

College of Health Professions Executive Committee – Meeting Record

DATE	July 7, 2016	FACILITATOR	Douglas Murphy	LOCATION	Winters Conference Room, Administration West Building
TIME	8:30-9:30 am	RECORDER	Deborah Taylor	GUESTS	

ATTENDEES (✓ INDICATES ATTENDANCE)

✓	Amy Amlani		Lori Williamson Dean	✓	Suzanne Hansen	✓	Douglas Murphy	✓	Edward Williams
✓	Tony Baker	✓	Mitzi Efurud	✓	Karen Hunter	✓	Cindy Saylor		Bill Woodell
	Danny Bercher	✓	Phyllis Fields		John Jefferson	✓	Kathy Trawick	✓	Ruth Maher
✓	Erna Boone	✓	Reza Hakkak	✓	Susan Long	✓	Mark Wallenmeyer		

AGENDA

MEETING RECORD

Time	Item	Presenter	Main Points / Discussion
8:30	I. Announcements	Varies	<ol style="list-style-type: none"> Recruitment brochure progress –printing should be completed by mid-July CHP Faculty Showcase, Wednesday, July 13, 9:00 am to 4:00 pm, IDW first floor. Link to information and registration: http://healthprofessions.uams.edu/faculty-and-staff/chp-faculty-showcase/. Contact Mary Ellen Nevins with any additional questions. 2016-2017 performance assessment agreements are due to the dean by July 15; one or two goals is sufficient The College Planning Retreat will be held Wednesday, August 10, location TBD Department chairs are requested to assign new faculty members to participate in the UAMS Educators Academy sessions during 2016-2017 The new Policy and Procedures page is found at: http://healthprofessions.uams.edu/faculty-and-staff/policies-and-procedures-guide/ The 2016 Economic Security Report for the State of Arkansas will be useful for recruitment and is available at: http://dws.arkansas.gov/News/PDF/Act%20852%20Economic%20Security%20Report,%206-30-2016.pdf
8:35	II. Continued Review of the Non-cognitive Performance Standards Policy	Susan Long	Handout After brief discussion, a motion was made to accept (with a couple of minor changes) the current policy to use for the next year and a more comprehensive review to follow; the motion passed unanimously.
	III. Review of the Revised Scholastic Dishonesty Policy	Susan Long	Handout After brief discussion, a motion was made to approve the policy as revised (with an additional minor change); the motion passed unanimously.
	IV. Review of the Revised TOEFL Policy	Phyllis Fields	Handout After brief discussion, a motion was made to approve the policy as revised; the motion passed unanimously.
9:08	Adjourn		

ACTION PLAN

Action Item	Owner	Target Date
Promotion and Tenure Guidelines – Incorporate suggestions into revised guidelines for additional review by the P&T Committee, EC, information sessions for faculty, and final vote by the end of the fall semester	Douglas Murphy	
Recruitment brochure progress	Douglas Murphy	Mid-July
Introduction of the OSPAN (Office of Sponsored Programs Administrative Network) Team 1	Renee Rains	After July 1
Collect information on CHP's diverse and unique needs for the new UAMS Faculty Service Center	Jan Shorey	TBD
Comprehensive review of the Non-cognitive Performance Standards Policy	Susan Long	Spring, 2017

Policy: Non-Cognitive Performance Standards**Number: 02.00.02****Approval Date: Not Available****Revision Dates:****Section: Student Affairs****Area:****Subject: Student Non-Cognitive Performance Standards**

POLICY

Non-cognitive performance standards are a set of principles reflecting the ethical foundation of health professions practice. The student must strive toward unquestionable integrity in all professional relations. In order to pursue this goal, students should demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. The following non-cognitive performance standards should be utilized as a guide toward these future goals.

Failure to comply with the requirements of any of the following standards or other policies in the College of Health Professions Catalog may result in a conference with the department chairman, dean, or designee, to discuss the difficulty. Should the problems warrant immediate action, the dean, or designee, may recommend the student be placed on disciplinary probation or dismissed from the College. The following is a description of the scholastic, non-cognitive performance responsibilities of a student enrolled in the College of Health Professions:

Attentiveness: The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for class, labs, and clinics and stays until the end of time period. The student is alert during classes and demonstrates attentiveness by taking notes and asking appropriate questions.

Demeanor: The student has a positive, open attitude towards peers, faculty, and others during the course of studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Maturity: The student functions as a responsible, ethical, law-abiding adult.

Cooperation: The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health care team, giving and accepting freely in the interchange of information.

Inquisitiveness: The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

Responsibility: The student has performance in his/her chosen health professions program as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

Authority: The student shows appropriate respect for those placed in authority over him/her both within the University and in society.

Personal Appearance: The student's personal hygiene and dress reflect the standards expected of a

professional health care provider.

Communication: The student demonstrates the ability to communicate professionally and effectively verbally, nonverbally, and in writing with peers, faculty, patients, and others.

Confidentiality: The student exhibits respect for privacy of all patients and patients' family members. The student demonstrates restraint when utilizing social media (Twitter, Facebook, or other social media site) and, at no time, communicates information that could lead to exposure of patient identity. The student is aware that specific patient data discussed in a specified time frame may be sufficient information to identify a patient. The student follows all directives of the UAMS Social Media Policy.

Professional Role: The student conducts self as a professional role model at all times and in compliance with rules and regulations regarding professional conduct of the specific health profession in which one is enrolled. The student demonstrates the personal, intellectual, and motivational qualifications of a professional healthcare provider.

Judgment: The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Civility: The student understands that civility is an authentic respect for others that requires time, attention, a willingness to engage in open communication, and the intention to seek agreement. The student demonstrates respect for all. The student will not harass any individual physically, verbally, psychologically, or sexually. The student exhibits respect for the institution they have chosen to attend by demonstrating written, verbal, and electronic communication that is diplomatic, non-threatening, and reflects accountability. The student follows all directives of the UAMS Social Media Policy.

Moral Standards: The student respects the rights and privacy of other individuals and does not violate the laws of our society.

Ethics: The student conducts self in compliance with one's professional code of ethics.

APPROVAL

Information about the original approval of this policy is not available.

Policy: ~~Academic Integrity~~ Scholastic Dishonesty Policy

Number: 01.00.02

Approval Date: Not Available

Revision Dates: 07/07/2016

Section: 01.00.02

Area:

Subject: ~~Academic Integrity~~ Scholastic Dishonesty**POLICY**

The College of Health Professions believes that both students and instructors have significant roles within the educational process. Acts of ~~academic misconduct~~ scholastic dishonesty can influence this educational process by causing a distorted picture of the academic achievement of individual students and jeopardizing the success of the student's total educational program. Although monitoring of ~~academic~~ scholastic conduct is primarily the responsibility of faculty, students ultimately have the responsibility and are expected to act in an honest and responsible manner during the educational preparation for their professional role.

The ~~Academic Integrity~~ Scholastic Dishonesty Policy applies to circumstances and events related to the student's education program, including ~~academic~~ scholastic issues and professional conduct or judgment. Sanction(s) for ~~academic~~ scholastic misconduct may include, but are not limited to, a failing grade on the test/assignment, failing grade for the course, or suspension or dismissal from the college. Policies and procedures for scholastic dishonesty or other non-academic disciplinary matters ~~differ from these procedures and~~ are addressed in procedures and regulations in the Student Conduct and Discipline Policy.

Definition of ~~Academic Misconduct~~ Scholastic Dishonesty

~~Academic misconduct~~ Scholastic dishonesty is considered to be an act contrary to academic and/or professional ethics. Examples of ~~academic misconduct~~ scholastic dishonesty include, but are not limited to:

1. Copying from another student's test paper, reports, or computer files;
2. Using materials and/or devices during an examination which have not been authorized by the person in charge of proctoring the examination;
3. Giving or receiving assistance on examinations. This not only includes providing specific answers to subsequent examinees, but also involves providing or receiving information which would allow the student to have an unfair advantage in the examination over those students who did not possess such information;
4. Exchanging places with another person for the purpose of taking an examination or completing other assignments;
5. Using, buying, selling, stealing, transporting or soliciting in its entirety, or in part, the contents of an examination or other assignment not authorized for release;
6. Falsifying clinical logs, records, or reports (oral or written);

7. Plagiarism is defined as adopting, appropriating for one's own use and/or incorporating in one's own work, *without acknowledgement*, passages, tables, photographs, models, figures, and illustrations from the writings or works of others; presenting parts of passages of other's writing as products of one's own mind. The concept of plagiarism also extends to the copying of quiz, written, or lab practical examination questions, case studies, or clinical case scenarios used in the classroom or small group sessions, in any form or manner, including memorizing the material so it can be written down and passed on to others at a later time. Plagiarism of testing materials is cheating, and constitutes an activity that is unprofessional and against the ethical tenets of the health professions.

This notice is to inform students that the College of Health Professions reserves the right to utilize, with or without the students' knowledge, plagiarism detection services or software. Written work may be compared to a database of texts, journals, electronic and web sources including web sites that sell or distribute pre-written essays or term papers. The College reserves the right to use this plagiarism detection system at any time, on any work submitted by a student in any course.

8. Misrepresenting facts to cover up mistakes or omissions in clinical or academic settings;
9. Deliberately performing at less than maximum ability, or asking another student to do so, to alter the grading scale.

APPROVAL

Information about the original approval of this policy is not available.

Policy: TOEFL Requirement

Number: 02.16.01

Approval Date: April 25, 2013

Revision Dates: July 5, 2016

Section: Student Affairs

Area: Admissions

Subject: English Fluency and Literacy Requirement: TOEFL

POLICY

TOEFL Requirement - All applicants, regardless of citizenship, whose native language is not English, are required to demonstrate fluency (speaking) and literacy (reading and writing). The primary means to document fluency and literacy is to submit a Test of English as a Foreign Language (TOEFL). A minimum score of 213 is required on the computer-based version of the examination, 79 on the Internet-based version of the examination (subtest score minimums: 15 reading, 15 listening, 18 speaking, 17 writing), or total score of 550 on the paper version with 55 or greater in each of the four subtest scores (listening, structure/writing, reading, and speaking). CHP programs have the option of setting higher score requirements. The test must be taken within the two years immediately preceding the requested semester of admission. An official copy of the TOEFL score, issued by the Educational Testing Service must be sent directly to UAMS by the Educational Testing Service. A photocopy of the scores sent to the student is not sufficient. No action will be taken on an application containing a photocopied test score.

Petitioning for a TOEFL Waiver – At the discretion of the program admissions committee within the College of Health Professions (CHP) and approval of the CHP Assistant Dean for Student Affairs, the TOEFL requirement may be waived for applicants to programs in CHP who meet any of the following criteria:

- Received a bachelor's degree or master's degree from an accredited U.S. college or university.
- Graduated from a U.S. high school having completed a minimum of three (3) full years in residence and having completed two years of regular English courses with B or better grades.
- Scored 21 or greater on the English component of the ACT exam.
- Maintains a current U.S. certification to practice in the related discipline in which further coursework will be completed and has practiced in this discipline in the U.S. for at least two (2) years.

Administrative Waiver – The applicant does not meet stated waiver qualifications; however, should the program chairmen, through program processes, believe there to be no deficiency in the area of English fluency and literacy the opportunity exists for a petition under administrative waiver. Chairman/program director requesting administrative waiver will closely monitor student progress and develop a plan of action should one be deemed necessary.

A waiver is not automatically granted. Each petition is reviewed on an individual basis, and the department chair/program director and/or Assistant Dean for Student Affairs may request additional supporting documentation and/or demonstration of the applicant's ability to write, speak, and comprehend the English language.

PROCEDURES

Completion of "Request to Waive TOEFL Requirement" form and approval of the department chair/program director is required. Return the form to the Assistant Dean for Student Affairs, Administration West Building, Room 1.321 or fax to 501-686-6855. A waiver request form is available on-line under the Current Students tab (Forms and Policies Section), or from the CHP Welcome Center.

APPROVAL

This policy was approved by the College of Health Professions Executive Committee on _____.

Request to Waive TOEFL Requirement

Please Print:

Applicant's Name _____

Address _____

City _____ Country _____

State _____ Zip Code _____

Email _____ Phone _____

All applicants, regardless of citizenship, whose native language is not English are required to submit minimum scores for the Test of English as a Foreign Language (TOEFL) of 79 on the Internet-based version (subtest score minimums: 15 reading, 15 listening, 18 speaking, 17 writing), 213 on the Internet-based version, or 550 on the paper version with 55 or greater in each of the four subtest scores (listening, structure/writing, reading, and speaking) that constitutes the total score. Applicants may request a waiver of the TOEFL exam requirement if the applicant has (check all that apply):

_____ Earned a bachelor's or master's degree from an accredited U.S. college or university to include 6 SC of English composition.

_____ Graduated from a U.S. high school and completed two full years of regular English courses with B or better grades.

_____ Scored 21 or greater on the English component of the ACT exam.

_____ Maintains a current U.S. certification to practice in the related discipline in which further coursework will be completed and has practiced in this discipline in the U.S. for at least two (2) years.

_____ Administrative Waiver – Does not meet stated waiver qualifications; however, the program chairmen, through program processes, believes there to be no deficiency in the area of English fluency and literacy. Chairman/program director will monitor student progress and develop a plan of action should one be deemed necessary.

Attach any supporting documents which may assist in the evaluation of this request.

Applicant's Signature: _____ Date: _____

I approve this request to waive the TOEFL exam requirement for this applicant.

Department Chair/Program Director Signature: _____ Date: _____

Assistant Dean for Students Affairs Signature: _____ Date: _____