

FACULTY HANDBOOK

2024 - 2025

College of Allied Health Sciences

ALLIED HEALTH



Uniformed
Services
University

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WELCOME

Welcome to the Uniformed Services University of the Health Sciences - College of Allied Health Sciences (CAHS)! This handbook has been prepared to help you learn more about our College. We hope that you find it useful.

Message from the Dean

The College of Allied Health Sciences (CAHS) was chartered in October of 2016 to meet the rising academic requirements for service readiness in technical and professional practice areas of healthcare and science practice within the Military Health System (MHS).

At CAHS, we are guided by our motto to “Train for the Mission, Educate for a Lifetime of Service.” Our students are trained across a wide range of subjects of critical importance to the MHS with our programs being driven by the needs and priorities of the Services. However, while their training is vital to ensuring our military’s readiness and improving the health and well-being of our service members and their families, CAHS also ensures students graduate with a recognized credential that reflects the skills and training they have mastered and can further their career when they transition to the civilian sector. We are committed to helping our students pursue their professional growth both during their military career and for years after.

James D. Nash, Ph.D., PharmD, MPH, BCPS
Dean,
College of the Allied Health Sciences

THE COLLEGE OF ALLIED HEALTH SCIENCES (CAHS)

The CAHS exists to support the education and training requirements that the military services have determined are a prerequisite to professional peacetime and operational practice within the Military Health System (MHS) of the Department of Defense (DoD). Because the CAHS is part of the Uniformed Services University (USU), our programs frequently require competencies and practice credentials that are identical to the civilian sector.

About the CAHS

The CAHS was chartered by the Assistant Secretary of Defense for Health Affairs in October of 2016 after receiving approval from the USU Board of Regents. Congress authorized undergraduate study at USU in section 724 of the 2017 National Defense Authorization Act, which was signed by the President in December of 2016. The CAHS commenced initial operations on April 24th, 2017.

Accreditation

The Middle States Commission on Higher Education (MSCHE) accredits degree-granting colleges and universities in the Middle States region: Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations internationally. MSCHE accredits institutions across the United States and globally. The Commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. It examines each institution rather than specific programs within institutions.

More Information about MSCHE can be found at the following external web

address: <https://www.msche.org/about-us/>

MSCHE first accredited USU in 1984 and reaffirmed accreditation most recently in 2023. In May of 2016, the Commission acknowledged receipt of a substantive change request for the addition of two new degree levels available through the CAHS: Associate and Bachelor of Science in Health Sciences. The USU's existing MSCHE accreditation includes graduate programs of instruction, which we hope to deploy in the near future.

USU Mission and Vision

Mission: The mission of USU is to support the readiness of America's Warfighter and the health and well-being of the military community by educating and developing uniformed health professionals, scientists and leaders; by conducting cutting-edge, military-relevant research, and by providing operational support to units around the world.

Vision: By the end of 2026, the CAHS will be DoD's focal organization for educating allied health

professionals across all Services in order to enhance the health of the DoD community and medical readiness of the armed forces in support of the National Defense Strategy.

CAHS Mission and Vision

Mission: The mission of the College of Allied Health Sciences (CAHS) is to educate highly competent and ready allied health professionals who are dedicated to serving the needs of the Uniformed Services and providing operational support to units around the world. We support the attainment of higher education degrees, professional certifications, licensing, and accreditation across DoD and with America's men and women in uniform.

Vision: By the end of 2026, the CAHS will be DoD's focal organization for educating allied health professionals across all Services in order to enhance the health of the DoD community and medical readiness of the armed forces in support of the National Defense Strategy.

Academic Year

The CAHS' regular academic year runs Summer to Spring and generally aligns with the fiscal year of the Department of Defense (October 1st - September 30th). Program cohort start dates are programmed year-round by the military services and each instructional site administration in concert with the CAHS. While start dates are not quite 'rolling', a program cohort, or individual courses, could start on any weekday within any month. Please refer to your local training calendar and faculty of record for dates of particular programs and courses.

Leadership

The USU provides oversight of the CAHS consistent with the advisement of the USU Board of Regents (BoR) in the form of governance and administrative support just as it does for the other schools and colleges of the University. The DoD Instruction 5105.45, Subject: Uniformed Services University defines the governance, organization, and management of the USU, allows leadership to strategically identify evolving educational requirements, and clarifies their university's position within DoD. The USU provides administrative oversight of the CAHS from its well-established southern office at Joint Base San Antonio (JBSA) Fort Sam Houston.

Personnel Directory

The following information indicates the physical location of the campus, the primary telephone number, and the offices of the CAHS including email addresses of key leadership. Please do not hesitate to use this information.

Uniformed Services University of the Health Sciences
College of Allied Health Sciences
2710 Howitzer Rd. Bldg. 2372, Ste. 318
JBSA Ft Sam Houston, TX 78234
Phone: (210) 299-8521

James D. Nash, Ph.D., PharmD, MPH, BCPS
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GENERAL INFORMATION

This section of the handbook contains general information about the CAHS. Specific topics include learning and library resources, the University Learning Resource Center, learning resources at the instructional locations, testing services, the USU Bookstore, information technology, Service required instruction, and voluntary study. Please be sure to familiarize yourself with these topics.

Learning and Library Resources

For Service-direct programs, all learning and library resources are identified and provided by the sponsoring Service(s) at the site of instruction.

University Learning Resource Center

On an individual as needed basis, the CAHS faculty and students can gain access to the Uniformed Services University (USU) Learning Resource Center (LRC). The USU LRC strives to support scholarship and facilitate healthcare education at the Uniformed Services University. More information about the LRC can be found at the following University website, which can be found at the following internal web address: <https://usuhs.libguides.com/home>

METC Branch Campus, Additional Locations, and Other Instructional Sites

At CAHS Branch Campus, Additional Locations and Other Instructional Sites, educational resources are discipline-specific and accessible within the program of instruction itself and within the geographic area of instruction. The METC Branch Campus provides an example.

Library services available to CAHS students at the METC Branch Campus are robust. Students have access to the Stimson Medical Library, which is immediately adjacent to the campus. Each instructional program maintains its own small reference library within instructional spaces. Each Service provides access to their respective electronic medical reference systems, which can be accessed on or off campus and within the students' dormitories.

The students at the CAHS Additional Locations, and Other Instructional Sites enjoy comparable resources as those at the METC Branch Campus. Both virtual library and traditional "brick and mortar" facilities are available for use by students as needed.

Testing Services

A variety of testing services are recognized by the CAHS and are available to students. College Level Examination Program (CLEP) exams and DANTES Subject Standardized Tests (DSST) are readily available for students to earn college credits through testing. National Testing Centers provide testing support for CAHS students within their local area. Students can get additional information and support from the local Education Services Offices. Counselors at the Education Offices can provide guidance on use of Voluntary Education funds to cover the costs of testing. The CAHS Catalog and Student Handbook provide details regarding testing opportunities and available credits.

USU Bookstore

All required instructional materials are identified and provided to CAHS students by the sponsoring Service(s) or organization at the site of instruction. Traditional bookstore items such as clothing, diploma frames, pens, software, etc. are locally available to CAHS students and faculty via their local Exchange shopping center and through the USU Alumni bookstore. The USU Alumni Bookstore is owned and operated by the Alumni Association, which is an approved non-profit entity that sells clothing, supplies and other merchandise that may be helpful to students and faculty at USU. The USU Alumni Bookstore offers online sales, which can be found at the following external web address: [USU Alumni Bookstore](#)

Information Technology

Service-required instruction does not always require degree completion; therefore, some students have the option to attend the CAHS voluntarily to finish their degree. This requires two mechanisms for the provision of adequate information technology resources and support.

Service-required Instruction

For programs of Service-required instruction, all required information technology equipment is identified and provided to CAHS students and faculty by the sponsoring Service(s) or organization at the site of instruction.

Voluntary Study

In cases of voluntary individual study, students and faculty that are not billeted to USU are responsible for providing their own information technology equipment. Using their own equipment, students and faculty gain access to the information technology environment provided for, or arranged by, the CAHS.

In all cases, minimum DoD standards for access apply. For more information about DoD information technology standards, see DoD Instruction 8310.01, which can be found at the following external web address:

<http://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/831001p.pdf>

In situations where students or faculty need assistance, it should be sought locally first, then with the CAHS. Please refer to your local orientation materials for access to local information technology support services. For CAHS information technology support, students may call (210) 299-8529.

Standards of Conduct

The following information on Standards of Conduct applies to students and faculty. As an entity of the U.S. Government, the College of Allied Health Sciences is governed by a range of federal laws and regulations, U.S. DoD instructions and policies promulgated by the President of the Uniformed Services University. In addition to this legal, regulatory and policy framework, we hold ourselves to an ethical framework as well. The CAHS leadership embraces four values that guide our decisions and actions daily. Three of them appear, in one form or the other, in the creeds of the services that sustain our University. The fourth is an essential quality of any institution of higher learning.

Respect

Military culture is built on respect. Effective leaders know how to bring out the best in their personnel without resorting to coercion or threats. Those privileged to hold positions of authority must never use their power over others to demean, harass or exploit.

Respect is also a two-way street. At the CAHS, students, staff, and faculty colleagues should always give their best. The CAHS thrives when everyone respects the mission and actively works to advance it. Respectful team members not only shoulder their responsibilities; they look for opportunities to help each other. Respectful personnel work collegially across centers, departments, disciplines and schools to maximize the impact of the University's equipment, laboratory space, research funding and personnel.

The relationship between those providing or supporting healthcare and those receiving it is built on respect. Patients respect our training and preparation; that's why they put their bodies, their deepest secrets, their health and sometimes their very lives in our hands. We must respect the trust they place in us by doing our utmost to acquire and sustain the knowledge, skills and experience required to meet their needs. Likewise, we must always remember that we work for them, not the other way around. This means that we respect our patient's time, their dignity and, most importantly, their wishes. These concerns always matter, but they are particularly important near the end of life.

Finally, the students, staff, and faculty of the CAHS respect diversity — a quality that has defined the United States since its founding 240 years ago and continues to energize our society. Because the U.S. military is diverse, it is more dynamic, resilient, adaptive and effective than it would otherwise be. We aspire to reflect the diversity and creativity of the nation we serve. That's why we seek students, staff, and faculty who have diverse viewpoints and life experiences, come from different service and occupational backgrounds, hail from different parts of the country, follow different faith traditions, and represent different racial, ethnic, cultural and socioeconomic groups. Given the global reach of the CAHS, respect for diversity also helps us achieve our mission. It is not only the right thing to do; it is the smart thing to do.

Integrity

Honor and integrity are explicitly embodied in the creeds of the uniformed services that support our University. Every endeavor in the CAHS rests on a foundation of integrity. Our patients expect us to be honest with them; so do our classmates, professors, and colleagues. If any of us compromise our integrity, we compromise everything for which the CAHS stands. That's why we are always truthful.

Our commitment to integrity is embodied in the following — “We don't lie, cheat or steal, nor tolerate those who do.” All of us in the CAHS are expected to adhere to this standard, whether we are new students, staff members, long-serving experienced members of the faculty.

In universities like ours, academic success is frequently measured in terms of publications. For this reason, plagiarism — the theft of another person's writing or ideas—is viewed as seriously as the theft of money or property. In many respects, it is equivalent to simultaneously lying, cheating and stealing.

If a member of our community violates the CAHS's Honor Code they will be held accountable, irrespective of their position, rank, tenure, or academic status. Equal treatment is not only a matter of fairness, it's a measure of our institutional integrity.

Safety

The CAHS is committed to ensuring all of our students, faculty, staff, contractors, and campus guests are safe from physical harm, threats and other behavior intended to coerce, demean or intimidate members of our campus community. All of us have a responsibility to create and sustain a culture of safety on campus. Just as military personnel look out for each other in combat, we must look out for each other on campus and throughout our national network of affiliated treatment facilities. If you spot a potential threat to safety, witness hostile or inappropriate behavior, or overhear overtly racist, sexist, or bigoted remarks, you should promptly report it to School leadership. Federal Law provides protections from retaliation for those who step forward in good faith to express concern about campus safety.

Those of us in leadership positions, including the dean and dean's staff, department chairs, center directors and class officers, have a responsibility to ensure the safety of the personnel who work in their department, unit, or area of responsibility. In addition to complying with appropriate laws and policies, we expect our supervisors to be vigilant, so potential problems are swiftly identified and addressed.

In academic environments like ours, intellectual safety is equally important. Institutions dedicated to scientific inquiry should encourage skeptical analysis of untested assumptions and urge its students and faculty members to challenge dogma. A commitment to safety requires us to protect one another from unintended errors as well. Outside of academic exams, if you believe your classmate, lab colleague, or instructor is about to reach an erroneous conclusion or make a procedural or methodological error, you should respectfully ask them to explain their

reasoning. Whether you are ultimately proven right or wrong, you should not be criticized.

Speaking up is particularly important in clinical settings, where patient safety must always come first. Those we care for: ill and injured warriors, military family members, and retirees count on us to get them well while doing everything in our power to safeguard them from preventable medical errors. That's why USU is committed to helping the Military Health System (MHS) become a High Reliability Organization (HRO). When health professionals, including students, observe an unsafe clinical practice, a breach in proper technique or believe in good faith that a member of their team (including their faculty) is about to make a medical error, they are obliged to speak up. This is an important way to protect patients from error-related harm.

Excellence

The CAHS is committed to excellence in everything we do. Those who come to the CAHS to study, teach, practice, or conduct research understand that we are part of something greater than ourselves. Our mission is distinct. We are helping defend the national security of the United States and the health security of the world. Because our students come to USU to learn to care for those in harm's way, we and they must strive for excellence in everything we do. Nothing less is acceptable. This commitment to excellence applies whether the activity takes place in a classroom or laboratory, the library, is simulated, during field exercises, MTFs across the country, or in a military hospital, laboratory or battlefield aid station on the other side of the world.

The group that best personifies our commitment to excellence is our alumni. Around the clock and around the world, in every theater of operations, our alumni affirm the value of the CAHS through their service to the nation as skilled clinicians. For more than four decades, their steadfast and enduring commitment to excellence at USU has set the standard that we, the current students, faculty, staff and administration of the CAHS aspire to match. We are grateful for their service and we are committed to following their example.

If you put the first letter of each of the four values discussed together (Respect, Integrity, Safety, and Excellence) they spell "RISE." Together, everyone at the CAHS must RISE to meet our challenges. And when one of us fails, we all fail because we all share in the reputation of the CAHS. When you see a colleague beginning to fail to RISE, do everything you can to help them. We owe that to each other at the CAHS just as we do in the field, at sea, or in the air. We are an interdependent team. We count on each other to live up to their responsibilities just as we live up to our own.

The Honor Code

The Honor Code applies to students and faculty of the CAHS. Standards are the yardsticks by which we are measured as people and professionals. But they also define us as human beings. This document describes several types of standards all which play an important role in the development of ethical healthcare professionals of the highest caliber.

Students are not just learning to become critical thinkers, they are also interacting with others, with the respect and dignity that each person deserves. Honorable conduct requires cognitive and non-cognitive skills as demonstrable values in all that we do.

We place no value in things such as copying or misrepresenting the work of others, intimidation, harassment, and a host of other less than honorable conducts which at times may tempt us all. These are not part of the CAHS Standards of Honorable Conduct. Rather, these are violations of academic integrity and/or ethics.

Violations of the CAHS Standards of Honorable Conduct will be reviewed. A lapse in performance and/or evidence of academic or scientific misconduct may result in a recommendation for suspension, probation, or disenrollment.

Academic Integrity

Satisfactory academic standing is determined both by performance in formal courses and by aspects of academic performance that include skills, attitudes, and attributes judged by the faculty to be important for success. These include, but are not necessarily limited to academic and scientific ethics, honesty, integrity, reliability, perception, balanced judgment, personal insight, and the ability to relate to and respect others.

Plagiarism

Responsible conduct of science and academic integrity concepts also include the respect with which we use other peoples' ideas and concepts. Although the word plagiarism has been defined in various ways, all definitions include a violation of academic integrity and the following constraints on using other investigators' works. Students shall not use, attempt to use, or copy any unauthorized material during any examination or graded exercise, knowingly present the work of someone else as their own, forge or alter any academic document, impede or interfere with the ability of others to use academic materials or complete academic work, or assist another in any of these activities.

Non-Attribution

Lectures, discussions and all variety of presentations by guest speakers, seminar leaders, and panelists, including renowned public officials and scholars, constitute an important part of University curricula. So that these guests, as well as faculty and other University officials, may speak candidly, the University offers its assurance that their presentations will be held in strict confidence. This assurance is derived from a policy of non-attribution that is morally binding on all who attend. Without the express permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.

Academic Freedom

The USU CAHS faculty and students have the privilege of respectful dialogue amongst academic colleagues and may debate any subject related to the course objective at hand. One of the goals of professional federal/military education is to develop professionals who can employ innovative thinking when confronted with changing situations. Therefore, it is imperative that the University provide a learning environment that encourages faculty and students to cast a critical eye on traditional or accepted concepts. In this regard, the University is a safe and proper setting to practice the art of communicating innovative and non-traditional concepts. It is expected that faculty and students will debate their viewpoints responsibly reflecting professionalism and courtesy.

Personal Interactions with Students

Both faculty and students should interact in a professional manner and with respect for the academic knowledge and authority of the faculty. However, students must not be coerced or become involved in interactions with faculty that create, in fact or appearance, academically inappropriate behavior in what is, by its very nature, an unequal relationship.

The CAHS Standards of Conduct and Honor Code requires that members of the faculty shall not engage in relationships with students which could be conceived as “dating”, during the student’s course of study, both on and off duty. Inappropriate relationships compromise the academic distinction of mentor and student, not only in the eyes of those involved, but in others who may perceive such actions as a compromise. Moreover, inappropriate relationships may also compromise the academic validity of the student’s credentials.

Perceived faculty misconduct and/or inappropriate interactions or behavior with or toward a student should be reported to the local Program Director and/or the relevant CAHS Associate Dean.

Harassment and Discrimination

The USU and the CAHS support an environment where the worth and dignity of students are recognized and respected and where students can achieve academic success. During their activities at USU, students must not be the recipients of discriminatory or intimidating actions or behaviors based on sex, race, ethnicity, religion, or sexual orientation. Both faculty and students should not engage in or be involved in promoting discrimination.

Sexual Harassment is defined as any unwelcome sexual advance, which includes any verbal or physical behavior of a sexual nature, and any direct or implied requests for sexual favors. It also includes any sexually-oriented conduct where a student’s acceptance or rejection of such behavior affects his or her level of work performance by creating an intimidating, hostile, or offensive work environment. Most sexual harassment incidents are relatively subtle in nature, frequently associated with the abuse of real or perceived power and are not sex specific.

It is important for anyone who feels that he or she is or has been a victim of discrimination, intimidation, or sexual harassment to inform the person or persons involved that his or her conduct is unwelcomed and must stop. If this behavior continues, or if a hostile work environment is created, the victim should communicate his/her grievance through procedures at the branch campus, other instructional site, or additional training location to a Faculty Member, Preceptor, the Program Director, and appropriate CAHS Associate Dean or Dean.

Student Responsibilities

Students are expected to demonstrate respect to the academic endeavors by attending class on time, paying attention and listening to other points of view, being prepared and contributing to discussions, and meeting academic deadlines. Items such as plagiarism, cheating, disrupting classroom or laboratory settings, and failure to comply with accepted standards of patient confidentiality constitute violations.

Examples of actions which may result in dismissal from a course include but are not limited to the following:

Accepting or providing to past, present, or future classes of students or other individuals, any written or verbal information that will compromise the examination process.

Cheating on a test or other class work by copying the answers from another student and the unauthorized use of notes or other references.

Knowingly permitting another student to copy answers from one's test papers or providing test answers to another student in an unauthorized manner.

Copying the work of another individual without properly noting the source. This includes copying the work of another student (past or present) including homework assignments.

Disrupting classroom or laboratory sessions, thereby prejudicing the opportunity of other students to learn.

Failing to meet each individual armed force's standards of personal appearance.

Abusing substances (such as illegal drugs and/or alcohol) both on and off the installation.

Flagrant disregard of program safety standards resulting in the potential endangerment of self and others.

Failure to comply with accepted standards of patient confidentiality.

Violations of the Standards of Conduct or the Honor Code, including but not limited to the above will be reviewed by the CAHS. Such a review may result in actions including recommendations for suspension, probation, or dis-enrollment.

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ACADEMIC INFORMATION

This section of the handbook focuses on important academic information. Faculty are key in dissemination and reinforcement of this information with students. Specific topics include academic advising including contact information; counseling, career services and development; academic administration and records; and admission, enrollment, and registration. Please be sure to familiarize yourself with these topics.

Academic Advising

Faculty members must be aware of the mechanisms of student academic advisement. Academic advising is available to all students empowering them to make informed decisions to achieve their educational goals. Advising is available to assist students with review of academic evaluations, effective degree planning, course selections, and interpretation of the CAHS policies and procedures in preparation for successful completion of degree requirements and graduation.

After completion of the CAHS admission process students are enrolled into Service specific programs designated as non-degree, Associate of Science in Health Sciences (ASHS), and Bachelor of Science in Health Sciences (BSHS). This designation is based on Service requirements and program rigor. CAHS Academic Advisors are available to provide all students with advice, assistance and support in achieving their educational goals with the college.

CAHS students can earn an ASHS and BSHS dependent upon Service requirements. Second and subsequent degrees will only be awarded based on distinct credits not previously used in an awarded degree. For a second BSHS degree, in addition to the program's major field of study courses, a minimum of 18 of the required 42 semester hours of upper level credits must be hours not previously used in a CAHS awarded degree. The CAHS catalog provides full details on available programs of study.

Advising Contact Information

Academic Advisors contact students following their admission into the CAHS and after they submit official transcripts to the Office of the Registrar to be evaluated for applicability of transfer credits towards completion of degrees with the CAHS.

Academic advising appointments are available Monday through Friday and can be scheduled via the below email. Students may use the following information to arrange an appointment:

Email: CAHSAcademicAdvising@usuhs.edu

Academic Advisors	Phone	Email Address *
Natisha Smith	210-299-8518	CAHSAcademicAdvising@usuhs.edu
Tara McCraw	210-299-8515	CAHSAcademicAdvising@usuhs.edu
Araceli Nava	210-299-8514	CAHSAcademicAdvising@usuhs.edu
*NOTE: For best support, send emails to the organizational email address listed.		

Counseling, Career Services, and Development

Faculty members must be aware of student counseling, career services, and development activities for students. Academic support and development begins immediately for students upon their enrollment in their respective programs by attending a required local comprehensive orientation and in-processing briefing.

Students are provided information in Service-specific and site-specific orientation such as base resources, entitlements, emergency preparedness plans, command personnel policies, functions, and facilities. Instructional faculty review academic policies and procedures, emergency responses, and general classroom discipline. Please refer to your local guidance for scheduling of initial orientations.

Upon entry into a CAHS instructional program, students are counseled regarding requirements for successful completion of the program. Periodic formal academic counseling throughout their course of instruction is designed to assist them in completing the coursework for their Service specific assigned programs. As may be needed, students may also receive academic advisement services from the CAHS' administration. CAHS Academic Advisors are available to provide assistance in concert with personnel assigned to the Service-specific programs.

All CAHS students are required to participate in their respective Service career counseling program. This includes direct guidance, counseling, and mentoring by qualified staff in areas of enlisted career advancement. Focus is on both short and long-term career goals.

Mandatory development opportunities are available to all students of the CAHS. Student development begins within the program of study at the course level and may include remediation as determined by local faculty. Both formative and summative evaluations are made as students are given timely and appropriate feedback on their performance. Students deemed to be "Academically at Risk" will be given additional assistance in Service-specific programs of study.

Academic Administration and Records

Although faculty members are not primarily responsible for academic administration and records, they should be familiar with the processes administered by the Uniformed Services University Office of the Registrar (OUR). The USU OUR is responsible for the administration and maintenance of all student records. All official academic information is maintained within the USU CAHS Student Information System, which is EMPOWER®. Academic information is non-disclosable without signed authorization from the student.

Admission, Enrollment, and Registration

Information on the subjects can be found in the college catalog located at the following link:

[Academic Catalog](#)

Tuition, Fees, and Financial Aid

All students of the CAHS are DoD personnel funded directly and completely by the federal government. As such CAHS students are not eligible for federal financial aid in support of CAHS attendance. Moreover, CAHS students must not include CAHS courses as part of a financial aid application.

Withdrawal

A formal withdrawal indicates a voluntary ending of academic work at the USU. A student wishing to withdraw must submit a request, in writing, to the CAHS Associate Dean with approvals through his/her advisor and Program Director. The CAHS Associate Dean will notify the student of the final disposition of his/her request. The student must formally reapply for admission if he/she wishes to return to a Program.

Transcript Requests

All requests for transcripts must be in writing using the USU Transcript Request Form, and must include the original signature of the student. The USU Transcript Request Form can be downloaded from the following internal web address: [Transcript Request Form](#)

Replacement Diploma

All diploma replacement requests are handled through the USU's Registrar. If students have a need to reorder their diploma(s) from the USU CAHS, they will be required to fill out and submit the USU Diploma Request Form. The form can be downloaded from the following internal web address: [Diploma Request Form](#)

The form must be mailed via United States Postal Service (USPS) to the USU Office of the Registrar at:

Uniformed Services University of the Health Sciences
Attn: Office of the Registrar
Room, #A1041
4301 Jones Bridge Road
Bethesda, MD 20814

The requestor will be required to pay a processing fee for each diploma. Students must pay in the form of either check or money order made payable to Oak Hall Cap & Gown. Such requests typically take 4-6 weeks for processing. Delivery times may vary.

FACULTY INFORMATION

This section of the handbook focuses on faculty appointment to the CAHS. While not exhaustive, it is a very good start that is provided to help ensure faculty success. Some specific topics include faculty appointments, ranks, and required documentation for appointments. Please be sure to familiarize yourself with these topics.

Faculty Appointments

Individuals nominated for appointment as a CAHS faculty member should have at least 9 months remaining in their duty position to support the mission before a permanent change of station, retiring, or separating. Instructors (faculty) are assigned to CAHS faculty positions in educational programs only after verification of requisite education, certification and/or licensure, and experience by the USU CAHS faculty appointment process, and in concert with the respective program's leadership. Such assignment must also be consistent with, and is subject to the scrutiny of, the relevant programmatic and institutional accreditation standards and practices. The CAHS faculty are responsible for oversight of the instructional practice of educators within CAHS programs of instruction. The terms "faculty", "instructor", and educator are used interchangeably.

Faculty Ranks

The CAHS has four ascending faculty ranks as designated by title: Instructor, Assistant Professor, Associate Professor, and Professor. Faculty are appointed in, and promoted to, the various ranks based upon professional qualifications and the concurrence of the CAHS and University administration under guidance, standards, and procedures outlined in USU Instruction 1100 and 1100C. The following are CAHS instructor ranks and definitions:

Instructor – is a rank for junior scholars who, while fully qualified to teach within their respective professional discipline, have not reached the level of scholarly maturity expected of a permanent faculty member.

Assistant Professor – is the basic entry level faculty rank. This level of scholar is expected to have all qualifications customary in their profession or field and to have demonstrated clear potential for achievement and a capacity for productivity in multiple areas of scholarship.

Associate Professor – is the faculty rank indicative of fully-matured scholarship in multiple domains; it is based upon the extramurally peer-evaluated and clearly demonstrated capacity for sustained scholarly achievement and productivity.

Professor – is the highest rank a faculty member may be awarded on the basis of peer recommendation and is reserved for those faculty members who have repeatedly demonstrated outstanding achievement across the spectrum of scholarship; it is not awarded for length of service but only after careful consideration of the quality, quantity and national and/or international impact of the individual's scholarship.

Faculty Records

Faculty records are initiated for all CAHS faculty members and are maintained in the CAHS administrative offices. It is the faculty member's responsibility to ensure that their faculty record is accurate and up-to-date. This includes current license and certifications, as applicable, and instructor evaluations.

Faculty Evaluations

Faculty are required to provide a current instructor evaluation conducted within the program of instruction which was rated at least satisfactory upon initial appointment and annually thereafter. The evaluation may be submitted on the faculty member's assigned military organizational approved evaluation form which focuses on assessing an individual's competency in instructional delivery (e.g. teaching or instructing students). The evaluations must be submitted to the program's assigned CAHS Faculty Support Specialist and may be emailed to: cahsfacultyappointments@usuhs.edu.

Required Documents for Appointments at the Branch Campus--METC

Several documents must be completed when individuals are nominated for appointment as CAHS faculty. At the beginning of the appointment process, a CAHS Faculty Support Specialist sends the Program Director and or the faculty nominee an email with the informational sheet included as Appendix 1 to help facilitate a smooth onboarding. The informational sheet provides a list of required documents and instructions on submitting them to the CAHS. The sheet can be located electronically at the following link: [METC Information Sheet](#)

Please email the CAHS Student and Faculty Development organizational email box for assistance with faculty nominations and processes and procedures: cahsfacultyappointments@usuhs.edu

Required Documents for Appointments at locations other than the Branch Campus

Just as at the Branch Campus, personnel at additional locations and other instructional sites must submit a number of documents when nominated for appointment as CAHS faculty. At the beginning of the appointment process, a CAHS Faculty Support Specialist sends the Program Director and or the faculty nominee an email with the informational sheet included as Appendix 2 to help facilitate a smooth onboarding. The informational sheet provides a list of required documents and instructions for submitting them to the CAHS. The sheet is located electronically at the following link: [Other Locations Information Sheet](#)

Please email the CAHS Student and Faculty Development organizational email box for assistance with faculty nominations and processes and procedures: cahsfacultyappointments@usuhs.edu

Additional Information on Faculty Appointments

Below is a list of the documents required for processing CAHS faculty nominations. On the following pages, you will find templates for those documents. Every document is not required for all appointments. For example, the Committee on Appointments and Promotions Completed Actions Memorandum and Memorandum for Board of Regents is only required for Associate Professor and Professor nominees.

- Curriculum Vitae (CV) or PDF Formatted CV / Application
- Statement of Scholarly Activities (also referred to as Report of Scholarly Activities)
- Request for Civilian or Military Faculty Action (USU Form 107C)
- Sponsor Letter of Recommendation
- Parent Command/Organization Approval Letter
- Committee on Appointments and Promotions (CAP) Completed Actions Memorandum for Board of Regents
- CAHS Dean Faculty Appointment Letter

Space left blank intentionally

Curriculum Vitae (CV) Template

The CV is submitted by the member recommended for appointment to CAHS faculty. This template provided is only an example. All CVs are not required to be in this specific format. However, all elements of the example should be included when applicable/appropriate.

NOTE: An example CV is located at Appendix 3 of this handbook

CURRICULUM VITAE

First Middle Last Name, highest degree earned (e.g. Ph.D.)

Military rank, Service, DOB

Citizenship

Preferred Address (with all necessary details)

Work phone, E-mail, Cell Phone

Education and Training (*include institution, city, state or country, years from and to, degree or specialty certificate earned*)

Undergraduate Degree(s):

Graduate Degree(s) (e.g. Pharmacy or Nursing school):

Residency(s):

Fellowship(s):

Military Education:

Credentialing (*include expiration date*)

License(s):

Registration(s):

Certification(s):

Other(s):

Assignments/Employment (*list in reverse chronological order*)

Academic Appointment(s):

Clinical/Clinical Support Appointments (s):

Professional Citizenship (*include names and dates of membership in reverse chronological order*)

Professional Society(s):

Professional Committee(s):

Professional (and Military) Honors and Awards:

Funded Grants:

Publications

Articles in Reference

Journals: Published Abstracts

Published Chapters

Statement of Scholarly Activities Template

The template is to be submitted by the member recommended for appointment to CAHS faculty. The template provides examples of topics in each reportable area of scholarly activity. Other topics exist and the examples given are not meant to represent the full breadth of such activities.

REPORT OF SCHOLARLY ACTIVITIES

Name

Date

1. Discovery and Integration: Original research which expands or challenges knowledge.
 - a. Research protocols.
 - b. Publications in the peer reviewed literature.
 - c. Patents.
 - d. Funded grants.
 - e. Examples of research reputation beyond the parent institution:
national committees, national presentations, visiting professorship etc.
2. Teaching: the communication of understanding.
 - a. Level 1: Conveying existing lesson plans and curriculum within the department.
 - b. Level 2: Provide leadership roles locally, create lesson material.
 - c. Level 3: Educational leadership and reputation beyond local institutions; presentations at national and international conferences.
3. Application: engagement with society, building bridges between theory and practice. Denotes peer recognition.
 - a. Professional service: service on national councils, committees, editorial and certification boards.
 - b. Clinical or clinical support activity: mastery of skills; board certification; leadership role in department or program.
 - c. Awards for excellence in clinical or clinical support activity.
4. Institutional citizenship: Service within the CAHS.
 - a. Service on committees or councils.
 - b. Participation in QA activities.
 - c. Participation in policy development.
 - d. Service awards.

Sponsor Letter of Recommendation Template

This document is to be submitted by the program leader recommending a member(s) for appointment to CAHS faculty. In most instances, this will be the Program Director or Department Chair.

(DATE)

MEMORANDUM FOR CAHS CAP

SUBJECT: Recommendation for Faculty Appointment

I recommend that the following individual(s) be considered for academic appointment in the College of Allied Health Sciences within the Uniformed Services University of the Health Sciences.

(NAME)

(FACULTY LEVEL)

Based on my review of this (these) individual's(s') curriculum vitae and clinical or clinical support and teaching competencies, this (these) individual(s) meet(s) the criteria for academic appointment within the College.

(Additional comments as necessary.)

(SIGNATURE)

NAME

TITLE

Parent Command/Organization Approval Letter Template

This document is to be submitted by the commander/senior leader of the organization to which the recommended CAHS faculty member is assigned.

(DATE)

MEMORANDUM FOR DEAN, COLLEGE OF ALLIED HEALTH SCIENCES

FROM: Commandant / Dean or Command Level Leader within organizational to which the nominee is assigned

SUBJECT: Approval for Faculty Appointment or Promotion

The following individual(s) are being considered for a faculty appointment within the indicated program(s) of the College of Allied Health Sciences. As their commander/supervisor, I concur with the following appointments.

[Name]	[Program]	[Recommended Rank]
[Name]	[Program]	[Recommended Rank]

Concurrence means I approve of the individuals participating in the teaching program.

(SIGNATURE)
NAME
TITLE

CAHS Dean Faculty Appointment Letter Template

This document is used to notify faculty members of their appointment to the CAHS.

(RANK, NAME, SERVICE, CORPS)
(MAILING ADDRESS)

Dear (RANK LAST NAME):

Congratulations! As Dean of the Uniformed Services University of the Health Sciences (USU) College of Allied Health Sciences (CAHS), I am pleased to offer you an appointment as an (FACULTY RANK) in the CAHS (PROGRAM) located at the (e.g. Medical Education and Training Campus; METC) on (e.g. JBSA Ft Sam Houston). Your faculty appointment will be as follows:

Appointment: Assistant Professor of (Respective Program)

Laboratory Technician Period of Appointment: 02 February 2023 – 1

February 2026

Tenure Status: Appointment is Non-Tenured

As a faculty member, you will continue to be responsible directly to the USU CAHS Program Director of your appointed program of instruction. However, you will keep your leadership apprised of your activities pertaining to the University and the CAHS and seek guidance on all matters of importance.

Please acknowledge below your decision to serve in the appointment as stipulated above and return a copy of this letter signed and dated to me within ten days of receipt. I will forward to Civilian Human Resources at USU for administrative purposes.

I look forward to working with you in shaping the future of the (PARENT COMMAND/ORGANIZATION), USU CAHS, and the health of those we are blessed to serve.

Sincerely,
(SIGNATURE)
(NAME)
Dean, CAHS

I accept _____ decline _____ this appointment with the USU CAHS Program at METC.

Date _____ Signature _____

PROFESSIONAL EXPECTATIONS OF FACULTY

This section of the handbook focuses on professional expectations of CAHS faculty. While not exhaustive, it is a very good start that is provided to help ensure faculty success. Specific topics include credential and degree requirements, duties and responsibilities, records, faculty evaluations, the Faculty Senate, and committees and faculty development. Please be sure to familiarize yourself with these topics.

Professional Credentials--Certification and Licensure

Faculty assigned to programmatically accredited programs with requirements for certification or licensure, or whose respective career field requires a certification or licensure, must provide proof of valid, current certification/licensure prior to approval as a CAHS appointed faculty member.

When required, expiration of a required certification/licensure precludes instructional duty in an accredited program.

Appointed CAHS Faculty Members (FMs) assigned to accredited programs that require Professional credentials must keep credentials current at all times. Individuals who allow their credentials to expire may have their appointment terminated immediately.

The faculty appointment process typically takes 90 to 120 days for approval and official notification to the applicant. Professional credentials should not be within 90 days of expiration upon submission of documents to CAHS for faculty appointment.

Academic Degree Requirements

The CAHS ensures that there are no faculty or educators appointed to any program in which they do not meet the institutional and relevant programmatic accreditation standards. In addition to the requirement for faculty to meet programmatic accreditation standards, as applicable, academic standards must be met in regards to educational levels (academic degrees) held by faculty.

The CAHS faculty member teaching within programs of instruction where attending students are awarded college credit from the USU CAHS in degree or non-degree courses of study must possess, at a minimum, an Associate Degree. If a Bachelor's degree is awarded, as a minimum, an instructor must hold a Bachelor's degree for faculty appointment.

Faculty appointments are reviewed on a recurring basis by Faculty Support Specialists following appointment. The CAHS reserves the right to revoke the appointment of any faculty member who fails to meet or comply with any required standards, policies, procedures, or processes.

Consult USU Instruction 1100C and supplemental policy issued by the CAHS Dean for full details on faculty requirements.

Faculty Responsibilities

Faculty are responsible to teach students, to maintain knowledge and currency in their disciplines, and to assist students. The specific teaching responsibilities may vary by program, but generally involve didactic, lab/practical, simulations, and testing activities. Faculty also provide subject matter expertise in the development of curriculum materials, including lesson plans, syllabi, electronic media, and other materials essential to implementing and administering a rigorous program of instruction. Faculty may also be called upon to supervise other faculty members, perform evaluations, serve on committees and boards, and complete other various assignments.

Grading and Examination

Program Directors will provide educational objectives for material presented to guide students in the study and preparation for written examinations or other methods of evaluation and grading. Faculty must establish methods for evaluating student performance and ensure students receive feedback about their performance in a timely manner. The faculty may use written evaluation of student performance. Objective criteria will be set for each graded exercise.

Students who miss scheduled examinations for a justifiable reason (as determined by the Program Director) will be administered the same or a comparable examination as soon as possible after the original examination.

Faculty members or approved program staff must report grades using approved college's forms (Course Gradebook, Independent Study Course Request Form, or Objective-based Competency Assessment Course Request Form) or enter them into Empower, the university's student information management system. Grades are required to be delivered to the Office of the University Registrar on approved forms or entered into Empower within four business days following completion of a course. Faculty and staff members approved for entering students' grades are provided individualized training.

Empower is the Uniformed Services University, CAHS Student Information System (SIS) located on the internet. The SIS can be accessed on any device with internet connectivity. The system is only accessible by CAHS appointed faculty members or approved program staff with Uniformed Services University approved Empower accounts. Following is the link to the system:

<https://registrar.usuhs.edu>

Once connected you will be able to:

- View Class Rosters
- View Student's Information
- Enter Grades
- Search for missing grades

Accessing User Account

- From the Landing Page the user will click on either the [USU-SSO Login](#) on the banner, or the [login here](#) on the center of the page (see arrows below).
- When you click on the system logon links you will be taken to the USU Single Sign On page.

USU
Uniformed Services University of the Health Sciences

USU-SSO Login Applications Online Army External Applications Contact Us/Help

EMPOWER

SELF-SERVICE LOGIN

Applications users use the links above to login or activate their application.

If you are already a Student or Staff member, log in here.

USU-SSO IS NOT REQUIRED to use external systems. It is a Single Sign-On system. If the user is not logged in, the user will be redirected to the USU-SSO login page. If you do not have a username and password, use the links provided to request one or obtain your current password.

USU
Uniformed Services University

Accessing User Account cont.

- Use your USU Issued User Name and self-generated Password. Don't forget to change your password to one you remember.
- CAC capability cannot be utilized unless you're on a "edu" domain. Please log in using the username and password.
- If Empower issues arise please contact Ms. Roye Patton with the Office of the University Registrar at roye.patton@usuhs.edu or (210) 808-5992.



If you experience problems or need assistance with entering grading into Empower, contact the USU CAHS Faculty Support Specialist. If there are issues regarding student registration (e.g. a student not on the class roster), contact the USU Lead Registration Specialist.

Faculty Promotions

As a college of the Uniformed Services University, the CAHS must adhere to policy of the university and conform to standards and practices common within the field of academia. Among those are policies on faculty promotions.

Each faculty rank has specific qualifying criteria. In general, the criteria involves teaching scholarship, professional service, time-in-grade, publications, and research, based on the title and rank of the promotion. Faculty requesting a promotion in faculty rank must undergo a rigorous vetting process at both the program and department level, and at the CAHS level.

Faculty appointed at the Instructor I and Instructor II ranks may be considered for a promotion in rank after one year, if his / her Program Director recommends it due to significant professional accomplishments. For example, a Service member with prior teaching / instruction experience holding a BSN and a professional credential (i.e. nursing license) that was initially appointed at the Instructor II rank and subsequently completed a MSN and authored or coauthored articles published in a professional journal would be a good candidate for promotion in faculty rank to Assistant Professor if recommended.

In general terms, one must be at the Assistant Professor level for 4-6 years before requesting promotion to Associate Professor, and at the Associate Professor level at least 6 years to apply for a faculty rank of Professor. Typically, to be considered for these faculty ranks, individuals must possess terminal level academic degrees and have accomplished a very significant amount of scholarly activities to include published works in books, journals, magazines, periodicals and presentations.

Faculty appointments and promotions are processed and managed IAW with USU policy and USU Instruction 1100C.

Faculty Senate

The Uniformed Services University's Faculty Senate is a representative body of the faculty members, which provides faculty a mechanism to participate in the governance of the university.

Senate Organization

The Faculty Senate consists of 32 faculty members: 28 senators and four officers. Nine senators from clinical departments, nine from basic science departments, and two senators from faculty not billeted to USU represent the School of Medicine (SOM). Three senators represent the Graduate School of Nursing (GSN), three senators represent the Postgraduate Dental College (PDC), and two senators represent the College of Allied Health Sciences (CAHS).

Senator and Officer Terms

- Senators serve three-year terms and are expected to represent the common good of the university rather than individual constituencies.
- The senate officers are the President, the President-Elect, the immediate Past President, and the Secretary-Treasurer. Each presidential officer serves a one-year term. A new President-Elect is chosen each year, and after serving in that capacity for one year, becomes the Senate President. Following that, a one-year term as immediate Past President is served. Thus, it is a three-year commitment.
- Beginning with the 2015 election, the Secretary-Treasurer will serve a two-year term.

All CAHS faculty members are eligible and encouraged to participate and represent the college as a Senator. Senate elections are held each May and terms of office begin in July. Meetings are typically held on the 2nd Thursday of each month. More information about the USU Faculty Senate can be found at the following web address: [USU Faculty Senate](#)

CAHS Curriculum Committee (CCC)

The CCC holds institutional responsibility for design, management and evaluation of coordinated curriculum leading to undergraduate and graduate health science degrees. The committee operates with the CAHS Dean's approval, in concert with the Academic Partners leadership, to oversee all degree programs. The committee includes voting and non-voting members as appointed by the CAHS Dean. The committee chair, who is appointed annually by the CAHS Dean, presides over monthly meetings. Voting members' term of appointment is three years and consists of CAHS faculty serving in the following positions:

Department Chair/leader for each

program
Program Director for each
program

Program-level Clinical Coordinator for each program

Any faculty serving within programs of instruction listed within the USU catalog

One student from the branch campus, additional location, or other instructional site who is nominated by the CCC and approved by the CCC Chair

The committee, in concert with Academic Partners' appropriate program personnel, performs the following:

Establish the CAHS's educational objectives and general guidelines for curricular content in support of degree completion.

Review the academic and clinical courses with regard to content, format, pedagogy, course materials and methods for verifying that students have met identified learning objectives, and institute revisions as appropriate.

Develop and modify policies and procedures regarding evaluation of student performance, as needed.

Assess performance in the teaching program in concert with appropriate affiliated entities and CAHS academic units, faculty and/or academic departments.

More information about the CAHS CCC can be found at the following: [Dean's Policy Memo: CAHS CCC](#)

FACULTY DEVELOPMENT

Instructor Qualification / Basic Instructor Course

Initial instructor training provides the framework for an instructor to gain the knowledge and skills needed to become increasingly independent in performing the duties of the CAHS faculty. Initial training begins with the mandatory requirement for all instructors teaching within a CAHS program to complete a Service-specific Instructor Qualification / Basic Instructor Course. Oftentimes, this course is completed prior to arrival at the teaching location which allows an instructor to immediately begin proficiency training under the guidance of seasoned program faculty. All faculty members must complete an initial qualification or basic instructor course and proficiency training prior to instructing students. Moreover, within some programs, instructors complete a rigorous internship performing all aspects of faculty duties within the program of assignment.

Faculty Orientation Training

Once an instructor has completed the faculty appointment process, attendance at the CAHS Faculty Orientation Training is required. Conducted monthly, this training provides the new faculty member an initial orientation to become familiar with CAHS administrative processes and operations. During the training they gain knowledge on the USU and the CAHS' missions and visions, organizational leadership and support personnel, resources, administrative processes, the Family Educational Rights and Privacy Act (FERPA) and other relevant information.

Education and Training Administration and Leadership (ETAL) Degree Program

In support of faculty development, the CAHS offers an Associate of Science Health Sciences Education and Training Administration and Leadership degree program for members teaching in programs at its branch campus, additional locations, and other instructional sites. The program is intended to enhance the efficacy of instruction, administration, and leadership of education and training programs. Students are required to demonstrate and apply principles of evidence-based instructional methods, instructional technology, both written and spoken communication, as well as administration and leadership skills. Additionally, students are required to complete basic and advanced instructional internships under the supervision of qualified CAHS faculty.

See Appendix 4 of this handbook for more information. Additionally, instructors can send questions about enrollment in the program to ETALenrollment@usuhs.edu.

Quarterly Training Sessions

The CAHS offers quarterly training sessions on multiple topics to all CAHS faculty members. The topics are determined by the needs and requests of the faculty members and academic partners. Training session topic examples: CAHS Faculty and Program Development Process, Curriculum Development and Syllabus Creation, Accreditation (Institutional and Programmatic), and CAHS Program Review Process.

Faculty Development Certificate Program

The Faculty Development Certificate Program administered by the USU School of Medicine is available to all USU faculty. To view full details on the program, please visit the USU School of Medicine website at the following link:

<https://medschool.usuhs.edu/about/faculty-affairs/faculty-development>

Center for Health Professions Education (CHPE) Distance Learning Lab

The Uniformed Services University Center for Health Professions Education (CHPE) which operates the Distance Learning Lab (DLL) offers workshops and other professional development opportunities for the College of Allied Health Sciences faculty members. All faculty members are invited and encouraged to participate. Announcements on training opportunities are disseminated within Academic Partners organizations on a recurring basis.

Service Specific Training and Professional Development

Each Military Service Component provides its members with a variety of professional development opportunities which include program specific continuing education, certifications and leadership courses.

APPENDIX 1

Requirements for Initial Faculty Appointment to the College of Allied Health Sciences (CAHS)

The documents listed below are required to be appointed as a faculty member with the CAHS when assigned as an instructor at the Medical Education Training Campus (MET).

-To nominate an Instructor as a CAHS faculty member, Program Director must send an email to their Program's Faculty Support Specialist and include the METC Form 30, METC Instructor Certification, or CCAF Teaching Internship Certificate.

-Completed formatted CV/ Application. **NOTE:** Ensure all instructor/teaching experience and scholarly activity are documented in the application for consideration to be appointed to the faculty rank of Assistant Professor.

-Professional credentials (if applicable). **NOTE:** If you have a license or certification related to the program you're teaching or related to your academic degree submit a copy with your application to: CAHSFacultyAppointments@usuhs.edu

-Request Official Joint Service Transcript (Army and Navy Personnel) from <https://jst.doded.mil/official.html>; submit to transcriptssubmit@usuhs.edu.

-Request CCAF official transcript (Air Force and/or CCAF affiliated Personnel) from <https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/>; send to transcriptssubmit@usuhs.edu.

-Degree Awarded Official Transcript(s)--self-explanatory (see page 2 regarding submission to CAHS). **NOTE:** Unofficial Transcripts may be submitted initially to begin the nomination process.

***For METC Instructors Only:** You may be able to obtain your official transcript **at no cost**. Please contact your Education Support Specialist, Mrs. Vivian Padilla at (210) 808-2003 (vivian.padilla3.ctr@health.mil) or Mrs. Yesica Rojas at (210) 808-2004 (yesica.a.rojas-villegas.ctr@health.mil) for details. They are in MIF 2, Heritage Hall, Room 201. **NOTE:** Unofficial Transcripts may be submitted initially to begin the nomination process.

-Command/Organization Approval Memo - Personnel assigned to the Medical Education and Training Campus, this document is prepared and routed by CAHS personnel. **NOTE:** The recommended faculty rank will be provided by CAHS Administrative personnel based on the nominee's education, professional credentials (if applicable), and teaching experience, in accordance with CAHS policy, after receipt and review of documents.

If you have questions about faculty appointments, please contact the CAHS:

Email us at: cahsfacultyappointments@usuhs.edu

Requirements for Initial Faculty Appointment to the College of Allied Health Sciences (CAHS)

Submitting Official Transcripts

NOTE: Unofficial Transcripts may be submitted initially to begin the nomination process.

-A transcript is considered official only if it is delivered directly to the USU Registrar Office from the issuing institution electronically (emailed), by postal mail, or other delivery service. If hand delivered, the envelope from the issuing institution must be unopened. These same guidelines apply to the Joint Services Transcript (Army and Navy Personnel), which may serve as an official transcript if completed academic degrees are annotated therein.

Email Degree Awarded Official Transcript(s) To: transcriptssubmit@usuhs.edu

OR

Mail Degree Awarded Official Transcript(s) To: USU College of Allied Health Sciences
C/O Faculty Appointments
2710 Howitzer Rd. Bldg. 2372, Ste. 318
JBSA Fort Sam Houston, TX 78234

If ordering through Parchment - please Do Not Choose Uniformed Services University for the college - Select "Other" and manually type in the email address.

DO NOT send official transcripts from the educational institution directly to Ms. Manuel, Ms. Diaz, or CAHSFacultyAppointments@usuhs.edu

As of: 06 March 2025

APPENDIX 2

Requirements for Initial Faculty Appointment to the College of Allied Health Sciences (CAHS)

The documents listed below are required to be appointed as a faculty member with the CAHS when assigned to other instructional sites or additional locations--not at the METC Branch Campus

- Completed formatted CV/ Application. **NOTE:** Ensure all instructor/teaching experience and scholarly activity are documented in the application for consideration to be appointed to the faculty rank of Assistant Professor.
- Professional credentials (if applicable). **NOTE:** If you have a license or certification related to the program you're teaching or related to your academic degree submit a copy with your CV.
- Email completed formatted CV/ Application and professional credentials (if applicable) to: cahsfacultyappointments@usuhs.edu
- Request Official Joint Service Transcript (Army and Navy Personnel) from <https://ljist.doded.mil/official.html>; submit to transcriptssubmit@usuhs.edu.
- Request CCAF official transcript (Air Force and/or CCAF affiliated Personnel) from <https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/>; send to transcriptssubmit@usuhs.edu.
- Degree Awarded Official Transcript(s)--self-explanatory (see page 2 regarding submission to CAHS). **NOTE:** Unofficial Transcripts may be submitted initially to begin the nomination process.
- Command/Organization Approval Memo. **NOTE:** The recommended faculty rank will be provided by CAHS Administrative personnel based on the nominee's education, professional credentials (if applicable), and teaching experience, in accordance with CAHS policy, after receipt and review of documents.
- USUHS Form 107C, USUHS Request for Civilian or Military Faculty Action. **NOTE:** This document will be provided by CAHS after receipt of a nominee's CV and professional credentials (if applicable).

If you have questions about faculty appointments, please contact the CAHS.

Email us at: cahsfacultyappointments@usuhs.edu

Requirements for Initial Faculty Appointment to the College of Allied Health Sciences (CAHS) Submitting

Official Transcripts

NOTE: Unofficial Transcripts may be submitted initially to begin the nomination process.

-A transcript is considered official only if it is delivered directly to the USU Registrar Office from the issuing institution electronically (emailed), by postal mail, or other delivery service. If hand delivered, the envelope from the issuing institution must be unopened. These same guidelines apply to the Joint Services Transcript (Army and Navy Personnel), which may serve as an official transcript if completed academic degrees are annotated therein.

Email Degree Awarded Official Transcript(s) To: transcriptssubmit@usuhs.edu

OR

Mail Degree Awarded Official Transcript(s) To: USU College of Allied Health Sciences
C/O Faculty Appointments
2710 Howitzer Rd. Bldg. 2372, Ste. 318
JBSA Fort Sam Houston, TX 78234

If ordering through Parchment - please Do Not Choose Uniformed Services University for the college - Select "Other" and manually type in the email address.

DO NOT send official transcripts from the educational institution directly to Ms. Manuel, Mrs. Diaz, or CAHSFacultyAppointments@usuhs.edu

As of: 06 March 2025

APPENDIX 3

Curriculum Vitae (CV) Template – Completed by members recommended for appointment to CAHS faculty. The template only provides an example of a format that may be used. All CVs are not required to be in this specific format. However, all elements of the example should be included when applicable/appropriate. Ensure all instructing/teaching experience is documented on the CV. Also, document if enrolled and progressing in a higher degree than the degree currently held.

CURRICULUM VITAE

John Doe, MD
HMCS/E-8, US
Navy
United States Citizenship

NMOTC DET Naval Undersea Medical Institute, Box 159
Submarine Base New London, Groton CT 06349

or

3000 Garden Ave Bldg. 899
Fort Sam Houston, TX
78234

{Please input duty address}

Duty Phone: (210) 808-1111

Duty Email: XXXXXXXXXX

Cell Phone: (636) 211-0000

Education and Training

Undergraduate Degree:	University of Maryland University College, MD Attended: January 2006 to May 2018 Degree: B.S. in Management Studies
Graduate Degree:	University of the Incarnate Word, San Antonio, TX Attended: May 2018 to May 2020 Degree: M.S. in Organizational Development and Leadership
Postgraduate Degree:	Wayland Baptist University, Plainview, Texas Attended: July 2020 to Present Degree: Doctor of Management
Residency:	N/A
Military Education:	U.S. Navy Recruit Training Command, Great Lakes, IL Attended: December 2004 – February 2005 Dental Technician “A” School, NEC: 8701/L33A School of Health Sciences Detachment, Sheppard AFB, TX

Attended: February – May 2005

Basic Dental Laboratory Technician “C” School, NEC: 8752/L36A
School of Health Sciences Detachment, Sheppard AFB, TX
Attended: May-November 2005

Advanced Dental Laboratory Technician “C” School, NEC:
8753/L37A
Sheppard AFB, Wichita Falls, TX
Attended: January - June 2008

Command Management Equal Opportunity Program Manager
Center for Naval Leadership Learning Site Damneck, Virginia
Beach, VA
Attended: November 2018

U.S. Coast Guard Senior Enlisted Academy (SEA), NEC: 8SEA
U.S. Coast Guard Academy, New London, CT
Attended: March – December 2020

Instructor Training(s):

Navy Instructor Training, NEC:
9502/805A
Center for Personal and
Professional Development
Learning

Technical Training(s):

Site,

Naval Submarine Base
New London, Groton,
CT Attended: May
2015

Credentialing

Basic Enlisted Submarine School
Naval Submarine
School New London,
Groton, CT Attended:
July – August 2010

Submarine Force
Independent Duty
Corpsman “C” School, NEC:
8402/L01A
Undersea
Medical
Institute,
Groton, CT
Attended: June
2010 –
September

2011

Licenses: Licensed Social Worker (LSW), Texas
Board License #: 0000000001
Date originally issued: 11 December 2007
Expiration Date: 31 January 2023

Certifications: National Registry of Emergency Medical Technicians:
Paramedic
License #: M0000000
Date originally issued: 2 June 2004
Expiration Date: 31 March 2023

Certified Dental Laboratory Technician
Certification #: 0000000012
Date originally issued: 20 February 2009
Expiration Date: 31 January 2023

Assignments/Employment

Academic Appointments:

Senior Enlisted Leader (Acting), Senior Instructor
Naval Undersea Medical Institute, Groton, CT
April 2021 – Present

- Leads and directs 14 Enlisted and 6 Officers providing instruction of Submarine medicine, and Radiation Health education to currently 20 Sailors and 28 Officers.
- Serves as the subject matter expert regarding clinical and operational practice for Submarine Independent Duty Corpsman.

Instructor, Program Leading Chief Petty Officer, Navy Medicine Training Support Center, Hospital Corpsman “A” School, JBSA Ft. Sam Houston, TX
June 2015 – April 2018

- Served as primary instructor for 5K Hospital Corpsman accession students annually. Led 48 instructors providing Hospital Corpsman Basic education.

Clinical/Clinical Support

Appointments:

XXXXXXXXXXXXXXXXXXXXX (location),

Medical Department Representative,

May 2018 – April 2021

- Authored and implemented all medical and radiation health directives for the ship's medical department.
- Provided patient care to 150 Sailors, and assisted in all medical, dental and beneficiary needs.
- Provided skill training and education to crew on NAVOSH, Health, and Safety topics.

Medical Department Representative,

XXXXXXXXXXXXXXXXXXXXX (location)

September 2011 – May 2015

- Authored and implemented all medical and radiation health directives for the ship's medical department.
- Provided patient care to 150 Sailors, and assisted in all medical, dental and beneficiary needs.
- Provided skill training and education to crew on NAVOSH, Health, and Safety topics.

Consultant Positions: N/A

Professional Citizenship

Professional Society(s): American Society for Quality
Air Force Sergeants
Association

Professional (and Military)
Honors and Awards:

Navy and Marine Corps Commendation Medal, 2010

Navy and Marine Corps Achievement Medal, 2007

Publications

Articles in Reference

Journals: Doe, John (2011). *Emotional intelligence training intervention: A mixed methods study of Air Force Staff Sergeants* (Doctoral dissertation, University of Phoenix).

Appendix 4



Curriculum Vitae/ Application for Faculty Appointment

Your application will be assessed for the appropriate faculty rank. Please note, to be eligible and considered for the CAHS faculty rank of Assistant Professor, scholarly activity must be listed.

APPLICANT INFORMATION PART 1

Name: Last First Middle Initial Date of Application: -

Rank/Grade: Branch of Service: Branch of Service

Program Instructing Within:

Duty phone: ----- Cell Phone----- Military Email Address (MANDATORY):

Work Address: Street Address Bldg.# City State Zip Code

EDUCATION AND TRAINING PART 2

(Highest Education Level Achieved): Choose an item.

Name of College:

Major of Degree Awarded

Date degree awarded:

Name of College:

Major of Degree Awarded:

Date degree awarded:

Name of College:

Major of Degree Awarded:

Date degree awarded:

Date degree awarded:

Name of College:

MILITARY TRAINING:

What is your Military Specialty Number (MOS/NEC/AFSC)? **NOTE: Civil Service/ Contractor personnel, list your current title and go to PART 3:**

Military Specialty Title

Where did you complete your Military Specialty Technical Training?

Date graduated:

Additional Military Specialty Number (MOS/NEC/AFSC): _____

Military Specialty Title:

Where did you complete your Military Specialty Technical Training?

Date graduated:

What is the name of the instructor training/qualification course that you completed? Choose an item.

If your course is not listed, please list it here: _____

Training Location:

If you have not attended an Instructor Training/ Qualification Course select not applicable or insert your projected date of attendance: Not Applicable Projected Date of Attendance:

CREDENTIALS - PART 3

Not Applicable

License/Certification: Choose an item.

License/Certification Name:

License/Certification Number:

Date originally issued:

Expiration date:

License/Certification: Choose an item.

License/Certification Name: License/Certification

Number:

Date originally issued:

Expiration date:

ASSIGNMENTS/EMPLOYMENT - PART 4 (minimum 10 years)

Duty/Position Title:

Unit/ Company Name; City, and State: _____

Provide a brief description of your duties and role: _____

From: _____ To: _____

Duty/Position Title:

Unit/ Company Name; City, and State: _____

Provide a brief description of your duties and role: _____

From: _____ To: _____

Duty/Position Title:

Unit/ Company Name; City, and State: _____

Provide a brief description of your duties and role: _____

From: _____ To: _____

Duty/Position Title:

Unit/ Company Name; City, and State: _____

Provide a brief description of your duties and role: _____

From: _____ To: _____

Duty/Position Title:

Unit/ Company Name; City, and State: _____

Provide a brief description of your duties and role: _____

From: _____ To: _____

INSTRUCTOR/DUTY POSITIONS

Instructor Duty/Position Title: _____

Location: _____

Provide a description of your duties and role:

From:

To:

Instructor Duty/Position Title: _____

Location: _____

Provide a description of your duties and role:

From:

To:

Instructor Duty/Position Title:----- Location:

Provide a description of your duties and role:

From:

To:

PUBLICATIONS/SCHOLARLY ACTIVITY PART 5

REQUIRED FOR CONSIDERATION TO BE APPOINTED TO THE FACULTY RANK OF ASSISTANT PROFESSOR

NOTE: If the space provided is not enough, attach information in a separate page(s)

- 1. Discovery and Integration: Original research which expands or challenges knowledge. (Ex. Publications in peer reviewed literature, funded grants, patents, etc.)**

List:

List:

2. Teaching: The communication of understanding. (Ex. Conveying existing lesson plans and curriculum within the department)

List:

--

List:

--

List:

--

3. Application: Engagement with society, building bridges between theory and practice. Denotes peer recognition. (Ex. Professional service: service on national councils, committees, editorial and certification boards) List:

List:

4. Institutional citizenship: Service within the USU, CAHS or other institutional collaborations (Ex. Participation in policy development)

List:

.

List:

.

List:

.

REQUIRED SIGNATURE: By signing below, I acknowledge that if this form is incomplete, my CAHS faculty appointment process will be delayed.

Instructor's Digital Signature:

COLLEGE OF ALLIED HEALTH SCIENCES Faculty

Curriculum Vitae/ Application Guide

This guide provides instructions to complete the Curriculum Vitae/Application for faculty appointment with the College of Allied Health Sciences. Please note, to be eligible and considered for the USU CAHS faculty rank of Assistant Professor, scholarly activity must be provided.

PART 1 -Applicant Information

- Self-explanatory.
-

PART 2 -Education and Training

- Highest Level Achieved- select the highest degree which has been awarded/conferred. If no degree has been attained, please select "No Degree" from the dropdown list.
 - List up to three of your highest achieved degrees.
 - Name of College-Self-explanatory.
 - Major of Degree Awarded-Title of Major Field of Study or degree specialization as annotated on your official transcript and/or diploma.
 - Date Degree Awarded-The date annotated on your official transcript and/or diploma.
-

PART 2 - Military Training

- Military Specialty Number (MOS/NEC/AFSC)- Provide your current military specialty number. **NOTE: Civil Service / Contractor employees, please proceed to Part 3 if no prior military experience.**
- Military Specialty Title- Provide your current military specialty title (e.g. Medical Laboratory Specialist).
- Where did you complete your Military Specialty Technical Training-The specific location in which your specialty training took place. (e.g. Medical Education Training Campus (METC), Ft. Sam Houston, TX). **NOTE: If unsure of the location, it can typically be found on the JST, CCAF transcript and training certificate of completion.**
- Date Graduated-Can be found on the JST, CCAF transcript, and training certificate of completion.

- Additional Military Specialty Number- List any additional relevant (secondary) specialty designation or special skill identifiers you are authorized. For example, if you currently a Medical Laboratory Specialist but was previously a Pharmacist Technician.

- Name of the instructor training / qualification course that you completed (e.g. Air Force Basic Instructor Course, Navy Instructor Training Course, or Army Common Faculty Development - Instructor Course); If your course is not listed please annotate it below the dropdown menu.

- Training location-Can be found on the JST, CCAF transcript or training certificate of completion; please ensure the date you list matches the date listed on your referenced document. **NOTE: If an instructor training / qualification course has not been completed, please select "Not Applicable."** If you are scheduled to attend a course, provide the projected date of attendance.

PART 3 -Credentials

- Some programs' instructors are required hold specific licenses or certifications per the accrediting agency's standards. If your program is not an accredited program or does not require a specific license or certification, select "Not Applicable."
-

PART 4 -Assignments/Employment (minimum 10 years)

NOTE: Providing a minimum of 10 years of experience ensures enough information to accurately determine your appropriate faculty rank.

- Duty/Position Title- Provide your position title (e.g. Department Head, Medical Laboratory Services).

- Unit/ Company Name, City and State: Identify the military unit or company name, the military base or city and the state where the position is or was located.
- From/To - Date started and ended the position. **NOTE:** If you are unsure of the exact start and or end date, please select the first day of the known month.

PART 4- Instructor Duty/ Positions

NOTE: Five years of instructional experience is required for recommendation of the rank of Assistant Professor.

- Instructor Duty/ Position Title - Provide your position title (e.g. Medical Laboratory Technician Instructor).
- Location - Location assigned for the listed instructor duty/ position title (e.g. Medical Education Training Campus (METC), Ft. Sam Houston, TX).
- Provide a brief description of your duties and role: Briefly describe the essential function of the position (see the example template).
- From/To - Date started and ended the position. **NOTE:** If you are unsure of the exact start and or end date, please select the first day of the known month.

PART 5- Publications/ Scholarly Activity

NOTE: Although each category listed below is not required to be addressed, Scholarly Activity **must be** provided for consideration to be appointed to the faculty rank of Assistant Professor. For additional clarification regarding Scholarly Activity, see the addendum to this instructional guide, the attached example template and you may refer [USU Instruction I100C](#) (link will take you to instruction) , Enclosure 2 (p. 8-12) and *Enclosure 2, Attachment1* (p.1-8).

- **Discovery and Integration** - Original research which expands or challenges knowledge (e.g. research protocols, patents, funded grants, etc.).
- **Teaching-The** communication of understanding (e.g. lesson plans and curriculum within the department).
- **Application** - Engagement with society, building bridges between theory and practice. Denotes peer recognition (e.g. clinical or clinical support activity; leadership role in department or program).
- **Institutional citizenship-Service** within the USU CAHS or the affiliated organization's operations (e.g. service on committees or councils).

**Addendum to College of Allied Health Sciences Faculty Curriculum Vitae/ Application Guide
Report of Scholarly Activities Template**

1. Discovery and Integration: Original research which expands or challenges knowledge.
 - a. Research protocols.
 - b. Publications in the peer reviewed literature.
 - c. Patents.
 - d. Funded grants.
 - e. Examples of research reputation beyond the parent institution: national committees, national presentations, visiting professorship etc.

2. Teaching: The communication of understanding.
 - a. Level 1: Conveying existing lesson plans and curriculum within the department.
 - b. Level 2: Provide Leadership roles locally, create lesson material.
 - c. Level 3: Educational leadership and reputation beyond local institutions; presentations at national and international conferences.

3. Application: Engagement with society, building bridges between theory and practice. Denotes peer recognition.
 - a. Professional service: service on national councils, committees, editorial and certification boards.
 - b. Clinical or clinical support activity: mastery of skills; board certification; leadership role in department or program.
 - c. Awards for excellence in clinical or clinical support activity.

4. Institutional citizenship: Service within the CAI-IS.
 - a. Service on committees or councils.
 - b. Participation in QA activities.
 - c. Participation in policy development.
 - d. Service awards.

*The template provides examples in each area of scholarly activity. The examples above are not meant to represent the full breadth of such activities.

APPENDICES

College of Allied Health Sciences (CAHS)

Administrative Processes for the Associate of Science Health Sciences, Education & Training Administration & Leadership (ETAL) Degree Program

Admission Requirements:

- Enlisted military members currently assigned to an instructor position at the METC Branch Campus or other locations within a CAHS program or course are eligible.
- Completion of a Service specific Instructor Training Course (Air Force Basic Instructor Course, Navy Instructor Training Course, or Army Common Faculty Development - Instructor Course) is a prerequisite for enrollment in the ETAL degree program.
- Submission of an official Joint Service Transcript or Community College of the Air Force Transcript documenting completion of a Service Specific course.
- Registration/ completion of an application with the College of Allied Health Sciences.

Instructor (Prospective Student) Responsibilities:

- Contact ETAL Academic Advisors at ETALEnrollment@usuhs.edu.
- Provide the USU OUR an official Joint Service Transcript or Community College of the Air Force Transcript.

Submit Official Transcripts and or Test Score Reports

Transcripts (includes Joint Service Transcripts (JST)) and score reports are considered official only if they are delivered directly to the CAHS from issuing institutions electronically (emailed), by postal mail, or other delivery services. If hand delivered, envelopes from the issuing institutions must be unopened.

Mail Transcripts To: USU College of Allied Health Sciences

Attn: Office of the Registrar
2710 Howitzer Rd. Bldg. 2372, Ste. 318
Fort Sam Houston, TX 78234

*Email To: transcriptssubmit@usuhs.edu

*NOTE: If ordering through Parchment - please Do Not select Uniformed Services University for the college. Select "Other" and manually type in the email address.

Academic Advisor Responsibility:

- Contact the student and schedule a pre-enrollment orientation to provide guidance and information on student support and answer any questions from the student.

Student Responsibilities to Attend Appointments and Complete Practicums/ Internships:

- Complete the Pre-Enrollment Orientation. **NOTE: Each student is contacted by a CAHS Academic Advisor to receive information regarding the ETAL program, enrollment/application process and next steps.**
- Students must complete two practicums/ internships as part of the requirements to complete the ETAL degree.
- The **first** basic practicum consists of 210 clock hours of tasks and activities performing instructor duties. The practicum is worth 7 semester hours of college credits when successfully completed.
- The **second** advanced practicum consists of 240 clock hours of tasks and activities performing instructor duties. The practicum is worth 8 semester hours of college credits when successfully completed.
- Complete and submit the **Teaching, Curriculum Development and Student Management Tracking Log/ Spreadsheet**, within the identified time limit, with the required hours recorded in the manner explained in this guide and examples.

Designated Faculty Member Responsibilities:

- See the Practicum Agreement beginning on page 9 of this guide.

HOW TO COMPLETE PRACTICUMS:

Students are responsible for managing and recording completion of practicum requirements. Once requirements are completed, it is the student's sole responsibility to ensure documentation is submitted to the College of Allied Health Sciences to receive credit. Questions may be submitted to CAHSFacultyAppointments@usuhs.edu at any time.

Additionally, the practicum agreement identifies an Academic Advisor that can be contacted when students have questions.

To complete the practicum and earn credits the following documents **must be** completed and submitted to the CAHS:

Practicum Agreement

Teaching, Curriculum Development, and Student Management

Tracking Log/ Spreadsheet Completed Instructor Evaluation (NOTE: It is mandatory that an instructor evaluation be submitted for completion of each practicum. The results of the evaluation will be converted to a letter grade as reflected in the practicums syllabi].

PRACTICUM AGREEMENT

The Practicum Agreement is designed to provide key information on successful administration of the practicum resulting in student success. The agreement must be signed by the Academic Advisor, Student and the Faculty Member assigned to the student. Students are required to return the completed agreement to pursue a degree award.

The agreement contains important information that each individual above needs to understand. That information includes the following:

- Students' Responsibilities
- Faculty Members' Responsibilities
- Academic Advisors' Responsibilities

The course syllabus is included as an addendum to the agreement. The syllabus includes the following important information:

- Course Description Course
- Prerequisites Course
- Outcomes Assessments

Practicum completion requirements to include details about the number of hours needed in various tasks and functions. Please ensure you read the entire agreement and seek answers from a CAHS Academic Advisor if you have questions. You can email your questions to CAHSFacultyAppointments@usuhs.edu. A student has seven (7) **business days** to submit the agreement after the pre-enrollment orientation and or email notification of the requirement by a CAHS Academic Advisor. **NOTE:** Failure to submit the agreement will result in dismissal from the ETAL Degree Program or delayed enrollment.

PRACTICUM HOURS

The practicum hours must be recorded in the following way:

Use the College of Allied Health Sciences **Teaching, Curriculum Development, and Student Management Tracking Log/ Spreadsheet**. **NOTE:** When completed submit the log/ spreadsheet to your designated Academic Advisor. Students have 120 business days to complete each practicum.

- The Tracking Log must be completed in accordance with the guidance provided before credit hours will be awarded.
- Ensure hours/ dates and activities are not duplicated in multiple categories. For example, do not list the same date and activity in Supervised Teaching Hours and Instructor Qualification.
- If the same subject is taught on different dates covering an extended period of time, do not list the entire period of time. As a rule of thumb, limit consolidation of dates to one week as a maximum. See below for an example of correct and incorrect documentation. In addition to the guidance below, an example tracking log is included in this document. **NOTE:** This documentation requirement applies to Supervised Teaching Hours, Curriculum/Lesson Plan Development and Preparation, and Instructor Qualification.
- The student and assigned faculty member are required to sign the tracking log before submission to the CAHS Academic Advisor.
- Submit the log/ spreadsheet to the designated Academic Advisor.

Lessons	Dates Taught From/To:		Hours of Instruction:
Anatomy and Physiology	02 Jan 2019	24 Jan 2019	24
<i>EKG Testing</i>	01 Feb 2019	14 Feb 2019	50

INCORRECT


Lessons	Dates Taught From/To:		Hours of Instruction:
Anatomy and Physiology	02 Jan 2019	03 Jan 2019	16
Anatomy and Physiology	24 Jan 2019	24 Jan 2019	8
EKG Testing	01 Feb 2019	07 Feb 2019	40
EKG Testing	09 Feb 2019	14 Feb 2019	10

CORRECT

Instructor Evaluations

Upon submission of the tracking log/ spreadsheet for each practicum, students **must** submit an instructor evaluation conducted while enrolled in the practicum. Submit the evaluation form used within the assigned organization. **NOTE:** The evaluation results will be converted to a letter grade as reflected in the practicums' syllabi. Those grades will make up the student's Grade Point Average (GPA).

EXAMPLE

 College of Allied Health Sciences <i>ETAL 2702 Basic Education & Training Administration & Leadership Teaching,</i> Curriculum Development, and Student Management Tracking Log <u>Total Hours</u> <u>Required: 210</u>			
Instructor (Last, First, MI): Doe, John	Rank/Grade: SGT	AFSC/MOS/NEC: 68W/1 712	Service Component U.S. Army
Duty Title: Instructor/Writer	Program: Combat Medic	Location: METC - JBSA Fort Sam Houston, TX 78234	
Instructor Training Course			
a. Course Number:	b. Course Title:	c. Date Completed:	
CFD-IC, NITC, BIC	INSTRUCTOR TRAINING COURSE	29-Jun-18	
d. Instructor Evaluation			
Date:	Evaluator	Pass/Fail:	
28-Aug-18	Doe, Jane Fonda METC	Pass	
<p>Supervised Teaching Hours: Teaching in a Classroom and/or laboratory setting, providing students instruction using approved curriculum, instructional materials and technology (e.g., actual teaching, classroom participation, and planning and directing individualized instruction and group activities, making classroom arrangements). <u>Hours Required: 130</u></p>			
Lessons:	Dates Taught From/To:		Hours of Instruction:
Intro to Emergency Medical Care	2-Jul-23	2-Jul-23	2
Medical, Legal and Ethical issues	3-Jul-23	3-Jul-23	2
Airway Management and Lab	3-Jul-23	5-Jul-23	8
Vital Signs and Monitoring Devices	9-Jul-23	9-Jul-23	4
Secondary Assessment	9-Jul-23	10-Jul-23	8
Patient Assessment and vital signs lab	11-Jul-23	11-Jul-23	8
Resp Emergencies	12-Jul-23	12-Jul-23	4
Cardiac Emergencies	13-Jul-23	13-Jul-23	6
Diabetic Emergencies	16-Jul-23	16-Jul-23	7
Total Hours:			49


EXAMPLE

Curriculum/Lesson Plan Development and Preparation: Includes familiarization with lesson plans subject matter research, and instruction planning (e.g., preparing basic instructional materials). <i>Hours Required: 40</i>			
Lesson:	Dates Taught From/To:		Hours:
Intro to Emergency Medical Care	2-Jul-23	2-Jul-23	0.75
Medical, Legal and Ethical issues	3-Jul-23	3-Jul-23	0.5
Airway Management and Lab	3-Jul-23	5-Jul-23	3
Vital Signs and Monitoring Devices	9-Jul-23	9-Jul-23	1.25
Secondary Assessment	9-Jul-23	10-Jul-23	3
Total Hours:			8.5
Instructor Qualification: Includes test administration and review, preparing and using audiovisual aids, academic counseling of students, conducting and observing counseling, documenting instructor performance feedback, and initial subject matter testing (e.g., assisting with record keeping, performing other classroom and laboratory responsibilities of faculty). <i>HslJJ.a</i> <i>B.1.:11.uivl:1.Q</i>			
Activities:	Dates Completed From/To:		Hours:
MOD 1 review, test and test review	2-Jul-23	3-Jul-23	3
MOD 2 review, test and test review	5-Jul-23	6-Jul-23	3
MOD 3 review, test and test review	11-Jul-23	12-Jul-23	3
MOD 4 review, test and test review	18-Jul-23	19-Jul-23	3
MOD 5 review, test and test review	25-Jul-23	26-Jul-23	3
MOD 6 review, test and test review	30-Jul-23	31-Jul-23	3
MOD Final and test review	1-Jul-23	2-Jul-23	4
NREMT All Skills testing	6-Jul-23	8-Jul-23	21
Total Hours:			43
		Grand Total Hours:	100.5
Student's Signature:			

Faculty Member's Signature:

INSTRUCTIONS FOR COMPLETION: This form must be completely filled out. There must be individual line entries listing the amount of time spent performing each specific activity to meet hour requirements for the practicum. Credits cannot be awarded without complete and accurate information. The form **MUST** be signed by the student and assigned faculty member.

EXAMPLE

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: left;">  <p>ALLIED HEALTH Uniformed Services University</p> </div> <div style="text-align: center;"> <p>College of Allied Health Sciences <i>ETAL 3803 Advanced Education & Training Administration & Leadership</i> Teaching, Curriculum Development, and Student Management Tracking Log <i>Total Hours Required: 240</i></p> </div> </div>			
Instructor (Last, First, MI): Doe, John	Rank/Grade: SGT	AFSC/MOS/NEC: 68W/1 712	Service Component U.S. Army
Duty Title: Instructor/Writer	Program: Combat Medic	Location: METC - JBSA Fort Sam Houston, TX 78234	
Instructor Training Course			
a. Course Number:	b. Course Title:		c. Date Completed:
CFD-IC, NITC, BIC	INSTRUCTOR TRAINING COURSE		29-Jun-18
d. Instructor Evaluation			
Date:	Evaluator		Pass/Fail:
28-Aug-18	Doe, Jane Fonda METC		Pass
<p>Supervised Teaching Hours: Teaching in a Classroom and/or laboratory setting, providing students instruction using approved curriculum, instructional materials and technology (e.g., actual teaching, classroom participation, and planning and directing individualized instruction and group activities, autonomously make physical arrangements). Hours Required: 150</p>			
Lessons:	Dates Taught From/To:		Hours of Instruction:
Intro to Emergency Medical Care	2-Jul-23	2-Jul-23	2
Medical, Legal and Ethical issues	3-Jul-23	3-Jul-23	2
Airway Management and Lab	3-Jul-23	5-Jul-23	8
Vital Signs and Monitoring Devices	9-Jul-23	9-Jul-23	4
Secondary Assessment	9-Jul-23	10-Jul-23	8
Patient Assessment and vital signs lab	11-Jul-23	11-Jul-23	8
Resp Emergencies	12-Jul-23	12-Jul-23	4
Cardiac Emergencies	13-Jul-23	13-Jul-23	6
Diabetic Emergencies	16-Jul-23	16-Jul-23	7
Total Hours:			49

EXAMPLE

Curriculum/Lesson Plan Development and Preparation: Includes familiarization with lesson plans subject matter research, and instruction planning (e.g., preparing advanced instructional materials). <i>Hours Required: 45</i>			
Lesson:	Dates Taught From/To:		Hours:
Intro to Emergency Medical Care	2-Jul-23	2-Jul-23	0.75
Medical, Legal and Ethical issues	3-Jul-23	3-Jul-23	0.5
Airway Management and Lab	3-Jul-23	5-Jul-23	3
Vital Signs and Monitoring Devices	9-Jul-23	9-Jul-23	1.25
Secondary Assessment	9-Jul-23	10-Jul-23	3
Total Hours:			8.5
Instructor Qualification: Includes test administration and review, preparing and using audiovisual aids, academic counseling of students, conducting and observing counseling, documenting instructor performance feedback, and initial subject matter testing (e.g., independently and accurately complete record keeping, performing other classroom and laboratory responsibilities of faculty without assistance). <i>Hours Required: 45</i>			
Activities:	Dates Completed From/To:		Hours:
MOD 1 review, test and test review	2-Jul-23	3-Jul-23	3
MOD 2 review, test and test review	5-Jul-23	6-Jul-23	3
MOD 3 review, test and test review	11-Jul-23	12-Jul-23	3
MOD 4 review, test and test review	18-Jul-23	19-Jul-23	3
MOD 5 review, test and test review	25-Jul-23	26-Jul-23	3
MOD 6 review, test and test review	30-Jul-23	31-Jul-23	3
MOD Final and test review	1-Jul-23	2-Jul-23	4
NREMT All Skills testing	6-Jul-23	8-Jul-23	21
Total Hours:			43
		Grand Total Hours:	100.5
Student's Signature:			

Faculty Member's Signature:

INSTRUCTIONS FOR COMPLETION: This form must be completely filled out. There must be individual line entries listing the amount of time spent performing each specific activity to meet hour requirements for the practicum. Credits cannot be awarded without complete and accurate information. The form **MUST** be signed by the student and assigned faculty member.

ALLIED
HEALTH



Uniformed
Services
University

College of Allied Health Sciences
Office of Student and Faculty Development
2710 Howitzer Rd. Bldg. 2372, Ste. 318
JBSA Fort Sam Houston, TX 78234

COLLEGE OF ALLIED HEALTH SCIENCES PRACTICUM AGREEMENT FOR ETAL 2702/3803

Name (First, Middle Initial and Last)

Student ID:

Work Email Address: _____ Work Phone Number: _____

Practicum course Number/Name: Education & Training Administration & Leadership (ETAL)

Practicum I Start Date: _____ Maximum Allowable End Date: _____

Practicum II Start Date (*): _____ Maximum Allowable End Date: _____

STUDENT RESPONSIBILITIES:

Students must meet the requirements listed in the Practicum course syllabi, which are included as an addendum, and abide by this agreement to earn credits for the CAHS Education and Training Administration and Leadership (ETAL) practicums.

Requirements include the following:

- 1.) Return a completed copy of this Practicum Agreement to the CAHS Academic Advisor within 7 business days.
- 2.) Complete each practicum within 120 business days, which is listed in the Maximum Allowable End Date indicated above.* NOTE: The second practicum begins the next available term following completion of the first **practicum and dates will be adjusted accordingly.**
- 3.) Complete and record 210 and 240 clock hours of practical application for the basic and advanced practicum respectively.
- 4.) Record practicum hours using the CAHS Practicum Log/ Spreadsheet. The spreadsheet will be provided to the student by the Academic Advisor. As an alternative, the spreadsheet used by the Medical Education and Training Campus (CAHS branch campus) to track instructors' internship hours may be used.
- 5.) Provide information/ documents regarding practicum hours progression to the designated USU CAHS Faculty Member whenever requested.

FACULTY MEMBER RESPONSIBILITIES:

1. Be responsive to students' inquiries. If an inquiry is beyond the scope of the Faculty member's knowledge, he/she will contact the USU CAHS Academic Advisor for assistance and support.
2. Be responsive to inquiries from the USU CAHS Academic Advisor or other Administration personnel.
3. Provide a quality control review of the student's practicum hours tracking log/ spreadsheet to ensure it is completed in accordance with the instructions and examples provided in this guide (e.g. hours total count is correct, dates are accurate [no holidays or weekends], hours per day is correct [typically, 8 hours per day maximum], etc.).
4. Sign and date the practicum tracking log/ spreadsheet and return to the student for submission to the

CAHS for credit award after all practicum requirements are completed in accordance with this guide and the applicable syllabus.

5. Complete a USU CAHS grade report, as requested, when students satisfactorily complete all practicum requirements in accordance with the applicable syllabus.

ACADEMIC ADVISOR RESPONSIBILITIES:

- a. Ensure students and faculty members understand the requirements of the practicum as outlined in the syllabus.
- b. Be responsive to student and faculty member inquiries.
- c. Keep students informed of requirements and progression toward degree completion.

Designated USU CAHS Faculty Member: Name:

Work Phone: _____ Work Email:

Designated USU CAHS Academic Advisor: Name:

Work Phone: _____ Work Email:

I HAVE READ THE PRACTICUM AGREEMENT AND AGREE TO ABIDE BY THE TERMS.

Academic Advisor's Signature: _____ Date:

Student's Signature: _____ Date:

Faculty Member's Signature: _____ Date: _____

COURSE SYLLABUS

Program: Course:	Education and Training Leadership and Administration November 2021	Effective Date: 03
Description:	ETAL 2702 Basic Education and Training Administration and Leadership Practicum 7 Semester Hours	
Context:	<p>This course is the first of two field-based internships providing students supervised experience in principles of effective instructional practices. Students work under the close direction and supervision of fully qualified CAHS faculty in direct instructional roles with CAHS students.</p>	
Outcomes:	<p>Students establish basic skill in planning and directing individualized instruction and group activities, prepare basic instructional materials, assist with record keeping, make physical arrangements with direction, and complete the responsibilities of classroom and laboratory faculty, with assistance.</p>	
Assessment:	<p>Prerequisites: Completion of a service required instructor qualification course evaluated to include a minimum of 1 Semester Hour of instructional methodology and be an enlisted instructor teaching within any program at the Medical Education and Training Campus (CAHS Branch Campus) or an enlisted instructor teaching within a CAHS affiliated program at any location..</p> <p>Repeatable: This course is not repeatable for credit.</p>	
Instruction:	<p>General Education: This course does not satisfy general education requirements.</p>	
Material:	<p>Design: This course is designed with a modified internship format. The student is expected to dedicate the equivalent of at least 1 hour of preparation and follow-up out of class for every 1 hour of the internship.</p> <ol style="list-style-type: none"> 1. Develop effective communication skills. 2. Create and maintain a safe and effective learning environment with assistance. 3. Understand the learner and learning process. 4. Apply instructional strategies and concepts within the education and training environment. 5. Document, assess, and reflect on instructional experiences. 6. Plan and execute effective instruction with assistance. 7. Improve personal technology skills. 8. Assess Learning and instruction with assistance. 9. Document student achievement with assistance. 10. Develop a basic proficiency as a health professions educator and trainer. <p>Outcomes will be assessed through a variety of mechanisms including:</p> <ol style="list-style-type: none"> 1. Formative discussions 2. Written assignments 3. Demonstration 4. Summative examination <p>This course will adhere to the following Outline of Instruction:</p> <p>As required by the program curriculum for which the intern is assigned.</p> <p>All required textbooks and student guides will be provided to the students.</p>	

Schedule: The course will proceed per the class schedule:

Students must provide a completed Practicum Agreement to be enrolled in the internship. Students who do not provide the completed agreement will not be enrolled and will be dropped from the ETAL degree program. Interns must complete 210 clock hours (1 clock hour= 50 minutes) of supervised internship based on instructional duties as scheduled within the program of instruction to which assigned. While there is no minimum number of days required to demonstrate competence, most students take at least 90 days to complete the internship/practicum. A maximum of 120 training days is allowed to demonstrate minimum competence.

A nonlinear program of instruction (as indicated below) will include practical experience in actual teaching, classroom participation, planning and directing individualized instruction and group activities, preparing basic instructional materials, assisting with record keeping, making physical classroom arrangements, and performing other responsibilities of classroom and laboratory faculty with or without assistance.

Activity	Hours	Outcomes	Assessments
Supervised Teaching- Teaching in a classroom and/or laboratory setting providing students instruction using approved curriculum instructional materials and technology (e.g., actual teaching, classroom participation, planning and directing individualized instruction and group activities, making classroom arrangements).	130	1, 2, 3, 4, 10	1, 3, 4
Curriculum/Lesson Plan Development and Preparation - Includes familiarization with lesson plans, subject matter research and instruction planning (e.g., prepare basic instructional materials).	40	5,6, 7, 10	1, 2, 3
Instructor Qualification - Includes test administration and review; preparing and using audiovisual aids; academic counseling of students; conducting and observing counseling; documenting instructor performance feedback; and initial subject matter testing (e.g., assisting with record keeping, performing other classroom and laboratory responsibilities of faculty).	40	1, 7,8, 10	1, 2, 3, 4
Total Hours	210		

Course Policies: The following policies apply to this course.

Grading Policy- Letter grades without modifiers are assigned as defined below for CAHS programs.

Letter	Score	Grade Points
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
D	60-69	1.00
F	<60	0.00

Experience: Complete a minimum of 210 clock hours of experiential education as outlined by the Activity Schedule above.

Subject Matter Testing: Earn a passing score, as established by the intern's academic institution, or higher on each student assessment for program curriculum for which assigned.

Evaluations: Pass a final instructor evaluation which will be converted to a letter grade (See Attachment 1).

All students must achieve a final grade of C or better to complete the internship practicum.

Definitions of abbreviations used in the grade sheets/transcripts beyond the traditional A, B, C, D, F letter grade, consist of the following:

Grade	Description
I	<p>Incomplete. The grade of "I" is issued when the student has not completed the course requirements, such as taking the final examination, submitting required assignments or required course work, completing required hours within a practicum or internship. The grade of "I" is assigned . ONLY with the approval of the Dean or designated Official according to school policy. The course director must</p> <p>make a recommendation in writing to the Dean, or designated representative, with a copy to the Registrar, as to how and by what date the temporary "I" grade will be converted to a permanent grade. Failure to fulfill the stipulated requirements by the specified date, unless an extension is granted by the involved course director and approved by the Dean, will result in conversion of the "I" grade to a grade of 'T'. The temporary grade of "I" must be changed to a permanent grade prior to graduation. Per USU Instruction 6025C, a grade of "I" may be given with the interruption of academic duties due to temporary disability.</p>
W	<p>Withdrawal. The grade "W" is used when a student withdraws before the course session is complete. Per USU Instruction 6025, a grade of "W" may be given with the interruption of academic duties due to temporary disability.</p>

Student Grievance/Appeal- The purpose for the Student Appeal Process is to provide a mechanism for objective internal review of faculty and staff actions or School Committee decisions. This Review Process may be utilized by students enrolled in courses in the College of Allied Health Sciences who believe these decisions resulted from inequitable and/or discriminatory decision-making procedures or processes. The wisdom of a decision cannot be grieved. Only the process that is believed to be inequitably applied, within the referent group, can be grieved. Implicit in this process is the need for the cooperation, openness, and good faith of all parties involved.

Students who wish to appeal a grade, may request to do so in a written letter to the Associate Dean and using the CAHS Student Grievance/Appeal form. The student will have no more than ten (10) business days to grieve or appeal a grade decision in writing. All CAHS replies to students will be in writing, and copies of the grievance/ appeal including all directly related correspondence will be maintained by the Associate Dean. The decision of the Associate Dean can be appealed to the Dean in no more than five (5) business days. The decision of the Dean is final and cannot be appealed.

Attendance - Interns must attend and participate, as scheduled by the Supervising Faculty Member, up to a maximum of 210 hours as described above. The student must demonstrate all outcomes competently as determined by the Supervising Faculty Member within a maximum time period of 210 hours over 120 instructional days. Failure to attend as scheduled without prior approval from the Supervising Faculty Member or Program Director could subject the Intern to being dropped from the practicum as determined by the Supervising Faculty Member.

Uniform - Uniform of the day for all enlisted military personnel is the uniform required of each respective service. Civilian and contract personnel will wear business casual attire.

Cell Phones- Use of a personal cell phone within the classroom is not allowed unless required by the instructor to clarify a question.

Lunch -All students will be afforded a reasonable opportunity for lunch as indicated in the supplemental course agenda. All students are encouraged to eat lunch.

Restrooms - Restroom breaks are provided once each hour, however, students have the latitude to take restroom breaks as may be necessary. Selection of restrooms for usage by the student will be according to the education location's Policy.

Food and drink- Food allowed in the classroom at the discretion of the instructor. All drinks must be in a leak proof container.

Trash - Trash receptacles are provided at the rear of the classroom. Students will ensure trash is emptied daily or as often as needed.

Attachment 1

METC Form 41-01 Instructor Evaluation - Consists of four Ratings Ranging from Excellent to Unsatisfactory.

	Excellent "A"	Satisfactory "B"	Needs Improvement "C"	Unsatisfactory "F"
Criteria	80% or more items "Excellent"	75% of items rated "Satisfactory" or higher	26% - 39% of items rated "Needs Improvement"	*25% or more items rated "Unsatisfactory"
Criteria	No items rated "Needs Improvement"	No more than 25% of items rated "Needs Improvement"	10% - 24% of items rated "Unsatisfactory"	*40% or more of items rated "Needs Improvement."
Criteria	No items rated "Unsatisfactory"	Less than 10% of items rated "Unsatisfactory"		

Navy Instructor Observation Rubric -- Consists of 8 Categories worth a maximum of 24 points total.

	"A"	"B"	"C"	"F"
Criteria	22-24 points	19-21 points	16-18 points	Below 16 points

Navy Surface Warfare Medical Institute Instructor Observation Rubric - Consists of four Ratings Ranging from Satisfactory to Not Observed.

	"A"	"B"	"C"	"D"
Criteria	100% or more starred items rated "Satisfactory"	100% or more starred items rated "Satisfactory"	100% or more starred items rated "Satisfactory"	99% or less starred items rated "Satisfactory"
Criteria	No Items rated "Needs Improvement"	No more than 2 non-starred items are rated "Needs Improvement"	No more than 3 non-starred items are rated "Needs Improvement"	No more than 4 non-starred items are rated "Needs Improvement"
Criteria	No Items rated "Unsatisfactory"	No Items rated "Unsatisfactory"	No Items rated "Unsatisfactory"	1 or more items rated "Unsatisfactory"
Criteria	No items rated "Not Observed"			

COURSE SYLLABUS

Program: Education and Training Leadership and Administration **Effective Date:** 03 November 2021

Course: ETAL 2702 Basic Education and Training Administration and Leadership
Practicum 7 Semester Hours

Description: This course is the first of two field-based internships providing students supervised experience in principles of effective instructional practices. Students work under the close direction and supervision of fully qualified CAHS faculty in direct instructional roles with CAHS students. Students establish basic skill in planning and directing individualized instruction and group activities, prepare basic instructional materials, assist with record keeping, make physical arrangements with direction, and complete the responsibilities of classroom and laboratory faculty, with assistance.

Context: **Prerequisites:** Completion of a service required instructor qualification course evaluated to include a minimum of 1 Semester Hour of instructional methodology and be an enlisted instructor teaching within any program at the Medical Education and Training Campus (CAHS Branch Campus) or an enlisted instructor teaching within a CAHS affiliated program at any location. .

Repeatable: This course is not repeatable for credit.

General Education: This course does not satisfy general education requirements.

Design: This course is designed with a modified internship format. The student is expected to dedicate the equivalent of at least 1 hour of preparation and follow-up out of class for every 1 hour of the internship.

Outcomes:

1. Develop effective communication skills.
2. Create and maintain a safe and effective learning environment with assistance.
3. Understand the learner and learning process.
4. Apply instructional strategies and concepts within the education and training environment.
5. Document, assess, and reflect on instructional experiences.
6. Plan and execute effective instruction with assistance.
7. Improve personal technology skills.
8. Assess learning and instruction with assistance.
9. Document student achievement with assistance.
10. Develop a basic proficiency as a health professions educator and trainer.

Assessment: Outcomes will be assessed through a variety of mechanisms including:

1. Formative discussions
2. Written assignments
3. Demonstration
4. Summative examination

Instruction: This course will adhere to the following **Outline of Instruction:**

As required by the program curriculum for which the intern is assigned.

Material: All required textbooks and student guides will be provided to the students.

Activity	Hours	Outcomes	Assessments
Supervised Teaching - Teaching in a classroom and/or laboratory setting providing students instruction using approved curriculum instructional materials and technology (e.g., actual teaching, classroom participation, planning and directing individualized instruction and group activities, autonomously making physical arrangements).	150	1, 2, 3, 4, 10	1,3,4
Curriculum/Lesson Plan Development and Preparation - Includes familiarization with lesson plans, subject matter research and instruction planning (e.g., prepare advanced instructional materials).	45	5, 6, 7, 10	1, 2, 3
Instructor Qualification - Includes test administration and review; preparing and using audiovisual aids; academic counseling of students; conducting and observing counseling; documenting instructor performance feedback; and initial subject matter testing (e.g., independently and accurately complete record keeping, performing other classroom and laboratory responsibilities of faculty without assistance).	45	1, 7, 8, 10	1, 2, 3, 4
Total Hours	240		

Course Policies: The following policies apply to this course.

Grading Policy-This practicum will be graded as Pass or Fail. A Pass grade shall be equivalent to a minimum letter grade of C. The following criteria must be met by all students to be awarded a grade of Pass.

Experience: Complete a minimum of 240 clock hours of experiential education as outlined by the Activity Schedule above.

Subject Matter Testing: Earn a passing score, as established by the intern's academic institution, or higher on each student assessment for program curriculum for which assigned.

Evaluations: Pass a final instructor evaluation.

All students must achieve a final grade of Pass to complete the internship practicum.

Definitions of abbreviations used in the grade sheets/transcripts beyond the traditional A, B, C, D, F letter grade, consist of the following:

Grade	Description
I	Incomplete. The grade of "I" is issued when the student has not completed the course requirements, such as taking the final examination, submitting required assignments or required course work, completing required hours within a practicum or internship. The grade of "I" is assigned .QD.ly with the approval of the Dean or designated Official according to school policy. The course director must make a recommendation in writing to the Dean, or designated representative, with a copy to the Registrar, as to how and by what date the temporary "I" grade will be converted to a permanent grade. Failure to fulfill the stipulated requirements by the specified date, unless an extension is granted by the involved course director and approved by the Dean, will result in conversion of the "I" grade to a grade of "F". The temporary grade of "I" must be changed to a permanent grade prior to graduation. Per USU Instruction 6025C, a grade of "I" may be given with the interruption of academic duties due to temporary disability.
W	Withdrawal. The grade "W" is used when a student withdraws before the course session is complete. Per USU Instruction 6025, a grade of "W" may be given with the interruption of academic duties due to temporary disability.

Student Grievance/Appeal - The purpose for the Student Appeal Process is to provide a mechanism for objective internal review of faculty and staff actions or School Committee decisions. This Review Process may be utilized by students enrolled in courses in the College of Allied Health Sciences who believe these decisions resulted from inequitable and/or discriminatory decision-making procedures or processes. The wisdom of a decision cannot be grieved. Only the process that is believed to be inequitably applied, within the referent group, can be grieved. Implicit in this process is the need for the cooperation, openness, and good faith of all parties involved.

Students who wish to appeal a grade, may request to do so in a written letter to the Associate Dean and using the CAHS Student Grievance/Appeal form. The student will have no more than ten (10) business days to grieve or appeal a grade decision in writing. All CAHS replies to students will be in writing, and copies of the grievance/appeal including all directly related correspondence will be maintained by the Associate Dean. The decision of the Associate Dean can be appealed to the Dean in no more than five (5) business days. The decision of the Dean is final and cannot be appealed.

Attendance - Interns must attend and participate, as scheduled by the Supervising Faculty Member, up to a maximum of 240 hours as described above. The student must demonstrate all outcomes competently as determined by the Supervising Faculty Member within a maximum time period of 240 hours over 120 instructional days. Failure to attend as scheduled without prior approval from the Supervising Faculty Member or Program Director could subject the Intern to being dropped from the practicum as determined by the Supervising Faculty Member.

Uniform- Uniform of the day for all enlisted military personnel is the uniform required of each respective service. Civilian and contract personnel will wear business casual attire.

Cell Phones - Use of a personal cell phone within the classroom is not allowed unless required by the instructor to clarify a question.

Lunch-All students will be afforded a reasonable opportunity for lunch as indicated in the supplemental course agenda. All students are encouraged to eat lunch.

Restrooms - Restroom breaks are provided once each hour, however, students have the latitude to take restroom breaks as may be necessary. Selection of restrooms for usage by the student will be according to the education location's Policy.

Food and drink- Food allowed in the classroom at the discretion of the instructor. All drinks must be in a leak proof container.

Trash - Trash receptacles are provided at the rear of the classroom. Students will ensure trash is emptied daily or as often as needed.

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