

**PAT CAPPS COVEY**  
**COLLEGE OF ALLIED HEALTH PROFESSIONS**  
**POLICY AND PROCEDURES MANUAL**

rev. 6/10/16; 4/18/17; 9/19/17; 8.29.18;8/15/19;8/15/22; 9/5/23; 8/15/24; 3/18/25; 4/23/25

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# **Pat Capps Covey College of Allied Health Professions Policy and Procedures Manual**

## **1. General Information**

### **1.1 Introduction**

This Administrative Manual includes a list of procedures and regulations that are specific to the Pat Capps Covey College of Allied Health Professions. For a complete listing of rules and regulations for faculty, staff and students affiliated with the University of South Alabama the reader should refer to the Faculty Handbook, Staff Handbook and the Lowdown, available on-line.

Faculty Handbook: <https://www.southalabama.edu/departments/academicaffairs/resources/faculty-handbook.pdf>

Staff Handbook: <https://www.southalabama.edu/facultystaff/>

Lowdown: <http://www.southalabama.edu/departments/studentaffairs/lowdown/>

CAHP procedures manual and CAHP banner manual:  
<https://www.southalabama.edu/colleges/alliedhealth/links.html>

### **1.2 History**

The University of South Alabama was created by Act of the Alabama State Legislature and approved May 9, 1963. All provisions relating to the establishment and operation of the University of South Alabama embodied in the Act are found in Sections 16-55-1 through 16-55-9, Code of Alabama 1975. The Pat Capps Covey College of Allied Health Professions was established in August of 1975 and continued to grow through the years with the addition of academic programs.

### **1.3 Mission Statement of the Pat Capps Covey College of Allied Health Professions**

The Pat Capps Covey College of Allied Health Professions is dedicated to the provision of the highest quality education in the basic medical sciences, the applied sciences, and professional health programs as well as to the creation and dissemination of new knowledge through research in order to address the health care needs of the Gulf Coast region and the country.

### **1.4 Administrative Organization**

**Dean**

The Dean is the executive officer of the college and reports directly to the Provost and Senior Vice President for Academic Affairs and indirectly to the President of the institution. The Dean works with departmental leadership and faculty to gain funding for programs that enrich the healthcare community in Mobile and surrounding regions.

Establish certificate and/or training programs that support the healthcare community.

Support community engagement initiatives such as high school outreach and outreach to community organizations (e.g. homeless connect).

Organize and support on-campus engagement for allied health students, faculty, and alumni.

Plan, support, and grow our USA CAHP Healthcare camp for high schoolers. Support the CAHP task force and serve as the liaison to continuing education.

Plan and execute co-curricular activities such as a wellness initiative for students.

Identify, plan, and execute alumni engagement

Liaison to public agencies such as Mobile-Fire-Rescue

Support and teach in the Mobile-Fire-Rescue contract and other community-based contracts/events.

Serve as the CAHP Interprofessional Education ex-officio. Participate in and encourage interprofessional education events and courses throughout the college and with other healthcare-related fields.

Manage college assessment reporting, Liaison to Institutional Effectiveness, Coordinate departmental reporting, Complete college report, share and discuss the assessment report with the dean. Ensure that the final reports are filed on the college office server. Serve on University Assessment Committee.

Ex-officio for college scholarship committee

Serve as liaison to a variety of offices and groups on campus (e.g. veteran's affairs)

Plan and coordinate special projects and events

Participate in and support recruiting events such as USA Day, Preview Day, etc...

Dean also has a seat on the Academic Affairs Dean's Council. Responsibilities of the Dean are described in section 2.7 of the Faculty Handbook.

## **Associate Dean**

The Associate Dean(s) reports to the Dean and have the following responsibilities:

### **Associate Dean for Graduate Affairs & Faculty Development**

Primary Duties: Graduate Affairs and Faculty Development

Manage graduate student affairs

Serve on the Graduate Council

Ensure that all thesis and dissertation projects meet the rigor of scholarship appropriate to each field and degree level

Ensure that graduate students are admitted meet Graduate School and College standards

Manage and support graduate faculty appointments

Ensure that faculty advisors and department chairs are informed of deadlines associated with registration, graduation, etc...

Support faculty advisors for graduate programs as needed (e.g. guide them to policy)

Review and approve graduate school documents (e.g. GAs, committee appointments, etc...)

Review degree audits for graduate students and ensure timely degree verification

Oversee policy and curriculum process for the college; serve as ex-officio on college curriculum committee, review and approve all policy and curriculum proposals.

Support onboarding of new faculty

Support faculty development activities

Ensure faculty and chair support for faculty success and other processes such as mid-probationary reviews  
 Oversee the annual evaluation process  
 Oversee and manage the Tenure and Promotion Process  
 Liaison to Academic Affairs for all Tenure and Promotion Process items  
 Liaison to the Graduate School  
 Liaison to General Counsel regarding student affairs  
 Serve as ex-officio for the College Curriculum Committee. Provide leadership and support.  
 Liaison to Academic Affairs regarding all curriculum matters.  
 Represent the college at university and community events.  
 Participate in recruiting events such as USA Day and others  
 Special project: Alongside the dean and involving USA or outside partners, complete a financial analysis of the speech and hearing clinic and propose changes to our existing model. Evaluate and determine if we are able to propose and implement an interprofessional collaborative practice in the college. Assist and support implementation.  
 Support the Audiology program transition to a 3-year clinical doctorate  
 Support undergraduate programs and advising, as needed.

### **Associate Dean for Community Engagement**

Primary duties: Community engagement and special projects  
 Develop, initiate, and support professional continuing education programs within the college (where applicable and feasible).  
 Work with departmental leadership and faculty to gain funding for programs that enrich the healthcare community in Mobile and surrounding regions.  
 Establish certificate and/or training programs that support the healthcare community.  
 Support community engagement initiatives such as high school outreach and outreach to community organizations (e.g. homeless connect).  
 Organize and support on-campus engagement for allied health students, faculty, and alumni. Plan, support, and grow our USA CAHP Healthcare camp for high schoolers. Support the CAHP task force and serve as the liaison to continuing education.  
 Plan and execute co-curricular activities such as a wellness initiative for students.  
 Identify, plan, and execute alumni engagement  
 Liaison to public agencies such as Mobile-Fire-Rescue  
 Support and teach in the Mobile-Fire-Rescue contract and other community-based contracts/events.  
 Serve as the CAHP Interprofessional Education ex-officio. Participate in and encourage interprofessional education events and courses throughout the college and with other healthcare-related fields.  
 Manage college assessment reporting, Liaison to Institutional Effectiveness, Coordinate departmental reporting, Complete college report, share and discuss the assessment report with the dean. Ensure that the final reports are filed on the college office server. Serve on University Assessment Committee.  
 Ex-officio for college scholarship committee  
 Serve as liaison to a variety of offices and groups on campus (e.g. veteran's affairs)  
 Plan and coordinate special projects and events  
 Participate in and support recruiting events such as USA Day, Preview Day, etc...

## **Department Chairs**

The Department Chairs report to the Dean and serve as senior administrative and academic officers for their departments. Responsibilities of the Department Chair are described in section 2.8.1 of the Faculty Handbook.

## **1.5 Committees and Task Forces**

### **Advisory Council:**

Membership: Dean, Associate/Assistant Dean, Director of Graduate Studies, Chairs, Directors/Associate Directors, College Committee Chairs (Curriculum, Clinic, DEIC, Research, IPE), Specialists (Management Systems, Financial Operations, Academic Records), Department Secretary (one representative) and Admissions Coordinators (one representative).

Purpose: Shared discussion on current topics, procedural items, and progress updates (e.g committee reports). Additionally - Discuss and support recruiting, admissions, advising, curriculum, and other student or employee issues/needs.

### **Chairs' Council**

The Chairs Council serves as an advisory body to the Dean of the College to evaluate and recommend changes in policy and procedures. Members of this committee include all Chairs, the Assistant Dean/Associate Dean and the Director of Graduate Studies, and it is chaired by the Dean or designee. Meetings are held on a regularly scheduled basis or as needed. Typically, meetings are held during each semester and are suspended when classes are not in session.

### **External Advisory Board**

The goal of this Board is to assist the College in improving the quality of education, our research and scholarship, and our service to the community. The committee members of the External Advisory Board are successful members of the community who work in the health arena who may or may not be alumnae. They provide guidance into the future health care needs of our region and the country and provide advice and council on the academic programs offered by the College. Members are appointed by and serve at the pleasure of the Dean.

### **Faculty Evaluation, Promotion, and Tenure Committee**

This committee is appointed every year to review faculty portfolios for tenure and/or promotion. For more information, see section on Promotion and Tenure and the USA Faculty Handbook section 3.10 and 3.11

### **Curriculum & Academic Programs Planning Committee**

The purpose of the Curriculum & Academic Programs Planning Committee is to assist the College and its Departments in assessing the proposal and implementation of new and/or revised curricula or Programs initiated within the College. The committee will review all new and/or revised course proposals (curriculum action forms and accompanying documentation). Additionally, this

committee is charged with reviewing proposed substantive changes in current programs of study and considering any and all new degree program proposals within the College. The committee will recommend approval or disapproval of same to the Dean. Specific areas of assessment include but are not limited to: review of all new course proposals for overlapping and duplication within the College and University; review of new program proposals for relevance to the mission of the Department and College, demonstrated regional and national societal need, resource implications, adequacy of Departmental resources to deliver the program and/or recommendations concerning academic affairs as deemed appropriate.

The committee shall submit a report to the Dean or designee indicating their recommendation(s) for approval, disapproval, or amendment of the proposed action. Integral to the committee's operation is the acquisition of adequate input from the department program in order to study the proposal, assess academic relevance, reflect on specific action proposal and formulate a recommendation on the action proposed to the Dean. The Committee has the right to request additional or clarifying information to facilitate its review.

This committee is composed of one full-time faculty member from each department. The Assistant Dean for Undergraduate Affairs serves as the Dean's designee for all new course proposals for undergraduate programs. The Director of Graduate studies serves as the Dean's designee for all new course proposal for graduate programs. The Assistant Dean for Undergraduate Affairs and the Director of Graduate Affairs serve as ex-officios on the Curriculum committee.

Curriculum proposals and Program proposals are subsequently routed to University-Level Committees for review and approval/disapproval as well.

### **Clinical Education Committee**

This committee will review policy and procedures associated with clinical education. This committee is charged to consider innovative clinical training methods and propose methods to improve and/or streamline our training efforts. The members of this committee are selected as each member serves as the clinical lead for their respective program.

### **College Biosafety Committee**

The Biosafety Committee ensures compliance with all applicable federal, state, and local biohazard requirements. The chair of the committee serves as a liaison with Office of Safety and Environmental Compliance. This committee reviews and collaborates with the clinical education committee on required immunizations for student clinicians. Additionally, this committee guides departments regarding laboratory/clinical incidents, infection control, immunizations, and safety issues. Committee members are recommended by the chair and are typically involved in laboratory, clinical work, or are selected due to expertise in relevant areas.

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### **Interprofessional Education Committee**

This task force aims to share current interprofessional education activities across disciplines, increase collaborative efforts, identify future IPE endeavors, and consider IPE events (e.g. grand rounds, standardized patients, modules, courses) and/or a structured IPE curriculum or certificate program. This committee will also consider these activities for pedagogical research opportunities. We aim to collaborate with our partners across campus.

### **Research Committee**

This task force aims to develop a plan to improve our research collaborations, particularly interdisciplinary collaborations, and inspire scholarly work, including grant activity. This includes, but not limited to, identification and leveraging our faculty's expertise, and targeting resources and opportunities to support scholarly activities.

### **Scholarship Committee – Undergraduate**

This committee reviews applications for and votes on awardees for undergraduate scholarships housed in the Deans office. The committee is composed of one full-time faculty member from each undergraduate program.

In addition, the College appoints the following committees each academic year per the USA Faculty Handbook:

Grade Grievance Committees, undergraduate and graduate (Faculty handbook section 8.1)

Textbook committee (Faculty handbook section 6.4.3)

### **Task Forces**

The Dean may appoint task forces that work on a specific topic for a one-year period (renewable up to three years). Issues that need consideration for a longer period of time will need to be formalized as college committees.

### **Establishing new College-level Committees**

College committees are recommended by employees of the college (i.e. faculty, staff, and/or administrators). Parties interested in recommending a new committee should provide a document to the Dean's office that includes a committee title, description of the work needed, rationale for the work needed, and suggested membership (i.e. not specific names but constitution such as "one faculty member from each department"). The Council of Chairs and CAHP Faculty Senators will review and consider the necessity of the new committee. Revisions to the committee proposal may be completed through the Council of Chairs and CAHP Faculty Senators. New committees require a majority vote from the Council of Chairs and CAHP Faculty Senators (serving as 2 separate



bodies). In the event of a tie, the Dean would determine the outcome. The aim is to move forward our interests with respect to workload.

### **Committees and Task Force Appointments**

The Dean of the College, in consultation with Department Chairs, the Assistant Dean, and Director of Graduate Studies will appoint committees annually. Committee appointments will generally be for a three-year time period and will be staggered so that each committee has a balance of member experience. Committees will vote to determine the committee chair each year.

Revisions were adopted after discussion at the December 2020 and January 2021 Council of Chairs meeting

## **2. Faculty**

### **2.1 Faculty Appointments: Tenure-track and non-tenure-track, and Instructor Appointments**

Faculty holding terminal degrees in their discipline may be appointed to tenured, tenure track, non-tenure track, full-time, and/or part-time appointments at the time of their employment in the university. Designation of faculty appointments shall be specified at the time of employment in the offer of employment letter from the President. The USA Faculty Handbook provides the Definition of Academic Ranks (3.2), CAHP Faculty Appointment Ranks and Criteria (3.5.2), and Faculty Appointments (3.8). Faculty appointed to Tenure Track appointments will be subject to the same promotion and tenure policies as specified in Sections 3.10 and 3.11 of the Faculty Handbook. Traditional ranks of tenure-track faculty are Assistant Professor, Associate Professor, and Professor.

Non-tenure track appointments are made per the USA Faculty Handbook section 3.5.2 and 3.15. Depending upon credentials and qualifications, a faculty member who earned a terminal degree in their field (or related field) could be appointed as Assistant Professor, Associate Professor, or Professor. For those individuals without a terminal degree in their field (or related field), the rank of Instructor or Senior Instructor are available. The terminal degree is determined by the discipline's accrediting body as well as CHEA and SACS.

Non-tenure track faculty seeking a change of appointment status should refer to the USA Faculty Handbook section 3.15.7. Faculty seeking a promotion following completion of a terminal degree should refer to USA Faculty Handbook section 3.10.4.

#### **Clinical Adjunct Professor of (Department Name)**

This is an honorary designation for external clinical supervisors/preceptors who oversee students placed in their clinics for their external clinical rotations.

### **2.2 Non-Faculty Appointments: Skills Lab Assistants and Teaching Assistants**

Professionals who have specialized certification or qualifications may be appointed as a Skills Lab Assistant or as a Teaching Assistant. The Skills Lab Assistant will work with the instructor of record to plan and administer laboratory activities in the skills lab setting. The Skills Lab Assistant will provide instruction and oversight of students in the skills lab setting but will not design the lab or course, develop or conduct student assessment, or serve as the instructor of record. The Teaching Assistant will have the primary responsibilities of teaching and preparing laboratories under the supervision of the instructor of record.

**DEPARTMENT OF BIOMEDICAL SCIENCES** Job Description: The Department of Biomedical Sciences has scientific labs for many of its courses in the program. The position of Skills Lab Assistant provides laboratory support and works under the course instructor to provide support for and guide students in laboratory coursework. Duties include but are not limited to the following: planning, set up, teaching, demonstrating, and evaluating students in the lab setting. Skills Lab Assistants are expected to show competence pertaining to those skills and demonstrate a professional attitude in educating and evaluating the department's students. Appointments are as

needed and, on a term-by-term basis. Skills Lab Assistants will not serve in the role of instructor of record and will work under the instructor of record.

Qualifications:

1. Minimum of a BS in Biomedical Sciences or related field.
2. Experience in a scientific lab setting or equivalent experience.
3. Proficient English skills.

## **DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

The Department of Physician Assistant Studies has two types of Skills Lab Assistants. One is the PA Skills Lab Assistant and the other is the Anatomy Skills Lab Assistant. The Department of Physician Assistant Studies requires students to gain the medical knowledge and skills required to provide patient care. In addition, the Department of PA Studies requires students to gain a strong foundation of the basic sciences, including anatomy and physiology.

### Title: PA Skills Lab Assistant

Job Description: The position of PA Skills Lab Assistant provides teaching support and works under the course instructor to provide academic support and guidance to students in the clinical medicine, clinical medicine lab, pharmacology, physiology, and pathophysiology coursework. Duties include but are not limited to the following: tutoring/teaching concepts, demonstrating skills, and assisting the instructor with evaluating students in this coursework. PA Skills Lab Assistants are expected to show competence in their medical knowledge and skills, demonstrate a professional attitude, and be reliable in educating and evaluating the department's students. Appointments are as needed and, on a term-by-term basis. PA Skills Lab Assistants will not serve in the role of instructor of record and will work under the instructor of record.

Qualifications:

1. Minimum of a Master of Health Science degree in Physician Assistant Studies or related field
2. Minimum of one year of work as a Physician Assistant in the health care setting, scientific lab setting or equivalent experience
3. If a PA, evidence of clinical certification demonstrating continued competence
4. Proficient English skills

### Title: Anatomy Skills Lab Assistant

Job Description: The position of Anatomy Skills Lab Assistant provides essential support in laboratory-based coursework, including the cadaver lab. This position works under the direct supervision of the course instructor to assist in dissections, demonstrating proper techniques of dissection, and supporting students while working in the lab. Anatomy Skills Lab Assistants are expected to show competence in dissection, support for students, respect for human cadavers, and demonstrate a professional attitude in supporting PA students. This position is on a term-by-term, as-needed appointment, based on departmental needs. Anatomy Skills Lab Assistants will not serve in the role of instructor of record and will work under the instructor of record to support their teaching and lab instruction.

Qualifications:

1. Minimum of BS in Biomedical Science or related field
2. Two semesters of experience in gross anatomy lab or related experience
3. Proficient English skills

**DEPARTMENT OF EMS EDUCATION** Job Description: The Department of EMS Education has a robust psychomotor program for all levels of certificate training: EMT, AEMT and Paramedic. The position of lab preceptor would include, but is not limited to the following: teaching, demonstrating, and evaluating EMS students in the lab setting pertaining to practical application of psychomotor skills, as set forth by the EMS National curriculum. Preceptors are expected to show competence pertaining to those skills and demonstrate a professional attitude in educating and evaluating the department's students. If employed, preceptors are required to provide a minimum of 16 hours of lab instruction/evaluation per month. Skills Lab Assistants will not serve in the role of instructor of record and will work under the instructor of record.

Job Requirements:

1. Provide evidence as a practicing paramedic or higher certification in emergency medicine.
2. Have at least one year as a practicing paramedic.
3. Provide evidence of a State of Alabama EMS license.
4. Provide evidence of an Advanced Cardiac Life Support certification.
5. Provide evidence of a Pediatric Advance Life Support certification.
6. Provide evidence of a Basic Life Support certification.
7. Provide evidence of a National Registry of EMT's paramedic certification.

**DEPARTMENT OF OCCUPATIONAL THERAPY** Job Description: The Department of Occupational Therapy offers integrated laboratory and simulation components for many of its program courses. The position of Skills Lab Assistant is responsible for working under the supervision of the course instructor to provide organizational support and instructional guidance for students in laboratory coursework. Duties include but are not limited to the following:

1. Assist instructor in supervising students, explaining course content, and enforcing safety regulations
2. Provide support to the instructor and students for interactive learning assignments to enhance understanding of course content and application of knowledge
3. Reviewing difficult course content for clarification and preparation for exams
4. Other duties as assigned

Skills Lab Assistants are expected to have excellent interpersonal and communication skills, the ability to initiate independent work, a strong sense of responsibility and commitment, and must be organized, hardworking, reliable and dedicated. Appointments are as needed and, on a term-by-term basis. Skills Lab Assistants will not serve in the role of instructor of record and will work under the instructor of record.

Qualifications:

1. Minimum of a MS in occupational therapy
2. Minimum of 1 year working as an occupational therapist
3. Knowledge of course content and current best practice in OT
4. Ability to plan/execute interactive learning assignments to enhance course content
5. Knowledge of safety guidelines

## **2.3 Annual Faculty Evaluation**

The Pat Capps Covey College of Allied Health Professions shares the mission of the University of South Alabama to provide educational programs and experiences of high quality, to engage in scholarly activities that contribute to professional, academic and educational knowledge, and to engage in services and activities that support the University and the community. Faculty members have an obligation to participate in and make contributions to each of these activities, but not every individual will contribute in the same proportion to each of these areas. Any deviation from the normally prescribed workload allocation must be approved in advance by the Chair and the Dean. A major goal of faculty development and evaluation is to recognize the unique talents and accomplishments of each faculty member while meeting the objectives and needs of the institution.

Each faculty member is responsible for establishing and achieving academic objectives. These objectives should be discussed with the Chair of the department so that institutional needs can be met and resources effectively allocated. Guidelines must be consistent with the University Affirmative Action Plan and they are subject to approval by the Dean. Goals and objectives may change over the course of the evaluation period. In this case, an amended Faculty Objectives Report may be discussed and agreed upon by the faculty member and Chair.

No later than May 31, the faculty member reports to the Chair their accomplishments for the preceding year (June 1 to May 31) in Faculty Success (previously known as Digital Measures). The Faculty Success report used for reporting annual accomplishments is the Promotion and/or Tenure Report. Data populated in this report shares information regarding teaching, professional development, scholarship, and services. Specifics regarding annual evaluation are shared on the CAHP website:

Department Chairs evaluate faculty using USA's Annual Faculty Evaluation form found on Academic Affairs e-forms website.

### **Faculty Full-Time Equivalent (FTE)/Weights**

The Faculty Full-Time Equivalent (FTE) serves as the percentage of time and/or percentage of effort devoted to a particular activity. The typical Tenure-Track Assistant Professor is assigned 60% of time to teaching, 30% of time to scholarship, and 10% of their time to services. The typical allocation for non-tenure track faculty is 90% of time to teaching and 10% of time to service. Any deviations to these FTEs must be approved by the Department Chair and the Dean.

Weights for the Annual Faculty Evaluation form correspond to the faculty member's assigned FTE.

### **Evaluation Scores**

Evaluation Scores should reflect the quality, rigor, and professional recognition of the work in the context of contribution to the mission of the Department, College and/or University. A range of 0 to 10 points is possible for each activity, with 10 being excellent performance and 0 inadequate.

Student Perception of Instruction ratings of teaching performance are mandatory for every course taught and will be minimally completed using the University electronic assessment entitled "Student Evaluation of Teaching" and will be used as part of the evaluation of teaching performance.

Each department in the College shall develop evaluation criteria for each of the areas of assignment (teaching, service, research, administration). These criteria shall be consistent with current university policies in this regard and must include student evaluations for every course taught.

### **Description of the Annual Evaluation Process:**

No later than June 15<sup>th</sup>, the Department Chair meets with the faculty member to discuss the report and to evaluate the degree of completion of objectives listed for the year under evaluation and other accomplishments. The Dean serves as the evaluator for Department Chairs. Decisions regarding merit pay increase, retention, promotion and tenure will incorporate information from these evaluations. The Annual Evaluation involves the following steps:

1. During the evaluation the Department Chair (or the Dean if the person being evaluated is a chair) meets with the individual faculty member to establish realistic priorities and objectives for the coming academic year and to evaluate the accomplishments during the previous year. For new faculty, the Chair should arrange a meeting to establish the faculty member's goals and plan as soon as possible. The areas to be evaluated include:
  - a. **Teaching** assignments are made based on departmental needs and expertise of the instructor and are assigned by the Chair. The percent of time allocated to instruction for the year should be based on the average number of credit and/or contact hours (as appropriate for each course) and related responsibilities for each semester.
  - b. **Scholarly activity** objectives should be proposed by the faculty member based on acceptable guidelines established by the departmental faculty approved by the Department Chair and the Dean. The Department Chair will review these activities for appropriateness and with respect to resources and space and time commitments of other departmental activities. The objectives are listed and an allocation of time for scholarly activities is assigned and recorded.
  - c. **Committee assignments and service engagement** activities. The faculty member should also list professional and community engagement activities for the coming year that are academic related. An allocation of time for service activities is assigned and recorded.
2. The completed Faculty Goals & Objectives form for the upcoming academic year is signed and dated by the faculty member and the evaluator. The University Annual Faculty Evaluation (AFE) form is completed using the percent allocations assigned at the beginning of the year. The originals of all forms are retained by the Department Chair. Copies of all documents are provided to the faculty member and are also forwarded to the Departmental office and the Dean's office by June 15th.
3. Progress toward meeting objectives can be reviewed at any time during the academic year, at the request of the faculty member, the Department Chair, or the Dean. Alteration of objectives, reallocation of activities, or changes in assignments should be documented and recorded. The faculty member and evaluator should document their acknowledgement of this change. Copies are distributed as before.

4. No later than June 15<sup>th</sup>, the activities proposed for the upcoming year are listed in a new Faculty Goals & Objectives form. After reviewing the report, the Department Chair meets with the faculty member to formally evaluate the faculty member. The actual assignment of scores for each activity should be done during or after discussion with the faculty member. The faculty member must have the opportunity to review the evaluation form before it is submitted to the next administrative level. In cases of disagreement with the faculty objectives and evaluation process, faculty may appeal to the Dean and subsequently with the Provost.

## **2.4 Annual Report of Scholarly Activities**

The annual report of departmental and faculty activities includes academic activities between June 1<sup>st</sup> and May 31<sup>st</sup>. The report will include a summary of departmental activities during the previous year followed by specific activities of faculty members. The College Annual Report is generated from Faculty Success (previously Digital Measures) after the Annual Faculty Evaluation process is completed.

## **2.5 Awards for Teaching, Service and Research**

The Pat Capps Covey College of Allied Health Professions honors employees who excel in Research, Teaching, Service, and Administrative Support during the annual College Awards Ceremony. Nominations from faculty, chairs, staff, and students are evaluated by the Awards selection committee appointed by the Dean. The final selection of the those to be honored each year is made by the Dean upon recommendation from the Awards selection committee.

### **Criteria for Awards:**

- Eligibility is limited to full-time faculty and staff in the Pat Capps Covey College of Allied Health Professions.
- Recipients must have been employed full-time at the University of South Alabama for a minimum of 3 full years preceding the year in which they receive the award.
- Employees may receive a particular award only once every six-years. Faculty are eligible to receive all three awards during that six-year period.
- An individual may not receive more than one award in the same year.
- The awards will be subject to the availability of funds, at the sole discretion of the Dean of the College, and will be paid out of an account designated by the Dean which is not funded by appropriations from the State of Alabama.
- Nominations for each award will be solicited each year from faculty, chairs, staff and students in the Pat Capps Covey College of Allied Health Professions and are requested by February 15<sup>th</sup>. All nominations, regardless of their source, will be considered. Supporting materials will be described by the selection committee at the time nominations are solicited.

Revisions accepted at the Council of Chairs meeting on 1.12.2021

## **2.6 New Courses/Curriculum Action Forms (CAF)**

All new courses must be approved by the Office of Academic Affairs before they can be listed in the Bulletin and offered to students. The Department of the program proposing a new course shall complete the Curriculum Action Form and required accompanying documents with sufficient time to have them reviewed by the Pat Capps Covey College of Allied Health Professions Curriculum Committee before the deadlines established by the Office of Academic Affairs or the Graduate School. It is advised that Department submit new course CAFs by December 1 for the following academic year.

In addition to the Curriculum Action Form, the Department will provide the committee with a description of the course, justification for the need for a new course, the learning objectives to be met by the course and any other information that could help the committee in making a recommendation. In addition, the Department Chair or appointee shall be available at the request of the Committee to present the proposal and/or clarify specific points.

All recommendations concluded from review shall be made in writing to the Dean of the College of Allied Health Professions.

After Department and College approval of new courses the documents are routed to Academic Affairs and the Provost's office will then disseminate the documents to the next level of review. Courses will be reviewed by their respective University-level committee, undergraduate and graduate. Courses seeking General Education attributes must meet the State of Alabama definition for the proposed area of General Education and will be reviewed by the University General Education Committee. Courses seeking a Writing attribute must meet the requirements of a writing course and will be reviewed by the University Writing Committee. Once all levels of approval are completed, the course will be added to Banner by the Registrar's Office and will populate in the Bulletin.

Revisions to existing courses require a Curriculum Action Form and any necessary accompanying documents. Revisions are approved administratively and not through the committees noted above.

### **Procedures for Submitting Requests for Special Course Fees**

New special course fees and proposed increases in special course fees require the approval of Department and College Administration as well as the University-level Special Course Fee Committee, Budget Council, President, and the Board of Trustees. Proposed increases in existing special course fees as well as new fees will only be implemented at the beginning of each academic year after receiving approval at all levels.

Each request should include:

- Rationale/Justification
- Estimate of the revenue to be generated by the fee to include the number of students per year enrolling in the course times the fee amount.
- Detailed explanation of how the revenue will be used
- Special Course Fee Form



- Approval by the Chair and Dean
- Approval by the Provost and Senior Vice President for Academic Affairs

## **2.7 Research Compliance**

Research is an integral part of the mission of the Pat Capps Covey College of Allied Health Professions. Faculty and students are required to be aware and follow the University of South Alabama standard procedures concerning research compliance. For more information visit the USA web page of the Office of Research Compliance and Assurance at:

<https://www.southalabama.edu/researchcompliance/>

Specific areas subjected to evaluation by the Office of Research Compliance include:

- Protocols involving human subjects (not just patients) must be reviewed by the USA Institutional Review Board (IRB).
- Protocols involving the use of animals in research must be reviewed by the USA Institutional Animal Care and Use Committee (IACUC). All investigators using animals must first receive appropriate training (<https://www.southalabama.edu/researchcompliance/animalcare.html> )
- Protocols involving biological hazards (microorganisms, toxins, etc.) must be evaluated by the USA Biosafety committee.
- Export Control. This area oversees transfer of information, materials and technical data between faculty in the US and entities in other countries.

Special attention should be paid to the time required to process these forms since some of these committees may have questions delaying approval of protocols by several weeks.

## **2.8 CAHP Professional Development Support**

(Adopted at COC Feb 2024)

The college supports faculty development through time and financial support. At the approval of the department chair and dean, faculty may take professional leave for conferences and/or other relevant professional development activities. The department chair and dean will allocate available funds for faculty professional development activities such as continuing education, professional presentations, memberships and/or licenses.

### **3. Academic Programs and Students' Affairs**

#### **3.1 Degrees Offered**

- **Certificate Program:**
  - EMT-Basic Certificate Program
  - EMT-Advanced Certificate Program
  - Paramedic
- **Bachelor of Science Degrees:**
  - Biomedical Sciences
  - Emergency Medical Services
  - Professional Health Sciences
  - Radiologic Sciences
  - Speech and Hearing Sciences
- **Master of Science Degrees:**
  - Biomedical Sciences - MSBMD
  - Occupational Therapy - MSOT
  - Physician Assistant Studies - MHS
  - Speech-Language Pathology – MSSLP
- **Doctoral Degrees:**
  - Audiology – Au.D.
  - Communication Sciences and Disorders –Ph.D.
  - Occupational Therapy Doctorate - OTD
  - Physical Therapy – DPT

#### **3.2 Admission Reports & Handbooks**

All reports of admission to professional programs are due in the Dean's office no later than September 1<sup>st</sup>. Reports should include the following information:

- Summary of Admissions Procedures
- Criteria and equations used to rank all applicants (for example, weights of scores and personal interview, in-state vs. out-state applicants, etc.).
- When appropriate, average ACT/SAT
- Average GPA for applicants to professional components of undergraduate programs
- Average GPA and GRE (both Verbal and Quantitative) for applicants to graduate programs
- Number of Applicants
- Number of non-accepted applicants
- Number of accepted applicants
- Number of those accepted students who enrolled at USA vs. those who accepted the position at other institutions (reasons if available).
- Detailed information (names, GPA, GRE, other scores) for all accepted applicants
- Origin by state and institution of all applicants
- Gender and ethnicity (if available)

Handbooks for professional programs are due to the Dean's office by September 1 of each year.

### **3.3 Background Checks for Previous Felony Convictions**

Many of the health centers where Allied Health Professions' students perform their clinical rotations require initial background checks for felony convictions before allowing a student to start their practicum. In some cases, background checks are also required when graduates join the workforce as well as prior to taking professional licensing examinations.

The following describes the policy and procedures concerning mandatory background checks for all students enrolled in professional clinical programs in the Pat Capps Covey College of Allied Health Professions. Students will be informed of these requirements at the time of their application for enrollment in the program.

The background checks will be completed online, by [castlebranch.com](http://castlebranch.com), unless the health centers where students will perform their clinical rotations require fingerprinting, in which the background check will be run by the Alabama Bureau of Investigation. More information about these two sources is included at the end of this document.

#### **Procedures for Background Checks upon Admission to the Professional Component**

A student applying for admission to a professional component of a program in the Pat Capps Covey College of Allied Health Professions will be asked to indicate in his/her application if he/she has had a previous felony conviction. When a student is accepted for admission to the program, they will be informed that his/her acceptance will be pending a negative background check as defined in section carried out by the appropriate agency. Admission will be withdrawn for students failing to authorize a background check or failing to receive a negative background check.

- All costs associated with the background check will be the responsibility of the student.
- Criminal background checks are conducted to identify pending cases, criminal records for the past 7 years, and prior convictions.
- Clinical education sites may have different policies and may require additional background checks (e.g. credit report, driving record, random drug testing).
- Included with the acceptance letter, students will be sent an authorization form for background checks and information concerning how to apply for a background check. Students must complete the authorization form and mail it back by the deadline specified by each department.

The company performing background checks will notify the chair of the department when the results of the background check become available. The original reports will be stored in a locked cabinet in the respective departmental offices in the student academic file.

Positive findings on the background check will be discussed with the applicant and any consequences on the admissions process will be decided on an individual basis by the Department Chair. A positive background check may cause the student to be denied matriculations into the program or dismissed from the program. All positive findings must be immediately reported to the Deans office. Before taking any adverse action, the student will be

provided with a copy of the report. Students may appeal any adverse decision by the Department Chair, within five business days, to the Dean of the Pat Capps Covey College of Allied Health Professions.

### **Agencies responsible for running background checks**

Students in the departments of Emergency Medical Services, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Radiological Sciences and Speech Pathology and Audiology are required to complete the background check information on-line, unless the health care facility where they will be rotating requires fingerprinting. The on-line agency used for these checks is:

Castlebranch.com

Students who are considered “volunteers” instead of “students in training” who will be rotating at DHR-licensed facilities fall within the definitions indicated the Alabama Act 2000-775, which requires additional background information. In this case students need to be fingerprinted and the background check will be run by the Alabama Bureau of Investigation. Occupational Therapy students fall within this category. In this case the contact site is:

Alabama Bureau of Investigation  
Identification Unit  
P.O. Box 1511  
Montgomery, AL 36102-1511

### 3.4 Biosafety

The Pat Capps Covey College of Allied Health Professions is committed to protecting the health and wellbeing of its faculty, staff, and students through the adoption and promotion of safe work practices that minimize student and/or faculty occupational exposure to bloodborne pathogens such as human immunodeficiency virus (HIV), and other infectious materials.

In doing so, the Dean of the Pat Capps Covey College of Allied Health Professions appoints a Biosafety Officer or Officers who will act as a consultant on biosafety matters for all departments. The Dean will also appoint a Biosafety Committee chaired or co-chaired by the Biosafety Officer(s). The committee's charge is to establish oversight mechanisms that comply with all applicable federal, state, and local biohazard requirements.

The Pat Capps Covey College of Allied Health Professions maintains an individualized [Exposure Control Plan](#) (ECP) that acts as a source of information for bloodborne pathogen-related matters and to ensure exposure control activities are in place. Components of the ECP address specific biohazards in the health professions. All employees and/or students whose learning experience involves reasonable anticipation of exposure to human blood or other potentially infectious materials must become familiar with, and adhere to, the provisions of the ECP. The ECP is annually reviewed by the Biosafety Officer(s).

### 3.5 Immunizations

Students applying to professional programs are required to receive the following immunizations:

Students applying to professional programs are required to receive the following

Immunization	EMS	OT	PA	PT	SPA	RS
Annual flu vaccine <b>hospitals</b> (as requested by VPHS)	√	√	√	√	√	√
Measles	√	√	√	√	√	√
Mumps	√	√	√	√	√	√
Rubella	√	√	√	√	√	√
Or MMR	√	√	√	√	√	√
Tdap (DPT)/Td booster	√	√	√	√	√	√
TB (or negative PPD)*	√	√	√	√	√	√
Polio	-----	√	√	√	√	√
Hepatitis B	√	√	√	√	√	√
Meningitis	√	√	√	√	√	√
Other	-----	Varicella**	Varicella**	Varicella**	-----	-----
** Documentation of having had Chicken Pox is also acceptable * Positive PPD must be followed by chest X-Ray or an <b>Interferon</b> -Gamma Release Assay (IGRA) whole blood test.						

immunizations:

Students who refuse to be immunized may face dismissal from the program. In programs where students who refused to be immunized may still be considered acceptable, the candidates must sign a statement indicating that they have been advised of the risks of exposure to contagious diseases while in a health care facility. These students must also sign a statement indicating that some of the clinical affiliates may refuse to allow them to complete their clinical education requirements, which may prevent students from completing the program either on-time or in a timely manner.

Students who have knowledge of being infected with either HIV or HBV shall not perform or assist in the performance of an invasive procedure unless and until he or she has notified the State Health Officer, as provided in Section 22-11A-61 of the Alabama Code, and agrees to cooperate with any investigation authorized in Section 22-11A-63 of the Alabama Code and any necessary practice modifications. Therefore, any student infected with HIV or HBV must contact the State Health Officer of the Alabama Department of Public Health (334-206-5364), or his or her designee. An investigation and subsequent report will be completed to determine practice modifications and limitations. When received by the student, the final report must be presented to the Departmental Clinical Coordinator who will then work with the student and Special Student Services in the planning and determination of what accommodations may be reasonably made with the parameters of the educational program. Clinical Preceptors will be made aware of the student's practice limitations and restrictions in a confidential manner. Failure to adhere to this policy will result in dismissal from the Program.

# **Pat Capps Covey College of Allied Health Professions (CAHP)**

## **Influenza (Flu) Vaccination Policy**

### **Introduction**

The Centers for Disease Control and Prevention (CDC) recommends that health care workers caring for patients at high risk for complications from flu are annually vaccinated against influenza <sup>1</sup>. Therefore, all CAHP students performing rotations at USA medical facilities (USA Medical Center and/or Children's and Women's Hospital) are required to be annually vaccinated against influenza. Vaccination is also highly recommended for students performing rotations at non-USA healthcare facilities, unless specifically required by the training site.

### **Reactions**

According to CDC<sup>1</sup>, life-threatening allergic reactions are very rare and usually occur in persons with a severe allergy to eggs. However, two instances when a vaccination is not warranted include:

- A severe allergic reaction to eggs or to a previous flu shot.
- A history of Guillain-Barré syndrome (GBS).

A history of mild reactions is not cause to avoid flu vaccination. They usually occur shortly after vaccination and are short-lived. If symptoms occur, they can include:

- Soreness, redness, or swelling at shot site
- Fever (low grade)
- Aches
- Runny nose, headache, sore throat, cough (nasal spray only)

Students should talk with their physician before getting a flu shot if they (1) are sick and have a fever or (2) have had prior reactions that do not match the ones listed as mild. A complete set of recommendations is available at the CDC web site<sup>1</sup>. The nasal spray vaccine is an equally acceptable vaccination method.

### **Documentation**

Each student will need to complete a CAHP Influenza Student Vaccination Policy Form (Attachment 1). Proof of annual vaccination must be presented to his or her department monitor. This will usually be a physician's note indicating the date and place administering the vaccine. This information shall be documented on the CAHP student immunization form. Exemptions are stipulated on the following document (Attachment 1). Students granted an exemption will have to comply with local Employee Health policies (e.g. mask wear when within 6 feet of a patient).

## **Sources & Availability**

Vaccination is available at a variety of places including USA Student Health Service, County Health Department, drug stores, acute care, or family physician offices. Duration of flu season is monitored by Mobile County Department of Health. Seasonal vaccine is normally available from September to April of the following year. Students are responsible for all vaccination costs although it may be covered by a health insurance policy.

<sup>1</sup>CDC - Key Facts About Seasonal Flu Vaccine, <http://www.cdc.gov/flu/protect/keyfacts.htm> (accessed 9 September, 2015).



### 3.6 Standard Precautions

Each department chair is responsible for implementing specific policies and procedural practices, which serve to reduce or eliminate the risk of potential exposure to biohazards in their respective area. These include:

- Universal precautions
- Engineering and work practice controls
- Personal protective equipment (PPE)
- Housekeeping (e.g. biohazard waste removal)

Both general and task-specific requirements addressed in this section apply to all departments. Table 1 of the ECP provides appropriate task-specific PPE. A copy of ECP shall be readily accessible in all at risk areas at all times. The ECP is available online at the CAHP Biosafety website.

### 3.7 Reporting Exposure

**CAHP faculty/staff and students will immediately report any potential exposure event to human blood or body fluids to supervisory personnel.** On-site supervisory training personnel will ensure that appropriate first aid was completed. Additionally, the individual will ensure that a confidential medical evaluation takes place as soon as possible following the reported event. See complete information at:

<https://www.southalabama.edu/colleges/alliedhealth/biomedical/biosafety/resources/cahpexposurecontrolplan.pdf>

Department Chairs are charged to convey to their faculty/staff and students the following essential program information:

- **Mandatory** - Student and employee post-exposure laboratory testing and medical provider evaluation.
- **Voluntary (but highly recommended)** - Post-Exposure Prophylaxis Program (PEP) drug therapy is voluntary to take PEP for an exposure to blood or body fluids from a known HIV infected person as soon as it is offered.
- **PEP Card** - Students and employees are required to have this credit card sized card on their person at all times while in clinical training.

In case of an exposure event, the student/employee will take the actions indicated on the PEP card. Documentation of exposure incident will be accomplished as follows:

**Incident occurred at USA Facility** – These include the USA Speech & Hearing Center, the USA PT Faculty Practice, USA Health Children's & Women's Hospital, USA Health University Hospital, USA Health Michell Cancer Institute, USA Health Physician Group clinics, including Strada Patient Care Center.

Electronically file a [USA Incident Report](#). This is accomplished online (instructions). Use this mechanism to report any potential exposure incident occurring in a USA associated facility. The current electronic routing does not include any academic units. Consequently, fill out an [Evaluation of Circumstances Surrounding an Exposure Incident Form](#), which will be routed through the academic unit and then to the Dean's Office. Once reviewed, the form is returned to the department and filed in either the student or employee permanent record.

**Incident occurred outside of USA Facility** – Fill out an [Evaluation of Circumstances Surrounding an Exposure Incident Form](#) to be routed through the academic unit and then forwarded to the Dean's Office. Once reviewed, the form is returned to the department and filed in either the student or employee permanent record.

### **3.8 Post-Exposure Prophylaxis (PEP) Program**

The Centers for Disease Control and Prevention (CDC) defines post-exposure prophylaxis or PEP as “taking medicine to prevent HIV after a possible exposure”. Medications are prescribed by healthcare providers performing the initial evaluation and taken within 72 hours of possible exposure to HIV. Recommended PEP drugs can be found on the PEP card. Consultation with a USA Infectious Disease physician specialist is also available using supplied work hours and after-hours phone numbers.



## UNIVERSITY OF SOUTH ALABAMA

### **3.9 Authorization for Release of Records**

I, \_\_\_\_\_ (Date of Birth \_\_\_\_\_), hereby authorize the **University of South Alabama** (the “University”) to discuss with and/or release any and all academic/educational records pertaining to me, including, but not limited to, medical, health, and/or vaccination records in the possession of the University, to any clinical site at which I intend to or have participated in clinical training while enrolled as a student at the University. This disclosure expressly includes, but is not limited to, any such records requested by such a clinical site as part of an audit by the clinical site and/or any accrediting, governmental, or supervising body.

I understand that the University does not require disclosure of any of the above-described records as a condition of attending the University, but my failure to authorize disclosure as described above may result in the clinical site denying my placement, which may negatively impact my academic progress.

By signing below, I acknowledge that I have read and understand this Authorization and have had an opportunity to ask any questions about it. I further consent to the disclosure of the academic/educational records described above to the requesting clinical site. This authorization is valid until revoked by me in writing.

\_\_\_\_\_

\_\_\_\_\_

Student

Date

Printed Name: \_\_\_\_\_

## **4. Office of Academic Advising**

### **4.1 Advising**

Graduate students are advised by program faculty. Undergraduate students are advised in first year advising and/or the Allied Health Academic Advising unit. First year students (those with fewer than 30 credit hours) are advised in the first year advising unit on campus. After 30 credit hours are earned, students will be advised in the Allied Health advising unit. The advisors coordinate orientation, advising, and registration of new students. Files are created for new students and any transfer work is reviewed to determine completion of requirements. They assist continuing and readmitted students during registration and drop/add.

Although advisors assist students in various aspects of academic life, it is the students' responsibility to become familiar with all academic regulations, policies and procedures described in the University of South Alabama's bulletin, the Lowdown and other departmental documents and web sites.

The advisors meet with current students by appointment. During advising sessions, the student may discuss the following:

- the choice of major
- career goals
- evaluation of transfer credits
- scheduling classes for the next semester
- transient approval to attend another college
- any academic problems (such as probation status, the need to drop or withdraw)
- requirements for entry to a professional program
- meeting graduation requirements for the degree
- other issues that may require referral to another office on campus (Counseling and Testing, Career Services, Special Student Services, and the Writing Center).

Other information available to students in the Office of Academic Advising includes:

- model curriculum sheets for each program
- brochures about each program
- Schedule of classes
- catalogs
- bulletin board (includes important announcements and deadlines, job openings, etc.)

### **4.2 Recruitment**

The academic advisors work with prospective students and parents and currently enrolled students to provide accurate, timely information to assist the student in choosing a major, preparing for admission to a professional program, and meeting requirements for completion of the degree.

Recruiting activities include the following:

- USA Days
- Contact high school Academic and Science Advisors
- Mobile County and Baldwin County College and Career Days
- Health Occupations College Fair
- Organization of tours by local High Schools health students' group twice a year
- Providing booth at area hospitals and high schools for career days
- Individual appointments with prospective students and/or their parents
- Responding to emails and phone calls from prospective students

### **4.3 Other responsibilities**

Advisors are members of the USA Advising Council, a group of professional advisors that meets monthly and provides an opportunity to share information. Additionally, advisors may be members of SouthALACADA.

The advisors work closely with the Associate Dean and have regular meetings. They also participate in the monthly staff meetings.

## **Appendices**

## Appendix 1: Guidelines for Evaluation

### A. Teaching Effectiveness

At the beginning of the evaluation year, fill in teaching assignments, semester to be taught, and number of credit and contact hours. Enter the number of students and final average evaluation rating as each course is completed. Student rating of teaching performance is mandatory for each course and will be done using the University computerized form entitled "Survey of Student Opinions of Teaching."

#### (1). Classroom Performance

##### A. Evaluation of teaching dossier by Chair of department

1. syllabi of courses
2. examinations
3. handouts, workbooks, lab manuals
4. audiovisual materials, pedagogical enhancements
5. grade distributions for courses taught

##### B. Outcome assessments. Use normalized actual scores.

1. certification or licensure scores in specific subject areas
2. departmental or program comprehensive examination results

##### C. Direct observations of teaching by Chair or delegate. Use evaluation form.

##### D. Participation in educational technique seminars, workshops, courses, etc.

##### E. Awards or honors received.

#### (2). Rate effort and success in student advising, including orientation of freshmen and transfer students, academic advising, and career advising.

#### (3). Rate quality of work in course development, curriculum innovations, etc.

### B. Professional Development

#### (1). Publications. Rate on scale of 1 to 10 (highest). Factors for assigning rating might include:

- A. type of publication (journal article, book, monograph, etc.)
- B. number of publications
- C. impact or scope of publication (audience, peer-review, original research, review, etc.)

(2). Research projects and grant activity in progress. Evaluate effort on a scale of 1 to 10 (highest). Examples:

- A. basic experimental research
- B. applied research
- C. software development
- D. clinical studies
- E. educational method innovation or techniques
- F. essays or reviews of allied health or health care issues

(3). Participation in Professional Activities.

- A. participation in professional associations and organization committees, panels, etc.
- B. offices held in professional organizations
- C. accreditation committees
- D. participation in professional institutes, workshops, courses, conferences, etc.

(4). Presentations. Rate on scale of 1 to 10 (highest)

- A. type of presentation (seminar, workshop, brief report)
- B. number of presentations (different topics)
- C. impact or scope (expertise of audience, invited or submitted, regional, national, international)

(5). Other, including awards or honors received. Indicate scope of group, whether honorary or competitive, frequency of award (annual, monthly, etc.)

**C. Professional Service**

(1). Number and types of academic committees, relative time, and responsibility and evaluate performance.

- A. departmental
- B. college
- C. university

(2). Extracurricular participation.

- A. professional student groups
- B. advisor to University student groups

(3). University-related community service

- A. fund drives, volunteer agencies
- B. science fairs, health fairs
- C. university or academic-related consulting activities in the community



- (4). Department service/collegiality
  - A. participation in department activities not reflected in other categories
  - B. collegiality

**D. Special Services or Assignments**

- (1). Administrative
  - A. assistance to the Dean, departmental Chair
  - B. clinical director or coordinator
  - C. self-study chair
- (2). Other special assignments
  - A. continuing education activities
  - B. patent and technology transfer activities

## **Appendix 2: Information Included in the Annual Report of Scholarly Activities**

### **Brief Summary of Departmental Activities:**

The departmental Chair will write a short introductory paragraph highlighting curricular changes, improvements and new initiatives in the department.

### **Individual Faculty Members**

#### **Publications:**

##### **Books:**

This section only includes list of books authored or edited by a faculty member, indicating his or her role in it.

##### **Chapters in Books**

List both chapters in books that have been published or are currently “in press”. Include all authors, editor, publisher, etc.

##### **Peer Reviewed Journal Articles**

List peer reviewed publication both published or “in press”.

##### **Non-Peer Reviewed Journal Articles**

Same as before

##### **Published Abstracts**

In this section only list abstracts published in technical journals available at a library, which could be used as a reference in a peer-reviewed publication. Books of abstracts given at professional meetings are not considered a publication and those abstracts should be listed later, as presentations.

##### **Other Publications**

Book reviews, technical reports or articles for magazines edited by professional societies (obviously not those considered scientific journals) or papers on technical issues written for the general public.

##### **Newsletters**

##### **Instructional Material**

##### **Extramural Grants/Funding**

Include all submitted grant applications. For funded grants include total amount, duration of the grant and role of the faculty member (PI or CoPI).

##### **Intramural Grants/Funding**

Same as before

**Peer reviewed Presentations Before Scholarly Groups**

This section should include the titles of presentations at professional meetings (including all authors and any other pertinent information) for which the abstracts were peer reviewed.

**Non-peer reviewed Presentations Before Scholarly Groups**

Same as the previous but for professional meetings in which there is no peer-review process.

**Continuing Education Workshops and Seminar Presentations**

This section will only include presentations during the year being reported. Future commitments should be included in future reports.

**Office/Appointed Positions Held in Scholarly/Professional Organizations****Distinguished Lectureships**

Conferences and special lectures

**Reviewer for Journals/Books****Proposal Reviewer for Funding Agencies****Editorships****Awards/Honors**

Awards and honors should be limited to professional organizations

**Other relevant information**

Faculty members may include a paragraph summarizing any additional information, considered relevant from an academic standpoint, that could not be listed above (for example, technical developments, patents and community involvement relevant to their profession or to the institution such as activities with local high schools, science fairs, etc.)

### Appendix 3: CAHP Influenza Student Vaccination Policy Form

(to be distributed to students at acceptance into their professional program)

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*JAG #*

I understand that as a College of Allied Health Professions (CAHP) student that I am required to get an annual influenza (flu) vaccination before performing rotations in USA medical facilities. I also understand that proof of flu vaccination shall be submitted to my department.

**Initials:** \_\_\_\_\_

#### **Vaccination exemptions:**

I request an exemption from flu vaccination due to a documented reason. I have been notified that granting of a flu vaccination exemption may place me at risk of not completing all academic program requirements. I also understand that affiliated non-USA training sites may also require proof of flu vaccination prior to my entry into a clinical component. I have been advised that my inability to complete any or all required clinical component(s) will prevent program degree award. **Initials:** \_\_\_\_\_

#### ***Medical Exemption:***

I have been advised to seek additional medical advice on the benefits & risks of flu vaccination for my particular medical condition from a licensed physician.

**Initials:** \_\_\_\_\_

#### ***Personal Exemption:***

I have been advised that if I am granted a flu vaccine exemption, for religious or other reason, it does not excuse me from completing all portions of required clinical training.

**Initials:** \_\_\_\_\_

By signing below, I acknowledge that I understand the information contained within this document. I also acknowledged that I was given an opportunity to ask questions concerning flu vaccination.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness's Signature (also print name):  
\_\_\_\_\_

#### **Notes:**

1. All information regarding my health status will remain confidential.
2. Flu vaccine is available through USA Student Health Services, Public Health Department, or family physician office.

Appendix 4:

Pat Capps Covey College of Allied Health Professions  
Organizational Chart

