Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of North Florida  Fall 2014

University Submitting Proposal  Proposed Implementation Term

Brooks College of Health  Name of Department(s)/ Division(s)

Name of College(s) or School(s)  Bachelor of Science in Radiography

Radiography  Complete Name of Degree

Academic Specialty or Field  Proposed CIP Code

51.0911

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees  President  Date

Date  Vice President for Academic Affairs  Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
<td>16</td>
<td>12</td>
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<tr>
<td>Year 3</td>
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<td>Year 4</td>
<td>16</td>
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<tr>
<td>Year 5</td>
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</tbody>
</table>

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The University of North Florida (UNF) Brooks College of Health, in collaboration with the Mayo School of Health Sciences (MSHS), proposes to establish a Bachelor of Science in Radiography. This degree will require 120 credit hours, 57 of which will be earned through Radiologic Technology courses. The program curriculum is designed to promote critical thinking, communication principles, knowledge, and expertise in radiography.

Radiographers perform X-ray examinations on patients in a variety of clinical settings. Using their highly developed skills in human anatomy and patient care, radiographers prepare patients for X-rays, explain the examination, and position the patients for the procedure. The associate degree in radiography enables an entry level technologist to become certified, whereas the B.S. in Radiography will provide future radiographers with the capability to understand the complex science of advanced imaging technologies. As a result, students with a baccalaureate degree will be better prepared to handle advanced radiography techniques that will be necessary to support the increasing demands of the radiography field. Another advantage of the baccalaureate degree is the increased potential for career progression into administrative leadership positions within healthcare agencies.

Radiographers are in high demand throughout the United States and have numerous opportunities to work in a variety of health related settings including, but not limited to, hospitals, clinics, and doctors’ offices. According to the American Society of Radiologic Technologists, a radiologic technology career “offers a promising future, job stability, and a good salary” (ASRT, 2013). Furthermore, with continuous advances in technology and an aging baby boomer population, the demand for exams and procedures using radiography continues to grow.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/pressroom/strategicplan.php)

The collaborative UNF/MSHS B.S. in Radiography degree program will directly support the following Board of Governors goals outlined in the 2012-2025 Strategic Plan.

In the area of Teaching and Learning, this degree program will advance the quality and reputation of academic programs at UNF and within the SUS as this will be the first baccalaureate program in Radiography. With respect to strategic priorities, the B.S. in Radiography degree program will increase the number of baccalaureate recipients within the realm of critical needs: health professions.

In the area of Community and Business Engagement, this collaborative baccalaureate degree program will advance excellence, productivity, and strategic priorities. By its nature, the design and delivery of this collaborative B.S. in Radiography, UNF will be actively engaged in strengthening the quality and recognition of its commitment to the health care industry within the Jacksonville community. In terms of productivity, faculty members will be both UNF and MSHS employees which will increase the level of community engagement between UNF and the Mayo Clinic in Jacksonville. Additionally, clinical rotations will help to increase faculty and student involvement in the Jacksonville healthcare community. With respect to strategic priorities, graduates of the B.S. in Radiography will be in a position to replace many of the Radiography Technologists who will be retiring in the very near future. In anticipation of these retirements, the radiology department at the Mayo Clinic in Jacksonville has identified a future need for the following positions:

- General x-ray (5 FTE)
- MRI (5 FTE)
- CT (2 FTE)
- Interventional (1 FTE)
- Breast Image (3 FTE)
In addition to the Mayo Clinic, the Jacksonville community is home to several large healthcare systems such as Baptist Health, St. Vincent’s Healthcare, and Memorial Hospital. It is anticipated that these facilities will also require well qualified radiologists as their current staff reach retirement age in the very near future.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:
1. Critical Needs:
   • Education
   • Health Professions
   • Security and Emergency Services
2. Economic Development:
   • Globalization
   • Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

The B.S. in Radiography will fall under the Critical Needs: Health Professions area of programmatic strategic emphasis. According to the SUS Methodology for Determining Areas of Programmatic Strategic Emphasis published in June 2008, Radiology Technician is listed under the occupational titles associate with the Critical Needs: Health Profession. Graduates of the B.S. in Radiography will be able to help meet the needs of this occupational field identified as a critical shortage area in Florida.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The lower division course work, including general education and common prerequisites, will be taught on the UNF Campus. All of the major courses, with the exception of Health Law and Ethics, will be taught on the Mayo Campus in Jacksonville, Florida.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Data projections indicate that radiologic technology as a whole is growing faster than average. According to the 2012-13 Occupational Outlook Handbook employment of radiologic technologists is expected to grow by 28 percent between 2010 and 2020 (Bureau of Labor Statistics, 2013). Furthermore, the services provided by radiologic technologists are beginning to be shifted away from hospitals toward outpatient facilities which will increase the number of new jobs in physicians’ offices and imaging centers.

The American Society of Radiologic Technologists estimates over 2,600 students could be accommodated in radiography programs. The mean number of qualified students turned away in radiography equaled 37.1 per program or a total estimate of 14,978 students.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Due to the expansion of services at the Mayo Clinic in Jacksonville and the anticipated retirement of employees in the Department of Radiology, a number of vacancies are expected. The Mayo Clinic wants to fill these vacancies with individuals holding a B.S. in Radiography. As a result, the Mayo Clinic has reached out to UNF to collaborate in the design and delivery of the B.S. in Radiography. Once the B.S. in Radiography is approved
and implemented, the Mayo Clinic will cease to offer their Associate of Science program.

According to the MSHS admissions data, shown in the table below, their current program receives a large number of applications for the eight available student slots each year. This level of student interest is anticipated to continue.

<table>
<thead>
<tr>
<th></th>
<th>2006 - 07</th>
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<th>2009 - 10</th>
<th>2010 - 11</th>
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<tr>
<td>Applications</td>
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<td>30</td>
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<td>25</td>
<td>22</td>
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</tbody>
</table>

In addition, a similar program is offered at the University of Rochester Medical Center in Minnesota. This institution partners with Mayo Clinic in Minnesota to award a baccalaureate degree in Radiography. The Radiography program at the Mayo Clinic in Minnesota admits 40 students per year and is a competitive program.

The Brooks College of Health academic advising office has also responded to many calls from individual students interested in pursuing a bachelor’s degree in radiography.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

UNF will be the first institution in the SUS to offer a baccalaureate degree in Radiography. According to the Florida TalentNet, there is only one other institution in Florida offering the B.S. in Radiography (51.0911) – Adventist University of Health Sciences, formerly the Florida Hospital College of Health Sciences, located in Orlando, Florida. Adventist University of Health Sciences in Orlando is associated with ICUF and is a SACS accredited institution. Adventist University of Health Sciences in Orlando offers an online bachelor’s degree that requires prior registration by the American Registry of Technologists.

The program offered at Adventist University of Health Sciences is specifically for students who are currently AART or NMTCB- registered radiologic technologists. This program bridges the student’s Associate of Science degree to a Bachelor of Science degree.

The Mayo Clinic prefers a face-to-face delivery approach with clinical rotations located at Mayo. Because the program at Adventist University of Health Sciences is an online program specifically for registered radiologic technologists, UNF/MSHS has not contacted Adventist University of Health Sciences about possible collaboration.

D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

From 2006-07 through 2010-11, the A.S. program offered by MSHS received an average of 27.8 applications each year. Given the current trend at Mayo Clinic in Jacksonville, it is anticipated that each year the UNF/MSHS collaborative B.S. in Radiography will continue to receive a similar number of applications for the eight available student slots. The program will admit students on a cohort basis and it will take two years for the student to complete the 60 upper division semester hours. As a result, it is projected that year 1 will have eight students and each subsequent year will have sixteen students.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in
consultation with the affected university), an analysis of how the program might have an impact upon that university’s ability to attract students of races different from that which is predominant on their campus in the subject program. The university’s Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

UNF is a community that consists of students, faculty and staff from a variety of cultures, backgrounds, and life experiences that are devoted to learning in a climate that is inclusive for all who interact here. The University is committed to attracting students of diverse backgrounds and experiences and is similarly committed to recruit, hire and retain employees who bring a diversity of viewpoints, cultures and a broad range of human experiences to the University. Such efforts enrich the quality and texture of our community and provide an environment where individuals and groups learn with and from each other.

Mayo Clinic defines diversity as all the characteristics which distinguish individuals or groups from one another. It includes distinctions based on race, color, creed, religion, gender, age, national origin, marital status, sexual orientation, veteran’s status, disability, or status with regard to public assistance. Mayo Clinic’s goal is to create a caring service environment where individual differences are valued allowing all staff to achieve and contribute to their fullest potential. Mayo Clinic’s goal is to serve patients, families and one another with respect, concern, courtesy and responsiveness. A climate that nurtures and supports the fullest contributions of everyone is essential to Mayo Clinic’s success in patient care, education, and research. Creating and sustaining this climate are the responsibilities of all who provide service and learn at Mayo Clinic.

Specific initiatives to increase diversity in the radiology program include:

- Expanding faculty to include more members from under-represented populations, including Black/African American and Hispanic individuals;
- Directly recruiting students of cultural minority groups; and
- Identifying potential grants and scholarships targeting at members of diverse backgrounds.

signature of Equal Opportunity Officer

Date

III. Budget

A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate.

Projected funding will come from enrollment growth tuition and existing college funding (not reallocated). UNF and the Mayo Clinic will enter into a contractual relationship whereby the University will provide the Mayo Clinic with funds to cover costs associated with MSHS faculty participation. Degree program oversight will be handled by the Dean of the College and the Health Law & Ethics course, taught each year, will be taught by a UNF faculty member. Because there will only be eight Radiography students per year an additional course section will not be required and the Radiography students will join other Health Science majors. The Mayo Clinic will provide library resources, classrooms, and clinical experiences.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential
positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

A reallocation of resources for the proposed program will not be necessary.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

It is anticipated that this degree will appeal to current UNF students with an interest in healthcare. Most specifically, the program may be an option for pre-nursing or pre-med students who decide to look for other options in healthcare. As such there will be little or no increased need for general education, common prerequisite, or other courses.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.) Describe the external resources that appear to be available to support the proposed program.

Mayo Clinic Jacksonville has committed to support this program, as they will provide qualified faculty, classrooms, and clinical experiences for admitted students. The program has been discussed with all hospital CEOs in Jacksonville and once implemented may be offered in partnership with other hospitals in the area. It is clear that there is an increased need for graduates prepared in radiography.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

UNF’s Brooks College of Health is dedicated to building strong community relationships and meeting the needs of employers in region. The college embraces opportunities to engage with the Jacksonville community in order to enhance the healthcare industry. The implementation of a collaborative B.S. in Radiography degree with the Mayo Clinic is an opportunity that not only benefits UNF and the Mayo Clinic, but will also benefit the Jacksonville metropolitan area as well as the state of Florida and neighboring states.

As mentioned earlier, the field of radiologic technology is rapidly growing as baby boomers are retiring and aging. According to the 2012-13 Occupational Outlook Handbook employment of radiologic technologists is expected to grow by 28 percent between 2010 and 2020 (Bureau of Labor Statistics, 2013). The Mayo partnership will enable UNF to meet the labor needs identified by Mayo Clinic and the opportunity to develop additional partnerships with other major healthcare providers such as Baptist Health, St. Vincent’s, Nemours Children’s Hospital, and a number of outpatient facilities. And, more importantly, this initiative will enable UNF to confer a B.S. in Radiography at a relatively low cost because of the in-kind and financial contributions of the Mayo Clinic.

V. Access and Articulation – Bachelor’s Degrees Only

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

The B.S. in Radiography will be 120 credit hours total.

B. List program prerequisites and provide assurance that they are the same as the approved
common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

A review of the Common Prerequisite Manual confirmed that no other program is offered at the baccalaureate level for CIP code 51.0911. The proposed common prerequisites for the B.S. in Radiography listed below have been identified as similar prerequisite courses required by Mayo School of Health Sciences at the University of Minnesota Rochester (www.mayo.edu/mshs/careers/radiography/radiography-program-minnesota/admissions)

UNF Program Prerequisites- Total 32 credits:

MAC1105 3.0  College Algebra
SPC2608 3.0  Fundamentals of Speech
BSC2085C 4.0  Anatomy & Physiology I with lab
BSC2086C 4.0  Anatomy & Physiology II with lab
STA2014 3.0  Statistics
CHM2045C 4.0  General Chemistry I with lab
MCB2010C 4.0  Microbiology with lab
PSY2012 3.0  Introduction to Psychology
PHY2053 3.0  Algebra-based Physics
PHY2053L 1.0  Algebra-based Physics lab

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Due to the limitations of clinical placements and qualified faculty, the B.S. in Radiography degree program will only be able to accommodate a total of 16 students per year. UNF will seek limited access status for this degree program.

Every effort will be made to treat native UNF students and AA transfer students from a Florida public community/state college equitably. Because grades are a predictor of success in the degree program as well as on the national licensing examination, they will play an important role in the selection process. Both overall GPA, as well as GPA in the common prerequisite courses, will be considered.

**Proposed Admission Criteria**

- UNF Students
  - Completion of a minimum of sixty (60) semester hours of courses
General education requirements met
- Completion of all common prerequisite courses at a regionally accredited institution
- AA transfer student from a Florida public community/state college
- Completion of all common prerequisite courses at a regionally accredited institution
- Minimum cumulative GPA of at least 3.0 on a 4.0 scale;
- Minimum common prerequisite GPA of at least 3.0 on a 4.0 scale with at least a “C” in each prerequisite course
- Interview with Program Director and selected faculty.
- Additional requirements for admission include:
  - completed immunizations and a physical exam indicating there is no health condition present that would prohibit providing patient care
  - FDLE background check
  - Drug screening
  - HIPPA training

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

The B.S. in Radiography is not an AS-to-BS capstone program.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The program aspires to prepare individuals for a career in radiography by providing a high-quality curriculum, state of the art facilities, a diverse patient population and a favorable faculty-to-student ratio, all in an environment supporting the values of the institution. To meet this objective, students are prepared with the ability to be successful in the field of radiography, perform entry level skills in the field, think critically, and demonstrate personal and professional qualities needed to succeed in the field.

This is consistent with the SUS Strategic Plan. Specifically it relates to increasing degree productivity, number of degrees in areas of strategic emphasis and community and business workforce. This program will address the need for health professionals educated in radiography. The University of North Florida (UNF) will work in conjunction with Mayo Clinics to achieve this goal.

The UNF Mission Statement stresses the institution’s commitment to preparing students to make significant contributions post-graduation. This supports the program goal: Students will graduate with the basic skills needed to perform radiography as an entry-level practitioner. This program will educate graduates to make a positive impact on overall health outcomes.

The Mission also states that at UNF students and faculty engage in the discovery and application of knowledge. This supports the program goal: Students will graduate with the ability to think critically and problem-solve. Nothing is truer as when students and faculty work together in the clinical area applying knowledge to specific patient situations. This aligns with the mission of UNF to “maintain an unreserved commitment to student success within a diverse, supportive campus culture”.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed program supports current strengths of the University in terms of providing high quality undergraduate programs that are in demand by the community and beyond. The Brooks College of Health includes a significant number of other health care programs which work closely with community partners. The
radiography program will align easily. We currently offer accredited programs in nursing, nutrition, health administration, athletic training, physical therapy, public health and clinical mental health counseling. Health is an area of emphasis at the University of North Florida. Mayo Clinic Jacksonville is well known for its quality patient care, as well as research and educational programs. The radiography program is one of many allied health programs offered on the campus. Our intention is to collaborate in such a way that the program reaches even greater potential by offering a bachelor degree to students.

Jacksonville is a hub for health care with many medical centers, clinics, and medical businesses. Students recognize the employment opportunities in health. As a result, health care programs in the College and city are in high demand.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

During 2010, Mayo Clinic Jacksonville approached the Brooks College of Health about their desire to offer a Bachelor of Science in Radiography. Discussions have occurred since that time with all interested parties to make this a reality.

In the planning process discussions have occurred with Dean Jeff Coker, Provost Mark Workman, and Director of Academic Program Shawn Brayton to ensure support from Academic Affairs. Dean Pam Chally and Heather Kenney have met with Mayo Clinic’s Operations Manager Kate Ray and Radiography Program Director Stanley Oleniczak to develop the new bachelors program requirements and proposal.

Dean Chally has discussed financial management and structure of the radiography program with UNF Vice President for Finance Shari Shuman and the Office of General Counsel. Dean Chally and Heather Kenney submitted the proposal through the APC process by the February 2013 deadline.

The events leading to implementation will include proposal review by the Council of Deans, UNF’s Board of Trustees, and the Florida Board of Governors along with the approval of the Brooks College of Health faculty in 2013.

After approval has been given the curriculum will be submitted to the UNF APC committee for review. Stanley Oleniczak has prepared upper-level course curriculum requirements. After the curriculum is approved by UNF and has been reviewed by the State of Florida, students will be recruited for admission in Fall 2014.

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
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<tbody>
<tr>
<td>May 2011</td>
<td>Kate Ray, Operations Manager, Education, Stanley Olejniczak, Director of Radiology, Fran St. George, Pam Chally, Dean, Cathy Christie, Associate Dean</td>
<td>Curriculum reviewed along with prerequisites to meet UNF general education requirements</td>
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<tr>
<td>September 2011</td>
<td>Brooks Executive Committee</td>
<td>Discussion and approval of concept</td>
</tr>
<tr>
<td>December 2011</td>
<td>Heather Kenney, Stanley Olejniczak</td>
<td>Further discussion about collaboration and specifics of radiology program</td>
</tr>
<tr>
<td>August 2012</td>
<td>Kate Ray, Stanley Olejniczak, Heather Kenney, Pam Chally</td>
<td>Details of contractual arrangement discussed as well as potential faculty</td>
</tr>
<tr>
<td>October 2012</td>
<td>Provost Mark Workman, Pam Chally</td>
<td>Met to discuss viability of offering such a program and commitment to Mayo’s vision</td>
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<tr>
<td>November 2012</td>
<td>Shari Shuman, VP of Admin &amp; Finance, Pam Chally</td>
<td>Discussion of contractual arrangement and finance of program</td>
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<tr>
<td>December 2012</td>
<td>SUS Council of Academic Vice Presidents (CAVPs)</td>
<td>With support from Provost Workman, program was approve by CAVPs</td>
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<tr>
<td>January 2013</td>
<td>Shari Shuman, Scott Bennett, Associate VP of Admin &amp; Finance</td>
<td>Budget concept discussed with further discussion needed between Mayo and UNF</td>
</tr>
<tr>
<td>February 2013</td>
<td>Dean of Undergraduate studies, Jeff Coker,</td>
<td>Discussion about implications of program and</td>
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Events Leading to Implementation

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<td>February 2013</td>
<td>Request to plan approved and placed on Master Plan</td>
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<td>February 2013</td>
<td>Proposal submitted</td>
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<tr>
<td>April 2013</td>
<td>Consideration by Faculty Association</td>
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<td>June 2013</td>
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<td>September 2013</td>
<td>Limited Access proposal considered by Board of Governors</td>
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<td>February-May 2013</td>
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<td>October 2013</td>
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<td>August 2014</td>
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VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The School of Nursing holds accreditation from the Commission of Collegiate Nursing Education and was recently accredited without recommendation. The Nurse Anesthesia Program most recently was accredited without recommendations for the Council of Anesthesia.

The Nutrition and Dietetics Program had its last accreditation visit in 2003 with one recommendation which was to establish separate mission and vision statements for each of the two accredited programs, the undergraduate program and the Masters with dietetic internship. Mission and vision statements were created and the accreditation was awarded for 10 years which is the maximum time period awarded. The nutrition programs are currently completing their required self-study documents for the next scheduled accreditation visit in fall, 2013.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The following are the four broad student learning outcomes that students are expected to achieve in the program at the University of North Florida. Learning outcomes are assessed through course descriptions, practicum objectives, and competency forms. Upon completion of the B.S. in Radiography, the students will have obtained:

a. **Knowledge**: Understanding of general and specific facts, processes, theories, and methodologies
b. **Skills**: Attainment of competencies to include academic, clinical, communicative, interpersonal, and leadership
c. **Values and Beliefs**: Development of appropriate professional attributes and the “professional mindset”
Program Mission Statement
In collaboration with Mayo Clinic Jacksonville, the Radiography program at the University of North Florida provides a high quality theoretical and clinical learning environment that produces graduates who achieve licensure, professional employment related to the major, and/or further education. Radiography students complete a rigorous, evidenced-based curriculum that includes 28 hours of pre-requisite courses and 60 hours of major requirement courses. Through a variety of learning approaches including lectures, case studies, guest speakers, laboratory instruction, and clinical experiences, students are prepared to apply theories and principles of high quality radiography to patient care settings. All required American Registry of Radiologic Technologists (ARTT) competencies are completed in the five clinical practicums.

Graduates will be able to:

Student Learning Outcomes
Content/Discipline-Specific Knowledge/Skills
• Explain the theoretical principles of radiation protection.
• Explain the theoretical principles of radiographic equipment operation and quality control.
• Explain the theoretical principles of radiographic image production and evaluation.
• Explain the theoretical principles of radiographic positioning and procedures.
• Explain the theoretical principles of patient care and the administration of radiographic contrast media.
• Demonstrate clinical competence in producing images of diagnostic quality.
• Demonstrate the ability to adapt technique and/or positioning for non-routine exams.
• Practice radiation safety according to ALARA principles.

Communication Skills
• Apply these skills to compassionate, safe and appropriate patient care.
• Demonstrate the ability to practice as part of clinical teams and health care systems.
• Demonstrate cultural competency and respect for diversity in all professional interactions.
• Exhibit appropriate and professional skills of interpersonal communication with all patients and other members of the health team.

Critical Thinking Skills
• Demonstrate evidence-based clinical knowledge necessary to practice the profession of Radiography.
• Demonstrate the ability to critique image quality and make changes in technique and/or positioning when necessary.
• Apply quality improvement techniques to enhance patient care.

Other Skills (Opt.)
• Demonstrate skills for life-long, self-directed learning.
• Practice according to the ethical principles and legal requirements of the profession of Radiography and of Mayo Clinic.
• Demonstrate the broader responsibilities of health care workers to society.

Theoretical knowledge is assessed through multiple choice and essay exams and through research papers. Practical skills, communication skills, and professional behaviors are assessed through observation of patient situations by clinical supervisors using agreed upon rubrics.

B. Describe the admission standards and graduation requirements for the program.

Admission Standards/Requirements:
1. a. Sixty (60) semester hours of courses with satisfaction of UNF general education requirements,
   b. Completion of all radiography prerequisite courses at any regionally accredited institution.
   -OR-
   a. An Associate of Arts (AA) degree from a Florida community college, and
   b. Completion of all radiography prerequisite courses at any regionally accredited institution.
2. Minimum overall GPA of at least 3.0 on a 4.0 scale; minimum prerequisite GPA of at least 3.0 on a 4.0 scale with at least a “C” in each prerequisite
Overall grade point average and GPA in the radiography prerequisite courses will be considered. Letters of recommendation are required for admission. Applicants considered for an appointment will be invited to Mayo Clinic in Jacksonville for an interview with the program director and selected faculty. The program will admit 7-10 students each semester depending on clinical space.

**Graduation Requirements:**

Graduation from UNF is awarded upon satisfactory completion of the following minimum requirements (University Catalog 2012-2013):

1. Apply for graduation by the deadline indicated in the Academic Calendar.
2. Faculty Recommendation: Each candidate must be recommended for the degree by the appropriate college faculty.
3. Total Hours: A minimum of 120 credit hours must be completed for the baccalaureate degree.
4. Course Requirement: Each candidate must successfully complete all degree requirements as outlined in the University catalog and program of study.
5. Upper Level Hours: A minimum of 48 upper-level credit hours (30 for RN-BSN) must be completed. Upper-level courses are those designated as junior- or senior-level work by the issuing institution.
6. Residence Hours: Students must complete the greater of: (1) 45 upper-level degree UNF total institutional credit hours (30 for RN-BSN) or (2) 75% of the upper-level degree UNF total institutional credit hours. Upper division undergraduate credit hours obtained while enrolled in an approved UNF study abroad program will be counted in the upper-level credit hours required to obtain a baccalaureate degree.
7. Summer Enrollment: Pursuant to the Florida Board of Governors regulation 6.016 Summer Session Enrollment, all students entering a university in the State University System with fewer than 60 semester hours shall be required to earn at least nine semester credit hours in one or more summer sessions at one of the state universities in Florida before graduation. The University president or his designee may waive the application of this regulation in cases of unusual hardship to the individual.
8. Academic Average:

   a) UNF — A minimum total Institutional GPA of 2.0 on a 4.0 scale must be earned (2.5 for most College of Education and Human Services majors), as stated in the ‘Academic Average (GPA) Policy.’ AND

   b) A minimum Overall GPA of 2.0 on a 4.0 scale must be earned, (2.5 for most College of Education and Human Services majors), as stated in the ‘Academic Average (GPA) Policy.’

9. General Education Program: The appropriate general education program requirements must be completed.
10. Financial Obligations: Students must pay all financial obligations to the University.
11. Foreign Language Requirement: Students must meet the provision of Florida Statute 1007.262 regarding the statewide foreign language requirement. Students must have completed two sequential foreign language courses in high school or at the postsecondary level (8 semester hours). American Sign Language I and II is an approved sequence per Florida Statute 1007.2615.

**C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

After completion of 60 lower division hours, including general education and common prerequisites, the remaining 60 semester hours of the B.S. Radiography curriculum is a full-time course of study and follows a specific sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTE3XXX Patient Care Techniques</td>
<td>2</td>
</tr>
<tr>
<td>RTE3XXX Radiographic Procedures I</td>
<td>4</td>
</tr>
<tr>
<td>RTE3XXX Radiation Physics</td>
<td>2</td>
</tr>
<tr>
<td>RTE3XXX Clinical Practicum I</td>
<td>5</td>
</tr>
<tr>
<td>RTE3XXX Foundations of Radiography</td>
<td>1</td>
</tr>
</tbody>
</table>
Spring Semester (Junior year)
RTE3XXX Radiographic Procedures II 7
RTE3XXX Radiographic Exposure 2
RTE3XXX Clinical Practicum II 4

Summer Semester (Junior year)
RTE4XXX Clinical Practicum III 8

Fall Semester (Senior year)
RTE4XXX Radiographic Factor Analysis 2
RTE4XXX Applied Radiographic Topics 1
RTE4XXX Computed Tomography 1
RTE4XXX Radiation Protection & Advanced Imaging 3
RTE4XXX Clinical Practicum IV 6

Spring Semester (Senior Year)
HSA4553 Health Law & Ethics 3
RTE4XXX Clinical Practicum V 6
RTE4XXX Radiographic Procedures III 3

Total Credits 120

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The course sequence is listed above.

E. Provide a one- or two-sentence description of each required or elective course.

RTE3XXX Patient Care Techniques
This course will provide the knowledge required for students to become competent in performing radiographic patient care activities: CPR, patient vital signs (blood pressure, pulse, and respirations), sterile and aseptic techniques, venipuncture, patient transfers, and proper use and care of patient medical equipment. The course will focus on patient and staff safety.

RTE3XXX Radiographic Procedures I
This course provides a review of the anatomy of the chest, abdomen, spine, lower and upper extremities. The course covers the radiographic examinations of the chest, abdomen, and upper extremity. Radiographic positioning instruction utilized to demonstrate the anatomy of the systems listed above is provided in this course. Routine radiographic anatomy as well as pathology and trauma demonstrated on radiographic images will be included. Adaptive methods to modify standard positioning.

RTE3XXX Radiation Physics
This course provides the physics concepts in velocity, acceleration, force, weight, momentum, work, power, heat, magnetism, energy and anatomic structure. The course provides an explanation as to how electricity, magnetism, transformers, and rectification play as components of x-ray circuitry. The x-ray tube structure and function is covered as well as its relation to the x-ray circuit. The production of x-rays are explained and discussed.

RTE3XXX Clinical Practicum I
RTE3XXX Foundations of Radiography
The course introduces students to the profession of radiologic technology. It provides the foundation for understanding the radiographer's role in a radiology department. The course provides the basis for the ethical responsibility to their profession and institution. The course provides an introduction to the Radiographer's Code of Ethics and the Patient's Bill of Rights.

RTE3XXX Radiographic Procedures II
This course is a review of the anatomy of the axial skeletal system, gastrointestinal system, urinary system and the lower extremity. Radiographic positioning instruction utilized to demonstrate
human anatomy is provided in this course. Pathology and trauma adaptive positioning is included as well as evaluation of standard radiographic images. Positioning considerations and evaluating radiographs will be emphasized.

RTE3XXX Radiographic Exposure
This course covers the topics of x-ray production, the emission spectrum from tungsten and molybdenum targets, interactions of radiation with matter, and the radiation dose as it relates to the radiographic image. Also included is the effect of scattered and secondary radiation on radiographic images. This course includes how to control the effects of scatter radiation.

RTE3XXX Clinical Practicum II
Students rotate through various clinical rotations in the Mayo Clinic Jacksonville and Mayo Clinic Hospital Departments of Radiology; also voluntary rotations to Shands Jacksonville as an observation site. This section of clinical radiography requires students to continue completing all ARRT required competencies.

RTE4XXX Clinical Practicum III
Students rotate through various clinical rotations in the Mayo Clinic Jacksonville and Mayo Clinic Hospital Departments of Radiology; also voluntary rotations to Shands Jacksonville as an observation site. This section of clinical radiography requires students to continue completing all ARRT required competencies.

RTE4XXX Radiographic Factor Analysis
The theory and mathematical concepts and formulas needed to adjust exposure techniques in radiography practice will be covered. Students will solve algebraic equations to determine how to adjust radiographic exposure factors. A review of the prime factors as well as intensifying screens, grids, and other ancillary factors are covered in this course.

RTE4XXX Applied Radiographic Topics
This course requires the student to perform a literature review of a radiologic topic of their choice and write a paper exploring the topic. The topic of the paper must pertain to the radiology imaging field. The paper will include the purpose, method and scope of the literature search. The student will draw on the information and opinions of others who have written on the topic and offer their own significant opinions on the issues discussed.

RTE4XXX Computed Tomography
This course provides an introduction to CT. The history, theory and required equipment for the imaging modality is presented, along with a discussion on exams performed in each area. Emphasis is placed on anatomy visualized in CT procedures.

RTE4XXX Radiation Protection & Advanced Imaging
This course reviews the types and sources of radiation and their interactions with matter. Effects of high doses on biologic systems are described and effects of low doses on populations are presented. Elements of radiation protection are included in this course. Quality management concepts, measurements, interpretation, and correcting actions and governmental regulations insuring compliance are presented. Advanced imaging concepts are presented.

RTE4XXX Clinical Practicum IV
Students rotate through various clinical rotations in the Mayo Clinic Jacksonville and Mayo Clinic Hospital Departments of Radiology; also voluntary rotations to Shands Jacksonville as an observation site. This section of clinical radiography requires students to continue completing all ARRT required competencies.

HSA4553 Health Law & Ethics
The principles and rules of law and how they relate to health care organizations and the ethical issues of consumers and providers of health care. The course also focuses on ethics and its principles and application in service settings. Contemporary issues confronting those delivering and using health care will be examined.

RTE4XXX Clinical Practicum V
Students rotate through various clinical rotations in the Mayo Clinic Jacksonville and Mayo Clinic Hospital Departments of Radiology; also voluntary rotations to Shands Jacksonville as an observation site. This section of clinical radiography requires students to continue completing all ARRT required competencies.

RTE4XXX Radiographic Procedures III
This course provides an introduction to MRI, Mammography and Neuro-cardiovascular imaging. Radiographic
procedures of the skull are included in this course. An emphasis on pediatric radiography is also included in this course. The history, theory and required equipment for the imaging modality is presented, along with a discussion on exams performed in each area.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

This program is not STEM related degree program.

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The radiography profession and the Joint Review Committee on Education in Radiologic Technology (JRCERT) promote academic excellence, patient safety, and quality healthcare. JRCERT provide six standards for accreditation purposes: Integrity, Resources, Curriculum and Academic Practices, Health and Safety, Assessment, and Programmatic Data to ensure high quality degrees in radiography.

The JRCERT is the only agency recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA) for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry.

The radiography associate degree program is currently accredited with the JRCERT. We anticipate continuing accreditation of the baccalaureate program through JRCERT. Once the program has received approval from the University of North Florida Board of Trustees, JRCERT will be notified of our intent. At that time, they will determine if a site visit is necessary or if the accreditation will be automatic to the baccalaureate program.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

This is not a doctoral program.

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

Delivery of program requirements will be provided on the University of North Florida campus to complete general education requirements, Gordon Rule requirements, and common prerequisite courses. Students admitted into the Radiography program will enroll in major courses offered on the Mayo campus in Jacksonville, Florida. Students will take courses on the main campus of both institutions and use traditional delivery of course materials. Students will also take clinical courses and participate in clinical rotations at the Mayo campus.

IX. Faculty Participation

A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be
directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Refer to table 4 in Appendix A.

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Refer to table 2 in Appendix A.

C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

Refer to Appendix B for CVs of faculty.

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The Brooks College of Health has grown significantly over recent years. FTE production has grown from slightly under 1,000 in 2008-09 to 1,345 in 2012-13. Our students perform well on licensing examinations, always achieving above the national average. The Physical Therapy and Nurse Anesthesia programs achieved 100% licensure pass rate while the generic baccalaureate nursing program’s graduate passed the licensure exam at 98%.

In 2011-2012, College faculty published or presented over 120 separate articles/presentations/book chapters, etc. Faculty members are also heavily involved in community transformational learning activities and as such provide many meaningful services to the region.

Mayo faculty members are highly recognized for their contribution to medical science. The faculty involved with the radiography program is no exception. Both Dr. Garner and Mr. Olejniczak have publications and numerous peer reviewed presentations.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

The Mayo Clinic is served by an integrated library system including extensive online components and efficient delivery systems. The Mayo library system includes the Mayo Digital Library accessible 24/7 at all institutional sites, library locations on the Jacksonville, Rochester, and Arizona group practice campuses, and libraries serving the regional practices of the Mayo Health System. Special collections include hospital-based patient libraries supporting the needs of hospitalized patients and their families and special libraries serving the needs of students and faculty of Mayo Medical School and Mayo School of Health Sciences. Rare medical works (books from 1479; journals from 1665) of scholarly significance, first descriptions, and classic accounts as well as works which help explain the development of medicine are housed in the Mayo History of Medicine Library.

Resources available to staff and students include a rich collection of traditional and digital resources networked throughout all Mayo sites. The collections cover the entirety of clinical medicine, biomedical research areas, and related fields. The Mayo library system contains an extensive collection of journals and books totaling 398,922 archival volumes. The collection includes 6,464 journal titles with a subset of approximately 4,137 electronic journals and over 546 electronic textbooks and finding tools.

The Mayo libraries are fully automated utilizing the Innovative Interfaces, Inc. library management system for acquisitions, cataloging, serials control, reserves, media booking, and online catalog. Other systems include a Sybase database providing title and subject access to electronic journals, an extensive web site, and support of the
B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

Consultation with the UNF library was conducted. The UNF library catalog provides online books, government documents, video, and periodicals ranging in date from 1958 to 2012. Please see Appendix A: Thomas G. Carpenter Library, University of North Florida: Databases Supporting Programs in the Brooks College of Health. Radiology Titles in the UNF Library Catalog can be provided. Several examples are listed below:


Example Journals available through UNF library to all UNF students:
- Abdominal Imaging
- Acta Radiologica
- Anales de Radiología, Mexico
- Annals of the ICRP
- Applied Radiology
- ASRT Scanner
- Australasian Radiology
- Cardiovascular and Interventional Radiology
- Case Reports in Radiology
- Clinical imaging
- Clinical Neuroradiology
- Clinical Radiology
- Clinical radiology extra
- Computerized Medical Imaging and Graphics
- Contrast Media and Molecular Imaging
- Current Problems in Diagnostic Radiology
- Diagnostic and Interventional Radiology: Official Journal of the Turkish Society of Radiology
- Diagnostic Imaging

In collaboration with Mayo Clinic Jacksonville students will use Mayo Clinic’s library services. Mayo has collection specifically related to radiography. New library resources at UNF will not be needed. This program is not a distance learning program and will not need additional technology.

The Mayo Clinic is served by an integrated library system including extensive online components and efficient delivery systems. The Mayo library system includes the Mayo Digital Library accessible 24/7 at all institutional sites, library locations on the Jacksonville, Rochester, and Arizona group practice campuses, and libraries serving
the regional practices of the Mayo Health System. Special collections include hospital-based patient libraries supporting the needs of hospitalized patients and their families and special libraries serving the needs of students and faculty of Mayo Medical School and Mayo School of Health Sciences. Rare medical works (books from 1479; journals from 1665) of scholarly significance, first descriptions, and classic accounts as well as works which help explain the development of medicine are housed in the Mayo History of Medicine Library.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Office space will be assigned to all faculty, instructors, and adjunct faculty within Brooks College of Health Facility (Bldg 39). The Radiography program has the following allocated space at Mayo Clinic Jacksonville:

Classroom: The classroom is a 712 square foot room that is used for didactic instruction as well as independent student study. There are 6 computers in the classroom that can be utilized by students for Internet searches, tutorials, and individual or group projects.

Faculty Offices: There are two 50 square foot offices for use by the clinical instructors and one 84 square foot office for the use of the program director. These offices are utilized for lesson preparation, student counseling, and other administrative purposes.

Lab: While the program does not have an individual lab for student use, we are able to schedule the use of an examination room in the diagnostic radiology department. Each positioning course as well as each physics course spends some time in the lab evaluating student performance and making the theoretical concepts practical.

In addition to the above, there is a dedicated and locked 36 square foot storage room that the program utilizes for supply and record storage. The program also maintains lockers for the students near the classroom.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

No new space will be needed.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

All equipment resides and will be maintained by Mayo Clinic.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.
Additional specialized equipment is not needed.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

We anticipate Mayo Clinic in Jacksonville will incur any additional cost associated with resources needed for the Radiography program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

Brooks College of Health provides the following scholarships opportunities.

<table>
<thead>
<tr>
<th>Name</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baptist Medical Nassau Auxiliary</td>
<td>Meet UNF admission requirements, be accepted into a BCH program, reside in Nassau County, be enrolled as a full-time or part-time student and maintain a minimum undergraduate GPA of 3.0.</td>
</tr>
<tr>
<td>Brooks Health</td>
<td>Meet admission requirements and be accepted to UNF, maintain UNF GPA of 3.0, complete the Free Application for Federal Student Aid (FAFSA). Preference will be given to students whose interests are in the rehabilitation professions, such as physical therapy, nursing, and athletic training.</td>
</tr>
<tr>
<td>Memorial Hospital Jacksonville Auxiliary</td>
<td>Must be a full-time junior, senior, or a full-time graduate student, enrolled in a minimum of 12 undergraduate semester hours or 9 graduate semester hours, must maintain a 2.5 undergraduate or 3.0 graduate GPA, and complete the Free Application for Federal Student Aid (FAFSA).</td>
</tr>
<tr>
<td>Paul &amp; Virginia Shields</td>
<td>Meet UNF admission requirements, meet admission standards for a major at the junior level, maintain UNF GPA of 3.0, earn a minimum of 18 credits by the end of each academic year, and complete the Free Application for Federal Student Aid (FAFSA).</td>
</tr>
<tr>
<td>Lynne M. Sneed</td>
<td>Meet UNF admission requirements, be enrolled in the Brooks College of Health as a full-time or part-time student, maintain a minimum UNF GPA of at least 2.5, complete the Free Application for Federal Student Aid (FAFSA), and demonstrate financial need.</td>
</tr>
</tbody>
</table>

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Students rotate through various clinical rotations in the Mayo Clinic Jacksonville and Mayo Clinic Hospital Departments of Radiology; also voluntary rotations to Shands Jacksonville as an observation site. This section of clinical radiography requires students to continue completing all ARRT required competencies.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

No new capital expenditures will be required for this program.
APPENDIX A

TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

<table>
<thead>
<tr>
<th>Source of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Upper-level students who are transferring from</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>other majors within the university**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who initially entered the university as</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>FTIC students and who are progressing from the lower</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the upper level***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida College System transfers to the upper level**</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>colleges and universities***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>8</td>
<td>6</td>
<td>16</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.
## APPENDIX A

### TABLE 2
**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocated Base (E&amp;G)</td>
<td>7,662</td>
<td>8,624</td>
</tr>
<tr>
<td>Enrollment Growth (E&amp;G)</td>
<td>17,854</td>
<td>37,691</td>
</tr>
<tr>
<td>Other New Recurring (E&amp;G)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Non-Recurring (E&amp;G)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Auxiliary Funds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal E&amp;G, Auxiliary, and C&amp;G</td>
<td>$25,516</td>
<td>$46,315</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

### Faculty and Staff Summary

<table>
<thead>
<tr>
<th>Total Positions</th>
<th>Year 1</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>1.79</td>
<td>2.54</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0</td>
<td>0</td>
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<tr>
<td>USPS (FTE)</td>
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<td>0</td>
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</tbody>
</table>

### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$25,516</td>
<td>$46,315</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>8</td>
<td>16</td>
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<tr>
<td>E&amp;G Cost per FTE</td>
<td>$3,190</td>
<td>$2,895</td>
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</table>

Worksheet Table 2 Budget
### APPENDIX A

#### TABLE 3

**ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS***

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Reallocations will be necessary</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Totals | $0 | $0 | $0 |

* If not reallocating funds, please submit a zeroed Table 3

Worksheet Table 3 Reallocation
# Appendix A

## Table 4

### Anticipated Faculty Participation

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Highest Degree Held</th>
<th>Rank</th>
<th>Academic Discipline or Speciality</th>
<th>Contract Status</th>
<th>Initial Date for Participation in Program</th>
<th>Mos. Contract Year 1</th>
<th>FTE Year 1</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1</th>
<th>Mos. Contract Year 5</th>
<th>FTE Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Stan Olejniczak, MS</td>
<td>Health Science</td>
<td>Instructor</td>
<td>MYA</td>
<td>Fall 2014</td>
<td>12</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>12</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>E</td>
<td>Hillary Garner, MD</td>
<td>Diagnostic Radiology</td>
<td>Associate</td>
<td>MYA</td>
<td>2014</td>
<td>12</td>
<td>1.00</td>
<td>0.75</td>
<td>0.75</td>
<td>1.00</td>
<td>12</td>
<td>1.00</td>
<td>0.75</td>
<td>0.75</td>
</tr>
<tr>
<td>E</td>
<td>TBD</td>
<td>Radiology</td>
<td>Assistant</td>
<td>MYA</td>
<td>Fall 2018</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>12</td>
<td>1.00</td>
<td>0.75</td>
<td>0.75</td>
</tr>
<tr>
<td>A</td>
<td>JoAnn Nolin, JD, MSH</td>
<td>Law and Health Science</td>
<td>Associate</td>
<td>Tenured</td>
<td>Fall 2014</td>
<td>9</td>
<td>0.75</td>
<td>0.03</td>
<td>0.02</td>
<td>0.02</td>
<td>9</td>
<td>0.75</td>
<td>0.03</td>
<td>0.02</td>
</tr>
<tr>
<td>A</td>
<td>Pam Chally, PhD</td>
<td>Nursing</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2014</td>
<td>12</td>
<td>1.00</td>
<td>0.02</td>
<td>0.02</td>
<td>0.02</td>
<td>12</td>
<td>1.00</td>
<td>0.02</td>
<td>0.02</td>
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</table>

**Total Person-Years (PY)**

<table>
<thead>
<tr>
<th></th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Totals for Year 1</td>
<td>1.79</td>
</tr>
<tr>
<td>Overall Totals for Year 5</td>
<td>2.54</td>
</tr>
</tbody>
</table>

### PY Workload by Budget Classification

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>Year 1: 0.04</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>Year 1: 0.00</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>Year 1: 0.00</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Year 1: 0.00</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Year 1: 1.75</td>
</tr>
</tbody>
</table>

*Contract faculty are Mayo School of Health Sciences faculty*

Worksheet Table 4 Faculty
Appendix B – Faculty CVs
Curriculum Vitae
Stanley Raymond Olejniczak

PERSONAL INFORMATION
Date of Birth: October 10, 1952
Place of Birth: Chicago, Illinois
Citizenship: United States of America

Home Address 9063 Starpass Drive
And Telephone Jacksonville, Florida, 32256
904 519 2065

Business Address Radiology Department
And Telephone Mayo Clinic
4500 San Pablo Road
Jacksonville, Florida 32224
904 953 8663

PRESENT POSITION
2008 – Present Program Coordinator, Radiography Program
Mayo School of Health Science, Mayo Clinic Florida

EDUCATION
1993 – 1996 University of Arkansas, Fayetteville, Arkansas
Master of Science Degree in Health Science
Concentration in Community Health
1973 – 1978 Governors State University, Park Forest South, Illinois
Bachelor of Health Science in Allied Health
Emphasis in Allied Health Science Education
Associate in Applied Sciences

BOARD CERTIFICATION
1973 - present American Registry of Radiologic Technologists – Radiography

LICENSE
2008 - present State of Florida, Radiography, #67454

AWARDS
1997 – 2008 Alpha Eta Society member
1986 Technologist of the Year
Arkansas Society of Radiologic Technologists

PREVIOUS PROFESSIONAL POSITIONS AND MAJOR APPOINTMENTS
1991 – 2008 Program Director and Instructor
University of Arkansas for Medical Sciences
College of Health Related Professions
Area Health Education Center – Northwest
Division of Radiologic Imaging Sciences
Department of Imaging and Radiation Sciences
Fayetteville, Arkansas

1991 – 1993 Instructor – Radiation Imaging
Northwest Arkansas Community College
Radiation Therapy Program
Springdale, Arkansas

1990 – 1991 Radiation Safety Officer
Washington Regional Medical Center
Fayetteville, Arkansas

Review/Risk Management Committee
Washington Regional Medical Center
Fayetteville, Arkansas

1991 Interim Director Radiology
Washington Regional Medical Center
Fayetteville, Arkansas

1981 – 1991 Assistant Director Radiology
Washington Regional Medical Center
Fayetteville, Arkansas
1981 – 1991  Coordinator of In-service Education
Radiology Department
Washington Regional Medical Center
1986 – 1991  Member Products Evaluation Committee
Washington Regional Medical Center
1980 – 1981  Supervisor Special Procedures Department
Glendale Heights Community Hospital
Glendale Heights, Illinois
Moraine Valley Community College
Palos Heights, Illinois
1973 – 1980  Special Procedures Technologist
Clinical Instructor
Central Community Hospital
Chicago, Illinois

PROFESSIONAL MEMBERSHIPS AND SOCIETIES
2009 – present   Site Visitor - Apprentice
Joint Review Committee on Education in
Radiologic Technology
Chicago, Illinois
2008 – 2009   Florida Society of Radiologic Technologists
2007 – 2008   Volunteer Member Arkansas Area Health Education
Center Northwest Medical Reserve Corps
Fayetteville, Arkansas
2006 – 2008   Lambda Nu National Honor Society
Radiologic and Imaging Sciences
Arkansas Chi Chapter
1994 – 1999   Association of Educators in Radiological Sciences
1996   Book Reviewer Mosby – Year Book
1991 – 2003   Arkansas Society of Radiologic Technologists
1987 – 1988   Member of Executive Board
1986 – 1987   President
1985 – 1986   President-Elect
1986   Convention Chairman: Annual Meeting
1985 – 1986   Vice-President
1983 – 1984   Counselor
1981 – 1999   Northwest Arkansas Society of Radiologic Technologists
1981 – 1982   President
1972 – 1981   Illinois Society of Radiologic Technologists
1972 – 1981   I.S.R.T. District 1
1975   Membership Chairman District 1
1972 – present   American Society of Radiologic Technologists
1987 – 1993   Council on Continuing Radiologic Education
1986   By-laws Committee Member
1986 – 1987   Delegate in House of Delegates
1973   Properties Committee National Convention

EDUCATIONAL ACTIVITIES
Curriculum/Course Development
2012 – Planning to implement a Bachelor degree program for radiologic technology. In progress with the
University of North Florida
2011 – present – Implementing Blackboard Learn into the radiologic technology curriculum. Development of
testing through Blackboard. Development of remediation through Blackboard. Development of learning modules
through Blackboard.

In 2009, the Interim Report to maintain accreditation with the Joint Review Committee on Education in Radiologic
Technology was submitted. The program was awarded maintenance of accreditation for a period of eight years.
The interim report occurs at the mid-way point of the eight year span. The program was also commended on the
quality and organization of its interim report. Reviewed or revised the following: syllabi, objectives, lesson plans,
teaching materials, and lab instruction for the following courses:

**MYO 1125 Intro to Radiography and Patient Care** – This course provides a brief history and introduction to the field of Radiography including an overview of equipment, exams, terminology, facilities, practices, and patient care. It prepares students to provide basic patient care including vital signs, pharmacology, phlebotomy, and aseptic technique. It also provides principles of medical ethics in the radiographer’s contacts with patients, coworkers, physicians, and others in the medical institution.

**MYO 1175 Skeletal Anatomy** – The structure of bone and common terminology are discussed in this course along with a detailed look at each bone and its unique characteristics. The complete skeletal anatomy course has been placed on Blackboard Learn.

**MYO 1200 Chest and Abdominal Radiography** – Chest and abdomen anatomy, pathology, radiographic imaging techniques and modifications, and film critique are covered in this course.

**MYO 1202 Radiation Physics I** – History, applications, and physics of x-radiation will be taught. Functions and contributions of each component of the x-ray tube will also be presented.

**MYO 2209 Radiation Physics II** – Mathematical formulas and the factors needed to adjust or determine exposure techniques in radiography practice will be taught along with theoretical concepts.

**MYO 2302 Radiation Physics III** – X-ray production, x-ray interactions with matter, patient doses, and image receptors are presented. Primary exposure variables, density, contrast, detail, and methods of exposure calculation are reviewed. Several voice-over-power point lectures were generated for the students to use at home to enhance the instruction of digital radiography and PACS.

**MYO 2409 Applied Radiography Topics** – Compilation of brief lectures, portfolios, and student presentations are presented with much student involvement. Topics are directly related to the program curriculum. A formal manuscript is prepared by each student, then reviewed and graded by faculty members.

The program has had success with placing the Skeletal Anatomy and Pediatrics course on Blackboard Learn. At this time, these will be the only courses that are completed by the student totally on Blackboard. Blackboard course shells are being obtained during the fall of 2010 for all of didactic radiology courses. Parts of Blackboard can by used to enhance the efficiency of instruction. The program will be purchasing 3 more computers for the dedicated classroom. In class testing can be accomplished using Blackboard and this can save the program costs for copying for paper and pencil tests. Pools of questions can be generated through Blackboard. Test questions can be stored and used when appropriate to build more flexible tests. Power point presentations can be stored on Blackboard for students to review. The Composite I and Composite II tests can be generated on Blackboard. Each Composite test consists of 200 multiple choice questions that test the overall knowledge of the student. These tests occur at the end of the 4th and 5th semesters.

It is also intended to place a review of the program on Blackboard to prepare the students for the certification exam.

**Teaching Activities / Skills**

**Courses taught in the radiography program:**

- **MYO 1125 Intro to Radiography and Patient Care** 2 semester credits 2009 – present
- **MYO 1175 Skeletal Anatomy** 1 semester credit 2009 – present
- **MYO 1200 Chest & Abdominal Radiography** 1 semester credit 2009 – present
- **MYO 1202 Radiation Physics I** 2 semester credits 2009 – present
- **MYO 2209 Radiation Physics II** 2 semester credits 2008 – present
- **MYO 2302 Radiation Physics III** 2 semester credits 2008 – present
- **MYO 2409 Applied Radiography Topics** 1 semester credit 2008 – present

**Advisor/Mentor**

- Emily Arnold – Radiography Student (2007-2008) advised, mentored, radiography
- Paul Acree – Radiography Student (2008-2009) advised, mentored, radiography
- Ashely Cullum – Radiography Student (2008-2009) advised, mentored, radiography
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Start &amp; End Years</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Lopez</td>
<td>Radiography Student</td>
<td>2008-2009</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Betzy Miranda</td>
<td>Radiography Student</td>
<td>2008</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Andrew Payne</td>
<td>Radiography Student</td>
<td>2008-2009</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Aldo Velasquez</td>
<td>Radiography Student</td>
<td>2008-2009</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Kimberly Volkwinkel</td>
<td>Radiography Student</td>
<td>2008-2009</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Alyssa Chancey</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Melissa Clemens</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Amanda Faulk</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Joiel Jackson-Woods</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Rae Lamb</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Lisa Lowe</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Kimberly Mallasee</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Jillian Miller</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Jodie Parsons</td>
<td>Radiography Student</td>
<td>2009</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Jeremy Sharack</td>
<td>Radiography Student</td>
<td>2009-2010</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>LaRissa Adams</td>
<td>Radiography Student</td>
<td>2010-2011</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Aaron Delaney</td>
<td>Radiography Student</td>
<td>2010-2011</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Veronica Foreacre</td>
<td>Radiography Student</td>
<td>2010-2011</td>
<td>Advised, mentored, radiography</td>
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<td>Jordan Carrell</td>
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<td>2010-2011</td>
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<td>Samantha Hechler</td>
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<td>2010-2011</td>
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</tr>
<tr>
<td>Jacki Chapu</td>
<td>Radiography Student</td>
<td>2011-2012</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Jennifer Crawford</td>
<td>Radiography Student</td>
<td>2011-2012</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Tonya Hall</td>
<td>Radiography Student</td>
<td>2011-2012</td>
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<td>Jacklyn Olwin</td>
<td>Radiography Student</td>
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<td>Advised, mentored, radiography</td>
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<tr>
<td>Taylor Velasco</td>
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<td>2011-2012</td>
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<tr>
<td>Brandy Avera</td>
<td>Radiography Student</td>
<td>2012-present</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Nicholle James</td>
<td>Radiography Student</td>
<td>2012-present</td>
<td>Advised, mentored, radiography</td>
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<tr>
<td>Ashley Nelms</td>
<td>Radiography Student</td>
<td>2012-present</td>
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<tr>
<td>Chad O’Steen</td>
<td>Radiography Student</td>
<td>2012-present</td>
<td>Advised, mentored, radiography</td>
</tr>
<tr>
<td>Robert Wring</td>
<td>Radiography Student</td>
<td>2012-present</td>
<td>Advised, mentored, radiography</td>
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</table>

**University of Arkansas for Medical Sciences Radiography Students – 1991 – 2008, advised, mentored, radiography**

### Education Scholarship

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<tr>
<th>Year</th>
<th>Role Description</th>
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<tbody>
<tr>
<td>2008 – present</td>
<td>MSHS Program Directors – All Sites Committee</td>
</tr>
<tr>
<td>2008 – present</td>
<td>Program Directors – Florida Committee</td>
</tr>
<tr>
<td>2008 – present</td>
<td>Member Florida State College – Jacksonville Radiography Program Advisory Board</td>
</tr>
<tr>
<td>2007</td>
<td>Search Committee Member for Assistant Director</td>
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<tr>
<td></td>
<td>Area Health Education Center - Northwest</td>
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<tr>
<td></td>
<td>Fayetteville, Arkansas</td>
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<tr>
<td>2005</td>
<td>Search Committee Member for Assistant Director</td>
</tr>
<tr>
<td></td>
<td>Area Health Education Center - Northwest</td>
</tr>
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<td></td>
<td>Fayetteville, Arkansas</td>
</tr>
<tr>
<td>2004</td>
<td>Search Committee Member for Diagnostic Medical Sonography Faculty</td>
</tr>
<tr>
<td></td>
<td>Area Health Education Center - Northwest</td>
</tr>
<tr>
<td></td>
<td>Fayetteville, Arkansas</td>
</tr>
<tr>
<td>1999</td>
<td>Search Committee Member for Medical Faculty Position</td>
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<td></td>
<td>Area Health Education Center - Northwest</td>
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<tr>
<td></td>
<td>Fayetteville, Arkansas</td>
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<tr>
<td>1999</td>
<td>Search Committee Member for Pharm.D. Position</td>
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<td>Area Health Education Center - Northwest</td>
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<td></td>
<td>Fayetteville, Arkansas</td>
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<tr>
<td>1996 – 2008</td>
<td>Member Intervention for the Impaired Allied Health Student Committee</td>
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<tr>
<td></td>
<td>University of Arkansas for Medical Sciences</td>
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<tr>
<td>1993 – 2008</td>
<td>Member Curriculum Committee</td>
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<td></td>
<td>Department of Radiologic Technology</td>
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<td></td>
<td>University of Arkansas for Medical Sciences</td>
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<tr>
<td>1993</td>
<td>Search Committee Member – Clinical Coordinator</td>
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<td>Department of Radiologic Technology</td>
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### Educational Courses and Conferences Attended:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>August 22, 2012</td>
<td>Can We Talk – Radiology Diagnostic Staff Meeting</td>
<td>Jacksonville, Florida</td>
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<td>August 1, 2012</td>
<td>Can We Talk</td>
<td>Jacksonville, Florida</td>
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<tr>
<td>January 18, 2012</td>
<td>Commitment to Safety Leader Launch – Florida</td>
<td>Jacksonville, Florida</td>
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<tr>
<td>January 1, 2012</td>
<td>Time Reporting – Annual Training for Supervisors</td>
<td>Jacksonville, Florida</td>
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<tr>
<td>September 1, 2011</td>
<td>Radiology – PT ID Exam &amp; Verification package</td>
<td>Jacksonville, Florida</td>
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<tr>
<td>September 1, 2011</td>
<td>Working With Radiography Students</td>
<td>Jacksonville, Florida</td>
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<tr>
<td>August 16, 2011</td>
<td>Blackboard Learn: Grade Center</td>
<td>Jacksonville, Florida</td>
</tr>
<tr>
<td>August 16, 2011</td>
<td>Blackboard Learn: Tests &amp; Assessments</td>
<td>Jacksonville, Florida</td>
</tr>
<tr>
<td>August 8, 2011</td>
<td>Orientation to Blackboard Learn</td>
<td>Jacksonville, Florida</td>
</tr>
<tr>
<td>May 1, 2011</td>
<td>Restraint Guidelines 2007</td>
<td>Jacksonville, Florida</td>
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<td>April 1, 2011</td>
<td>Radiology – MRI Safety 2011</td>
<td>Jacksonville, Florida</td>
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<td>CT Ceiling Lift Training</td>
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<td>Calendar Appointment Browser</td>
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<td>QREADS 5.1</td>
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<td>Time Reporting – Annual Training for Non-Exempt Employees</td>
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<td>Mayo Clinic Florida 2010 Safety, Service &amp; Infection Control Program – AHS</td>
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<td>Restraints: Regulations and Updates 2008</td>
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<td>Age Specific for Allied Health</td>
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<td>Blood Bank Specimen Collection &amp; Patient Safety</td>
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<td>Prevention of Central Venous Catheter Associated</td>
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<td>Weight Bias in Health Care Settings</td>
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<td>Breaking the Chain – HAIP Phase 2</td>
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<td>HIV &amp; AIDS: Education for the Health Care Professional</td>
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<td>RN Specimen Labeling</td>
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<td>Aseptic Technique for Surgical &amp; Other Invasive Procedures</td>
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<td>Fall Prevention Program</td>
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<td>Domestic Violence for the Healthcare Provider</td>
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<td>Requirements for Performing Central Venous Cannulation</td>
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September 1, 2010 Safety, Service & Infection Control Program – AHS  
Jacksonville, Florida
September 1, 2010 Using Health Care Interpreters  
Jacksonville, Florida
September 1, 2010 Patient Privacy Requirements  
Jacksonville, Florida
September 1, 2010 Influenza Vaccination For Healthcare Personnel 2010  
Jacksonville, Florida
July 1, 2010 MSS Calendar Note Maintenance  
Jacksonville, Florida
June 1, 2010 Radiology – PT ID & Exam Verification  
Jacksonville, Florida
February 18, 2010 Site Visitor Workshop 14 Category A  
Atlanta, Georgia
February 19, 2010 Accreditation Seminar 7.5 Category A  
Atlanta, Georgia
February 10, 2010 BLS Healthcare Provider Course Renewal  
Jacksonville, Florida
February 4, 2010 REAL Colors Training  
Jacksonville, Florida
October 1, 2009 Influenza Vaccination For Healthcare Personnel 2009  
Jacksonville, Florida
September 1, 2009 BLS Update for Healthcare Providers 2008  
Jacksonville, Florida
July 29, 2009 Labor 101  
Jacksonville, Florida
July 2, 2009 TEAMWORK / SBAR  
Jacksonville, Florida
May 15/16, 2009 Florida Society of Radiologic Technologists Annual Meeting  
Orlando, Florida
May 1, 2009 Stedy Patient Transport Device – Maxislide Slider Sheets  
Jacksonville, Florida
May 1, 2009 Privacy Policy – Electronic Access to Protected Health  
Jacksonville, Florida
January 21, 2009 Radiology – MRI Safety  
Jacksonville, Florida
January 15, 2009 Mayo Training Program for Protecting Human Subjects  
Jacksonville, Florida
December 5, 2008 PEER PARTNER PROGRAM  
Jacksonville, Florida
October 30, 2008 Communication In Healthcare  
Jacksonville, Florida
October 1, 2008 Influenza Vaccination For Healthcare Personnel 2008  
Jacksonville, Florida
September 29, 2008 The surgical breast practice frequently asked questions and answers  
Jacksonville, Florida
August 27, 2008 Musculoskeletal Tumor Staging and Biopsy  
Jacksonville, Florida
May 5, 2007 Northwest Arkansas Medical Imaging Conference  
Fayetteville, Arkansas
April 10 – 13, 2007 15th West Coast Student – Educator Seminar  
Orlando, Florida
March 3, 2006 4th Annual Breast Health Providers Conference  
Springdale, Arkansas
October 6, 2005 Bomb Threat Management  
Fayetteville, Arkansas
June 30, 2005 Bioterrorism and Healthcare’s Response  
Fayetteville, Arkansas
March 11, 2005  Radiological Emergencies: Potential Bio-terror Threats  Fayetteville, Arkansas
August 24, 2004  Bio-terrorism: Recognition & Response  Fayetteville, Arkansas
June 4, 2004  Bio-terrorism Recognition & Response  Fayetteville, Arkansas
1995  Association of Educators in Radiological Science Education Seminars  Chicago, Illinois
1994  Association of Educators in Radiological Science Education Seminars  Chicago, Illinois
1991  4th Conference of the Americas Education Seminars  Albuquerque, New Mexico
1990  Radiation Safety Officer Course University of Texas Health Science Center  San Antonio, Texas
1982  Management Sciences Associates Employee and Labor Relations  Fayetteville, Arkansas

PRESENTATIONS AT REGIONAL, NATIONAL AND INTERNATIONAL MEETINGS
March 5, 2005  Introduction to Computed Radiography- Ozark Society of Radiologic Technologists

June 1990,  AEGIS M.A.S.H. Lecturer
June 1994  AEGIS M.A.S.H. Lecturer
June 1998  AEGIS M.A.S.H. Lecturer
June 2000  AEGIS M.A.S.H. Lecturer
July 2004  AEGIS M.A.S.H. Lecturer
July 2005  AEGIS M.A.S.H. Lecturer
July 2006  AEGIS M.A.S.H. Lecturer
July 2007  AEGIS M.A.S.H. Lecturer
March 31, 2004  Introduction to X-rays Protection of the X-ray Machine Operator  Arkansas Society of Radiologic Technologists Annual Meeting

April 2003  Radiation Protection Legal Aspects Radiologic Technologists  Annual Meeting
June 2007  C.H.A.M.P.S. Lecturer
June 2006  C.H.A.M.P.S. Lecturer
May 2000  Introduction to Radiologic Science Vital Link Rotation

Area Health Education Center – Northwest
1992 – 2008  University of Arkansas for Medical Sciences and Area Health Education Center Northwest – Annual Radiation Protection Seminar during orientation
August 1997  Thumbs and Technique: Or How to Get Your mAs (and kVp) Moving Northwest Arkansas Society of Radiologic Technologists Meeting
January 1997  Continuing Education – The Requirements, Northwest Arkansas Society of Radiologic Technologists

1984  Chemonucleolysis, Arkansas Society of Radiologic Technologists
1985 to 1999  Radiation Safety Lectures (as needed), Washington Regional Medical Center, Fayetteville, Arkansas

BIBLIOGRAPHY

POSTER PRESENTATION:
Bittengle J, DuBose T, Thaxton P, Pedigo W, Olejniczak S; Arkansas AHECs: Providing the State with Medical Imaging Professionals; Poster Presentation; Association of Schools of Allied Health Professions Annual Conference 2007, October 17 – 19, San Diego; Proceedings p. 33.

ORIGINAL ARTICLE:

DIRECTED READING:
BOOK REVIEWS:
1. Olejniczak, Stanley R
Lange Q&A: Radiographic Examination, 7th ed.
Am. J. Roentgenol. 2009
192:W137
2. Olejniczak, Stanley R
First Aid for the Radiology Clerkship.
Am. J. Roentgenol. 2010
194:W280
3. Olejniczak, Stanley R
Am. J. Roentgenol. 2010
194: W279

St. George, Francis M and Olejniczak, Stanley R
Diagnostic Ultrasound: Physics and Equipment, 2nd ed
Am. J. Roentgenol. 2012
May, 2012
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Residency- Diagnostic Radiology, Mayo School of Graduate Medical Education, Mayo Clinic, Jacksonville, FL
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Certification- American Board of Radiology
Academic Rank- Associate Professor of Radiology
Publications:

CV HAS BEEN REQUESTED