

1980

1979-80 Annual Report of the College of Health

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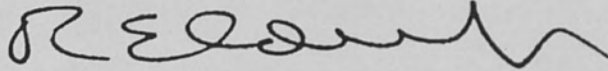
1979-80
ANNUAL REPORT
OF THE
COLLEGE OF HEALTH

November 26, 1980

MEMORANDUM

TO: Dr. Leslie L. Ellis, Vice President
Academic Affairs

FROM: Owen C. Elder, Jr.



RE: College of Health Annual Report

DATE: December 1, 1980

Attached is the 1979-80 Annual Report for the College
of Health.

OCE/aws

Attachment

cc: COH Directors

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COLLEGE OF HEALTH
RESEARCH ACTIVITIES
1979-80

Communicative Disorders

Publications

1. Mullin, T. A. and D. F. Barr, "General Implications of Noise Induced Hearing Loss," Australian Journal of Human Communications Disorders, May, 1980.
2. Mullin, T. A. and D. F. Barr, "Auditory Processing Disorders, A Therapeutic Approach," Seminars in Speech Language and Hearing Disorders, New York, Stratton, May, 1980.
3. Mullin, T. A. and D. F. Barr, "Earmold Modification Controlling Feedback Inpower Ear Level Hearing Aids," Hearing Aid Journal, May, 1980.
4. Mullin, T. A., D. F. Barr, and L. Winfield, "Industrial Audiology; Trends in Hearing Assessment." Occupational Health, Australia, and New Zealand, September, 1980.

Nursing

Publications

1. Eldredge, L. E., "Baccalaureate Nursing Education and The Curriculum at UCF," Florida Nurses' Association Journal, May, 1980.

Respiratory Therapy

Research

1. Mr. Dale Johnson received QIP funds for 100% of his summer salary to study how transcutaneous PO₂ monitors have effected neonatal care. This study also designed to measure cost effectiveness of the TPO₂ monitoring methods.
2. Mr. Tim Worrell received "in-house" funding to cover fabrication costs involved in making a respiratory-cardiovascular model. This model will be used to simulate patient conditions in order to teach students the effects of positive pressure ventilation on the cardiovascular system.
3. Mr. Steve Lytle finished a research project which involved the design of a dynamic resistor. This will be used to study various effects of airway conditions on mechanical ventilation. In addition, Mr. Lytle completed a comprehensive management survey of Respiratory Therapy departments in Florida.

COLLEGE OF HEALTH

Significant Events of the Year

The College of Health Related Professions was renamed the College of Health in January, 1980, in response to one of its major missions, to promote health. The College continued to grow with the implementation of the Master of Arts in Communicative Disorders, the approval of a minor in Health Sciences, and the beginning of the Quality Improvement Program funding for Respiratory Therapy. In addition, progress was made toward expansion of the Nursing Program with the notification of a federal grant which enabled additional faculty to be employed. Proposals for authorization to plan graduate degree programs in Health Science and Public Health were submitted to the Board of Regents. These two master's degree programs would meet a pressing need in our service area. Also of significance were the organization of the College of Health Student Organization and the College of Health Board of Advisors.

Accomplishments of the Year (1979-80)

The College of Health has had several major accomplishments during 1979-80. A College of Health Board of Advisors was formed with the following members:

Louis C. Murray, M.D., Chairman
Private Practice

The Honorable Dick Batchelor
Representative, 43rd District

Mrs. Jeanne Butler, RRA
201 Magnolia Lake Drive
Longwood, Florida 32750

Mr. Harry O. Dudley
Administrator
West Orange Memorial Hospital

Mr. Arthur Harris
Administrator
Florida Manor

Rufus M. Holloway, Jr., M.D.
Vice President for Medical Affairs
Orlando Regional Medical Center

Malcolm H. McDonald, D.O.
Private Practice

John F. McGarry, M.D.
Director
Orange County Health Department

Orris Rollie, M.D.
Director
Family Health Center
Florida Hospital

Barry E. Sieger, M.D.
Director, Medical Education
Orlando Regional Medical Center

Quality Improvement Program awards to the College has enabled distinguished Lecturers to be brought to the campus. Three awards facilitated the following presentations:

1. "Issues in Health Care-Public Health" by Dr. David Pearson, Associate Dean for Public Health, Yale University; Dr. Keith Blayney, Ph.D., Dean, School of Community and Allied Health, University of Alabama in Birmingham.
2. "Improving Techniques of Stuttering Therapy" by Dr. Bruce Ryan, Professor of Communicative Disorders, California State University at Long Beach.
3. "Pulmonary Rehabilitation Seminar" by Dr. Alan Varraux, Pulmonary Physician, Orlando, Florida; Dr. Gerald Olson, Medical Director, Pulmonary Laboratory, University Hospital, Jacksonville, Florida; Mrs. Peggy Nickelson, Chief Therapist, Pulmonary Rehabilitation, Florida Hospital; and Mr. Charles Ostner, General Manager, Hineley Medical/Pulmonary Care, Inc., Orlando, Florida.

The concept of developing a program or school of public health at the University of Central Florida has played an important role in College activities. Consultants from the University of Alabama in Birmingham and Yale University were invited to our campus to discuss the proposal for a MPH program. Also, plans were made for providing two courses of interest to area employees in Public Health. A description of these courses is included in Appendix I. The courses were offered in the Fall of 1980, and twenty-nine students were enrolled in each of the two courses.

Work has also continued in refining the organization of the College. Criteria were developed for departmental designation and are included in Appendix II. By-laws for the College Personnel Committee were revised in order that it might better serve the College of Health. The College of Health Academic Standards Committee by-laws were drafted and are pending final approval.

Several of the program directors served in College-wide administrative roles.

- Acting Assistant to the Dean - Dr. Mendenhall
- Acting Coordinator:
- for Student Affairs - Mr. Lytle
- for Development - Ms. Kangelos
- for Continuing Education - Dr. Eldredge
- for Instructional Research -
- and Service - Mrs. Geren-Edwards

Close affiliations with area health care facilities have continued to be an integral part of the College of Health. Indeed, discussions have taken place with local hospitals about the possible location of a facility in the Research Park to be located on the University of Central Florida campus.

Instruction

The College of Health has continued to grow in student credit hour production. Table I shows, by program, the headcount, student credit hours production for the Fall Quarter, 1979, and the total graduates during 1979-80.

TABLE I
Fall, 1979

	Com. Dis.	Health Science	Medical Records	Medical Tech.	Nursing	Rad. Science	Resp. Therapy	TOTAL
Headcount	57	25	71	96	178	86	85	598
Student Credit Hours	639	773	366	259	890	705	543	4,175
Student F.T.E.	43	52	24	17	59	47	36	278
Credit Hours Production (SCH/Faculty)	213	386	183	129	222	352	181	232
Number of Faculty	3	2	2	2	4	2	3	18*
Graduates (1979-80)	27	0	19	6	0	9	26	87

*Vacant Lines and Dean's Line not included.

Table II shows the headcount and student credit hour production for the Fall Quarter, 1980.

TABLE II
Fall, 1980

	Com. Dis.	Health Science	Medical Records	Medical Tech.	Nursing	Rad. Science	Resp. Therapy	TOTAL
Headcount	106	23	81	87	253	64	79	693
Student Credit Hours	985	1,016	422	232	1,707	548	438	5,348
Student F.T.E.	66	68	28	15	114	36	29	356
Credit Hours Production (SCH/Faculty)	328	508	211	116	190	274	109	223
Number of Faculty	3	2	2	2	9	2	4	24*
Graduates (1980-81)	NA	NA	NA	NA	NA	NA	NA	NA

*Vacant Lines and Dean's Line not included.

As is shown in comparing the two tables, productivity in the College of Health continues to grow. The implementation of the senior year of the Nursing program in 1980-81 has greatly increased the productivity within the College.

Two major proposals were prepared and submitted to the Board of Regents. One proposal, for authorization to plan a Master of Science in Health Sciences degree program, would provide licensed or certified health practitioners the opportunity for improving managerial, educational, or advance clinical skills. A second proposal, for authorization to plan a Master of Public Health degree program, would involve developing a program or school of public health at the University of Central Florida.

In addition, the College of Health began working on a cooperative graduate degree with the College of Education. The Master of Arts in Science Education with a concentration in Health Sciences is outlined in Appendix III.

Program Achievements

Each of the programs in the College of Health had specific achievements of merit during the 1979-80 year.

Communicative Disorders:

In January, 1980, the Master of Arts in Communicative Disorders was approved by the Board of Regents, and permission to implement was granted. In addition, the student organization in Communicative Disorders was given formal approval as a chapter of the National Student Speech and Hearing Association.

Research and Publication

1. Mullin, T. A. and D. F. Barr, "General Implications of Noise Induced Hearing Loss," Australian Journal of Human Communications Disorders, May, 1980.
2. Mullin, T. A. and D. F. Barr, "Auditory Processing Disorders, A Therapeutic Approach," Seminars in Speech Language and Hearing Disorders, New York, Stratton, May, 1980.
3. Mullin, T. A. and D. F. Barr, "Earmold Modification Controlling Feedback Inpower Ear Level Hearing Aids," Hearing Aid Journal, May, 1980.
4. Mullin, T. A., D. F. Barr, and L. Winfield, "Industrial Audiology; Trends in Hearing Assessment." Occupational Health, Australia and New Zealand, September, 1980.

Continuing Education

Dr. Doris Bradley taught the following continuing education courses:

- a. "Current Assessment and Management of Articulation Disorders," presented at Seminole County Schools in December, 1979.
- b. "Accountability and Clinical Procedures for Public School Clinicians." Presented at Daytona Public Schools in May, 1980.
- c. "Language Analysis with Deaf Children," Teachers - Kaley School, Orlando.

2. Dr. David Ingram conducted the following workshops:

- a. Indian River County Schools entitled; "Super Speech in the Schools" in October, 1979.
- b. "Super Speech" for the New York Speech Camp faculty, Elmira College, New York, April 9, 10, and 11, 1980.
- c. "Super Speech" Brevard County Speech Clinicians, April 25, 1980.
- d. "SMRC-Super Speech" at the Florida Speech-Language Hearing Association meeting, May 16, 1980.

3. Dr. Mullin taught the following continuing education courses:

- a. "Hearing Aid Technology" (basic) taught four times during 1979-80.
- b. "Hearing Aid Technology" (advanced) taught once.
- c. "Industrial Audio technology" taught four times in 1979-80.

Community Service

1. Dr. Doris Bradley has served as:

- a. Chairman of the advisory committee for ECHO Project, Orange County Schools.
- b. Consultant to the "Augmentative Communication Systems Evaluation Center" of Orange County Public Schools.
- c. Language consultant to the staff of Orange County Schools on the assessment and modification of their program for language impaired pupils.

2. Dr. David Ingram has continued consulting activities in the offices of H. Wilson, M.D., Rockledge, Florida; J. Mahan, M.D., Winter Park, Florida; and at Brevard Achievement Center, Rockledge, Florida.

of
Nursing
College.

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3. Dr. Thomas Mullin has continued to serve:

- a. On the Professional Advisory Board and Director of Education for Gould, Inc. "Hearing Aid Battery Research and Development."
- b. Professional Advisory Board - Electone Inc.
- c. Advisory Council - American Industrial Hygienist Association, Florida Chapter.
- d. Professional Advisory Board - Easter Seal Society of Orange County.
- e. Advisory Board - Florida Industrial Nurses Association.

Each member of the faculty has spoken to service clubs and community agencies describing the graduate and undergraduate programs at the University of Central Florida in Communicative Disorders.

Health Sciences

During the 1979-80 year, the Health Science Program prepared and submitted to the Board of Regents a proposal for permission to plan a Master's of Science in Health Science degree program. This proposal has been discussed previously. In addition, a cooperative graduate degree program has been developed between the College of Health and the College of Education. This Master of Arts in Science Education (Health Sciences) would provide a graduate degree to a number of health professionals.

A minor in Health Sciences was approved by the Vice President for Academic Affairs in October, 1979. At present there has been one graduate of the Health Science minor with a major in Public Administration, and there are five students working on the new minor. For the first time, a core fundamentals of medicine course was offered for students in Respiratory Therapy, Radiologic Sciences, and Medical Record Administration. The Health Sciences program continued to provide courses of interest to many students in the University. The U. S. Health Care Systems, Nutrition, and Medical Self-Assessment courses have each averaged more than one-hundred students per quarter.

Medical Record Administration

In January, 1980, the final accreditation notice was received from the Committee on Allied Health Education and Accreditation giving the Medical Record Administration Program three-year accreditation status with the qualification that the student-to-faculty ratio in laboratory courses be lowered to no more than twelve to one. The Betty Kernadle, RRA Memorial Scholarship was established by the Central Florida Medical Record Association in conjunction with the UCF Foundation. The scholarship will provide \$600 per year to a designated senior MRA student.

Medical Technology

Further progress has been made during the year in the development of University-based (two-plus-two) Medical Technology curriculum. Program Letters of Agreement were signed with Winter Haven Hospital, Inc. and Lakeland General Hospital. Dr. Charles Carleton, a pathologist at Winter Park Hospital, has agreed to be Medical Director for the new program, and the National Accrediting Agency for Clinical Laboratory Sciences has given permission for the program to proceed with an accreditation self-study.

Community Service

1. Ms. Marilyn Kangelos served as Chairman of the Education Scientific Assembly of the Florida Division of the American Society for Medical Technology.

Nursing

The baccalaureate nursing curriculum was implemented September, 1979, with the entrance of twenty-nine (29) generic nursing students and nineteen (19) registered nurse students. At the completion of the junior year and promotion to the senior year there were twenty-seven (27) generic nursing students and fifteen (15) registered nurse students. The Nursing Admission Committee met early April, 1980, to review applicants for the class entering Fall, 1980, class. The Committee selected sixty-six (66) generic nursing

students and twenty-four registered nurse students. The committee placed an additional fifty (50) students on an alternated list. The Admission Committee membership consisted of Dr. Leon E. Eldredge, Jr., R.N., Chairman, and Ms. Marilyn Kangelos, Chairperson, Medical Technology Program.

Dr. Mary Liston, R.N., Deputy Director, National League for Nursing, continues to be the consultant for the baccalaureate nursing program.

Dr. Liston visited our campus twice this past academic year.

The Baccalaureate Nursing Program has received two grants this past year. First was the Capitation Grant of over eleven thousand dollars and the second a Start-up Grant from HEW for a three year period in the amount of over three hundred and twenty-nine thousand dollars. The latter provided for four new faculty and a secretary.

Research and Publications

1. Eldredge, L. E., "Baccalaureate Nursing Education and The Curriculum at UCF," Florida Nurses' Association Journal, May, 1980.

Community Service

Nursing faculty have presented several lectures and presentations to groups within the service area of UCF. Topics have included Baccalaureate Nursing, Challenge Examinations, Registered Nurse Plug-In, Psychological Aspects Affecting the Anesthetic Patient, Physiology of the Respiratory System, UCF's Nursing Program and Upward Mobility for the Registered Nurse.

Radiologic Sciences

Radiation Therapy Technology Pilot Project

The most significant event this year was the implementation of a Pilot Project in Radiation Therapy. This "program" was accredited by the American Medical Association in October, 1980. Twenty-three students from Jacksonville, Melbourne, Bradenton and Central Florida are participating in the five-quarter program. These students attend classes two nights per week at the Orlando campus and completed clinical education courses at the hospital

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in which they are employed as Radiation Therapy Technologists. This program has eight major clinical education centers, eight clinical instructors, four clinical directors, six part-time faculty, and eight radiotherapist participating in this pilot program. Upon graduation in December, 1980, the students will be eligible to take the national examination for registry as Radiation Therapy Technologists.

From this project, two major national contributions have been made to the profession: (1) competency based clinical education modules which will be presented publically at the American Society of Therapeutic Radiology meeting in October; (2) a field test site for non-traditional radiation therapy training programs.

It is hoped that an on-going option in Radiation Therapy Technology may be added to the curriculum of the Radiologic Sciences program when funding can be available for the additional faculty member required.

Radiography

Students in Radiography were placed in Florida Hospital for the first time this year for the clinical education courses. The clinical modules, objectives, and evaluation instruments were revised to meet the specific requirement of Florida Hospital.

Of additional significance to the Radiologic Science program was that 1979-80 was the last year of the Quality Assurance Grant from HEW. This grant has provided updating of present faculty in radiation quality control and provided a need segment to students in the ongoing program. As a result of this grant project, half of the Radiography graduates have been placed in public health positions.

Continuing Education

1. Ms. Jo Geren-Edwards presented a credit institute titled "Radiographic Pathology" at the Florida Society of Radiologic Technologists, April, 1980.

Community Service

1. Ms. Jo Geren-Edwards was president of the Central Florida Society of Radiologic Technologists, 1979-80.
2. Mr. Roy Edwards developed a scientific exhibit titled "A Team Approach to Quality Assurance" displayed at the Radiologic Society of North America in Atlanta, November, 1979.

Respiratory Therapy

This academic year has been one of success and advances forward. Through the Quality Improvement Program (QIP), the Respiratory Therapy Discipline has begun to implement changes and improvements that will create a "Center of Excellence" in Respiratory Therapy. Changes were made in organization, curriculum and program execution such that the comprehensive quality improvement plan could be implemented.

The committment of the University to provide QIP funds to the Respiratory Therapy Program is the most important event that has occured in the program's ten year history. The program received \$42,000 during this year. This enabled the program to begin work towards its ultimate goal: to become the most outstanding Respiratory Therapy Program in the nation.

The Respiratory Therapy Program executed clinical affiliation contacts with Orlando General Hospital and Lucerne General Hospital during this year. This provides the program with depth and additional clinical experience for the students. The end result has been improved quality.

A state of the art audio-visual library was obtained this year. QIP funds amounting to approximately \$14,500 was spent to buy, produce, and equip library facilities. These new materials are housed in the Science Building. These materials will allow for the program to develop and implement a regional audio-visual resource library. This will provide a community service to central Florida Respiratory Therapy departments and personnel.

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An accreditation self-study document was prepared for submission to the Joint Review Committee for Respiratory Therapy, (J. R. C. R. T. E.). The self-study document was originally due March 7, 1980, however, a request was made and approved to postpone the reaccreditation survey until November, 1980. This will allow the program to be re-accredited under the new semester system.

Research and Publications

1. Mr. Dale Johnson received QIP funds for 100% of his summer salary to study how transcutaneous PO₂ monitors have effected neonatal care. This study also designed to measure cost effectiveness of the TPO₂ monitoring methods.
2. Mr. Tim Worrell received "in-house" funding to cover fabrication costs involved in making a respiratory-cardiovascular model. This model will be used to simulate patient conditions in order to teach students the effects of positive pressure ventilation on the cardiovascular system.
3. Mr. Steve Lytle finished a research project which involved the design of a dynamic resistor. This will be used to study various effects of airway conditions on mechanical ventilation. In addition, Mr. Lytle completed a comprehensive management survey of Respiratory Therapy departments in Florida.

Continuing Education

1. The program participated in a variety of community service projects, including the College of Health Health Fair, Placement Day, Health Career Day, and CPR programs.
2. Program faculty participated in various CPR programs which were of benefit to students in the College of Health and elsewhere in the University.

Grants and Contracts

Grants and contracts have continued to play an important role in the College of Health. Seven proposals were submitted totaling \$569,888. Of these, three have been funded totaling \$154,050. The funded grants represent 15% of the total College of Health budget of \$1,008,386. Table I presents the details of 1979-80 grant activities.

The College of Health continued to enhance visibility. A College of Health Fair was presented to University and area students and employees during February, 1980. This fair provided screening tests for participants and allowed the College faculty to discuss the health programs available to University and area high school students. A College of Health Placement Day was presented in the Spring to provide area health care institutions the opportunity to interview our College candidates for graduation. The Placement Day also gave representatives from area hospitals and nursing homes the chance to visit with our faculty and review our facilities.

Short-Term Plans

Short-term plans include the seeking of initial accreditation for the B.S. in Nursing, the M.A. in Communicative Disorders, and the B.S. in Medical Technology programs. Additional grant funding will be sought to supplement the funding of the Nursing Program, and extramural funding will be sought for all programs for the purpose of improvement and/or responsiveness to specific needs in the community and state. The goal is to increase the amount of extramural funding from the current 15% to 25% of the total College budget.

The cooperative master's program with the College of Education will be promoted among allied health practitioners who may have interest in enrollment.

The sequence of graduate credit institutes in public health utilizing faculty from the accredited School of Public Health at the University of Alabama in Birmingham will continue with two, four quarter courses per term, throughout 1980-81, and the possibility of an agreement with the accredited School of Public Health at the University of North Carolina to offer its Extended MPH program at UCF will continue to be pursued. It is hoped that this agreement may be finalized during 1980-81. In addition, there are

plans for offering one or more non-credit continuing education courses in public health, co-sponsored by UCF and the University of North Carolina's School of Public Health.

Utilizing the Quality Improvement Funding allocated to the College of Health for the improvement of public health content within existing programs, an effort will be made to employ new faculty for College programs with degrees and or experience in public health in addition to qualifications in the primary discipline. In addition, consultants from several accredited schools of public health will be employed to advise the dean as to specific areas of improvement in public health.

Continued Quality Improvement Program Funding for the Respiratory Therapy Program will help make this program outstanding in the Nation.

Long-Range Plans

The long-range plans of the College of Health continue to be those approved in the roles and scope document for UCF. The five year plan for the College of Health includes the two new Master's Degree Programs: the M. S. in Health Sciences and the Master of Public Health. Proposals to plan these programs along with EEO impact studies have been prepared and submitted to the Board of Regents. While not yet part of the UCF long-range plan, a Master of Science in Nursing is planned for the College of Health.

Additional programs or emphases within existing programs, have been considered for development within the next five years. These include Radiation Therapy/Technology, Medical Dosimetry, Echocardiology, and cooperative programs with other colleges. Presently, discussions are in progress with other colleges at UCF to provide cooperative arrangement for graduate programs of interest to the health professional. As already mentioned, a definite arrangement has been developed between the College of Education and the College of Health.

Areas in Need of Improvement

There is an obvious problem in the College of Health which relates to an inadequacy of resources. The average contact hour load for College of Health faculty is among the highest in the University. Moreover, the student to faculty ratios in some programs is seriously jeopardizing accreditation.

The expense allocation does not cover actual costs because of unique expenses, such as annual accreditation fees for each program and liability insurance which must be purchased for all students. It has been necessary to eliminate all faculty travel for professional development for 1980-81, and unless some supplemental funds are available in the Winter quarter, 1981, it will be necessary to take drastic measures such as eliminating some telephones in faculty offices. A memorandum in which the five-year budget needs of the College were presented to Vice-President Ellis, is attached.

Although additional office and classroom space was made available in 1979-80, space continues to be a problem. The Radiologic Sciences program and the Respiratory Therapy program share a single laboratory this year which is badly over-crowded with equipment. An additional laboratory and storage area is needed for 1981-82 in order that these two programs may have adequate space for instruction. If a Master of Public Health program is implemented in 1981-82, moreover, additional laboratory and office space will be required. A copy of a memorandum to Vice-President Ellis is attached indicating short-range space needs.

Summary

The College of Health has shown a significant increase in productivity and activity during 1979-80. Faculty and staff have given an excellent effort in attempting to overcome the constraints imposed by limited faculty positions, staff lines, and other financial limitations.

A M.A. program in Communicative Disorders was implemented in January, 1980, with no additional faculty. A minor in Health Sciences was implemented. Proposals for planning authorization for two graduate programs were prepared and submitted: M.S. in Health Sciences and Master of Public Health.

The enrollment in the new B.S. in Nursing program was tripled with the award of a grant providing for additional faculty, clerical support, and operating expenses. The Medical Technology program has converted to a two-plus-two, University-based format. A pilot project in Radiation Therapy Technology for employed Radiographers was implemented and gained accreditation. And the Medical Record Administration program gained reaccreditation with the qualification that the student to faculty ratio be lowered.

A cooperative arrangement was implemented with the College of Education for a Health Science Education emphasis within the M.A. in Education program. And a series of six special topics graduate courses were developed as credit institutes to be offered during 1980-81 using faculty from the accredited School of Public Health at the University of Alabama in Birmingham.

Within this high-activity developmental context, there also has been a concerted effort to improve the curriculum, and to encourage faculty members to increase research productivity. Much of this effort toward quality improvement will have to continue into 1980-81 and beyond, but a significant beginning has been achieved.

If adequate financial resources can be obtained, the programs and the College will make a significant impact upon meeting community needs and achieve national status for quality within the next two to three years. Although the availability of Federal grants and contracts for allied health and nursing has been drastically reduced, it is a goal of the College to increase its extramural support from the current level of 15 percent of its total budget to at least 25 percent. Along with some reasonable level of State support, this extramural support should enable the College to grow in quality as well as in quantity.

ANNUAL REPORT
COLLEGE OF HEALTH

APPENDIX I Announcement of Part Time Graduate Courses to be Offered by UCF

APPENDIX II Criteria and Procedure for Departmental Designation in the College of Health

APPENDIX III Master of Arts - Science Education Requirements

APPENDIX IV Memorandum to Dr. L. L. Ellis, Space Needs for College of Health

APPENDIX V Memorandum to Dr. L. L. Ellis, Long-Range Budgetary Needs for College of Health

ANNOUNCEMENT
OF
PART TIME GRADUATE COURSES
IN PUBLIC HEALTH
TO BE OFFERED BY THE
UNIVERSITY OF CENTRAL FLORIDA
IN 1980-81

The Colleges of Health and Extended Studies, University of Central Florida, are contracting with faculty members in the Department of Public Health (accredited by the Council on Education for Public Health as a school of public health), University of Alabama in Birmingham to offer Master of Public Health core courses at UCF during the 1980-81 academic year.

The courses will be taught by the faculty members who teach them regularly at UAB, but the courses will be offered in Orlando in a format which will accommodate persons who are employed full-time in public health departments or in other components of the Department of Health and Rehabilitative Services.

GRADUATE CREDIT WILL BE AWARDED BY UCF

Two four-quarter-hour courses will be taught "back-to-back" in three "long weekend" sessions of three days each during each quarter. Extensive readings and other assignments will be required, and there will be a final examination in a fourth session.

The time frame will be as follows during each quarter:

1:30 p.m. to 5:30 p.m. on Friday
9:00 a.m. to 4:00 p.m. on Saturday
8:00 a.m. to 12:00 noon on Sunday

The specific dates scheduled for the four sessions will be announced prior to the beginning of each quarter.

COURSES TO BE OFFERED

FALL QUARTER

HSC 6938.91 Health Care Organization/Administrative
Theory and Practice

Introduction to: definition, scope and determinants of health and illness; organizations for assuring health and preventing, treating, or coping with illness; general principles of planning, management, and evaluation of non-profit organizations; laws and agencies governing public and therapeutic health systems; health services (therapeutic system); and state and local public health systems.

(UAB Course PHC 500). Taught by William F. Bridgers, M.D. (Certified in Internal Medicine and Preventive Medicine), Professor and Chairman, Department of Public Health, University of Alabama in Birmingham.

HSC 6938.92 Introductory Epidemiology

Principles of epidemiologic method; factors influencing health and disease in a population. Relationship between host and environment, and introduction to investigation of role of possibly relevant factors.

(UAB Course PHA 500). Taught by Herman F. Lehman, D.D.S., M.P.H., Associate Professor of Public Health and Director, Division of Graduate Studies, Department of Public Health, University of Alabama in Birmingham.

WINTER QUARTER

HSC 6938.93 Health Care Organization: The Economics and Finance of Public Health

Introduction to economics, economic analysis, and applications in health sector. Deviations from traditional laws and principles of economics, and how health professionals must understand system to deal with problems of cost and access in health care system. Additional emphasis on application of health economics to health policy decisions (with special attention on cost-benefit/cost-effectiveness analysis) and on expenditures for public health and funding of state and local health departments. Recommend PHD 500, PHA 500, PHC 500.

(UAB Course PHC 501). Taught by Edgar D. Charles, Ph.D., Associate Professor and Acting Director, Division of Health Care Organization, Department of Public Health, University of Alabama in Birmingham.

HSC 6938.94 Health Care Organization: Medical Sociology

Definitions of sickness, illness and health and selected basic sociological concepts. Organization of health care delivery system and ways various health occupations and institutions interact with individual to form system of care. Recommended PHD 500, PHA 500, PHC 500.

(UAB Course PHC 502). Taught by Christine Hale, Ph.D., Assistant Professor, Department of Public Health, University of Alabama in Birmingham.

The long-range plan for UCF includes the development of an MPH program which would meet CEPH requirements for accreditation as a school of public health, and a proposal for authorization to plan the program has been submitted to the Board of Regents of the State University System. If approved and if subsequently approved for implementation, the MPH program would begin operation in the Fall of 1982.

Students who have completed one or more part-time graduate courses in public health and who meet the requirements for admission to UCF graduate study and the MPH program, may continue in the MPH program at UCF as either part-time or full-time students.

ALTERNATIVE DEGREE PROGRAMS AT UCF

Since there is no assurance at this time that the UCF will gain permission to implement the MPH program, and since many students would find it impractical or impossible to relocate to Birmingham in order to complete the MPH there, it seems in the best interest of the student to identify some alternative Master's programs at UCF toward which the part-time graduate coursework in public health could be applied. The existing Master of Science in Environmental Systems Management program and the Master of Arts program in Education have been identified at this point as possibilities.

In addition, permission is being sought to develop at UCF a Master of Science Program in Health Sciences, and all of the part-time graduate courses would apply toward this degree.

COST OF THE PART-TIME GRADUATE COURSEWORK

In order to cover the costs of paying the faculty, providing for travel and per diem for faculty, and other costs associated with the program, it will be necessary to charge a total of \$300 for the two courses (8 credit hours), or \$200 for the first course, and \$100 for the second (to encourage persons to take both courses). This is only slightly more than the \$176 which would be the normal tuition for 8 quarter hours of graduate coursework at UCF.

CONTINUING EDUCATION UNITS

Obviously, the coursework would serve to develop professional knowledge and skills regardless of whether or not the individual completes a degree. Appropriate continuing education units will be recorded and approval will be sought from the appropriate professional associations for use of them in meeting their continuing education requirements for members of the profession.

SPRING QUARTER

HSC 6938.95 Health Education: Development of Educational Programs in Public Health and Medical Care Settings

Assist student in developing necessary skills to develop and implement health education program. Principles of program evaluation will be introduced. Educational diagnostic model presented as tool for identifying behavioral and non-behavioral factors associated with specified health problem. Model will be used by each student to develop health education program.

(UAB Course PHB 500). Taught by Richard A. Windsor, Ph.D., M.P.H., Associate Professor and Director, Division of Health Education, School of Public Health, University of Alabama in Birmingham. (Tentatively scheduled).

HSC 6938.96 Principles of Environmental Health

Fundamental problems of environmental contamination, including grounding in basics of toxicology (dose-response, toxic mechanisms, bioaccumulation) with purpose of developing sound basis for future intervention. Promoting community health (occupational health, toxic substances, noise, air pollution effects on health, water treatment, waste water treatment), environmental protection (fresh water pollution, effects of pollution on estuarine waters, global effects of water and air pollution (acid rains), and personal health protection (housing, sanitation). Course readings and written assignments made on weekly basis.

(UAB Course PHB 500). Taught by J. Walter Mason, D.Sc.Hyg., Professor and Director, Division of Environmental Health, Department of Public Health, University of Alabama in Birmingham.

It has been determined that the two courses in "biostatistics" cannot be offered effectively in the "three-day-a-month" format. With the exception of these, all of the required core courses for the UAB's Master of Public Health Program can be offered at UCF, and if an individual took both courses offered each quarter, he or she could complete virtually all of the generic core in public health in one year.


MASTER OF PUBLIC HEALTH PROGRAMS TO WHICH COURSEWORK WILL APPLY

Students would have the option of continuing the MPH program at the UAB on a full-time basis, if they met the requirements for admission to the UAB Graduate School and the MPH Program. Of course this would necessitate a relocation to Birmingham. Through the SREB Academic Common Market, they would pay resident tuition rates.

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APPENDIX II

M E M O R A N D U M

TO: CHRP Directors

FROM: Owen C. Elder, Jr. 

RE: Criteria and Procedure for Departmental Designation
 in the College of Health Related Professions

DATE: January 15, 1980

I have had considerable oral and written input from each of you and your respective faculties concerning the criteria and procedure for the designation of departments in the College of Health Related Professions. There was consensus that if size was to be a factor, a formula should be utilized to multiply the number of faculty times the number of students. Many also recommended an additional multiplication factor if more than one degree program or emphasis is offered by a unit.

Criteria

The formula which I have tentatively decided upon is as follows:

Number of FTE faculty (including adjunct but excluding clinical) times the headcount number of majors and minors times the number of degrees (or combination of degree and emphases) equaling a score of 400 or more. (The unit must award a degree).

Examples:

4 F.T.E. faculty x 100 majors x 1 degree = 400;

3 F.T.E. faculty x 70 majors x 2 degrees = 420;

10 F.T.E. faculty x 500 majors x 0 degree = 0. ⁷

Although a formula is objective and helpful, it relates only to the size of the unit. Sophistication as well as size must be considered. In the College of Health Related Professions, a unit designated as a "department" must be capable of meeting those responsibilities designated to departments by the College and the University. This would include having sufficient numbers of tenure-track and/or tenured faculty members to have a departmental personnel committee and an academic standards committee in accordance with the standards of the Office of Academic Affairs.

The capability of the unit to attract doctoral level faculty, to obtain grants and contracts, to engage in research and publication, achieve faculty leadership within the University and in state, regional and national professional organizations, and to engage in continuing education and community service projects provides evidence of maturity and sophistication.

CHRP Directors
Page Two
January 15, 1980

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Procedure

When a program achieves the minimum score of 400 through application of the formula, it may petition the dean for designation as a department. This must be done via a written proposal which presents evidence of maturity and sophistication as well as size.

Your final input is desired before I finalize the criteria and implement the procedures.

OCE/aws

UNIVERSITY OF CENTRAL FLORIDA
College of Education
Master of Arts - Science Education
(Health Sciences)

I. College of Education (27 quarter hours)

A. Required courses 7 quarter hours

EDF 6481 Research Methods (3)
ESE 6918 Research Report (2-2)

B. Recommended Courses 20 quarter hours

Courses within this group will be selected by the student with approval of the advisor in keeping with the student's goals. The courses may include, but are not limited to:

EDF 6257 Analysis of Classroom Teaching (3)
EDF 6401 Statistics for Educational Data (3)
EDF 6432 Measurement & Evaluation in Education (3)
EME 5202 Media and Methods in Teaching (3)
ESE 6218 Curriculum Writing (3)

II. College of Health (27 quarter hours)

A. Recommended courses 27 quarter hours

Courses within this group will be selected by the student with approval of the advisor in keeping with the student's goals. The courses may include, but are not limited to:

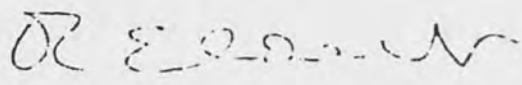
HSC 6938 Principles of Epidemiology (4)
HSC 6938 Health Policy (4)
HSC 6938 Principles of Medicine (4)
HSC 6938 Comprehensive Health Planning (4)
HSC 6938 Case Studies in Health Law (4)
HSC 6938 Principles of Environmental Health (4)
HSC 6938 Health Care Administration (4)
HSC 6938 Health Care Financing (4)
HSC 6938 Health Behavior (4)
HSC 6938 Issues & Trends in the Health Professions (4)
HSC 6938 Social Issues in Health Care (4)
HSC 6938 Seminar in Health Science Instruction (4)
HSC 6946 Practicum in Teaching, Administration,
or advanced Clinical Training (2-6)

TOTAL PROGRAM 54 quarter hours

APPENDIX IV
M E M O R A N D U M

31

TO: Dr. Leslie L. Ellis, Vice President
Academic Affairs

FROM: Owen C. Elder, Jr. 

RE: Space Needs for College of Health

DATE: October 21, 1980

The attached memorandum from Dr. Tom Mendenhall to me was prepared in response to your memorandum of September 18, 1980, in which you asked for a list of the space needs of the College. It is obvious that our needs are considerably larger than the amount of existing space which could be made available. As we have discussed, it seems that the acquisition of additional relocatable buildings will be necessary. Although all of the needs identified are of high priority, the two of the very highest priority are that for Respiratory Therapy and Public Health.

The laboratory and storage space for Respiratory Therapy for 1981-82 is a very pressing need. The effect of the significant QIP funding to Respiratory Therapy will be diminished if the current "shared-laboratory" situation cannot be corrected. These funds have made possible the purchase of instruments, equipment, and materials which are needed for a quality program, but placing them in a laboratory shared with another professional program (Radiologic Sciences) results in an overcrowding that detracts from quality instruction and research.

The approval of the Master of Public Health program will have a very significant short range impact on space needs. Even assuming that capital for a new facility will be appropriated, it will be a period of 3 to 5 years before it would be available for use. Offices for 16 faculty and for career service persons will be required, as will space for at least two public health laboratories.

Other levels of priority are difficult for me to identify. In terms of instructional space, Medical Technology would be next, followed by Communicative Disorders. In terms of offices, if the funding situation permits the hiring of persons for the two new 1980-81 positions in public health, no offices exist for their use. Similarly, the addition of persons on any new faculty lines will require new office space for them.

I realize that the total space identified as needed is almost equal to the total currently occupied. I realize that this is a staggering increase, but it does represent our projected need for the next two years.

OCE/aws
Attachment
cc: Dr. Thomas S. Mendenhall

MEMORANDUM

32

TO: Owen C. Elder, Jr., Ph.D.
Dean

FROM: Tom Mendenhall *TM*

SUBJ: Space Needs for the College of Health

DATE: October 17, 1980

Presently in the College of Health there are thirty-four (34) faculty and staff lines filled. Of these lines, twenty-seven (27) are faculty and seven (7) are career service. In the present configuration of the College, there are thirty-one (31) offices in which to locate these persons. In some cases, career service personnel occupy office space; however, this is due to the location of various programs across the campus and the lack of space for career service personnel. Two faculty in the Nursing Program must now double-up in a single office.

Table I shows the space needs for the College of Health through 1982-83. It is apparent that the College needs three additional offices for 1980-81. With the addition of each faculty and career service person in 1981-82 and 1982-83, office space will need to be identified. Assuming a conservative rate of growth for the College and the addition of a Public Health program, by 1982-83, twenty-nine (29) new offices will be needed.

To consolidate the personnel associated with the Dean's Office, a suitable suite is needed. Presently the Dean, Staff Assistant, Assistant to the Dean, and Secretary III are separated into non-adjacent offices. This is due to the availability of present space. In order to consolidate these personnel and activities, a Dean's Suite is necessary.

Over-crowding exists in the laboratory facilities shared by the Radiologic Sciences and Respiratory Therapy Programs. An additional laboratory of 1800 square feet and storage space of 500 square feet is needed for the Respiratory Therapy Program.

As the Medical Technology Program continues expansion into the 2 + 2 format, an additional laboratory space of 1400 square feet and laboratory preparation area of 700 square feet is needed for the junior Medical Technology students.

The Public Health Program, if approved, will require laboratory, storage, and office space. Eighteen (18) new faculty will be added for the Public Health Program. In addition, an Environmental Health laboratory of 1400 square feet, an Epidemiology Biometry laboratory of 600 square feet, and storage space of 500 square feet will be needed.

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RE: Space Needs for the
College of Health

October 17, 1980

To summarize, by 1982-83, the College of Health needs approximately 12,000 square feet of office space, laboratory space, and storage or preparation areas.

TSM/dms

ADDITIONAL SPACE NEEDS FOR THE COLLEGE OF HEALTH

<u>Additional Office Space Needed</u>	1980-81	1981-82	1982-83
1. Health Sciences (M.S.H.S. person if approved)	-	1	-
2. Medical Record Administration	-	1	-
3. Medical Technology	-	1	-
4. Nursing	1	3	2
5. Public Health QIP	2	-	-
6. MPH Program (If approved)	-	<u>10</u>	<u>8</u>
3* ADDITIONAL OFFICES NEEDED	16	10	10
<u>Laboratory Space</u>			
1. Respiratory Therapy (1800 sq. ft.)	-	1	-
2. Medical Technology (1400 sq. ft.)	-	1	-
3. Environmental Health (1400 sq. ft.) (If MPH approved)	-	-	1
4. Epidemiology/Biometry (1600 sq. ft.) (If MPH approved)	-	-	1
5. Communicative Disorders (650 sq. ft.)	-	1	-
6. Communicative Disorders (650 sq. ft.)	-	<u>1</u>	<u>1</u>
ADDITIONAL LABORATORY SPACE NEEDED	-	3	3

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ADDITIONAL SPACE NEEDS FOR THE COLLEGE OF HEALTH

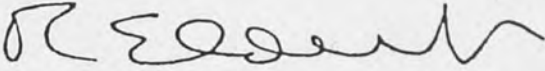
	1980-81	1981-82	1982-83
<u>Additional Office Space Needed</u>			
<u>Preparation and Storage Areas</u>			
1. Respiratory Therapy Storage Area (500 sq. ft.)	-	1	-
2. Medical Technology Preparation Area (700 sq. ft.)	-	1	-
3. Environmental Health Storage/Preparation Area (500 sq. ft.) (If MPH approved)	-	-	1
ADDITIONAL PREPARATION AREA NEEDED	-	2	1
<u>Dean's Suite</u>	1*	-	-

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* The availability of a Dean's Suite could make available space to accommodate the 3 faculty members.

M E M O R A N D U M

TO: Dr. Leslie L. Ellis, Vice President
Academic Affairs

FROM: Owen C. Elder, Jr. 

RE: Long Range Budgetary Needs for College of Health

DATE: August 7, 1980

Attached is a memorandum with tables prepared by Dr. Tom Mendenhall which details the enrollment projections and budgetary needs of the College of Health through 1985-86. Assuming that funding increases for UCF are based upon the enrollment projections which have been distributed by the SUS, there will be a continuing deficit in all categories (see Table V).

Obviously, it will not be possible for the programs of the College to increase in size at the projected rate if funding is not increased proportionately. In fact, if the faculty positions needed in 1981-82 cannot be allocated (Table I), it will be necessary to decrease enrollment significantly. For example the class size in Nursing will have to be reduced from 90 to 50; and in Medical Record Administration, from 25 to 12. The accrediting bodies dictate a student to faculty ratio of no more than 12 to 1 in both. If the projected funding deficit continues in 1982-83, it will be necessary to begin the process of phasing out one or more programs in order that minimum quality may be maintained.

The "vicious circle" of reducing enrollment or eliminating programs to meet the mandatory student/faculty ratios and then receiving even less funding via the enrollment formula the next year as a consequence is obviously self destructive.

I recommend that professional programs such as those in the College of Health be funded at a minimum level on a "program cost" basis, with the provision of increased funding based upon enrollment increases beyond the established minimum level. This, of course, would have to be dependent upon the projected availability of increased funding to the University.

Every effort should be made to lobby for funding at the level necessary to meet student demand and community need.

OCE/aws
Attachment
cc: Dr. Trevor Colbourn
Dr. John R. Bolte
Dr. Thomas S. Mendenhall

37

M E M O R A N D U M

TO: Owen C. Elder, Jr., Ph.D., Dean
College of Health

FROM: Tom Mendenhall *TMM*

DATE: July 22, 1980

The following narrative and attached tables discuss and show the resources generated compared to the resources needed within the College of Health until 1985-86. The generation of faculty and career service lines were determined by Dr. Bolte's formula. The faculty and fiscal needs were determined by a program by program estimation of minimal resources needed to operate. The estimation is based on past experience, accrediting agency requirements, and projected minimal growth in the number of students along with the addition of the Master of Science in Health Sciences (M.S.H.S.) degree program.

In Table I are shown those student credit hours generated, with emphasis on programs which will have increases over the next six years. Those numbers shown for Nursing, the M.S.H.S., Medical Technology, the Health Science core, and Communicative Disorders are increases over and above what was generated in 1979-80. These increases are accounted for by increased students and the addition of the M.S.H.S. degree program. The academic and staff support lines are calculated from the anticipated student credit hours (SCH) generated. It is believed these figures are realistic, and can be accounted for by expansion of those programs listed. While other programs in the College may increase slightly, those listed will have the most substantial increases.

Table II lists those anticipated needs for academic and career services lines through 1985-86. The additional faculty lines are based on the growth for specific programs. As noted on the notes of Table II, growth will occur in the Communicative Disorders program, the Medical Technology program, the Nursing program, and the Health Science program. In all except the Health Science program, there is a low faculty-student ratio required by accrediting agencies. This requirement necessitates three to five more faculty positions in the College than the University formula generates. Career Services lines are needed to meet present needs as well as those future needs of more students and faculty. This table does not show the four faculty lines in nursing that are grant funded until 1983-84, the three QIP lines that have been funded, nor the career service lines that are part of the QIP funding. However in 1983-84, when the nursing grant runs out, there is shown a sizeable increase in needed nursing lines. This increase is because of the grant as well as the increasing enrollment in nursing (See Note 3, Table II).

Table III shows those anticipated fiscal needs (OPS, Expenses, OCO) through 1985-86. A baseline of the 1980-81 fiscal needs has been used. Additional amounts are seen in the OPS category due to graduate assistantships for the Communicative Disorders Master's Degree program and the

proposed Master of Science in Health Sciences degree program. The requests for graduate assistants amounts to \$10,000 per program. Other amounts in this category are for routine costs for medical directors, special course needs (ie, medicine, nutrition, and health law), in addition to a clinical coordinator for Communicative Disorders.

The expense category shows a rather large increase due to increased students, faculty, and the addition of the M.S.H.S. program. Also a 10% inflation rate has been added into these figures. It is from this category that required student liability insurance, accreditation fees, and laboratory supplies are taken. These three areas of expense accounts for high costs in addition to the usual communications, office supplies, local travel, and reproduction costs.

The OCO requests remains relatively constant. Figured into these amounts are requests for the new M.S.H.S. degree program, additional costs associated with new faculty lines, and minimal replacement costs.

Table IV is a summary of the student credit hours generated, the faculty lines generated, the career service lines generated; and the needs of faculty, career service personnel, and the fiscal resources needed from 1980-81 through 1985-86. This table does not show the four nursing lines funded until 1982-83; or the faculty lines or career services lines supported by QIP funding. The table is only a comparison of support generated and support needed, in the College of Health, excluding extraneous funding sources. However, the fact that nursing lines are available through grant funding is taken into account, and is therefore not part of the need figures. It is evident that the nursing grant lines will have to be assumed by state money in three years.

Table V is a graph comparing the faculty lines (MY) generated to faculty lines (MY) generated, and career services lines generated to career service lines needed. As can be seen, more lines are needed in every year over those that the UCF formula will generate. In the fiscal year 1983-84 the gap is closest because of the student credit hours that will be generated to widen after that point because of increasing size in the nursing classes. By 1985-86, the nursing program can be admitting as many as 180 students per year.

In summary, five tables are presented showing resources generated and resources needed for the College of Health until 1985-86. These needs are over and above present resources and known grant support. In every case the needs, which are for minimal increases, are greater than formula generated resources.

TSM/dlw

STUDENT CREDIT HOUR AND
FACULTY GENERATION
1980-81 through 1985-86
(4 Quarter Average)

3^a
TABLE I

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
SCH increase - Nursing	(950) ⁽²⁾	(1050) ⁽²⁾	(1950) ⁽²⁾	2850	2850	2850
SCH increase - M.S.H.S.	0	315	485	725	750	0
SCH increase - Med. Tech.	0	150	150	0	0	0
SCH increase - H.S. core	437	245	455	805	815	0
SCH increase - Com. Dis.	200	0	0	0	0	0
TOTAL SCH GENERATION	4325 ⁽¹⁾	5035	5415	8715 ⁽³⁾	8740	8740
Instructional Faculty generated (M/Y)	16.3	19.6	21.1	33.9	34.0	34.0
Counseling position generated (M/Y)	3.0	3.7	3.8	4.0	4.0	4.0
Faculty Activity position generated (M/Y)	1.5	1.8	1.9	3.1	3.1	3.1
Academic Position generated (M/Y)	1.4	1.7	1.8	2.7	2.8	2.8
TOTAL ACADEMIC AND FACULTY POS. GEN. (M/Y)	22.2	26.8	28.6	43.7	43.9	43.9
75% Allocation Rate (M/Y)	17.0	20.0	21.4	32.8	32.9	32.9
Staff Support Generated	5.0	5.6	6.0	8.1	8.1	8.1

(1) This figure is based on a baseline of 3688 SCH for 1979-80.

(2) Nursing figure in () are grant generated SCH and not added to Total SCH.

(3) Major increase in SCH in 1983-84 will be due to end of Nursing Grant.

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FACULTY AND STAFF SUPPORT
NEEDS (1)
1980-81 through 1985-86.
(State Supported Needs Only)

TABLE II

Program	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Faculty & Administrators						
Dean's Office	2	2	2	2	2	2
Com. Disorders	4	5	5	5	6	6
Health Science	2	3	3	3	3	3
Med. Record Adm.	2	3	3	3	3	3
Med. Technology	3	3	3	3	3	4
Nursing	6	9	11	20	35	35
Rad. Science	2	3	3	3	3	3
Resp. Therapy	3	4	4	4	4	4
TOTAL Positions	24	32	34	43	59	69
TOTAL M/Y's	22	26	28	34	46	47
Career Service						
Dean's Office	2	2	2	2	2	2
Com. Disorders	1	1	1	1	1	2
Health Science	.5	1	1	1	1	1
Med. Record Adm.	.5	.5	.5	.5	.5	.5
Med. Technology	.5	.5	.5	.5	.5	.5
Nursing	.5	1	1.5	2.0	2.5	2.5
Rad. Science	.5	.5	.5	.5	.5	.5
Resp. Therapy	.5	.5	.5	.5	.5	.5
TOTAL	6	7	8.5	9	9.5	9.5

- (1) This needs - chart only shows state line needs, and does not show grant or QIP lines that are already being used.
- (2) Increased faculty due to expansion of Communicative Disorders master's degree.
- (3) Increased faculty due to expansion of nursing program to 180 students per year.
- (4) Increased Dean's Office staff needed due to work load.
- (5) Increased health science staff due to increased students in minor, proposed master's degree program, and assistant dean matters.
- (6) Increased nursing staff due to increased students and faculty.
- (7) Assistant or associate dean position needed.

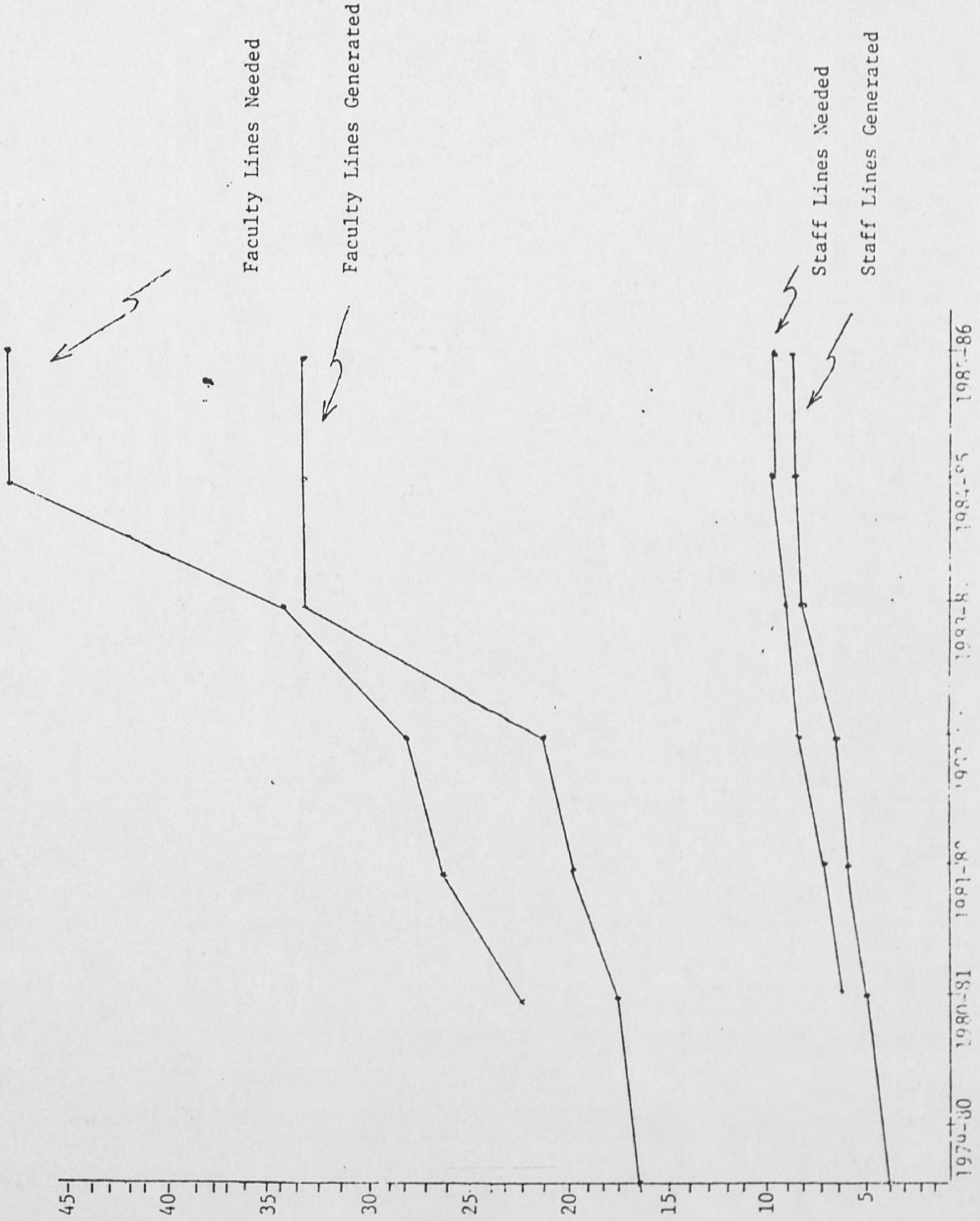
FISCAL SUPPORT
NEEDED
1980-81 through 1985-86

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
OPS	60,000	76,000	86,000	86,000	88,000	88,000
Expense	62,600	76,042	89,642	98,542	107,542	117,500
OCO	91,400 ⁽¹⁾	56,250	55,800	56,000	56,200	56,200

- (1) Includes \$56,400 in Special requests.
- (2) Increase OPS to graduate assistants in Communicative Disorders and proposed M.S.H.S. degree programs.
- (3) Increase expense due to increased student majors (600-1,000), faculty lines (23-59), and 10% inflation. Specifically, increases will occur in nursing, students in M.S.H.S. degree program, and M.A. program in Communicative Disorders.
- (4) Increased OCO costs due to replacement of equipment and additional equipment as student numbers increase, in addition to needed faculty lines and new programs.

TABLE V

COLLEGE OF HEALTH
 FACULTY M'Y'S AND SUPPORT STAFF
 GENERATED AND NEEDED



944
7/21/80

TABLE IV

COLLEGE OF HEALTH
GENERATION AND NEEDS SUMMARY
1980-81 through 1985-86

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	
SCH Generated	4,325	5,035	5,415	8,715	8,740	8,740	
Faculty & Adm. MY Generated	17.0	20.1	21.4	32.8	32.9	32.9	75% rate of gener- ation
Faculty & Adm. MY Needed	22.0	26.0	28.0	34.0	46.0	47.0	
Clerical & Lab Support Lines Generated	5.0	5.6	6.0	8.1	8.1	8.1	
Clerical & Lab Support Lines Needed	6.0	7.0	8.5	9.0	9.5	9.5	
IPS Needs	60,000	76,000	86,000	86,000	88,000	88,000	
Expense Needs	62,600	76,042	89,642	98,542	107,542	117,600	
COO Needs	91,400 ⁽¹⁾	56,250	55,800	56,000	56,200	56,200	

(1) Includes \$56,400 in Special Request.

COLLEGE OF HEALTH
 BUDGET NEEDS
 1981-82 through 1982-83

	1981-82			1982-83		
	OPS	EXP	OCO	OPS	EXP	OCO
Regular COH Budget Needs	\$76,000	\$76,042	\$56,250	\$86,000	\$89,642	\$55,800
Total Regular Budget Needs	\$208,292			\$251,442		
Special Budget Needs - Public Health Program	\$100,000			\$4,558,700 ⁽¹⁾		
Faculty MY's Needed	(+) 26			(+) 28		
Career Service	(+) 7			(+) 8.5		

(1) Include \$5,500,000 for construction of 50,000 sq. ft. facility required to house MPH Program/School when it reaches full-scale operational status.

MEMORANDUM

TO: Dr. Leslie L. Ellis, Vice President
Academic Affairs

FROM: Dr. Thomas S. Mendenhall, Assistant Dean
College of Health *TSM*

RE: Brief Summary of ~~College of Health~~ Activities, 1980-81

DATE: September 30, 1981

Attached is a two page, brief summary of the College of Health activities for 1980-81. As in past years, we are preparing a comprehensive Annual Report for 1980-81. When this is completed, we will forward you a copy.

TSM/dms

ATTACHMENT

2

SUMMARY OF
COLLEGE OF HEALTH
ACTIVITIES
1980-81

The College of Health has had several significant events during 1980-81. With the help of Quality Improvement money, the Respiratory Therapy Program was expanded and several courses were offered in the Public Health area. Proposals for planning were prepared and submitted to the Board of Regents for a Master of Public Health and a Master of Science in Health Sciences. A second proposal was developed and submitted to the Board of Regents for implementation of the Master of Science in Health Sciences.

The College of Health continued to grow in 1980-81. With the help of Quality Improvement funding, the Communicative Disorders Program was able to employ Dr. Eugene McDonald for the Spring Quarter, 1981. This Distinguished Lecturer provided an enhancement to the students and faculty of the Communicative Disorders Program that would otherwise not have been possible. A Distinguished Lecturer, Dr. Henry W. Blackburn, Jr., Professor and Director, Laboratory of Physiological Hygiene, School of Public Health, University of Minnesota, gave a talk on "Prevention of First and Second Heart Attacks, Background, Practice, and Policy." The College was also able to bring Dr. Yuri Khassis, Director of Mount Scopus Hospital in Jerusalem, Israel, to speak on "International Health Comparisons."

Quality Improvement funding has enabled the employment of Louis J. Acierno, M.D., a retired Cardiologist. Dr. Acierno has been involved in teaching medicine courses, developing grant proposals to investigate mitral valve prolapse, and developing a cardiac rehabilitation program at UCF.

During the end of the year, plans were made to redistribute the administrative duties in the Dean's Office. The new roles will be:

Assistant Dean - Dr. Thomas S. Mendenhall
Academic Affairs

Acting Assistant to the Dean - Mr. J. Stephen Lytle
Budgeting
Space
Public Relations
Student Affairs

Grant proposals from the College of Health have totals of \$922,169. Of the proposals submitted, a total of \$148,957 were funded.

There continues to be a problem in the College of Health of inadequate resources. Expense and OPS allocations do not match the true needs for the College. In 1980-81 a zero-based budget was prepared to show the amounts needed for minimal operation. The 1981-82 allocation to the College did not meet these minimum amounts needed.

Summary of College of Health Activities
1980-81
Page 2

Additional space in offices, delegated classroom and research areas are sorely needed. Many faculty have had to double-up in offices because of inadequate space. While a new laboratory was given to the College in 1980-81, there continues to be a need for lecture rooms and research areas. Indeed, if new programs or faculty are added, there is no room presently available to the College of Health for this expansion.

While the number of majors has begun to level off, the College of Health continued to show an increase in productivity during 1980-81. With the addition of seven regular faculty lines, the College of Health has continued to grow. Each of the Programs in the College has continued active involvement in teaching and community service. The Respiratory Therapy Program has continued to improve with the enhancement of QIP funding.

If inadequate financial resources are available, the Programs in the College of Health will make a significant impact upon meeting community needs and achieve national status for quality within the next year.