eye?

- A) +10.00 D
- B) +11.36 D
- C) +8.93 D
- D) none of the above
APPENDIX E (CURRICULA VITAE)

Elliot R. Roth O.D.
1810 N. Jerusalem Road
N. Bellmore, New York 11710
516 538-2099

EDUCATION:
1993  State University of New York, College of Optometry
      New York, New York
      Degree: Doctor of Optometry

1979  Interboro Institute
      New York, New York
      Degree: Associate in Applied Sciences

1977  Queens College
      Flushing, New York
      Degree: Bachelor of Arts, Anthropology

PROFESSIONAL EXPERIENCE:
2000-  Vision World Of Syosset, 322 Jericho Tpk, New York 11791
      2003  Optometrist, Owner

1993-  Diamond Vision, 4 College Place, Rockville Centre, New York 11570
      2000  Perform all optometric services in a professional office environment.
            Services include contact lens fitting, vision therapy, ophthalmologic co-
            management, refraction and ocular health assessment.

1995-  Suffolk County Community College, Crooked Hill Road, Brentwood,
      present  New York
            Program coordinator for Ophthalmic Dispensing. Associate Professor of
            courses in contact lenses, ophthalmic dispensing, and fabrication.
            Academic advisor to all students in the program. Coordinator of field
            work sites. Liaison to Advisory Board, National Federation of Opticianry
            Schools, and to college administration. Organized of on-campus
            dispensing clinic.

1989-1995  Interboro Institute, 450 West 56th Street, New York, New York
           Full-time instructor of courses in contact lenses, ophthalmic optics,
           ophthalmic math. Initiated specialized ophthalmic dispensing orientation
           for new students.
1981-1986  Pearle Vision Center, Richmond Avenue, Staten Island
Franchise owner. Performed all obligations including, personnel,
purchasing, advertising, and marketing. Increased gross sales for six
consecutive years.

LICENSURE AND CERTIFICATION:
1993  New York State Optometrist
1979  New York State Optician
1993  ABO Certification
1993  NCLE Certification

PUBLICATIONS:
1996  EyeQ Magazine; Sept, Dec, (March, 1997) "Ask The Doctor" (Q&A);
      Meredith Publishing Company

PRESENTATIONS:
1993  The Relationship Between Accommodation and Vergence,
      National Federation of Opticianry, Williamsburg, Virginia
1994  The Relationship Between Accommodation and Vergence,
      New York State Society of Opticians, Albany, New York
1994  The Relationship Between Accommodation and Vergence
      American Association of Opticians, Nashville, Tennessee
1996  Personalized, Professional Care
      National Federation of Opticianry Schools, Albuquerque, New Mexico
1996  Rigid Gas Permeable Lenses: Fitting Modalities
      National Federation of Opticianry Schools, Albuquerque, New Mexico
1998  Low Vision, The Patient's Perspective
      NYSSO, State Conference, Ronkonkoma, New York
1999  Low Vision, The Patient's Perspective
      OAA Pro-Vision Conference, Dallas, Texas
2000  Refraction: The Subjective Component
      NYSSO, Suffolk Chapter, Long Island, New York

REFERENCES:
Available upon request
RESUME

Richard Trentacoste
2 Gable Gate
Old Bethpage, New York 11804
Tel#: 516 845 4020

Personal Data:

Age: 50 yrs.
Marital status: married 26 yrs.
Children: 3
Height: 6’
Weight: 175 lbs.
Health: excellent

Education:

N.Y.C.C., Brooklyn< N.Y.
Studied Ophthalmic Dispensing (1976-1978)

Western New England College, Springfield,
Degree: BA in Accounting (1970-1974)

Plainedge H.S. No. Massapequa N.Y.
Graduated 1970

Work Experience: (Ophthalmic related)

1996-2003 : Currently practicing in association with Roslyn Eye Centre, Roslyn N.Y., relocated from Port Washington, N.Y.

1983-1996 : Owned and operated Styleyes Optical, a dispensing practice in Port Washington, N.Y.

1994-2003 : Adjunct Instructor for the Dept. of Ophthalmic Dispensing, Suffolk Community College, Brentwood Campus.

Jan. 2003 : Participated in the revision of the N.Y.S. Board Practical Examination In the capacity as “Subject Matter Expert “.

1992-1993 : Retained as a Managing Consultant for Dr. Bruce Ritter of South Shore Eye and Vision, North Massapequa N.Y.

1982-1983: Managed an Optometric Dispensary for Dr. Paul Shyer in Elmont, N.Y.

1976-1982: Trained as Optician and Bench man for Plainview Opticians, Plainview, N.Y.. Obtained my Ophthalmic Dispensing license in 1978 and continued On as a licensed Optician and eventually the Manager.

References:

Gary Stone, President of Roslyn Eyecentre, Roslyn, N.Y. (516 484 8899)

Bruce Zagelbaum M.D., Great Neck N.Y.

Oscar Kranz M.D., Pt. Washington N.Y.

Elliot Roth O.D. Suffolk Community
http://kelly100.mayhem.fantasy.si.cnn.com/e
Arlette Hall Connolly
3 Tulipwood Drive
Commack, New York 11725
Home Phone 631-543-1569

EDUCATION
A.A.S. Ophthalmic Dispensing, New York City Technical College, 1989
Graduated with honors.
B.A. Liberal Arts, State University of New York, 1994
M.S. Education, Long Island University, 1997

Additional Courses Taken:
Refraction I: New York City Technical College, 1995
Refraction II: New York City Technical College, 1995

EMPLOYMENT
London Optical, Huntington, New York 1995-Present
Store Manager. In full charge of store and laboratory. Dispense and fit eyeglasses.
Perform prefitting evaluation for contact lenses. Monitor inventory and serve as buyer for the store. Duties also include laboratory work, repairs and adjustments.

Suffolk County Community College, Ophthalmic Dispensing Department.
Since program inception - Present
Adjunct Assistant Professor. Instruct students in theory and practice of ophthalmic dispensing; ophthalmic materials and equipment use/safety; ophthalmic optics. Integrated the use of written labs into my classes to enable the students, in an organized manner, to complete specific tasks and exercises relevant to the topic at hand.

Assistant Manager. Fit, dispense, repair and adjust eyeglasses.
Contact Lens dispensing. Instructed new contact lens wearers on insertion/removal, general care of lenses.

Assistant Shop Foreman. All aspects of surfacing including layout, marking, blocking, generating and final inspection. All aspects of edging including specialty work.

CREDENTIALS
New York State licensed- ophthalmic dispensing
New York State licensed- contact lenses
Certified by the American Board of Opticianry
Certified by the National Board of Contact Lens Examiners
American Board of Opticianry- Master Optician Certified, 1995
American Board of Opticianry- Advanced Certification, 1999

**Memberships**
New York State Society of Opticians
Contact Lens Society of America

**Languages**
- Spanish
- French
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<td>Polarized Lenses: Making it Simple</td>
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<td>The Art of Fitting Bifocal Contact Lenses</td>
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<td>Optical Considerations for the Pseudophakic Patient</td>
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<td>Basic Optical Principles</td>
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<td>Conceptual Selling in the Ophthalmic Dispensary</td>
<td>NYS Society of Opticians</td>
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<td>Building your Business</td>
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Andrew Neil Polan. FNAO
One Windsor Drive
Selden, New York 11784
631-698-2008

EDUCATION AND PROFESSIONAL LICENSE

1992 – New York State Licensed Ophthalmic Dispenser

1991 – American Board of Ophthalmic Dispensing

1986 – Bachelor Of Science. School of Business Administration and Accounting
Long Island University CW POST Campus, Brookvale, New York.


WORK EXPERIENCE

1997 – Present. Stony Brook Vision. Stony Brook NY
Self employed - Staff includes 2 opticians, 1 optometrist and 2 Receptionists. Practice management in use, automated Edging lab, Third Party participating provider and general retail practice in addition to providing house calls and nursing home visits.

1994 – Present. Suffolk Community College, Department of Ophthalmic Dispensing. Instructor for Ophthalmic Dispensing Clinic, have taught the following Classes: Materials I, II & II. Dispensing I & II.


Manager and staff optician of retail practice. Store manager with a staff of 2 Optometrists and 3 receptionists.


Cost Accounting manager, Military Defense System Software development Responsible for program cost analysis and assistance in contract preparation.
Staff Cost Accountant. Responsible for the evaluation of Military and General Aviation equipment contracts. Internal auditing and assisting in the conversion of Manual accounting system to automated job tracking system.

**PROFESSIONAL AND BUSINESS ASSOCIATIONS**

**New York State Society of Opticians** – Suffolk Chapter.
Present Vice President, chapter director 1998 - 2000

**Three Village Chamber of Commerce** – Stony Brook, New York.
Present - Vice President, Board member since 1999.
Chamber member since 1997.
Thomas J. Guthlein – PA

1972 - Completed Ophthalmic Dispensing program at NY City Community College
1972 - Licensed in both Ophthalmic Dispensing and Contact Lenses
1983-1984 - Long Island Chapter President of New York State Society of Opticians
1984-1988 - State Director for NYSSO
1986 - Became president and owner of Bay Shore Optical Co.
1988-Present - Auxiliary Examiner for the NYS Education Dept.
1989-1991 - State President for NYSSO
1992 - Completed Principles of Refraction I & II at Interboro Institute
1994-1996 - President of New York Refracting Opticians
1997 - Optician of the Year NYSSO
1997 - Lifetime Achievement Award NYSSO
1998-Present - Suffolk Chapter of NYSSO Education Chairperson
2002-Present - State Director for NYSSO
2002-Present - Member of the NYS Continuing Education Approval Comm.