

## Federal Compliance Filing by Institutions

Effective September 1, 2025–August 31, 2026

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Institutions should answer the questions below and provide supporting documentation where applicable. The [Federal Compliance Overview](#) provides information about the applicable HLC policies and provides an explanation of each requirement. Please review the overview in its entirety prior to completing this filing.

The necessary supporting documentation should be directly responsive to specific documentation requested. While there is no minimum expectation with respect to length, the completed Federal Compliance Filing, including Appendix A (if applicable), should not exceed 300 pages.

Note that some federal requirements are related to and accounted for in the Criteria for Accreditation or Assumed Practices. Those related Criteria and Assumed Practices have been identified for cross-referencing purposes. (These citations refer to the revised versions of the Criteria and Assumed Practices that go into effect on September 1, 2025.) Cross-references are also provided to the Code of Federal Regulations. Because HLC requirements may, in some cases, exceed the requirements of the federal regulations, it is important that institutions write to HLC's requirements to ensure their compliance not only with the federal regulations but also with HLC's expectations. Lastly, although cross-references to the Code of Federal Regulations are provided here, an institution is always responsible to ensure that it is in compliance at all times with all such regulations, as they may be updated from time to time.

### *Submission Instructions*

#### **Comprehensive Evaluations**

Upload this form, any required attachments and, if applicable, Appendix A to the Assurance Filing section of Canopy no later than the institution's lock date, unless otherwise noted. Instructions for uploading the documents are provided in Canopy.

#### **Other HLC Processes**

Submit this form, any required attachments and, if applicable, Appendix A at [hlcommission.org/upload](https://hlcommission.org/upload). Select the appropriate submission option from the list provided to ensure the documents are sent to the correct HLC staff member.

Institution name: Central Michigan University

## 1. Assignment of Credits, Program Length and Tuition

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Provide web addresses to the following:

- Policy (or policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality.
- Course or program credit assignment procedures. (Note: The Federal Compliance reviewer will contact the institution's Accreditation Liaison Officer (ALO) after the Federal Compliance materials are received to request a sample of course and program materials. The purpose of the representative sample of materials is to enable the Federal Compliance reviewer to make a preliminary determination as to whether an institution ensures it is adhering to its credit hour policy. In no event should an institution submit, nor will Federal Compliance reviewers expect institutions to submit, all its course and program materials.)

Provide the web address to relevant policy (or policies):

Link: [Central Michigan University Credit Hour Definition Policy](#)

Provide the web address to relevant procedure(s):

Link: [Central Michigan University Credit Hour Definition Policy](#)

Describe the process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.

**1. Assignment of credit hours.** Central Michigan University uses the following federal credit hour definition for all courses:

*A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally- established equivalency that reasonably approximates not less than:*

*(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34 CFR 600.2 (11/1/2010).*

On-campus courses are offered on a 16-week semester basis (15 weeks of instruction plus one final exam week). All classes are expected to meet during final exam week for either a formal exam or other activity. Summer, off-campus, and cohort programs generally offer courses on the weekends and/or in the evening in a condensed format. Online courses are offered on an 8-week and 12-week basis. In all cases, 1 credit hour equates to 50 minutes of instruction each week, with the expectation of 2 additional hours of out-of-class work for the equivalent of 15 weeks.

Laboratories, studio hours, internships, clinical practica, and other additional class time not associated with lecture usually meet for 2-3 hours per credit hour if on campus. Internships and clinical practica vary in the number of credit hours and the number of hours of participation required for completion. The number of credit hours for a specific course is determined by the academic programs, with supporting information required on the Master Course Syllabus (MCS) of each course ([CAD – page 6, 7, 11](#)). The Master Course Syllabi (MCS) are approved through CMU's robust multi-phase curricular process. In all cases, 1 credit hour is minimally equivalent to three hours per week for a minimum of 15 weeks.

The College of Medicine (CMED) follows the federal credit hour definition and uses hours and weeks to specify course requirements for completion of the degree. The [class schedule](#) is set by the [college](#) and courses vary in length. CMED's Curricular Committee reviews all courses and programmatic proposals related to the completion of the Doctor of Medicine (M.D.); however, as with any other curricular items, CMED's curricular proposals are also reviewed through the same Academic Senate curricular review structure as for any other program.

Central Michigan University's official policy on credit hour definition can be found at: [Central Michigan University Credit Hour Definition Policy](#)

**1.2 Program length.** All degree programs are described in detail in the *Undergraduate Bulletin*, *Graduate Bulletin* <https://cmich.smartcatalogiq.com/en/>

Undergraduate degree programs vary in the required number of credit hours, from a uniform minimum of 120 credit hours to a maximum of 156 for the Bachelor of Science in Education Secondary Standard Certificate.

To promote an increase in the four-year graduation rate and enable students to keep educational costs down, Central Michigan University's Board of Trustees (the board) approved the [Advancing Excellence: CMU's Strategic Plan, 2017 – 2022](#). A key imperative of the plan called for a review of all undergraduate programs and then to make applicable changes to ensure degrees were, unless an exception existed such as with the Bachelor of Science in Education Secondary Standard Certificate, 120 credits. This credit hour standardization included the Bachelor of Arts and Bachelor of Science degrees as well, from a standard 124 credits to 120 credits, began with the 2019-2020 academic year as stated on [page 109](#) of the 2019-2020 undergraduate bulletin. Exceptions were allowed for certain degrees that required higher minimum credits for accreditation or other professional licensure requirements (e.g., 122 hours for the [BSAT](#) and 130-133 hours for the [BSEE](#) and [BSME](#)).

Undergraduate programs are composed of general education requirements (30 - 42 hours), degree requirements, major/minor requirements, and other graduation-related requirements (such as earning 36 hours at the 300-level or above). Students may enter the university with advanced standing by earning high scores on specified Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) standardized tests, most of which count toward their general education requirements. [Transfer students](#) will have satisfied the University Program portions of the general education requirements if they have followed the [Michigan Association of Collegiate Registrars and Admissions Officers](#) (MACRAO) resources or satisfied the [Michigan Transfer Agreement](#) (MTA) requirements, met a statewide transfer agreement, or completed an applicable associate degree. With early and careful planning, most programs can be completed in 8 semesters. Early advising at the college level and online planning tools added to Degree Progress (an electronic platform used by students, faculty, and staff for advising and managing student academic data) are available to assist students in the timely completion of their degree.

Overall, master's level students graduate within 2.4 years of beginning their program. The time to graduation for master's level students in 2024-2025 was 2.1 years for main campus students, and 2.9 for online students. The difference between the two groups is primarily due to the level of attendance. Most main campus master's students attend full-time (90.2% in fall 2025), and the majority of online master's students attend part-time (73.8% in fall 2025). Time to graduation varies for master's students depending on the extent of their research, whether they are working, and other personal factors. Most Master of Science and Master of Arts programs are 30-36 credits in length. Often, programs requiring a thesis are 30 credits, whereas those with an alternative to a thesis such as an extensive internship or research review are 36 credits. One exception to the typical credit hour norm is the Master of Science (M.S.) in Physician Assistant Program that requires clinical internships and must meet accreditation standards that require additional coursework (130 credits). Similarly, the Specialist in Education program builds upon a master's degree and at least three years of experience and requires an additional 30 credit hours. The Specialist in Psychological Services (S.Psy.S.) is a three-year full-time program that leads to both the Master of Arts degree in Psychology (34 credit hours) and the Specialist in Psychological Services (an additional 36 credit hours).

Doctoral programs that require extensive research and have few mandated courses can be completed in 60-90 credit hours. Doctoral programs with a clinical component require approximately 110-120 credit hours, or the equivalent of one additional year.

**1.2b Tuition.** All tuition and fees are approved by the board, usually at the spring meeting or by the university President upon authority granted by the board for specialty programs and can be viewed at Manual of University Policies Procedures and Guidelines. Statutory evidence can be found in Central Michigan University's Board of Trustees Policies, Practices and Regulations Manual: Statutory Authority for Central Michigan University Board of Trustees. Central Michigan University is committed to containing tuition increases so that higher education can remain affordable and accessible.

For on-campus students, tuition is differentiated between U.S. residents and non-U.S. residents and by the level of the degree, as set forth in the Resident Status Policy. Tuition is further differentiated by undergraduate level (lower and upper division). The higher tuition for upper division courses reflects the fact that those courses are typically small, more specialized, and more resource-intensive. Advanced courses are more likely to be taught by senior faculty, rely on specialized equipment or facilities, involve labs, studios, fieldwork, or intensive mentoring, and require greater instructional support per student. Specific courses may have a special fee, such as a laboratory or studio fee.

Certain CMU programs offered via Innovation and Online, the unit primarily responsible for coordination of CMU's academic and support related operations for distance education students, have a differential fee or tuition structure based on the specialty nature of the program content (e.g., Master of Business Administration in ERP Software or Doctor of Educational Technology) or their place within the competitive national marketplace within which they are offered and delivered (e.g., Doctor of Health Administration or Master of Science in Nutrition and Dietetics). Similarly, certain CMU programs provide reduced tuition for specific student populations (e.g., active-duty military, partner tuition discount agreements, and the parents of CMU students or alumni). The College of Medicine tuition is also based on a competitive national marketplace.

A Michigan resident who is an enrolled member of a U.S. Federally Recognized Tribe and is not less than ¼ degree Indian blood quantum is eligible for free tuition at CMU.

Full tuition rates are published once final Board of Trustees approval or approval by the CMU

President has been granted for the specialty rates cited above. Details for CMU tuition can be viewed at: <https://www.cmich.edu/offices-departments/finance-administrative-services/financial-services-reporting/student-account-services-university-billing/tuition-and-fee-rates>.

All **tuition rates** are available to the public on the university website and in the academic bulletins at <https://cmich.smartcatalogiq.com/en>.

CMU has robust refund policies concerning vehicle registration, enrollment reservation deposit, cancellation of housing, refunds for student initiated complete withdrawal from all classes, refunds upon withdrawal for students receiving financial aid, and tuition credits for dropped and withdrawn courses.

For more information see Federal Regulations 34 CFR §§602.16(a)(1)(viii), 600.2, and 668.8(k-l).

*Related HLC Requirements: Assignment of Credits, Program Length and Tuition (FDCR.A.10.020), Criteria for Accreditation Core Component 3.A. Educational Programs (CRRT.B.10.010), and Assumed Practice B.1. (CRRT.B.10.020)*

## 2. Institutional Records Regarding Student Complaints

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Provide the web address to the institution's complaint policy.

Link: [5-7 Student Complaint Tracking Policy and Procedure](#)

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If not already provided in the above links, describe the process the institution utilizes to systematically track complaints to effectively allow student complaints to be received, tracked and handled in a timely manner.

CMU offers students a variety of avenues to lodge complaints with the university. The institution has had a policy for tracking trends and actions regarding student complaints within the Academic Division since 2016. Beginning in 2025, required annual summaries of formal student complaints by all divisions was established in the above referenced administrative policy (5-7). Under the policy, student complaints are tracked and a summary of trends and actions are shared up to the President's Cabinet in annual reports. The following are examples of reports from academic colleges: College of Education and Human Services (2025), College of Health Professions (2025), and the College of Science and Engineering (2025). In support of the administrative policy, students are informed of their right to file a complaint and the procedures for filing a formal complaint through a variety of sources. Examples include: Academic Bulletin, the Office of Student Conduct website, Student Disability Services Grievance Process, CMED – Student Handbook (pages 17 and 18).

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

*Related HLC Requirements: Institutional Records of Student Complaints (FDCR.A.10.030), Criteria for Accreditation Core Components 2.A. Integrity and 2.B. Transparency (CRRT.B.10.010) and Assumed*

### 3. Publication of Transfer Policies

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Provide the web address to the institution's transfer policies.

Link:

**Undergraduate:** <https://cmich.smartcatalogiq.com/2024-2025/undergraduate-bulletin/policies-and-general-information/academic-policies-and-information/options-for-earning-credit/undergraduate-transfer-credit-policy/>

**Graduate:** <https://cmich.smartcatalogiq.com/2023-2024/graduate-bulletin/policies-and-general-information/academic-policies-and-information/graduate-transfer-credit-policy/>

**Prior Learning Credits:** <https://www.cmich.edu/academics/innovation-online/resources/credit-for-prior-learning>

Provide the web address where the public can access a list of all institutions with which the institution has established articulation agreements. Note that the institution does not need to provide the full articulation agreements themselves, only the list of agreements that the institution makes public. This list should include the name and location(s) of the agreement partner, the extent to which the institution accepts credit for courses offered by the partner or offers courses for which credits are accepted by the partner, and any credit limitations.

Link: [Transfer Credit Guides](#)

Provide the web address where current and prospective student can ascertain the institution's transfer requirements in addition to what will and will not transfer.

Link: [Transfer Credit | Registrar's Office](#)

For more information see Federal Regulations 34 CFR §§668.5, 668.8, 668.43(a)(11) and 668.43(a)(12).

Related HLC Requirements: Publication of Transfer Policies (FDCR.A.10.040), Criteria for Accreditation Core Components 2.A. Integrity and 2.B. Transparency (CRRT.B.10.010) and Assumed Practices A.5.c., B.1.e. and B.1.f. (CRRT.B.10.020)

#### 4. Practices for Verification of Student Identity

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Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

Yes

No (If no, please move on to the next section.)

How does the institution verify the identity of students enrolled in these courses?

**Enrollment in distance courses.** Central Michigan University offers distance education using technologies as listed in the federal definitions and hereby confirms that it verifies the identity of these students.

**Verification (authentication) of student identity.** Students admitted to the university have all records, including financial records, reviewed to ensure materials match; any conflicting or requests for updated information is monitored and verified by admissions processing. Students are then issued an identification number, a unique username (Global ID), and a randomly generated password. A Global ID typically consists of the first five letters of the last name, a number, and then the first and middle initials (e.g., Jones1aa.). Activating a Global ID and password is a required first step in connecting to CMU's virtual infrastructure and services, including email. The Global ID and password provide secure access to a variety of CMU systems via CentralLink. When the student activates their Global ID and password, their CMU email account is activated. The CMU email account provides a means for the delivery of communications from CMU. Official University communications are sent to this CMU email account, and the University expects students to access their CMU email regularly. Examples of CMU communications sent only to the CMU email account, include Tuition Statements and Payment Deadlines, Financial Aid Updates, Registration Notifications, Faculty-Student Correspondence, Academic Progress Communications, and Course-related Information.

Once issued, the identification number and Global ID are the permanent unique identifiers of the student. A student's password cannot be retrieved once issued and may only be reset through established procedures that require identity verification. Students needing a reset must contact the university's Information Technology Help Desk or use a secure web page to obtain a new password. In either case, the requestor's identity is verified prior to the release of a password. CMU has minimum standards for passwords to enhance security effectiveness. Furthermore, the student's credential is protected using multifactor authentication (MFA) by way of CMU's MFA solution DUO. Authentication methods of CMU's primary campus/network requires the user to verify an additional factor of authentication aside from username and password.

**CentralCard.** Another function of verifying student identities is through the Central ID process. Students may receive a Central ID via a physical card or on a mobile device to be identified as a Central Michigan University student. This ID is used for a variety of functions for both the main campus students and distance education students. Students can create their ID in-person or through the Transact eAccounts app. To create the ID, an ID photo with a government-issued identification, such as a driver's license or

passport, must be uploaded to the online photo submission portal. The photos submitted are reviewed to ensure compliance with the policy for photo requirements. Students may only have a physical ID card or a mobile ID, and not both, active at one time.

**Online learning environment security and authentication.** Central Michigan University utilizes a vendor hosted installation of Blackboard Ultra (Blackboard). Blackboard facilitates online course-related activities, including but not limited to course material distribution, asynchronous interaction, email communication, and assessment. WebEx and MS Teams are used to facilitate real-time communication within courses.

Blackboard is updated on a regular schedule set by the vendor to ensure it is a secure interface. Student enrollments are also updated in near real-time using a parallel process through the university course search and registration portal and SIS system, which ensures accurate student access to courses. This process confirms that CMU verifies the student who enrolls in a course, is the same student who submits assignments, takes exams, and earns a final grade. As outlined below, CMU also has student verification processes in place for online testing and examination.

Students access Blackboard through a web URL, secured by industry standard Secure Socket Layer (SSL) Encryption. The student Global ID and password serve as login credentials.

**Identification during Test Proctoring.** CMU offers proctored exams at its certified testing center for a range of courses. The proctor will verify a student's identity by checking a photo ID prior to the administration of the exam. As described below, students who are unable to take proctored exams at a certified test center have the option to choose pre-screened proctors or submit a request for a proctor to be fully reviewed and approved, if appropriate.

**Identity Verification for Federal Student Aid.** Students selected for V4/V5 verification by the U.S. Department of Education (ED) will have their identity verified following the federal regulations prior to aid being administered or disbursed. The ED selects certain federal aid applicants for identity verification to prevent fraud and confirm that students applying for aid are who they claim to be. Students selected in these groups must provide a non-expired government-issued photo ID and submit a signed statement of educational purpose in person or notarized document if unable to appear in person. Students that complete the verification process are reported to ED as verified and are then eligible to receive federal financial aid.

How does the method of verification make reasonable efforts to protect student privacy?

**Privacy protection.** All methods of verifying student identity are designed to protect student privacy. CMU strictly follows the Family Educational Rights and Privacy Act of 1974, which is designed to protect the confidentiality and privacy of student education records. CMU's policy can be found at: [Family Educational Rights and Privacy Act | Registrar's Office](#). In addition, CMU's privacy policy can be found here: [Privacy Policy](#). Faculty, and staff are regularly informed of FERPA expectations within CMU's advising system and via regular [Consumer Information](#) notices to the campus community.

Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

Yes

No

If yes, how are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

**Associated costs to students in distance courses.** These methods of verification of student identity for distance education typically do not require an additional cost to the student. If a student does not have a computer with video and audio capabilities and a high-speed internet connection, there will be an additional cost for participation in distance education courses. Computer and internet requirements are typically indicated in the course syllabus and listed in the MCS under Materials for the course. In addition, for students unable to take proctored exams on the main campus or designated Central Michigan University locations outside of Mt. Pleasant, students have the option of choosing from pre-screened proctors or submitting a request for a proctor to be vetted and approved. In these situations, students are responsible for any proctor fees charged by non-CMU Proctors. As referenced above, full information on selecting a pre-approved or seeking to approve a proctor can be found at: [Identifying and Designating a Proctor](#) .

Provide the web address where the public can access information regarding the additional costs.

Link: <https://www.cmich.edu/academics/certified-testing-center/proctored-exams-for-cmu-courses/identifying-and-designating-a-proctor>

For more information see Federal Regulations 34 CFR §§602.17(g) and 602.17(h).

*Related HLC Requirement: Institutional Practices for Verification of Student Identity and Protection of Student Privacy (FCDR.A.10.050), Criteria for Accreditation Core Component 2.A. Integrity (CRRT.B.10.010)*

## 5. Protection of Student Privacy

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Provide the web address to the institution's policy(ies) governing student privacy and the privacy and security of student data, including student records.

Link:

<https://www.cmich.edu/privacy-policy>

<https://www.cmich.edu/offices-departments/general-counsel/administrative-policies-procedures-and-guidelines/chapter-3/3-30-data-stewardship>

Provide the web address to the institution's disclosures about how any personal data collected, including personally identifiable information (PII), may be used.

Link:

<https://www.cmich.edu/privacy-policy>

Describe how the institution ensures timely training and adherence to the policies referenced in this section by its employees and any third-party contractors acting on the institution's behalf:

CMU has developed robust procedures and employs multiple methods to ensure the privacy and security of student data. These procedures and methods include many opportunities for training. Training for faculty commences at new faculty orientation. FERPA training is provided for new faculty, staff, and student employees, including those changing jobs internally. FERPA notice announcements are disseminated each semester including in academic bulletins and automated messaging deployed upon secure sign-on. The CMU Registrar's office implemented web-based FERPA training to all employees in Fall 2024. This FERPA training is highly encouraged to be completed within 14 calendar days of notice of availability. Onboarding new employees includes FERPA training, and that it be completed within two (2) business days from the first date of employment. Supervisors are promptly informed of incomplete training after the requested timeframe has expired who then ensure that their employees complete the training. CMU includes in this training all staff employee groups, including graduate assistants and student employees who work with student data. FERPA training is hosted on the Learning Management System, SuccessFactors, and provides learners with a PowerPoint and post-assessment component. The duration of the training is approximately 30 minutes and may be provided to both internal and external partners of CMU. FERPA training is continually evaluated for future enhancements. FERPA policies are also easily accessible and available for students to review.

The Information Security Office, part of the Office of Information Technology (OIT), offers policy and training to faculty and staff via information security and data privacy reminders, updates on relevant security trends, and ad hoc data security training for departments. Training is provided to all staff accessing customer/student information as defined by the Gramm-Leach-Bliley Act (GLBA) and in compliance with the Safeguards Rule (16 CFR Part 314) to safeguard student information in the CMU's care related to student financial aid, as well as any other financial services the university may offer. Additionally, staff and student employees adhere to the Payment Card Industry Data Security Standard (PCI DSS) to ensure the security of PCI-related data. OIT also directs the protection of workstations, including reminder messages to the university community about phishing and emphasizing The Principle of Least Privilege (PoLP). PoLP is a technology security concept that ensures users and processes and systems have just enough permissions to be able to perform their tasks. Phishing simulations are

conducted quarterly for faculty and staff, and yearly for students to reinforce training and to help avoid unintended access to student records and other personally identifiable information. These attentions all serve to protect student privacy.

Staff, including student employees, who work in CMU's Security Operations Center (SOC) are required to take training upon hire regarding the proper care of sensitive information and the detection of inappropriate system and data access. Privacy and security training is also required for all human subject researchers through the CITI Program, and consultations with OIT and Information Security personnel are available to researchers as needed. CMU also contracts with training vendor SkillSets Online to offer technology-related training which is available to all faculty, staff, and students. Third-party software and services are evaluated for proper security and privacy protections prior to purchase and again during contract renewal. Contracted employees are provided equivalent training to regular staff, and Business Associate Agreements (BAA) are required of any contractor or third-party that may encounter protected health information. Specifically, for Health Insurance Portability and Accountability Act of 1996 (HIPAA)-related data, CMU's Office of HIPAA Compliance directs the assigned trainings for all who have access to Protected Health Information (PHI) or who support areas that have this access.

For more information see Federal Regulations 34 CFR §602.17(h).

**Related HLC Requirements:** *Institutional Practices for Verification of Student Identity and Protection of Student Privacy (FDCR.A.10.050), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Assumed Practice A.2. (CRRT.B.10.020)*

## 6. Publication of Student Achievement Data

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Provide a link to the webpage(s) that contains (or links to) the student achievement data.

Link(s):

Academic Planning and Analysis Reports: <https://www.cmich.edu/offices-departments/academic-planning-and-analysis/reports>

First Destination Survey: <https://www.cmich.edu/offices-departments/career-development-center/first-destination-survey>

Assessment Information and Resources: <https://www.cmich.edu/offices-departments/academic-senate/assessment-information-and-resources>

Athletic Training Program Outcome Data: <https://www.cmich.edu/academics/colleges/herbert-h-grace-a-dow-college-of-health-professions/departments/school-rehabilitation-medical-sciences/athletic-training-msat>

Interior Design Student Achievement Data: <https://www.cmich.edu/academics/colleges/college-education-human-services/departments/DIFM/interior-design/student-achievement-data>

Audiology Student Outcome Data: <https://www.cmich.edu/academics/colleges/herbert-h-grace-a-dow-college-of-health-professions/departments/communication-sciences-and-disorders-organizations/communication-sciences-and-disorders-graduate-programs/doctor-of-audiology/student-outcome-data>

Department of Physical Therapy Program Outcome Statistics:

<https://www.cmich.edu/academics/colleges/herbert-h-grace-a-dow-college-of-health-professions/departments/department-physical-therapy/program-outcome-statistics>

Physician Assistant Program Details, Benchmarks: <https://www.cmich.edu/academics/colleges/herbert-h-grace-a-dow-college-of-health-professions/departments/school-rehabilitation-medical-sciences/physician-assistant>

Speech Language Pathology Student Outcome Data:

<https://www.cmich.edu/academics/colleges/herbert-h-grace-a-dow-college-of-health-professions/departments/communication-sciences-and-disorders-organizations/communication-sciences-and-disorders-graduate-programs/speech-language-pathology/student-outcome-data>

Data Reporting for the Masters of Public Administration:

<https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/departments/politics-society-justice-public-service/political-science-public-administration/public-administration-details/data-reporting>

College of Business Accreditation: <https://www.cmich.edu/academics/colleges/college-business-administration>

Social Work: [https://www.cmich.edu/docs/default-source/colleges/college-of-liberal-arts-and-social-sciences/social-work/form-as4-cswec5d8d220-155b-48a1-85d5-8b45b0782e8f.pdf?sfvrsn=11e9450b\\_25](https://www.cmich.edu/docs/default-source/colleges/college-of-liberal-arts-and-social-sciences/social-work/form-as4-cswec5d8d220-155b-48a1-85d5-8b45b0782e8f.pdf?sfvrsn=11e9450b_25)

Council for the Accreditation of Educator Preparation (CAEP), Undergraduate CAEP Education Data:

<https://www.cmich.edu/academics/colleges/college-education-human-services/centers/office-of-educator-preparation-programs/caep-accreditation/caep-education-data>

Council for the Accreditation of Educator Preparation (CAEP), Graduate CAEP Education Data:

<https://www.cmich.edu/academics/colleges/college-education-human-services/centers/office-of-educator-preparation-programs/caep-accreditation/graduate-caep-education-data>

Department of Computer Science, Computer Science:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/computer-science/computer-science-program-objectives>

School of Engineering and Technology, Computer Engineering:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school-of-engineering-and-technology/abet-accreditation/computer-engineering-abet-accreditation>

School of Engineering and Technology, Electrical Engineering:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school-of-engineering-and-technology/abet-accreditation/electrical-engineering-abet-accreditation>

School of Engineering and Technology, Industrial Engineering Technology:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school-of-engineering-and-technology/abet-accreditation/industrial-engineering-technology-abet-accreditation>

School of Engineering and Technology, Mechanical Engineering:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school-of-engineering-and-technology/abet-accreditation/mechanical-engineering-abet-accreditation>

School of Engineering and Technology, Mechanical Engineering Technology:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school->

[of-engineering-and-technology/abet-accreditation/mechanical-engineering-technology-abet-accreditation](https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school-of-engineering-and-technology/abet-accreditation/mechanical-engineering-technology-abet-accreditation)

School of Engineering and Technology, Environmental Engineering:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school-of-engineering-and-technology/abet-accreditation/environmental-engineering-abet-accreditation>

School of Engineering, Product Design Engineering Technology:

<https://www.cmich.edu/academics/colleges/college-science-engineering/departments-schools/school-of-engineering-and-technology/abet-accreditation/product-design-engineering-technology-abet-accreditation>

For more information see Federal Regulations 34 CFR §§602.16(a)(1)(i) and 668.14(b)(10).

*Related HLC Requirements: Public Information (FDCR.A.10.070), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Criteria for Accreditation Core Component 2.B. Transparency (CRRT.B.10.010), Assumed Practice A.6. (CRRT.B.10.020)*

## 7. Standing With State and Other Accreditors

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List the state authorizing entities (e.g. Illinois Board of Higher Education; Arizona State Board for Private Postsecondary Education) in states in which the institution has a presence. National Council for State Authorization Reciprocity Agreements (NC-SARA). CMU is an approved participating institution, approved by the State of Michigan which is an approved member state with NC-SARA. CMU is proud to share that it was the first institution in Michigan to be approved by the State of Michigan. The State Authorization Reciprocity Agreement (SARA) is an agreement among the member states, U.S. Territories, and the District of Columbia that establishes comparable national standards for interstate postsecondary distance education. See, <https://nc-sara.org/directory/>.

Note whether there are any pending or final state actions that affect the institution's legal status or authority to grant degrees or offer programs.

N/A

List any relationships the institution has with any other recognized accreditor (e.g. Accreditation Commission for Education in Nursing; Council for the Accreditation of Educator Preparation; Distance Education Accrediting Commission).

- Accreditation Board for Engineering and Technology
- Accreditation Council for Education in Nutrition and Dietetics
- Association for the Accreditation of Human Research Protection Programs, Inc.
- Association to Advance Collegiate Schools of Business
- Association of University Programs in Health Administration
- American Psychological Association
- American Chemical Society
- American Society for Biochemistry and Molecular Biology

- Accreditation Council for Continuing Medical Education
- Accreditation Review Commission on Education for the Physician Assistant, Inc.
- Accrediting Council of Education in Journalism and Mass Communication
- Cognia (John Engler Center for Charter Schools)
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation of Healthcare Management Education
- Commission on Accreditation in Physical Therapy Education
- Commission on Collegiate Nursing Education
- Committee on Accreditation for the Exercise Sciences
- Council for Accreditation of Counseling and Related Educational Programs
- Council for the Accreditation of Educator Preparation
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Council on Education for Public Health
- Council for Interior Design Accreditation
- Council on Social Work Education
- Liaison Committee on Medical Education
- National Association for the Education of Young Children
- National Association of Schools of Art and Design
- National Association of School Psychologists
- National Association of Schools of Music
- National Environmental Health Science and Protection Accreditation Council
- Network of Schools of Public Policy, Affairs, and Administration
- National Council on Family Relations
- Council on Accreditation of Parks, Recreation, Tourism, and Related Professions

Note whether there are any pending or final actions by any other recognized accreditor to withdraw status or impose a sanction, Show-Cause Order or adverse action.

N/A

Provide the web address(es) where students and the public can find information about the institution's current standing with state agencies and recognized accreditors.

Link: <https://www.cmich.edu/offices-departments/academic-affairs/specialized-professional-accreditation>

Accreditation and Licensure Information: <https://www.cmich.edu/academics/accreditation-and-licensure-information>

<https://www.cmich.edu/academics/accreditation-and-licensure-information/professional-certification-licensure-disclosures>

For more information see Federal Regulations 34 CFR §§602.28, 668.41 and 668.43.

*Related HLC Requirements: Standing With State and Other Accreditors (FDCR.A.10.090), Criteria for Accreditation Core Component 2.B. Transparency; Assumed Practices A.7, A.8.; Obligations of Membership #8 and #9 (INST.B.30.020)*

## 8. Recruiting, Admissions and Related Institutional Practices

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Upload as part of this filing the institution's (i) training materials and (ii) code of conduct (or its equivalent) for its recruiters, admissions counselors, marketing or advertising staff, financial aid advisors, and any other personnel engaged in direct communications with prospective and current students.

Describe how the institution ensures timely training and adherence to its procedures by employees and any third-party contractors acting on its behalf in this area.

Central Michigan University (CMU) is committed to timely training and adherence to procedures for all recruiters, admission counselors, marketing staff, financial aid advisors, as well as other personnel engaging with current and prospective students. Employees must comply with all federal and state laws, and university policies, including the upholding of professional, ethical practices and principles determined by well-respected national associations. CMU upholds the National Association for College Admission Counseling (NACAC) Guide to Ethical Practices in College Admissions and standards set forth by Michigan Association for College Admission Counseling (MACAC), particularly for sanctioned college fairs.

***Innovation and Online*** further adheres to sound recruiting principles and practices by adhering to an opt-in policy for prospective students to receive follow-up communication. This policy includes a formal request for information (RFI) form and contact information when prospective online students submit an application for admission. Importantly, neither CMU broadly nor Innovation and Online specifically 1) engage in unsolicited outreach for any student population (e.g., active duty servicemembers, Veterans, traditional or non-traditional learners), 2) provide any commission, bonus or other incentive payments for securing admissions or enrollments, or 3) use high-pressure recruitment tactics, such as same day admitting and enrollment processes.

**Innovation and Online Admission Processes:** The CMU Innovation and Online via its Online Student Services (OSS) team assists all students during their academic journey. From point of inquiry through graduation, the OSS team helps students achieve their goals through providing excellent customer service. CMU Innovation and Online adheres to sound recruiting principles and practices, built around prospective students opting-in to receive follow-up communication about our academic programs. Prospective students are considered opted-in when they submit a request for information (RFI) form and provide their contact information or when they submit an application for admission. CMU OSS does not engage in unsolicited outreach for any student population, including active duty servicemembers, Veterans, traditional or non-traditional learners. Additionally, CMU Innovation and Online does not provide any commission, bonus or other incentive payments for securing admissions or enrollments. CMU commits to and assures ethical recruitment practices. CMU avoids high-pressure recruitment tactics, such as same day admitting and enrollment processes. All students wishing to enroll at the university, regardless of campus or modality, must submit the required admission application and materials as outlined for their program of interest, and be vetted through the admission review process respective to their desired program.

**Office of Scholarships and Financial Aid:** The Office of Scholarships and Financial Aid (OSFA) operates with a structured team and well-defined roles, guided by policies and procedures to ensure consistency across all processes. Each team member is thoroughly trained in federal and state regulations, and in institutional policies and procedures. The OSFA holds weekly staff meetings and monthly training sessions to keep staff updated on any regulatory changes, ensuring accurate and consistent delivery of financial aid. Staff receive timely updates on Federal Student Aid regulations via FSA Partner Connect emails and meet to discuss pertinent changes. Additionally, team members have access to professional development opportunities, including in-person and virtual conferences, webinars, workshops, and credential courses through the Michigan Student Financial Aid Association, the Midwest Association of Student Financial Aid Administrators, the National Association of Student Financial Aid Administrators, and other professional organizations.

**Undergraduate Admissions:** *Undergraduate Admissions* also follows internal training documents and uses a standardized admissions rubric to uphold objective and consistent ethical standards in admission practices. CMU Admissions Office abides by the National Association for College Admission Counseling (NACAC) Guide to Ethical Practices in College Admissions. Further, the Admissions Office conforms to the standards set forth by Michigan Association for College Admission Counseling (MACAC) for sanctioned college fairs, as referenced above.

For more information see Federal Regulations 34 CFR §§668.14 and 668.82

*Related HLC Requirements: Fraud and Abuse (FDCR.A.20.010), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Criteria for Accreditation Core Components Core Components 2.A. Integrity and 2.B. Transparency (CRR.T.B.10.010), Assumed Practice A.2. (CRR.T.B.10.020)*

## Additional Documents

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Please attach the following documents as applicable:

Appendix A..... With respect to an institution’s ongoing responsibilities under federal regulations, provide any correspondence from the U.S. Department of Education that articulate a rationale for any negative actions and any reports issued by the institution demonstrating the institution’s improvement efforts in response to such communications. Negative actions include, but are not limited to limitation, suspension or termination actions by the Department; letter of credit requirements, fines, heightened cash monitoring, or reimbursement payment methods imposed by the Department; or other negative findings on the basis of any Single Audit (or its equivalent) submitted by the institution.

## Supporting Documents –

### 1. Assignment of Credits, Program Length, and Tuition

Title/Subject: **CREDIT HOUR DEFINITION AND APPLICATION TO COURSES**

Applies to:  faculty  staff  students  student employees  visitors  contractors

Effective Date of This Revision: April 22, 2016

Contact for More Information: Academic Effectiveness

Board Policy  Administrative Policy  Procedure  Guideline

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## BACKGROUND:

The United States Department of Education requires that each institution develop a written credit hour policy that conforms to the definition of a credit hour outlined in the Federal Register (75 FR 66832 p. 66946). As noted in the Curricular Authority Document and the academic bulletins, Central Michigan University uses the federal definition of a credit hour:

*A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*

*(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

*(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)*

This definition has been commonly understood by faculty and is described in the Curricular Authority Document and the academic bulletins.

## PURPOSE:

The purpose of this document is to define a credit hour and to locate in one place policies used to determine credit hours for courses.

## DEFINITIONS:

**Credit Hour.** For physical face-to-face courses, one credit hour means one class hour of direct instruction (see definition below) and a minimum of two hours of out-of-class student work each week during the 15-week semester.

Title/Subject: **CREDIT HOUR DEFINITION AND APPLICATION TO COURSES**

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However, for online, hybrid, or other courses and academic activities where direct instruction is not the primary mode of learning, such as laboratory work, internships, practica, studio work, dissertations/theses, independent study, etc., an equivalent amount of work (one credit is a minimum of three hours per week for 15 weeks) must be represented for a credit hour.

The federal definition of a credit hour noted above is intended to provide a baseline and does not define the number of minutes in an instructional hour. At Central Michigan University, one hour of direct instruction is defined as 50 minutes.

Direct faculty instruction. For most physical face-to-face courses, direct faculty instruction is synonymous with “in-class, synchronous instruction.” Much of the time, this direct instruction means lectures and/or structured whole class or group discussions and other activities. Examinations may be included as instructional time.

Because online and hybrid courses must meet the same credit-hour requirement as physical face-to-face courses, faculty must demonstrate active engagement in online teaching through structured synchronous and/or asynchronous interactions with students, such as providing online chat sessions with individual students or groups of students, moderating discussion-board forums and writing responses to students’ posts, providing written and/or oral feedback on students’ writing assignments other course projects, etc. Logging on to a learning management system does not constitute active faculty teaching or active student learning.

Student work. Student work includes all assignments or other academic activities required to be completed outside of instructional time. Student work may include reading, studying, writing, completing worksheets, research, etc.

Master Course Syllabus. The official record of a course, containing the course description, prerequisites, co-requisites, recommended prior coursework and/or experiences, a rationale for course level, materials and other requirements, typical instructional formats, course objectives, an outline of topics, and typical methods for student evaluation.

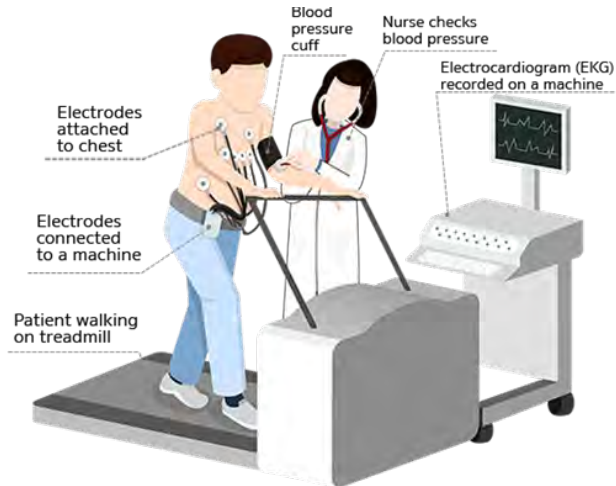
**POLICY:**

The following guidance indicates how credit hours are determined for a variety of course formats. This process is simplified because the master course syllabus defines the scope and learning objectives of a course independent of the delivery method.

**PROCEDURE:**

A consistent process for determining credit hours must be implemented for all courses. The application of the credit-hour definition is straightforward if there is direct faculty instruction. Because all course instruction is based on the master course syllabus independent of delivery method, this definition will be applied to online or hybrid courses as follows: because 1) the student learning outcomes and the scope of the course for an online or hybrid course are the same as those used when the course is offered solely in a physical face-to-face classroom environment, and 2) students in online or hybrid courses are required to regularly engage with the instructor and other students, then the hybrid or online course is equivalent to the physical face-to-face course, and therefore the credit hours are the same.

*Central Michigan University reserves the right to make exceptions to, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.*



### What is this course all about?

In this class we will examine procedures involved in a graded exercise test ("GXT" – see the picture above). This will include how health professionals (e.g., Clinical Exercise Physiologists, Cardiac Nurses) run GXTs, what patients do during GXTs, and how GXT data is used to diagnose and/or treat patients with known/suspected CVD.

IF I'D KNOWN I WAS GOING TO LIVE THIS LONG, I'D HAVE TAKEN BETTER CARE OF MYSELF.  
– EUBIE BLAKE

### Who teaches this class?



You can call me Dr. Nelson or Prof. Nelson. I've been at CMU since 2013 and I love teaching HSC 550, eating ice cream, and watching reality tv while working out. What's your favorite food and pass time activity?

### When is class/lecture?

Mondays and Wednesdays from 10:00-10:50AM in HP 1259.

### When is lab?

Either Tuesdays from 10:00-11:50AM or Fridays from 9:00-10:50AM in HP 1338.

### When are office hours?

**Office hours are Tuesdays from 11AM to 1PM.** It might be best to email me to make an appointment. However, you are always welcome to just drop into office hours. Outside of office hours, if my door is closed, please take no offense, I am probably hunkering down because I have some deadline to meet.

### How is this course taught?

This is a **Hybrid** course. For this course we will include asynchronous component (pre-recorded Panoptos to watch before class), and a synchronous component during our scheduled class meeting time to discuss/apply lecture material.

### Do we need a textbook?

Yep! We will use ACSM's Guidelines for Exercise Testing and Prescription 11<sup>th</sup> Ed in this class. Very helpful!

### Can assignments be turned in late?

Yep, late assignments will be reduced by 20% if received within one week of the due date. Assignments received later than one week will be reduced by 50%.

### Can we make-up an exam?

Make-up exams are only allowed in **extenuating circumstances** and will be considered **on a case-by-case basis**.

### Does class/lab have an attendance policy?

Yes. Active participation is essential for learning.

- **Class:** Daily points are awarded through quizzes, activities, and participation.
- **Lab:** Attendance is part of your Lab Report grade. If you miss data collection, the Lab Report cannot be submitted.

This class will also honor excused absence per University Policy for:

- Illness or medical emergency with a signed note with specific dates.
- Bereavement for a close family member. [CMU Bereavement Policy](#)
- Academic events required for major or program.
- Other activities required and authorized by CMU (e.g., sporting events).

### But what about when life happens?

**Life happens - we get it.** You're allowed to miss up to **2 class sessions** (excluding exams) without losing quiz or participation points. You may also miss **1 lab**, but you must:

- Contact your GA to schedule a make-up during Open Lab Times.
- Find a classmate to repeat the lab with you.

## Course Objectives

The major goal for this class is to increase student understanding of what GXTs are, how to run a GXT, and how to interpret the results of a GXT. By the end of this course students should be able to complete all the following Student Learning Objectives:

- Demonstrate rapid ECG interpretation.
- Identify normal/abnormal physiological responses to exercise.
- Demonstrate an advanced understanding of the human cardiovascular system.
- Explain the importance of a GXT in the diagnosis and treatment of cardiovascular disease.
- Demonstrate general interview and examination skills required to ensure patient safety during a GXT.
- **Identify, explain, and discuss key aspects of a GXT including... preparation, administration, and interpretation.**
- Explain how complementary procedures involved in a GXT can improve sensitivity and specificity of diagnosis and prognosis.

## Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin [CMU Bulletins](#)

## Expectations of Students

- Be prepared. Listen, take notes, & bring questions to class.
  - Be attentive. Listen and respect others. Keep cellphone use to class activities (if/when appropriate).
  - Be respectful.
  - Be proactive. Ask for help when needed.
  - Active participation in group work.
  - Manage due dates. Review all exam and assignment dates now. Record them in your calendar with reminders.
  - Anything else?
- 

## Expectations of Dr. Nelson

- Good time management – grade assignments in a reasonable timeframe (within one week of due date).
  - Get to know students – names, career goals, interests.
  - Respectful – present material and develop assignments to enhance the learning experience for students.
  - Be prepared – arrive early to set up and prepare for class so we can start/end on time.
  - Be available – after class for questions (this can save you a trip to office hours).
  - Anything else?
- 

## Accommodations

To promote successful learning for all students, CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library, 989-774-3018, TDD #2568) and then contact me (Dr. Nelson) via email to inform me of these accommodations.

## Verification of Participation

For financial aid eligibility purposes, it is important that you begin participation in your course. Participation is defined by active engagement in the instructional activity related to the course of study. For example, this could mean attending a lecture where interaction between the instructor or students can occur or through handing in homework, taking a quiz, or posting information/comments on the course web platform. Participation is not merely just logging into the online platform and not engaging. If you do not begin participating in your course by the 2nd Friday of the term/module that this course falls into, you will be administratively dropped, and your financial aid will be re-evaluated, which may have an impact on your eligibility. This follows federal regulations as an institution must document a student began participation in their course(s) for the purpose of establishing financial aid eligibility.

**“Do the best you can until you know better.  
Then when you know better, do better.” - Maya Angelou**

## Harassment and Discrimination

Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the Office of Civil Rights and Institutional Equity at 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## Sexual Misconduct Policy

Under the Sexual Misconduct Policy, dating violence, domestic violence/intimate partner violence, sexual assault, sexual exploitation, sexual harassment, stalking and retaliation will not be tolerated and are expressly prohibited. CMU strives to eradicate sexual misconduct through primary prevention and on-going awareness programs, education, training, clear policies and serious consequences for acts of sexual misconduct. The Sexual Misconduct Policy applies to all CMU faculty, staff and students regardless of sex, gender, gender identity, gender expression or sexual orientation. Sexual misconduct and retaliation both on- and off-campus are strictly prohibited. CMU strives to offer resources and support to students experiencing concerns about sexual misconduct. Confidential resources and support centers, such as the Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381), provide confidential support for students. With the exception of these confidential resources and those named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Office of Civil Rights and Institutional Equity (989-774-3253, Bovee University Center 306). This means that any incident you may divulge to a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors.

## Communication Policy

The following communication policy outlines behaviors that are and are not appropriate in all methods of communication in the online class environment. Any questions about this policy should be addressed to the instructor.

- When communicating online, DO: ask questions about class material, ask constructive questions about assignments, respond to other students' postings in a way that will provoke conversation, and reply to postings when you are addressed and generally display behaviors that encourage conversation
- When communicating online, DO NOT: use offensive or abusive language, mock or make derogatory comments about anyone else's posting, display inappropriate pictures or graphics, leave a posting that is addressed to you unanswered, hesitate to post a question that you have – remember, many students may have the same question but are too afraid to ask so you are benefiting them as well by posting it.
- CMU is a professional workplace with the goal of preparing students for their professional life beyond CMU. To that point, this class has an e-mail policy to promote skilled communication. An e-mail to me must be written with college-level grammar, punctuation, and a professional tone. Please note, I will return nonprofessional e-mails for revisions before I answer the question contained in them. I am not being mean – just caring about your future success. See: [Email Etiquette](#) for guidance.

## Classroom Civility/Etiquette

Each student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone. This applies to all aspects of the class, particularly communication and interactions. Students who use offensive language, are verbally abusive, display deference or disrespect to others, post inappropriate or offensive pictures or comments, or exhibit other inappropriate behaviors in the online class environment may be subjected to disciplinary action under the Code of Students Rights, Responsibilities, and Disciplinary Procedures.

## Inclusion

CMU prides itself on being “an inclusive community of scholars” and adheres to the core values of “integrity, respect, compassion, inclusiveness, social responsibility, excellence and innovation.” As such, I intend for this learning environment to be a place where you feel respected and valued, and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If you experience marginalization or discrimination in this class, please let me know so we can make our learning environment more inclusive and just. I can help connect you to resources or make adjustments to better meet your needs.

## Rights and Responsibilities

Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities, and Disciplinary Procedures at [Code of Student Rights, Responsibilities and Disciplinary Procedures | Central Michigan University \(cmich.edu\)](#)

**Class Preparation and Participation 10%**

**Preparation (5%):** Watch Panopto and complete Panopto questions before class as assigned (see schedule)

**Participation (5%):** Each class period we will have a brief quiz, activity, and/or discussion to gauge how the class is doing. Being present and active engagement in the quiz and/or in-class activity is what is required for full credit.

**Group Projects 10% (5% each)**

There will be two group projects through the semester evaluating stress test (GP1) and cardiopulmonary test (GP2) results. Assigned groups and more details for this assignment will be posted on Blackboard.

**Exams 60% (15% each)**

There will be four exams in this class. There will be an exam at the end of each section (i.e., Section Exams; there are three Section Exams throughout the semester). There will also be a Cumulative Final Exam at the end of the semester. Each Section Exam will be ~40 questions drawn from lecture notes/Panoptos for that section. The Cumulative Final Exam will be ~60 questions. The format of all exams (i.e., Section Exams and the Cumulative Final Exam) will most likely include mostly multiple-choice questions in addition to some true/false, and short answer questions. **Bring a calculator (not a smartphone) to every exam.**

**Lab 20%**

There will be approximately six lab reports and two lab assignments throughout the semester. Students must be present and participate during data collection to turn in Lab reports. More information regarding Lab Reports, the Lab Report – Rubric can be found in our Blackboard shell.

**ECG Exam**

At the beginning of the semester there will be an ECG competency exam. A grade of >70% is required pass this exam. If a grade of ≤70% is achieved a student can take up to two additional tries to pass the exam. Additional exams must be scheduled within one week of finding out the status of the previous exam. If an ECG exam is missed, it is an automatic failure for that exam. Students must pass the ECG exam to pass this course.

**Weighted Grading - Please read this careful.**

The column labeled "Weighted Grade" will reflect your final grade in HSC 550. This value reflects class preparation and participation (10%), group projects (10%), exams (60%), and lab (20%). Please note that grades will be rounded to the nearest whole number. For example, 86.5% will be rounded to 87% and equal to a B+. If at any point it looks as though a grade was entered incorrectly or miscalculated, contact Dr. Nelson via email as soon as possible. Importantly, grades are calculated objectively and are not "negotiable". Therefore, it is inappropriate to contact an instructor and ask them to change a grade subjectively. That would be capricious grading, and it goes against school policy [CMU Bulletins - Grade Grievance Policy \(smartcatalogiq.com\)](https://www.smartcatalogiq.com)

A: 93-100%; A-: 90-92%

B+: 87-89%; B: 83-86%; B-: 80-82%;

C+: 77-79%; C: 73-76%; C-: 70-72%;

D+: 67-69%; D: 63-66%; D-: 60%-62%;

E: Below 60%.

TENTATIVE SCHEDULE FOR LECTURE (SUBJECT TO CHANGE)			
DATE	TOPIC	ASYNCHRONIS ACTIVITY (before class)	SYNCHRONIC ACTIVITY (during class)
Mon, 8/25	Introduction to HSC 550		GA's will join us
Wed, 8/27	1.1 Pre-test considerations	Watch: 1.1 Panopto	Risk Stratification
Mon, 9/1	Labor Day (No Class)		
Wed, 9/3	1.2: Pretest Considerations Continued	Watch: 1.2 Panopto	Ex Protocol Selection
Mon, 9/8	1.3: Principles of a Stress Test	Watch: 1.3 Panopto	Estimating VO <sub>2</sub> peak
Wed, 9/10	1.4: Principles of a CPX Test	Watch: 1.4 Panopto	Interpreting CPX Results
Mon, 9/15	1.5: Hemodynamic Responses to GXT	Watch: 1.5 Panopto	Hemodynamic Assessment
Wed, 9/17	1.6: ECG Response to GXT	Watch: 1.6 Panopto	GXT Procedures
Mon, 9/22	1.7: Evaluating GXT Results	Watch 1.7 Panopto	Evaluate GXT results
Wed, 9/24	Internship Discussion & Section #1 Review		Section #1 Review
Mon, 9/29	EXAM #1	Study 😊	Take exam #1
Wed, 10/1	2.1: Advanced CV Physiology 1	Watch 2.1 Panopto	Action Potential Contractile vs. Pacemaker Cells
Mon, 10/6	Fall Wellness Break (No Class)		
Wed, 10/8	2.2: Advanced CV Physiology 2	Watch 2.2 Panopto	Cardiac Sympathetic vs. Parasympathetic Control
Mon, 10/13	2.3: Coronary Circulation	Watch 2.3 Panopto	Myocardial Oxygen Supply vs. Demand
Wed, 10/15	2.4: Cardiac Medications & GXT	Watch 2.4 Panopto	Actions of Cardiac Meds
Mon, 10/20	2.5: Diagnostic Value of GXT	Watch 2.5 Panopto	Sensitivity vs. Specificity
Wed, 10/22	Work on GP #1		
Mon, 10/27	2.6: Responding to Arrhythmias & Ischemia	Watch 2.6 Panopto	
Wed, 10/29	EXAM #2	Study 😊	Take exam #2
Mon, 11/3	3.1: Peripheral Artery Disease	Watch 3.1 Panopto	Compare: GXT procedures for PAD
Wed, 11/5	3.2: Pulmonary Diseases 1	Watch 3.2 Panopto	Compare: GXT procedures for COPD
Mon, 11/10	3.3: Pulmonary Diseases 2	Watch 3.3 Panopto	Compare: GXT procedures for Asthma
Wed, 11/12	3.4: Implantable Devices	Watch 3.4 Panopto	Compare: GXT procedures for ID
Mon, 11/17	Work on GP #2		
Wed, 11/19	3-5: Diabetes	Watch 3.5 Panopto	Compare: GXT procedures for DM
Mon, 11/24	3-6: Heart Failure	Watch 3.6 Panopto	Compare: GXT procedures for HF
Wed, 11/26	3.7: Cancer, Kidney Disease, & Stroke	Watch 3.7 Panopto	Compare: GXT for Cancer, Kidney Disease, & Stroke
Mon, 12/1	EXAM #3	Study 😊	Take exam #3
Wed, 12/3	Review/Catch-up		
Mon, 12/8	Comprehensive Final Exam	Study 😊	Take Final Exam

TENTATIVE SCHEDULE FOR LAB (SUBJECT TO CHANGE)				
WEEK	TOPIC	ASYNCHRONIS ACTIVITY (before class)	SYNCHRONIC ACTIVITY (during class)	HOMEWORK, DUE, TIPS FOR SUCCESS, MISC. (after class)
8/25 – 8/29	EKG Review		EKG Review	Study EKG concepts
9/1 – 9/5	EKG Exam	Study for EKG Exam	Take EKG Exam & BP Assignment #1	
9/8 – 9/12	Lab Report #1	Read Lab Report 1 Materials Print data collection sheet	Exercise Testing/EKG	
9/15 – 9/19	Lab Report #2	Read Lab Report 2 Materials Print data collection sheet	Bike and Treadmill Testing	Due: Lab Report #1
9/22 – 9/26	Discuss GP #1	Read GP #1 – Instructions & Rubric		
9/29 – 10/3	Data Collection for GP #1			Due: Lab Report #2
10/6 – 10/10	Fall Wellness Break (No Lab)			
10/13 – 10/17	Lab Report #3	Read Lab Report 3 Materials Print data collection sheet	CPX Testing	
10/20 – 10/24	Lab Report #4 – Part 1	Read Lab Report 4 Materials	Arrhythmia Lab	Due: Lab Report #3
10/27 – 10/31	Lab Report #4 – Part 2		Ischemia Lab	Due: GP #1
11/3 – 11/7	Lab Report #5	Read Lab Report 5 Materials Print off data sheet	ABI Lab	Due: Lab Report #4
11/10 – 11/14	Data Collection for GP #2	Read GP #2 – Instructions & Rubric Print data collection sheet		Lab Report #6
11/17 – 11/21	Lab Report #6	Read Lab Activity 6 Materials	Stress Echo Lab	Due: Lab Report #5
11/24 – 11/28	Thanksgiving Break (No Lab)			
12/1 – 12/5	Blood Pressure Assessment		BP Assignment #2	Due: GP #2
12/8 – 12/12	Exam Week (NO LAB)			

**English 592**

**Seminar: Writing Poetry**

**Spring 2025**

**Tuesdays 5:00-7:50 p.m.; Anspach 260**

Instructor: Jeffrey Bean

Office: Anspach 301D; Office phone: 774-2661

Office Hours: Tuesdays and Thursdays from 12:50-1:50 p.m. or by appointment.

E-mail: bean1j@cmich.edu

### **Texts**

*Girls that Never Die*, by Safia Elhillo (ISBN: 0593229487)

*Your Emergency Contact Has Experienced an Emergency*, by Chen Chen  
(ISBN: 1950774694)

*Life of the Party: Poems*, by Olivia Gatwood (ISBN: 1984801902)

*Prince of the Air*, Robert Fanning (chapbook)

*Dear, Sincerely*, David Hernandez (ISBN: 0822964074)

*Water I Won't Touch*, Kayleb Rae Candrilli (ISBN: 1556596170)

Plus poems and articles on Blackboard

### **Course Description:**

ENG 592WI serves in place of ENG 492WI as the capstone poetry writing workshop in the creative writing sequence (294, 392, 492) and also serves as a graduate poetry workshop. In ENG 592WI, the main focus is on each student's production of a portfolio of poetry (10 poems for undergrads, 12-15 poems for grad students) through workshoping (peer and instructor review/critique) and revision. The portfolio may be held together in tone, theme, structure, or by other poetic means. Graduate students taking the class, in particular, can choose to think of their portfolio as a chapbook manuscript (more on this in class). In addition to discussing student work in the workshop, we will also examine the work of several contemporary poets, investigating—and practicing, through exercises inspired by what we read—various poetic techniques and elements of form and craft.

### **Class Modality**

This course is designated as a **face-to-face** section. Course modality (the form in which a course is offered) is something set in advance and isn't something that can be altered by individual instructors. What this means is that students will be expected to attend this class in person (see attendance policy below). **There is no option for online attendance** for this class, and class sessions will not be streamed or recorded.

### **Class Technology**

#### **BLACKBOARD**

All course content—**assignment handouts/instructions, readings outside of our textbook, announcements and reminders, etc.**—is housed in our course shell in Blackboard. **Also, most written work for our class, except for workshop critiques, will be due on Blackboard and will be turned in via the discussion board.** If you have missed class or are unclear what is due, please consult the syllabus on Blackboard, which has full details of what is due and when. (This syllabus will be updated periodically, so be sure to view the latest version of the syllabus on Blackboard when prepping for class.) We will frequently be engaging with Blackboard during class, so **please bring a**

**laptop or smartphone (a laptop is strongly preferred if you have one) with you to every class meeting.** If you don't have access to these technologies, let me know, and we will work out an alternative.

## COMMUNICATION

Our syllabus has full details of your weekly reading, writing, and workshop assignments, and I will start each class meeting by covering what is due at our next class. There will sometimes be additional updates or instructions sent via email and as an announcement on Blackboard throughout the week, including, occasionally, on non-class days. It is therefore important for you to **check Blackboard and your cmich.edu email daily.**

I would also encourage you to communicate with me—at office hours, in class, or elsewhere (e.g., email). If there is something that is unclear or you have a question, I am more than happy to help! Let me know right away so that we can quickly resolve any issues you might be having. I regularly check my email throughout every weekday and am usually quick to respond, though I am slower to respond on weekends and weekdays before 10:00 a.m. and after 7:00 p.m. On Tuesdays and Thursdays, I hold office hours and teach from 12:50-8:00 p.m., so I am usually slower to respond if you email in that window on those days.

## COMMUNICATION DEVICES AND TECHNOLOGY DURING CLASS MEETINGS

When using technology in the classroom, please be respectful of your neighbors. Your activity and screen are visible to them and can be distracting and are shown to decrease both your learning and that of your peers. Instagram, Netflix, YouTube, etc., as well as homework for other classes, should all be enjoyed outside of our classroom and class times.

### Attendance Policy

Attendance is vital, especially in a small group. Since we meet only once a week, I will count each of our class meetings as two class periods. So, if you have to leave halfway through class (after the ten-minute break midway through class), that will count as one absence. If you miss an entire class meeting, that will count as two absences. Of course, absences are sometimes necessary, so I will adhere to the following participation policy: You may have three absences with no penalty (i.e., you may miss one and a half class meetings with no penalty). Each subsequent absence lowers your participation grade by five points. (So, if you miss two entire class meetings, that would count as four absences, and your participation grade would be lowered by five points.) This is not a punishment for missing class—instead, it is one measure of your participation in our class. You must be present to participate fully. *Special consideration will be made for documented illnesses and family emergencies.* However, even justified absences, if excessive, can result in a lower grade. **Students accruing more than eight absences (i.e., students missing more than four entire class meetings), regardless of the reason, will receive a “zero” for the “Participation in Discussion of Course Texts” grade, which is worth 40 points. Also, once you accrue more than eight absences, regardless of the reason, I will not accept any written assignments from you, including the final portfolio, unless you attend class on the day the assignment is due.** Note that “hyflex” attendance will NOT be possible in this class this semester unless the class modality is changed to hyflex by the University.

### Course Requirements:

#### Poems for discussion and workshop critiques

The primary focus of this course is on student work. All workshop poems are due by class time of the class before they are to be discussed in our workshop (see schedule below). With a few exceptions, you should submit only poems that you've written for this class for workshop discussion. (More on this in class.) Post your poem as a Microsoft Word or Rich Text file attachment to the

appropriate discussion forum on Blackboard. Each class member is responsible for downloading and writing critiques for each poem up for discussion each week. Please type up a 100-word (or longer) critique of each poem and PRINT these, bringing to class two hard copies of each critique—one to give to me, and one to give to the student authors. (We will project each poem on the overhead in class, so you don't need to print the text of the poem itself unless you prefer to.) See the handout "Guidelines for Written Critiques" in the "course materials" module on Blackboard.

In your critique, be sure to discuss the impulse(s) from which the poem comes. For example, is the poet telling a story? Observing and describing the world around him or her? Playing with sound? Proceeding by image? Taking on a persona? Testifying on behalf of the self or some group? Building a model of or shattering consciousness? Tracing an interior life? Prophesying? Seeking a truth? Bearing witness? Invoking God, or the gods? What is the poet *doing* as he or she sets out into the poem? You might want to use one of these categories, or you might want to invent others. (We will be discussing "impulses" further in class before you have to write critiques, so you'll be comfortable with the concept.) **(IMPORTANT:** Critiques will only be accepted for full credit if they are submitted in hard copy form during class time on the day they are due. *Any critique submitted after the class meeting will be accepted late for half credit.* More on this in class.)

In our class discussions and written critiques, we will consider and evaluate each poem based on *its own* intents and aims and not the intents and aims we might want to bring to it. For instance, if we are looking at a poem that is trying to be "lyric" or "philosophical," we won't use some kind of "narrative" criteria to assess it. Our central question will be: Is this writing good *of its kind*? This is one reason why we will be discussing poetic impulses throughout the course. I don't mean to emphasize any rigid categories, but some classifying will help us to discuss a given poem without running into too many problems of aesthetics.

During some of our class meetings throughout the semester, we will engage in small-group peer workshopping in addition to our full-group workshop sessions. This peer-workshopping will be discussed further in class.

### **Workshop discussion leaders**

Each student is responsible for leading off the workshop discussion for one other student's work (partners will be made on the first day of class). I'll ask that you begin by describing the poem without going into strengths or suggestions. A good way to begin the discussion is by attempting to answer the question, "What are the impulses from which the author wrote this poem?"

### **Course Texts and Writing Exercises**

Every two weeks, we will read one of our course texts, all of which are books of poetry by single authors published within the last nine years. These books represent a range of contemporary poetic voices and a diversity of poetic modes and impulses. As we read each book, we will study different poetic modes, forms, and/or elements of craft. (See the column entitled "read" in the schedule below.)

When it is your turn to create a writing exercise (see schedule below), you are to choose one (or more) poem(s) from that week's book and create a simple, short writing exercise based on it. Type up your exercise, post it to the appropriate discussion forum on our Blackboard site, and come to class ready to present your exercise to the class. Your exercise might consist of only two or three sentences, but it should contain at least two elements: One element based on content (e.g., "Write a poem inspired by Author X about your first encounter with death") and at least one element based on form or technique (e.g., "use author X's list structure," or "like author X, use repetition and assonance") along with an example line or passage *from one of the poems in the book* to illustrate that formal element. (This will be demonstrated in class.)

NOTE: Even when it isn't your turn to create an exercise, you should come to class having read the assigned book in its entirety. *Please also select one poem from the book that you feel you can learn from as a poet, and come to class ready to present that poem to the class, highlighting the qualities or techniques you might emulate in your own writing. Specifically, you should prepare to address the following: 1) Describe the poem—what is it about and/or what are the impulses behind it? 2) What can you learn from this poem? I.e., What techniques or ideas or approaches might you “steal” for your own uses? If you were to write a poem inspired by this poem, how would you do it? and 3) Where does the poem succeed and/or fail and why, in your opinion? Refer to at least one specific example to illustrate your point(s).* In most cases, I will be calling on students randomly to present poems from our texts each week, and participation in this assignment accounts for most of your “Participation in weekly discussions of course texts” grade. (The other part of this participation grade is based on your participation in the discussion of our other assigned readings, which will be available online.) See complete grade breakdown under “Course Grade and Final Portfolio” below.

### **Weekly Poems**

Nearly every week, you will have a new poem due. Some weeks (for example, Jan. 21), I'll ask you to turn in a new poem written in any style and on any subject of your choosing; other weeks, I'll ask you to write a poem inspired by our course text for that week. See the schedule below. (So, for example, on January 28, you are to turn in a poem in some way inspired by one or more poems in the Safia Elhillo book.) For these “inspired-by” poems, you may choose to write in response to one of your classmates' exercises for that week, or you may write a poem inspired by a different aspect of the book. During our class discussions, we will brainstorm several possibilities for writing poems inspired by our course texts. NOTE: The point of this assignment isn't to write a convincing imitation of Author X's work. It is intended to push you to generate poems that stand on their own merits and to experiment with modes and approaches to poetry that may lie outside of your “comfort zone.” These poems will be due in the appropriate forum on the Blackboard discussion board by class time each week.

NOTE: You may submit any of these weekly poems for workshop discussion, or you may submit other poems that you've written for class. I will respond to all of your weekly poems with written comments, whether or not you decide to turn them in for workshop discussion.

### **Questions for WebEx Interviews with Authors**

I have arranged “WebEx interviews” with most of the authors that we're studying this semester. (See schedule below.) That means that after we've discussed Safia Elhillo's book, for example, we will have a chance to interview Safia Elhillo live, in our classroom, via WebEx. I'M PUMPED! In preparation for these informal Q and A sessions, each class member should prepare two questions and post them to the appropriate discussion forum on Blackboard by the night before our class time (i.e., by 11:59 p.m. on the Monday before the class with our WebEx session—see schedule below). I want to leave the guidelines for the questions fairly open, but *at least one of the two questions should relate specifically to a poem from the book that we're reading by that author or to the book as a whole.* As for the other question, you can ask pretty much anything you want to—you might ask about the poet's influences, ideas about the state of poetry today, methods and habits of composition, advice for authors just starting out, etc. I will provide the class with a few sample questions from past WebEx interviews to give us some ideas.

These WebEx interviews are scheduled for around 30 minutes each, and there will not be time for every class member to ask a question. But let's *try* to hear from as many students as possible. So, once you've asked one question, please refrain from asking another one until everyone has had the chance to chime in. If any students aren't able to ask a question during a given WebEx interview, we will ask those students to start off the next interview with a question.

## Readings and Response Paper

I encourage you to attend all the readings/events in our reading series this semester (see the handout “schedule of literary events,” which will be available in the course materials module on Blackboard by late January), but you are *required* to attend only one. Choose to attend an event at which a visiting or faculty poet is reading (see schedule for details). See also the **Response Paper Assignment** handout in the course materials module.

## Recitation of a Memorized Poem

Before our final class meeting, choose any poem *from a book we read this semester*, preferably a poem that you admire and/or that you feel you can learn from as a poet, and memorize that poem. Come to our final class meeting prepared to recite it to us from memory (!). (Why am I torturing you like this? Memorizing a poem is the best way to internalize it, and it is one of the best ways you can learn from the poets you read. More on this in class!) The poem you choose to memorize must be at least 14 lines long. This restriction aside, feel free to choose any poem from our texts this semester that interests you. You won’t have to comment on the poem in any way if you don’t want to—all you have to do for this assignment is memorize a poem and recite it.

## Presentation on a Literary Magazine

At our last regular class meeting on April 29, each of you will give a brief, informal presentation on the literary magazine of your choosing. Early in the semester, I will provide you with a short list of possible literary magazines, and some websites that will help you locate others. Sometime well before the last class meeting, track down a literary magazine that you’d like to present on, and research that journal, either online or by ordering a print edition of the journal. Read at least 10 poems from this journal, and then type up a brief (a paragraph or two is fine) description of the journal. Your description should address the following questions: Does the journal consist entirely of poetry, or does it include fiction and creative non-fiction, too? What kinds of poems does the journal seem to be interested in? Experimental poems? Nature poems? Academic poems? A wide variety? What sorts of poets does the journal publish, i.e., young/new poets, established poets, or both? (Hint: look at the “contributors’ notes” in the back of the journal or on the website. If most of the poets have lots of books out, then the journal probably likes “established” poets.) Do they accept simultaneous submissions? What do they offer you for publishing a poem? Money? A contributor’s copy? Look up the journal on Twitter, Facebook, Instagram, TikTok—do they have a large online following? A small one? None at all? What about the design of the journal—is it appealing? Dull? Colorful? Odd? *And, most importantly: Of the published books of poetry we read this semester, which author do you think would be most welcome in the pages of this journal and why?*

**For graduate students only:** In addition to this presentation, each grad student is also responsible for actually *submitting* their work to the journal they’ve chosen. Therefore, you’ll want to find a journal that you think might be a good fit for your work. At the end of the semester, I will be leading our class in a publishing workshop that will include the nuts and bolts of poetry submissions as well as lots of tips for submitting poems to journals. *As part of your presentation (if you’re a grad student), you will be responsible for showing us your formatted poetry submission and cover letter.* That way, we can offer you any final pointers before you send it out!

## Grades (Based on a 560 point scale):

--Class participation: 140 points = 25%

*The following items are included in “class participation”:*

- First drafts of weekly poems: 84 points (Twelve weekly poems, 7 points each)
- Participation in our weekly discussion of course texts and in-class exercises: 40 points

- Participation in out-of-class short exercises, “four-minute papers,” reading responses (approx. four, 4 points each): 16 points

--Workshop Critiques: 114 points = approx. 20% (approx 38 total, 3 points each)

--Questions for WebEx Interviews: 54 points (9 points for each set) = approx. 10%

--Writing Exercise Based on Course Text: 28 points = 5%

--Recitation of Memorized Poem: 28 points = 5%

--Response Paper on a Literary Event: 28 points = 5% (See handout)

--Presentation on a Literary Magazine: 28 points = 5% (See handout)

--Final Portfolio (10-15 pgs. of revised poems with a written introduction): 140 points = 25%

**Total: 560 points = 100%**

## **FINAL PORTFOLIOS**

**For Undergraduates:** The final portfolio should consist of your best work from the semester, **with ten poems**, revised and edited, and including a short introduction in which you comment on the work.

**For Graduate Students:** The final portfolio should consist of your best work from the semester, 12-15 pages (**with a minimum of twelve poems**), revised and edited, and including a short introduction in which you comment on the work, *noting its relative degree of finish and effectiveness as a chapbook manuscript or the start of or part of a chapbook or full-length manuscript.*

**Late work policy:** All work for this course will be accepted late for HALF credit, excluding the presentation on a literary magazine, the recitation of a memorized poem, and the final portfolio—these assignments will not be accepted late.

## **Plagiarism**

All writing you do for this course must be your own and must be exclusively for this course, unless the instructor stipulates differently. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, including submitting the work of other students **or submitting artificial intelligence (AI)-generated text as your own original work**, your instructor reserves the right to grant you a failure for the course.

## **AI**

Students will be held accountable for their use of any AI technologies to create and/or generate text. This does not mean that use of AI to conduct research, find information, check for ideas, or other uses of AI are forbidden; what it does mean is that **turning in any writing assignment that has been generated by AI will be considered plagiarism. In other words, the writing you submit must be your own, but you may use AI to help you as you write.** If you use AI to help you write, you must provide a citation or a note about how you have used AI in the writing process. Use of AI must be transparent and documented or will be considered Academic Dishonesty.

## **A special note on plagiarism in creative writing**

It is natural for writers to quote from or allude to other writers by way of homage, parody, nod, collage, etc. Such engagements are encouraged, but must be cited in a note accompanying the poem, or, if the debt is more than a short passage, by the attachment of the original author’s text for comparison to one’s own text.

**Safe Classroom Statement:** I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability—and

other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

**Chosen Names and Personal Pronouns:** Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs, ze/zir/zirs). Central Michigan University's chosen name policy can be accessed here: <https://tinyurl.com/45yn7afj> and the name change form can be accessed here: <https://tinyurl.com/4ydc2bwz>. Rosters do not list pronouns, so, while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

### **Food Insecurity**

One in three CMU students report being hungry without immediate means to satisfy that hunger. I understand being hungry makes learning and succeeding in college difficult. CMU has compiled a [list of community resources](#) available to address concerns related to food insecurity and other basic needs.

### **Special needs**

CMU provides reasonable accommodations for students with disabilities to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library; 774-3018 or TDD# 774-2568), and then contact me as soon as possible, preferably within the first week of class.

### **A Note on Intellectual Property and Privacy:**

In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, student recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning.

**GO TO THE NEXT PAGE FOR THE COURSE SCHEDULE**

**Schedule for English 592: Seminar: Writing Poetry**

Spring 2025 Jeffrey Bean Tuesdays 5:00 – 7:50

Who's Who:

GROUP ONE: Cailey, Hannah Stout, Abby; GROUP TWO: Carter, Hannah Loiselle, Caitlin

GROUP THREE: Kane, June, Aphelion; GROUP FOUR: Sam, Tori, Megan, Ryer

GROUP FIVE: Dom, Aurora, Colton; GROUP SIX: Maggie, Audrey, Tia, Draya

Date	Workshop	Read	Write
Jan. 14  Week One	Class introductions  Discuss workshop guidelines  Intro to “impulses”	“On the Workshop” in the “week one” module on Blackboard In class: Discuss “impulses” in poems brought in by students	Complete “First Assignment”—see guidelines in “week one” module Optional first line exercise (details in class)
Jan. 21	<b>NO CLASS</b>	<b>DUE TO COLD</b>	<b>CANCELED</b>
Jan. 28  Week Three	GROUP ONE (One poem for workshop discussion due on Blackboard by 11:59 p.m. on Jan. 16)  EVERYONE: 100 word critique of each poem (two hard copies due in class).	Political History, Family History, Lyric Poems, After Poems, Contrapuntals: <i>Girls that Never Die, Safia Elhillo</i> (Content Warning: Sexual violence, racial slurs)  (Exercise by: Bean) EVERYONE: Choose one poem to discuss in class.  “Make it Strange” and “Understanding Poetry” by Matthew Zapruder (On Bb)  “The Lyric Impulse” (on Blackboard)	EVERYONE: Write a poem in any style (due on Blackboard by class)  Briefly jot down what you found interesting or useful in the Zapruder chapters. Post your response in the “Week Three” module in the forum called “Zapruder responses” by class time
Feb. 4  Week Four	GROUP TWO (One poem for workshop discussion due on Blackboard by 11:59 p.m. on Jan. 30)  EVERYONE: 100 word critique of each poem (two hard copies due in class).	Continue discussing <i>Girls That Never Die Safia Elhillo live in our classroom on WebEx!</i>  “Sample WebEx Interview Questions” in Week Four module  Submit top three choices of books for exercise assignment (optional)	EVERYONE: Write a poem inspired by Elhillo and/or the Elhillo exercises (Due on Blackboard by class)  EVERYONE: Two questions for Safia Elhillo WebEx interview (Due on Blackboard by 11:59 p.m. on Monday, Feb. 3)

<b>Date</b>	<b>Workshop</b>	<b>Read</b>	<b>Write</b>
Feb. 11  Week Five	GROUP THREE (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 2.6)  EVERYONE: 100 word critique of each poem (two hard copies due in class)	Publishing workshop  Read all documents in the “Week Five” module on Blackboard  Submit top three choices of books for exercise assignment by 11:59 p.m. on 2.9 (optional)	EVERYONE: Write a poem in any style (Due on Blackboard by Class time)  In-Class exercise: Random Order Exercise
Feb. 18  Week Six	GROUP FOUR (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 2.13)  EVERYONE: 100 word critique of each poem (two hard copies due in class).	Personal Narratives, Image, Metaphor, Odes, and Performance: <i>Life of the Party</i> , Olivia Gatwood  <a href="#">Todd McKinney on narrative and metaphor</a>  Watch any Olivia Gatwood video on YouTube  (Exercises by: <b>Aurora, Caitlin, Draya, Megan</b> )  EVERYONE: Choose one poem to discuss.	EVERYONE: Write a poem in any style (Due on Blackboard by class time)  –Briefly jot down what you found interesting or useful in the McKinney video. Post your response on the Bb discussion board in the forum called “McKinney Responses” by class time
Feb. 25  Week Seven	GROUP FIVE (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 2.20)  EVERYONE: 100 word critique of each poem (two hard copies due in class).	Continue discussing <i>Life of the Party</i>  <i>Olivia Gatwood live in our classroom on WebEx!</i>	EVERYONE: Write a poem inspired by Gatwood and/or the Gatwood exercises (Due on Blackboard by class)  EVERYONE: Two questions for Olivia Gatwood WebEx interview (Due on Blackboard by 11:59 p.m. on Mon., 2.24)
<b>Date</b>	<b>Workshop</b>	<b>Read</b>	<b>Write</b>

<p>Mar. 4 Week Eight</p>	<p>GROUP SIX (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 2.27)</p> <p>EVERYONE: 100 word critique of each poem (two hard copies due in class).</p>	<p>Sound, Persona, the Chapbook, and Old Forms in New Hands: <b><i>Prince of the Air, Robert Fanning</i></b></p> <p><a href="#">Jessica Goodfellow on Sound</a></p> <p>(Exercises by: <b>Maggie, Tia, Carter, Hannah Stout</b>)</p> <p>EVERYONE: Choose one poem to discuss.</p>	<p>EVERYONE: Write a poem in any style (Due on Blackboard by class time)</p> <p>In class: Sound-driven poem exercise</p>
<p><b>Mar 8-16</b></p>	<p><b>NO CLASS</b></p>	<p><b>SPRING BREAK</b></p>	<p><b>NO CLASS</b></p>
<p>Mar. 18 Week Nine</p>	<p>GROUP ONE (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 3.6)</p> <p>EVERYONE: 100 word critique of each poem (two hard copies due in class).</p>	<p>Read the handout called “Old Forms in New Hands” in the “Week Nine” module on Blackboard</p> <p>Continue discussing <b><i>Prince of the Air</i></b></p> <p><i>Robert Fanning live in our classroom</i></p>	<p>EVERYONE: Write a poem inspired by Fanning and/or the Fanning exercises (NOTE: This poem must be written in one of the forms listed on the “Old Forms in New Hands” handout—Due on Bb by class time)</p> <p>EVERYONE: Two questions for Robert Fanning interview (Due on Blackboard by 5:00 p.m. on Monday, Mar. 17)</p>
<p>Mar. 25 Week Ten</p>	<p>GROUP TWO (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 3.20)</p> <p>EVERYONE: 100 word critique of each poem (two hard copies due in class).</p>	<p>Voice, Lists, Diction, Humor, Epistolary Poems, The Free Verse Line, and Personification: <b><i>Your Emergency Contact Has Experienced an Emergency, Chen Chen</i></b></p> <p>(Exercises by: <b>Audrey, Abby, Sam, Cailey</b>)</p> <p>EVERYONE: Choose one poem to discuss.</p>	<p>EVERYONE: Write a poem in any style (Due on Blackboard by class time)</p> <p>In-Class Exercise—Random order exercise</p>

Date	Workshop	Read	Write
Apr. 1 Week Eleven	GROUP THREE (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 3.27)  EVERYONE: 100 word critique of each poem (two hard copies due in class)	Continue discussing <i>Your Emergency Contact Has Experienced an Emergency</i>  <i>Chen Chen live in our classroom on WebEx!</i>  Read the handout “Lit Mag Resources” on Blackboard	EVERYONE: Write a poem inspired by Chen and/or the Chen exercises (Due on Bb by class)  EVERYONE: Two questions for Chen Chen WebEx interview (Due on Blackboard by 11:59 p.m. on Mon., 3.31)
Apr. 8 Week Twelve	GROUP FOUR (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 4.3)  EVERYONE: 100 word critique of each poem (two hard copies due in class)	Self-Portraits, Trans Identity, Sestinas, and Poetic Sequences: <i>Water I Won’t Touch, Kayleb Rae Candrilli</i>  (Exercises by: <b>June, Aphelion, Ryer, Hannah Loiselle</b> )  EVERYONE: Choose one poem to discuss.	EVERYONE: Write a poem in any style (Due on Blackboard by Class time)
Apr. 15 Week Thirteen	GROUP FIVE (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 4.10)  EVERYONE: 100 word critique of each poem (two hard copies due in class)	Continue discussing <i>Water I Won’t Touch</i>  <i>Kayleb Rae Candrilli live in our classroom on WebEx!</i>  Final Portfolio Guidelines in the Course Materials Module	EVERYONE: Write a poem inspired by Candrilli and/or the Candrilli exercises (Due on Blackboard by class)  EVERYONE: Two questions for Kayleb Rae Candrilli WebEx interview (Due on Blackboard by 5:00 p.m. on Mon., 4.14)
Apr. 22 Week Fourteen	GROUP SIX (One poem for workshop discussion due on Blackboard by 11:59 p.m. on 4.17)  EVERYONE: 100 word critique of each poem (two hard copies due in class).	Object poems, persona poems, epistolary poems, hermit crab poems: <i>Dear, Sincerely, David Hernandez</i>  (Exercises by: <b>Colton, Kane, Dom, Tori</b> )  EVERYONE: Choose one poem to discuss.	Work on revisions for final portfolio (due May 6) and lit mag presentations (due Apr. 29). No poem due this week.  In-class exercise: Musical Personas

Date	Workshop	Read	Write
<p>Apr. 29</p> <p>Week Fifteen</p>		<p>Literary Magazine Presentations</p> <p>“Final Portfolio Guidelines” in the “Week Fifteen” module on Blackboard</p> <p>Memorization Article: Beth Ann Fennelly’s “My One-Hundred” (In “Week Fifteen” module On Bb)</p> <p>Review questions for Gatwood interview</p> <p><i>Olivia Gatwood live in our classroom on WebEx!</i></p>	<p>EVERYONE: Write a poem inspired by Hernandez and/or the Hernandez exercises (Due on Blackboard by class)</p>
<p><b>FINAL CLASS MEETING:</b></p>			
<p>Tuesday, May 6 5:00-6:50 p.m.</p>	<p>Final portfolios due</p> <p>Recitations of Memorized Poems</p>		

#### D. **Preparing and Submitting Course Proposals**

All courses taught at CMU must have a Master Course Syllabus (MCS). Below is information on the required MCS sections and related content. Subsequent sections of this CAD outline the workflow for the curricular review and approval process for:

- New courses
- Modifying existing courses
- Deletion of existing courses
- Course designator creation, change, and deletion
- Full MCS Content Review: Required at least every seven years and involves the comprehensive review of the entire MCS content

##### i. **Master Course Syllabus (MCS)**

Each course offered at CMU must have a Master Course Syllabus (MCS). Individuals with a CMU Global ID may access MCSs through (a) the Academic Senate website: <https://www.cmich.edu/offices-departments/academic-senate>, or (b) the CMU Bulletin: <https://bulletins.cmich.edu/>.

The MCS establishes the appropriateness, scope, and quality of a course and communicates course information to constituents (e.g., other faculty who might teach the course, as well as those interested outside the discipline, current or prospective students wanting to know course details, other universities where a student may request a credit transfer, and people outside CMU including accreditation teams and the public). Because of these varied needs, the MCS is written in language general enough to communicate broadly while establishing the role of the course within a specific disciplinary area and program.

The sections below guide in developing and, subsequently, updating the MCS to ensure consistency of information and presentation. Each MCS must include all these sections and components. Note: Some programs require additional program-specific content guidelines to be included in the MCS. For example, Educator Preparation Programs require the inclusion of InTASC standards, and University Program courses require a description of how the course fits into the specified subgroup and General Education documentation submitted with the course proposal. MCS requirements unique to these programs are detailed below.

##### ii. **Master Course Syllabus Sections**

Each MCS follows a standard format and includes the following sections and headings:

- *College and Department Name*
- *Three Letter Designator*
  - The Registrar and Academic Planning Council must approve designators (new, change, and deletions).
- *Course Number*
  - The Registrar's Office must approve new course numbers.
  - Suffixes (e.g., H for an Honors course and SA for Study Abroad) are assigned by the Registrar's Office. However, the appropriate Academic Senate committee facilitates some suffixes (e.g., L for Leadership and SL for Service Learning). The General Education Committee assigns Quantitative Reasoning (QR) and Writing Intensive (WI) suffixes. QR and

WI suffixes appear in the Bulletin. All other suffixes appear in Course Search and Registration.

- *Course Title*
  - The course title should be descriptive, conveying the main topic of the course and distinguishing the content from similar courses. There is no limit to the length of a course title; however, a title abbreviation of no more than 40 characters is required to comply with some IT data system requirements.
- *Credit Hours/Distribution of Hours*
  - The credit hour designation is displayed numerically (e.g., 4(3-2)). The number preceding the parentheses represents the number of credit hours earned by successfully completing the course; these hours show on a student's transcripts and count toward their degree. The first number within the parentheses represents the number of classroom contact hours scheduled per week, and the second number within the parentheses represents the number of laboratory or studio contact hours scheduled per week based upon a 15-week semester.
  - The sum of numbers within the parentheses equals the total number of contact hours per week in the class schedule.
  - For the example noted above, 4(3-2), the course offers four credit hours and comprises five contact hours: three hours of classroom contact per week and two hours of laboratory or studio contact per week. The same number of contact hours must be met for the course regardless of the delivery format.
  - Variable credit courses are identified by a credit hour designation, such as 1-6. The maximum credit hours that a student may earn toward graduation in a variable credit course is the highest number in the credit hour designation for the course (e.g., six hours maximum in the example above).
  - Courses with special arrangements regarding the number of hours spent in class are designated as (Spec).
  - A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. More information on how to calculate appropriate credit hours and their distribution can be found in the university's [Credit Hour Policy](#).
- *Bulletin Description*
  - The description communicates the substance of the course and is the exact wording that appears in CMU's Academic Bulletin.

- The rest of the MCS’s content should correspond to this description and provides further explanation and elaboration.
- The description is limited to a maximum of 25 words. The 25-word limit does not include:
  - CR/NC only.
  - Satisfies University Program Group ...
  - Identical to ABC 123. Credit may not be earned in more than one of these courses.
  - May not be applied to \_\_\_ major or minor.
  - Repeatable up to 9 hours when content does not duplicate previous topics.
  - Minimum of \_\_\_ hours required for internship.
  - Quantitative Reasoning.
  - May be offered as Writing Intensive.
  - (University Program Group I-A: Human Events and Ideas)
  - Requisites
- Necessary course-relevant information may exceed the 25-word limit but must be brief.
- Cross-listed courses must add, “Identical to \_\_\_\_\_. Credit may not be earned in more than one of these courses.”
- Other examples of additional information include:
  - Prerequisites, pre/co-requisites, co-requisites, and recommended courses or background information
  - UP Course Group identifier (e.g., University Program Group II-A: Descriptive Sciences)
  - Quantitative Reasoning (QR)
  - May be offered as Writing Intensive (WI)
  - Minimum of 180 hours required for an internship
  - Course does not count on a major in \_\_\_\_\_
  - Repeatable up to 9 hours when content does not duplicate previous topics.
- Contact the Bulletin and Minutes Editor for assistance developing a course description.
- *Course Modalities*
  - Indicate the modalities through which the course can be taught:
    - Online Asynchronous courses are completely online with no required meeting days and times but may offer optional synchronous meetings. All formalized instruction and coursework are completed online. Students will complete assignments by established deadlines. Proctored or monitored exams may be required.
    - Online Synchronous courses are completely online with required specific meeting days and times where students are expected to be actively engaged in a virtual setting. All formalized instruction and coursework are completed online. Proctored or monitored exams may be required.
    - Face-to-Face courses meet in a CMU-approved location with required specific meeting days, times, and locations as noted in

the course registration system. Internet-based and other technology may be used to enhance instruction in and outside of class. Proctored or monitored exams may be required.

- Hybrid courses have required specific meeting days and times outlined in the course registration system and require face-to-face class sessions in a CMU-approved location, while other required class sessions can be a mixture of synchronous online meetings and asynchronous online activity. Instructors will determine which class sessions will be held in which modality within the specified course day and time range and these will be announced in the course syllabus. Proctored or monitored exams may be required.
- HyFlex courses meet on specific days and times simultaneously face-to-face and synchronously online. Course meeting dates, times, and location(s) are noted in the course registration system, and face-to-face meetings occur in a CMU-approved location. Students can change their mode of attendance freely according to their needs or preference. At the instructor's discretion, access to course content may be available online asynchronously. Proctored or monitored exams may be required.
- Note: Adding to an MCS that a course can be offered in an online asynchronous or synchronous format does not mean it can be scheduled for online delivery. All online courses must be approved by the Dean for online development and developed in collaboration by the Office of Curriculum and Instructional Support.
- *Prerequisite(s), Pre/Co-requisite(s), Co-requisites, Recommended*
  - The MCS provides the prerequisites, pre/co-requisites, co-requisites, and recommended background preparation needed to take the course.
  - Note: There are specific Syntax Guidelines to be used for displaying the intended requisite and/or recommended courses and/or requirements in an MCS. Appendix C contains definitions and examples of the syntax to be used.
    - Prerequisites are any courses and/or other requirements that must be completed before enrolling in a particular course. Examples of prerequisites include completion of specific courses or sets of courses, completion of a specified number of credit hours, achievement of a specified class level, achievement of specific grades in the prerequisite course or sets of courses, a declaration of major or admission to a restricted program the permission of the instructor, and department approval. Students who have not satisfied a prerequisite or are not enrolled in the prerequisite at the time of registration will not be allowed to register for the course unless the instructor makes an individual exception. Students seeking an exception to a requisite must ask via the Course Search and Registration system.
    - Pre/Co-requisites are any courses and/or other requirements students may take before or concurrently with the course. Students who have already completed the pre/co-requisite or are

enrolling simultaneously in the pre/co-requisite will be allowed to register for the course. Students who have not satisfied the pre/co-requisite or enrolled in the pre/co-requisite at registration will not be allowed to register for the course unless the course instructor makes an individual exception. Students seeking an exception to a requisite must ask via the Course Search and Registration system.

- Co-requisites are any courses and/or other requirements that students must take concurrently with the course. Students enrolled simultaneously in the co-requisite will be allowed to register for the course with that co-requisite. Students not enrolled in the co-requisite at the time of registration will not be allowed to register for the course unless the course instructor makes an individual exception. Students seeking an exception to a requisite must ask via the Course Search and Registration system.
- Recommended background preparation includes any courses and/or other requirements that might be useful for students to complete prior to enrolling in the course. Any listed recommendations are not required. Completing the recommended courses/requirement(s) will not affect the student's ability to enroll.
- *Rationale for Course Level*
  - Courses must provide a course-level rationale, which may also reflect and be connected to the prerequisites/recommendations listed above. The rationale should explain why this course is numbered as it is rather than at a higher or lower level (e.g., 200-level course rather than a 300-level course). The rationale might state whether the course is an introduction to a content area, assumes past knowledge, or expects upper-level rigor. The Guide for Developing Course Level Rationale and Examples is available on the Academic Senate website: [Curriculum Information and Resources](#).
- *Suggested Textbooks*
  - This section should provide full bibliographic information for suggested text(s). This information is intended to guide faculty teaching this course as to which text(s) cover the content of the course.
- *Other Requirements and/or Materials for the Course*
  - List significant, required course material and/or activities unique to the course. Special requirements might include certifications, performance levels, concert attendance, and exceptional time requirements (such as an all-day field trip). Incidental materials should not be listed.
  - Courses involving academic experiences (e.g., field placements, field experiences, off-campus practica, clinical placements, student teaching assignments, internships, service learning) with external entities require an affiliation agreement. The faculty member is responsible for working with CMU's Coordinator of Affiliations Agreements to acquire an agreement. These should be noted if additional costs are associated with the course (e.g., travel costs, facility entry fees, memberships, or subscriptions) beyond approved course fees.

- *Student Learning Outcomes*
  - Student Learning Outcomes (SLO) define the nature and scope of the course and the desired learning outcomes. All instructors must address these outcomes when teaching the course. This section should provide a list of student-centered, measurable learning outcomes. For example, “Students will explain the salient differences and similarities between learning theories.” The number of outcomes should be sufficient to address the scope of the course, be appropriate to the level of the course and credit hours assigned and be achievable in the timeframe of the course. Language and terminology should be suitable for the course and comprehensible by the general academic community. Tips for writing student learning outcomes are available at the Academic Senate website: [Curriculum Information and Resources](#).
  - It is recommended that [the College Assessment Coordinator](#) review the course SLOs before an MCS is entered into the curricular process.
- **Course Outline**
  - This section lists the topics to be covered in the course. The outline should indicate a sequence of topics that reflects a logical progression of the course, and the scope of topics must be aligned with the course’s stated learning outcomes.
  - It is strongly encouraged that course topics be divided by the percentage of the course time devoted to each topic; this makes it more straightforward for those teaching the course across different timeframes and modalities. Dividing topics by time in hours or weeks is also appropriate but less desirable.
    - Note: A three-credit course involves approximately 45 contact hours of instruction. Courses in compressed or extended timeframes are expected to maintain the requisite contact hours
- *Suggested Evaluation*
  - Evaluation methods and assignments/activities should be appropriate to the course’s learning outcomes and teaching methods.
  - For each area of evaluation, include suggested relative weights and/or ranges displayed as a percentage of total evaluation criteria (e.g., a midterm exam is worth 15%, a research paper is worth 20%, and a final exam is worth 30%).
  - While class participation can be included as a suggested area of evaluation, it should only constitute a small percentage of the total evaluation if deemed appropriate.
  - Note: MCS for 500-level courses must contain different suggested evaluation criteria for Undergraduate and Graduate students. See additional information in the ‘Specific MCS Instructions’ section below.
- *Syllabus Prepared By*
  - Name and credentials
- *Date*
  - Note: MCS dates only change when conducting a full MCS content review. If the MCS is not being submitted for a full content review, the date on the MCS *must not* be changed.

# CURRICULUM CALENDAR

## Academic Year 2025-2026



Year 1 Courses 8/4/2025 - 7/5/2026															
8/4/25 - 8/10/25	8/11/25 - 9/21/25	9/22/25 - 9/28/25	9/29/25 - 10/26/25	10/27/25 - 11/2/25	11/3/25 - 12/7/25	12/8/25 - 12/14/25	12/15/25 - 1/4/26	1/5/26 - 2/1/26	2/2/26 - 2/8/26	2/9/26 - 3/8/26	3/9/26 - 3/15/26	3/16/26 - 3/22/26	3/23/26 - 5/24/26	5/25/26 - 5/31/26	6/1/26 - 7/5/26
Orientation Week	MED 625: Introduction to Human Structure (6 Weeks)	Bridge Week 1	MED 635: Cellular and Molecular Principles of Medicine (4 Weeks)	Bridge Week 2	MED 645: Hematopoietic Lymphatic and Immune Systems (5 Weeks)	Bridge Week 3	Winter Break (3 Weeks)	MED 655: Musculoskeletal and Integumentary Systems (4 Weeks)	Bridge Week 4	MED 665: Urinary System (4 Weeks)	Bridge Week 5	Spring Break (1 Week)	MED 675: Reproductive and Endocrine System (9 Weeks)	Bridge Week 6	Break (1 <sup>st</sup> 5 Weeks)
	MED 600: Medicine and Society		MED 600: Medicine and Society		MED 600: Medicine and Society			MED 600: Medicine and Society							
	MED 610: Essentials - Clinical Skills		MED 610: Essentials - Clinical Skills		MED 610: Essentials - Clinical Skills			MED 610: Essentials - Clinical Skills							

Year 2 Courses 8/11/2025 - 7/5/2026																	
6/30/25 - 8/10/25	8/11/25 - 10/19/25			10/20/25 - 10/26/25	10/27/25 - 12/7/25	12/8/25 - 12/14/25	12/15/25 - 1/4/26	1/5/26 - 3/8/26			3/9/26 - 3/15/26	3/16/26 - 4/12/26		4/13/26 - 5/10/29	5/11/26 - 6/21/26	6/22/26 - 6/28/26	6/29/26 - 7/5/26
Break (last 6 Weeks)	MED 725: Neurobehavioral System (10 Weeks)			Bridge Week 7	MED 735: Digestive and Excretory Systems (6 Weeks)	Bridge Week 8	Winter Break (3 Weeks)	MED 745: CardioPulmonary Systems (9 Weeks)			Bridge Week 9	MED 785: Transition to Clerkship (4 Weeks)		Dedicated Study (4 Weeks)	Vacation (6 Weeks)	M3 Orientation (1 Week)	Vacation (1 Week)
	MED 600b: Medicine and Society				MED 600b: Medicine and Society			MED 600b: Medicine and Society				MED 600b: Medicine and Society					
	MED 610b: Essentials - Clinical Skills				MED 610b: Essentials - Clinical Skills			MED 610b: Essentials - Clinical Skills				MED 610b: Essentials - Clinical Skills					

Year 3 Courses 6/30/2025 - 7/5/2026														
6/30/25 - 7/27/25	7/28/25 - 8/24/25	8/25/25 - 9/21/25	9/22/25 - 10/19/25	10/20/25 - 11/16/25	11/17/25 - 12/14/25	12/15/25 - 1/11/26	1/12/26 - 2/8/26	2/9/26 - 3/8/26	3/9/26 - 4/5/26	4/6/26 - 5/3/26	5/4/26 - 5/31/26	6/1/26 - 6/28/26	6/29/26 - 7/5/26	
Block 01	Block 02	Block 03	Block 04	Block 05	Block 06	Block 07	Block 08	Block 09	Block 10	Block 11	Block 12	Block 13		
MED 800: Comprehensive Community Clerkship (CCC) Longitudinal Clerkship (16 Weeks Total)				MED 810: Surgery Clerkship (8 Weeks)		Winter Break (4 Weeks)	MED 820: Hospital Medicine Clerkship (8 Weeks)		MED 840: OB/GYN Clerkship (4 Weeks)	MED 830: Psychiatry Clerkship (4 Weeks)	MED 850: Pediatric Clerkship (4 Weeks)	Elective	M3 Objective Structured Clinical Exam (OSCE)	
MED 810: Surgery Clerkship (8 Weeks)		MED 820: Hospital Medicine Clerkship (8 Weeks)		MED 830: Psychiatry Clerkship (4 Weeks)	MED 850: Pediatric Clerkship (4 Weeks)	Winter Break (4 Weeks)	MED 840: OB/GYN Clerkship (4 Weeks)	Elective	MED 800: Comprehensive Community Clerkship (CCC) Longitudinal Clerkship (16 Weeks Total)					
MED 830: Psychiatry Clerkship (4 Weeks)	MED 850: Pediatric Clerkship (4 Weeks)	MED 840: OB/GYN Clerkship (4 Weeks)	Elective	MED 800: Comprehensive Community Clerkship (CCC) Longitudinal Clerkship (1 <sup>st</sup> 8 Weeks)		Winter Break (4 Weeks)	MED 800: Comprehensive Community Clerkship (CCC) Longitudinal Clerkship (2 <sup>nd</sup> 8 Weeks)		MED 810: Surgery Clerkship (8 Weeks)		MED 820: Hospital Medicine Clerkship (8 Weeks)			

Clerkship order will vary, but completion of CCC, five hospital-based clerkships, and an elective are required.

Year 4 Courses 6/30/2025 - 5/3/2026											
6/30/25 - 7/27/25	7/28/25 - 8/24/25	8/25/25 - 9/21/25	9/22/25 - 10/19/25	10/20/25 - 11/16/25	11/17/25 - 12/14/25	12/15/25 - 1/11/26	1/12/26 - 2/8/26	2/9/26 - 3/8/26	3/9/26 - 4/5/26	4/6/26 - 5/3/26	
Block 01	Block 02	Block 03	Block 04	Block 05	Block 06	Block 07	Block 08	Block 09	Block 10	Block 11	
MED 930: Emergency Medicine (4 Weeks)	MED 900: Peds Sub-I or MED 910: Surgery Sub-I or MED 920: Medicine Sub-I (4 Weeks)	Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective	

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# CURRICULUM COMMITTEE

The Curriculum Committee is charged with the responsibility and authority to:

- Define and revise the structure and content of the undergraduate medical curriculum including both preclinical courses and clerkships and the goals, objectives, and assessments.
- Approve the creating or removal of courses from the educational program.
- Formulate and recommend policies regarding the educational program.
- Define and revise structure and content of any joint degree programs and the goals, objectives, and assessments.
- Approve proposed graduate programs subject to University policy and procedures.
- Conduct regular reviews of courses, clerkships, and the curriculum as a whole.
- Evaluate and/or analyze data about course or clerkship syllabi and teaching materials, student evaluations of a course or clerkship, and overall student performance in a course or clerkship.
- Approve annual course/clerkship reports.
- Approve major changes to the structure of the curriculum.
- Approve major changes to the grading system for the assessment of student performance.

Meetings are held monthly.

The committee forms subcommittees as required to address curricular needs.

## Covenant HealthCare College of Medicine at Central

### IN THIS SECTION



#### Mount Pleasant Campus

1280 S. East Campus Drive  
Mount Pleasant, MI 48859

Email: [med@cmich.edu](mailto:med@cmich.edu)

Phone: 989-774-7547

#### Saginaw Campus

1632 Stone St.  
Saginaw, MI 48602



**CENTRAL**  
MICHIGAN UNIVERSITY

1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

**FACULTY & STAFF DIRECTORY**

**NEWS**

**DEPARTMENTS A-Z**

**EVENTS**

**MAPS & DIRECTIONS**

**GIVING**

**CAREERS AT CMU**

**SOCIAL MEDIA DIRECTORY**

## CMU Bulletins

This site allows you to browse CMU academic programs, subjects, and departmental course offerings to find the program that is right for you. Then you can view and print all the requirements for that program.

### ***Which Bulletin should I use?***

Academic bulletins change each year and are valid for seven years. *Undergraduate students* generally follow the bulletin in effect at the time of their initial registration at CMU or another regionally accredited two- or four-year institution. *Graduate students* generally follow the bulletin in effect at the term of program admission. Following consultation with an advisor, students may elect to follow a more current bulletin.

(Go to [Bulletins Archive](#) on *CMU Digital Collections for Bulletins older than 7 years old.*)

### **Bulletins: (Web-based/searchable):**

[2025-2026 Undergraduate Bulletin](#)

[2025-2026 Graduate Bulletin](#)

[2024-2025 Undergraduate Bulletin](#)

[2024-2025 Graduate Studies Bulletin](#)

[2023-2024 Undergraduate Bulletin](#)

[2023-2024 Graduate Studies Bulletin](#)

[2022-2023 Undergraduate Bulletin](#)

[2022-2023 Graduate Studies Bulletin](#)

[2021-2022 Undergraduate Bulletin](#)

[2021-2022 Graduate Studies Bulletin](#)

[2020-2021 Undergraduate Bulletin](#)

[2020-2021 Graduate Studies Bulletin](#)

[2019-2020 Undergraduate Bulletin](#)

[2019-2020 Graduate Studies Bulletin](#)

[2018-2019 Undergraduate Bulletin](#)

[2018-2019 Graduate Studies Bulletin](#)

### **PDF Bulletins:**

[2025-2026 Undergraduate Bulletin \(pdf\)](#)

[2025-2026 Graduate Bulletin \(pdf\)](#)

[2024-2025 Undergraduate Bulletin \(pdf\)](#)

[2024-2025 Graduate Bulletin \(pdf\)](#)

[2023-2024 Undergraduate Bulletin \(pdf\)](#)

[2023-2024 Graduate Studies Bulletin \(pdf\)](#)

[2022-2023 Undergraduate Bulletin \(pdf\)](#)  
[2022-2023 Graduate Studies Bulletin \(pdf\)](#)

[2021-2022 Undergraduate Bulletin \(pdf\)](#)  
[2021-2022 Graduate Studies Bulletin \(pdf\)](#)

[2020-2021 Undergraduate Bulletin \(pdf\)](#)  
[2020-2021 Graduate Studies Bulletin \(pdf\)](#)

[2019-2020 Undergraduate Bulletin \(pdf\)](#)  
[2019-2020 Graduate Studies Bulletin \(pdf\)](#)

[2018-2019 Undergraduate Bulletin \(pdf\)](#)  
[2018-2019 Graduate Studies Bulletin \(pdf\)](#)  
[2018-2019 Global Campus Bulletin \(pdf\)](#)

[2017-2018 Undergraduate Bulletin \(pdf\)](#)  
[2017-2018 Graduate Studies Bulletin \(pdf\)](#)  
[2017-2018 Global Campus Bulletin \(pdf\)](#)



## Advancing Excellence: CMU's Strategic Plan, 2017-2022

Since its founding in 1892, Central Michigan University has enhanced the economy and quality of life in our state. This update of our strategic plan, "Advancing Excellence," continues that long tradition and focuses on three imperatives: *Nurturing Student Success*, *Fostering Scholarly Activity*, and *Strengthening Partnerships in Michigan and Beyond*. Each imperative includes strategies for meeting specific targets over the next five years.

The three imperatives are interdependent and require critical elements of a thriving university: outstanding faculty, students and staff; a supportive environment; and an attitude of achievement and persistence. The imperatives reflect the reasons Central Michigan University exists: the strategies enable us to succeed.

Each imperative also requires us to foster shared governance, diversity and inclusion, and fiscal and environmental sustainability.

### Imperative I: Nurturing Student Success

*CMU provides a transformative education to prepare students for successful careers and fulfilling lives. Successful students complete their programs of study in a reasonable amount of time and are well prepared for careers and/or postgraduate study. Alumni perceive their CMU education as a sound investment.*

#### Strategies

1. Review and modify all undergraduate degree programs so that they require no more than 120 credits (unless more are required by external accreditors), which would allow most students to graduate in four years. Evaluate the curriculum for enhancing efficiency.
2. Provide the following:
  - a. Faculty and staff who possess the necessary disciplinary and teaching expertise to help students meet learning outcomes.
  - b. Courses, programs, cocurricular and extracurricular experiences — whether face to face, online or hybrid — for the diverse range and geographical locations of our students as well as their current and continuing educational and professional development needs.
  - c. Appropriate, adequate and proactive student services (e.g., advising, mentoring, career services, degree audit).
3. Enhance infrastructure to support teaching and learning and to help undergraduate students develop college-going identities (e.g., curricular policies and procedures, classrooms and laboratories, instructional technologies and other resources, writing and math centers, first-year gateway courses and experiences).

4. Examine the organizational structure of the academic and administrative divisions for ways to increase efficiency and effectiveness that will enhance student success.
5. Support strategic enrollment-management practices and merit-based financial aid to recruit exceptional undergraduate and graduate students.
6. Conduct and review the results of program assessments, the National Survey of Student Engagement, and exit and alumni surveys to ensure that courses, programs, and cocurricular and extracurricular experiences prepare students for their lives, careers and/or career advancement.
7. Implement multiyear course schedules and multise­mester registration.
8. Make a more robust effort to prepare students for careers and career advancement (e.g., internships, job placement assistance, etc.) and to identify and follow the employment of our graduates.

Targets	Date	Metrics
The first-to-second-year undergraduate retention rate will increase from 77% to 80%.	By 2022	Data from CMU's Office of Institutional Research (OIR) and from the Integrated Postsecondary Education Data System (IPEDS)
The four-year graduation rate for first-time-in-any-college students (FTIACs) will increase from 27% to 33%.	By 2022	OIR and IPEDS data
The six-year graduation rate for first-time-in-any-college students (FTIACs) will increase from 57% to 60%.	By 2022	OIR and IPEDS data
The number of first-to-second year students who accrue 30 credits per year, regardless of where the credits are obtained, will increase from 72% to 78%.	By 2022	OIR
The mean number of credits at graduation for FTIACs will decline annually with a goal of being below 130.	By 2022	OIR
The rates of postgraduation employment, graduate education and professional education will meet or exceed the national average; salaries also will be comparable.	By 2022	OIR data, six-month postgraduation survey, aligned with the National Association of Colleges and Employers (NACE)

## Imperative II: Fostering Scholarly Activity

*CMU encourages a scholarly environment that attracts and fosters talented and diverse students, faculty and staff. Scholarship is essential to the intellectual life of a university and its accreditation. We embrace a broad view of scholarship, recognizing the value of theoretical and applied research, field-specific and interdisciplinary research, creative efforts, artistic performances, and pedagogical inquiry.*

The types and purposes of scholarship at CMU vary [1]:

- Scholarship of discovery advances and expands knowledge within the disciplines and professions.
- Scholarship of integration combines information across disciplines, professions, topics, and time for sharing with our peers and stakeholders.
- Scholarship of application (also known as scholarship of engagement) applies expertise in ways that can be shared with and evaluated by peers and partners, including corporations, government agencies, tribal nations and community organizations. (See Imperative III: Strengthening Partnerships in Michigan and Beyond.)

- Scholarship of teaching and learning studies teaching and learning processes and/or outcomes in ways that can be shared publicly so others can evaluate and apply the results.

## Strategies

1. Recruit and retain talented, diverse faculty, undergraduate and graduate students, and staff.
2. Support merit-based financial aid to recruit exceptional students.
3. Provide effective infrastructure to support scholarly activity among faculty, students and staff (e.g., information technology and networks, appropriate laboratory space, library and information resources, performance venues).
4. Provide effective resources and professional development to support scholarship (such as sabbaticals and assistance with grant writing, compliance and sponsored programs).
5. Celebrate and advertise in our press releases, marketing materials and other venues the scholarly activities of our faculty, students and staff.

Targets	Date	Metrics
The amount of federal expenditures for scholarship will increase by \$1.2 million.	By 2022	Data from the National Science Foundation (NSF) obtained by the Office of Research and Graduate Studies (ORGS)
In relevant fields (e.g., science, engineering and medicine), the average citation impact of scholarship will be greater than 1.0.	Annually	Web of Science
The number of research-active faculty who have at least one top-level publication, presentation and/or performance (as defined by department bylaws) will increase annually.	Annually	Department bylaws, annual college reports
A systematic approach for tracking undergraduate and graduate student publications and presentations will be developed.	By Fall 2019	An operational tracking system

## Imperative III: Strengthening Partnerships in Michigan and Beyond

*CMU values community partnerships. We will emphasize partnerships with alumni, communities, corporations, government agencies and nonprofit organizations that lead to mutual growth and enhancement, starting with those in Michigan and going beyond to our country and the world.*

One of the hallmarks of a public university is its impact on various community stakeholders. Some of ours are defined by geography (e.g., Mount Pleasant, the Great Lakes Bay Region, the state of Michigan). Others are defined by category (e.g., higher education institutions and subject-matter expertise). For example, our College of Education and Human Services helped develop an Ag-STEM curriculum for the teachers in a rural Michigan school district, students in our College of Medicine and College of Health Professions help foster the well-being of Michiganders through their hands-on expertise, and our College of Business Administration trains SAP technical experts for major corporations in Michigan and elsewhere.

The Carnegie Foundation defines “community engagement” in terms of collaboration between the university and its partners to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. [2]

The Carnegie Foundation also provides criteria for deciding whether universities merit receiving Community Engagement Classification, and we will use those as strategies for strengthening our partnerships.

Strengthening our partnerships relies heavily on the other two imperatives: nurturing student success and fostering scholarly activity. Partnerships demonstrate our excellence and the value of a CMU degree. The partnerships we have already established and those we seek to establish are intended to benefit in tangible ways not only our partners but also our students, faculty and staff. The benefits to our partners include, for example, economic development, public health and wellness, technical assistance, and problem solving. Benefits to students, faculty and staff include, for example, opportunities for scholarly activity (broadly defined), community service, and real-world teaching and learning.

## **Strategies**

- 1.** Increase the number, scope and quality of our community partnerships, especially those that create jobs and provide public service.
- 2.** Identify results for each community partnership that benefit them and us.
- 3.** Survey our various community partners about how they perceive the benefits to them of partnering with CMU.
- 4.** Promote community partnerships as a priority, especially by CMU’s executive leadership.
- 5.** Prioritize programs of distinction (e.g., our United Way campaign, Special Olympics, Mary Ellen Brandell Volunteer Center, New Venture Competition, CMU Research Corporation).
- 6.** Recognize our community, corporate and civic partners through universitywide awards and celebrations.
- 7.** Emphasize our community, corporate and civic partners in our marketing materials.
- 8.** Implement sufficient infrastructure and resources to collect curricular and cocurricular information to apply for Community Engagement Carnegie Classification.
- 9.** Establish an Office of Community Engagement to coordinate and implement the above strategies and submit a proposal to the Carnegie Foundation.

<b>Targets</b>	<b>Date</b>	<b>Metrics</b>
The number of our current partnerships will be determined as a baseline for future annual comparison.	2017	To be determined
The number of courses with service-learning (SL) designations will increase from 18 to 30.	By 2022	Data from the Registrar
Employers who hire CMU graduates will perceive them as “better” or “equally” prepared as graduates from other schools, and most will “probably” or “definitely” hire other CMU graduates.	By 2022	Employer survey
The annual alumni giving rate will increase from 5% to 10%.	By 2022	Alumni giving report
The number of faculty and staff serving on international, national, regional, state or local organizations related to their fields and/or on the boards of corporations and nonprofits will be determined as a baseline for future comparison.	Annually	To be determined
CMU will apply for Community Engagement Carnegie Classification. Achieving this classification would be external validation of the excellence we know exists.	By Spring 2019	Carnegie approval announced in 2020

## **End Notes**

- [1] Adapted in part from Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Special report for the Carnegie Foundation for the Advancement of Teaching. New York: John Wiley & Sons.
- [2] Carnegie Foundation for the Advancement of Teaching. (2015). *Elective community engagement classification: First-time classification documentation framework*. Retrieved from [http://nerche.org/images/stories/projects/Carnegie/2015/2015\\_first-time\\_framework.pdf](http://nerche.org/images/stories/projects/Carnegie/2015/2015_first-time_framework.pdf).

# Degree Requirements

## Your Degree Plan

The undergraduate program of study at CMU consists of a minimum of 120 credit hours of academic work (depending which degree you choose) completed according to a planned program. The degree plan you choose to follow will be largely influenced by your choice of a major and your decision to earn or not to earn teacher certification. As you complete your degree requirements you will need to read carefully with your advisor the sections in this Bulletin entitled:

General Education Requirements:

The Competencies, page 128

University Program, page 133

Requirements for Graduation, page 100

Undergraduate Majors and Minors, page 139-142

## General Education Requirements

You should include in your beginning studies the General Education Requirements which consist of the Competencies and the University Program.

If you are pursuing teacher certification, you will also need to complete Teacher Certification Requirements. You must immediately and carefully read *Standards Leading to Teacher Certification* (page 468). Students interested in teaching in the elementary and secondary grades may contact the College of Education and Human Service Center for Student Services for pre-admission advising.

## Other Degree Requirements

This coursework will provide a plan of study appropriate to a particular degree outside of the major and minor field(s).

## Specialized Studies (Major and Minor)

Majors and minor(s) (if any) have their own requirements. Each is detailed under the department that offers it. A list of all majors and minors offered and the degrees to which they are applicable can be located on page 139.

## Professional Studies Requirements and Electives

Several degrees contain a block of courses to satisfy professional studies requirements. An example may be found under the requirements for the B.S. in Education degree. Read these sections carefully and note their applicability to the degree plan that you have chosen.

Several degrees also contain electives which are blocks of credit hours that are completely unspecified. Students pursuing those degrees may elect to take courses in any department of the university to complete the minimum number of credit hours required for graduation.



## Bachelor of Science in Athletic Training (B.S.A.T.)

This degree is a part of the 3+2 B.S.A.T./M.S.A.T. program designed for incoming freshmen and transfer students who are interested in completing a master's degree in athletic training in five instead of six years. In order to receive the B.S.A.T., students must complete the M.S.A.T. requirements. See Athletic Training Major in the Bulletin for additional information.

### Program Requirements

General Education Requirements (30-42 hours)

See [General Education Requirements](#).

Foundational Sciences I (4-5 hours)

Select from the following options:

#### Option 1 (5 hours)

<u>CHM 120</u>	Survey of Chemistry	4(4-0)
<u>CHM 127</u>	Introductory Chemistry Laboratory	1(0-2)

#### Option 2 (4 hours)

<u>CHM 131</u>	General Chemistry I	4(3-3)
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Foundational Sciences II (3-4 hours)

Select from the following:

<u>PHY 100</u>	Conceptual Physics	3(3-0)
<u>PHY 130QR</u>	College Physics I	4(4-0)

Foundational Sciences III (3 hours)

Select from the following:

<u>HSC 212</u>	Applied Anatomy and Kinesiology	3(3-1)
<u>HSC 216</u>	Biomechanics and Kinesiology	3(2-2)

Foundational Sciences IV (20 hours)

<u>BIO 101</u>	General Biology	3(2-2)
<u>HSC 201</u>	Medical Terminology	3(3-0)
<u>HSC 214</u>	Human Anatomy	4(3-3)
<u>HSC 302</u>	Human Physiology	4(3-2)
<u>HSC 308</u>	Physiology of Sport and Exercise	3(3-0)
<u>NDS 370</u>	Nutrition	3(3-0)

Quantitative Literacy (3 hours)

Select from the following:

<u>PSY 211QR</u>	Introduction to Psychological Statistics	3(3-0)
<u>STA 282QR</u>	Introduction to Statistics	3(3-0)

Behavioral Science and Cultural Perspective (12 hours)

<u>HSC 317</u>	Community Health	3(3-0)
<u>HSC 532</u>	Diversity Issues in the Health Professions	3(3-0)
<u>PSY 100</u>	Introduction to Psychology	3(3-0)
<u>PSY 220</u>	Lifespan Developmental Psychology	3(3-0)

Specialized Studies (55 hours)

**Major:**

Athletic Training Major

**Minor: Optional**

Electives

The number of elective hours will vary depending upon the hours needed to complete the general education program and degree requirements.

Minimum Totals for Graduation: 122 hours

- *To graduate from CMU you must complete a minimum of 120 hours, at least 36 of which must be in courses numbered 300 or above. Please note: the combination of some majors and minors may require more than 120 hours for graduation.*
- *Not all major/minor combinations are allowed. Please consult with a university advisor to confirm your choice.*
- *No more than a total of 27 hours may be taken from the College of Business Administration and counted towards graduation.*
- *You should read the Requirements for Graduation in this Bulletin for a complete description.*
- *To earn a B.S.A.T. degree, students must complete requirements of the M.S.A.T. degree. See the Graduate Studies Bulletin for more information.*

## Bachelor of Science in Electrical Engineering (B.S.E.E.)

### Program Requirements

General Education Requirements (30-42 hours)

See [General Education Requirements](#).

Business Component - Required (3 hours)

<u>BLR 202</u>	Legal Environment of Business	3(3-0)
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**Note:** BLR 202 may also be used to fulfill University Program requirements.

Mathematics and Science Requirements I (24 hours)

<u>MTH 132</u>	Calculus I	4(4-0)
<u>MTH 133</u>	Calculus II	4(4-0)
<u>MTH 233</u>	Calculus III	4(4-0)
<u>PHY 145QR</u>	University Physics I	4(4-0)
<u>PHY 146</u>	University Physics II	4(4-0)
<u>PHY 175</u>	University Physics Laboratory I	1(0-2)
<u>PHY 176</u>	University Physics Laboratory II	1(0-2)
<u>STA 392</u>	Probability and Statistics for Engineers	3(3-0)

**Note:** Select only *ONE* of PHY 175 or PHY 176, not both.

MTH 132 and PHY 175 may also be used to fulfill University Program requirements.

Mathematics and Science Requirements II (3-6 hours)

Select one of the following options:

#### Option A

<u>MTH 232</u>	Linear Algebra and Differential Equations	3(3-0)
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#### Option B

<u>MTH 223</u>	Linear Algebra and Matrix Theory	3(3-0)
<u>MTH 334</u>	Differential Equations	3(3-0)

Mathematics and Science Requirements III (4 hours)

<u>CHM 141</u>	General Chemistry for Engineering Students	4(4-0)
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Specialized Studies (72 hours)

**Major** in Electrical Engineering.

**Minor** is optional.

Minimum Totals for Graduation: 130 - 133 hours

- *To graduate from CMU you must complete a minimum of 120 hours, at least 36 of which must be in courses numbered 300 or above. Please note: the combination of some majors and minors may require more than 120 hours for graduation.*
- *No more than a total of 27 hours may be taken from the College of Business Administration and counted towards graduation.*
- *You should read the Requirements for Graduation in this Bulletin for a complete description.*
- **Note:** *Those who fail to submit CLEP or AP credit (for ENG 101) and pass the oral competency examination (for COM 101) will need to complete a minimum of 136 hours.*

## Bachelor of Science in Mechanical Engineering (B.S.M.E.)

### Program Requirements

General Education Requirements (30-42 hours)

See [General Education Requirements](#).

Business Component - Required (3 hours)

<u>BLR 202</u>	Legal Environment of Business	3(3-0)
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**Note:** BLR 202 may also be used to fulfill University Program requirements.

Mathematics and Science Requirements I (24 hours)

<u>MTH 132</u>	Calculus I	4(4-0)
<u>MTH 133</u>	Calculus II	4(4-0)
<u>MTH 233</u>	Calculus III	4(4-0)
<u>PHY 145QR</u>	University Physics I	4(4-0)
<u>PHY 146</u>	University Physics II	4(4-0)
<u>PHY 175</u>	University Physics Laboratory I	1(0-2)
<u>STA 392</u>	Probability and Statistics for Engineers	3(3-0)

**Notes:**

MTH 132 and PHY 175 may also be used to fulfill University Program requirements.

Mathematics and Science Requirements II (3-6 hours)

Select one of the following options:

**Option A**

<u>MTH 232</u>	Linear Algebra and Differential Equations	3(3-0)
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**Option B**

<u>MTH 223</u>	Linear Algebra and Matrix Theory	3(3-0)
<u>MTH 334</u>	Differential Equations	3(3-0)

Mathematics and Science Requirements III (4 hours)

<u>CHM 141</u>	General Chemistry for Engineering Students	4(4-0)
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Specialized Studies (72 hours)

**Major** in [Mechanical Engineering](#)

**Minor** is optional.

Minimum Totals for Graduation: 130 - 133 hours

- *To graduate from CMU you must complete a minimum of 120 hours, at least 36 of which must be in courses numbered 300 or above. Please note: the combination of some majors and minors may require more than 120 hours for graduation.*
- *No more than a total of 27 hours may be taken from the College of Business Administration and counted towards graduation.*
- *You should read the Requirements for Graduation in this Bulletin for a complete description.*
- **Note:** *Those who fail to submit CLEP or AP credit (for ENG 101) and pass the oral competency examination (for COM 101) will need to complete a minimum of 136 hours.*

## IV. General Education Program Requirements for Students with Transfer Credit

### A. Transfer Students with MACRAO/MTA Agreement, Out-of-State Statewide Equivalency Agreements, and Associate Degrees

Students will have satisfied the University Program portion of the General Education requirements at CMU, as well as the requirement for completing six credits of Writing Intensive coursework within the University Program, if they present a transcript from an accredited institution within the United States documented as having (one of these):

1. satisfied the State of Michigan MACRAO or MTA Agreement.
2. satisfied a statewide transfer agreement.
3. completed an Associate of Arts or Associate of Science.
4. completed an Associate Degree in an applied or professional discipline. Disciplines must be germane to a program at Central Michigan University.

*(Approved by the Academic Senate, 4/7/20)*

### B. University Program Transfer Block Option

Students not satisfying the MACRAO or MTA Agreement may satisfy the requirements for the University Program, as well as the requirement for completing six credits of Writing Intensive coursework within the University Program under this option. Students would be eligible to complete the UP through the Transfer Block option if they have completed 15 or more hours as designated below and have 12 or fewer hours remaining.

#### 1. Group I - Humanities

A minimum of six credit hours of coursework from at least two of the following disciplines: ENG (English, not including composition courses); ART (Art); HST (History); MCA (Media Arts); MUS (Music); PHL (Philosophy); REL (Religion); TAI (Drama); HUM (General Humanities).

#### 2. Group II - Natural Sciences

A minimum of six credit hours of coursework from at least two of the following disciplines: ANT (Anthropology [physical only]); AST (Astronomy); BIO (Biology); CHM (Chemistry); ESC (Earth Science); ENS (Environmental Science); GEL (Geology); GEO (Geography [physical and GIS only]); HSC (Health Promotion and Rehabilitation); MET (Meteorology); MTH (Mathematics); NDS 370; PHY (Physics); PHS (Physical Sciences); SCI (General or Natural Science); STA (Statistics). One course must include a laboratory section.

#### 3. Group III - Social Sciences

A minimum of six credit hours of coursework from at least two of the following disciplines: ANT (Anthropology); CSD (Communication Sciences & Disorders); Human Environmental Studies: FMD (Fashion Merchandising & Design), GEO (Geography [not physical or GIS]); IND (Interior Design), HDF (Human Development & Family Studies); NDS (Nutrition and Dietetics), PSC (Political Science); PSY (Psychology); SOC (Sociology); ECO (Economics); GEO (Geography); JRN (Journalism); SSC (Social Science).

#### 4. Group IV -Studies in Discrimination, Culture and Diversity

Three (3) credit hours of a specific course that applies to Subgroup IV-A *Studies in Discrimination*, 3 credit hours of a specific course that applies to Subgroup IV-B: *Studies in Cultures Outside of the Anglo-American Tradition*, and 3 credit hours of a specific course that applies to Subgroup IV-C: *Studies in Racism and Diversity in the United States*.

### C. Additional Guidelines for Students with Transfer Credit

1. Students who have no more than 12 credit hours remaining on the University Program Transfer Block Option with completed coursework as distributed above (and prior to their first full-time enrollment at CMU) may use

the University Program Transfer Block Option. For purposes of this rule, “full-time” means at least 12 credit hours attempted in a single semester. Any additional courses needed to meet the distribution requirements outlined above and to reach a total of 27 credit hours must be chosen from the appropriate categories within the list of approved University Program courses. For example, any deficiency in transfer credit for Group I – *Humanities* must be remedied by completing a University Program course listed under Subgroup I-A: *Human Events and Ideas* or Subgroup I-B: *The Arts*. Any deficiency in transfer credit for Group II – *Natural Sciences* must be remedied by taking a course listed under Subgroup II-A: *Descriptive Sciences* or Subgroup II-B: *Quantitative and Mathematical Sciences*. In choosing University Program courses to complete 27 credit hours, students must also follow the rules that govern selection of more than one course with the same designator.

2. Students not eligible to follow the Transfer Block option as described above will be required to complete the entire University Program. Comparable coursework at another college or university may be transferred into the University Program on a course-by-course basis when it transfers as equivalent to a CMU course approved as a University Program course or has content deemed congruent with the goals of the University Program and courses approved on the University Program.
3. Competency requirements apply to all students regardless of transfer status, including completion of some competencies before 56 credit hours, except in the case when a student transfers in six WI credits. Transfer students who enter the University with 44 or more credit hours must complete competencies by the end of the second semester at CMU.

Transfer students verified as completing the MACRAO or MTA or qualified for the Transfer Block will be exempt from six (6) WI semester hours of the required total of twelve (12) semester hours. Transfer students with the MACRAO or MTA or Transfer Block are required to complete six (6) semester hours of WI designated credits at CMU. WI transfer credit will not automatically be given for WI courses taken at other institutions regardless of whether the institution has similar designations or requirements.

You must read carefully the section titled [The Competencies](#) at the beginning of the General Education section.

4. Transfer students who have no comparable coursework at another college or university are required to meet the General Education Program requirements in the preceding sections.

## Master's Level Average Years to Graduation by Campus

	2020-21	2021-22	2022-23	2023-24	2024-25
Main	2.5	2.4	2.2	2.1	2.1
IO	2.8	2.6	2.9	2.9	2.9
Overall	2.7	2.6	2.6	2.4	2.4

Academic Planning and Analysis, Spring 2026

## Proportion of Full Time Master's Level Students

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Main	90.1%	89.5%	90.2%	90.8%	91.5%	90.2%
IO	17.7%	17.6%	19.2%	23.0%	25.1%	26.2%
Overall	74.5%	73.9%	75.5%	76.7%	76.7%	74.9%

Data provided by Academic Planning and Analysis – 2-19-2026

# Physician Assistant Program, M.S.

**Minimum Totals for Graduation: 130 hours**

<https://www.cmich.edu/program/physician-assistant>

[Program Handbook](#)

## Admission Requirements, Retention & Termination Standards

### Admission Requirement Snapshot

*GPA:* 3.0

*Entrance Exam:* None

*Application Deadline:* September 1, 2025 (for the 2026 entering class, which is a firm deadline)

*See Admission Requirement Details Below*

### Admission Requirements for 2026 Entering Class

The application deadline for the 2026 entering class is September 1, 2025, which is a firm deadline. Official TOEFL (if applicable) scores must be submitted electronically from ETS to CASPA and received by September 1, 2025. The code for electronic mailing from ETS to CASPA is: 0518. Admission to the program is competitive. For further information, contact The Herbert H. and Grace A Dow College of Health Professions Admissions office at 989-774-1730 or by e-mail: [chpadmit@cmich.edu](mailto:chpadmit@cmich.edu).

To be eligible for admission, a prospective student must:

- complete a minimum of 500 paid direct patient care hours at the time the application is submitted;
- complete or be in the final stages of completing an undergraduate degree;
- complete all prerequisites within six (6) years at the time of application;
- No more than two prerequisite courses outstanding at the time of application and all prerequisite coursework is to be completed by December 31 of the application year.
- obtain a minimum of 3.0 GPA (a grade of B) in each prerequisite course;
- obtain an overall, undergraduate cumulative GPA of at least 3.0.

Please reference the [PA Admission website](#) to review all of the admission and application requirements.

## Prerequisite Courses for Physician Assistant Program

Listed below are the prerequisite courses that must be completed by December 31 of the application year. Only two can be outstanding at the time of application. Students completing the prerequisites at other universities are encouraged to contact The Herbert H. and Grace A. Dow College of Health Professions Graduate Admissions Office (989-774-1730) to insure the prerequisites taken are course equivalencies. Applicants can also review our [course equivalency web pages](#). However, the final decision regarding whether a course satisfies a prerequisite will be determined by the program director of the Physician Assistant Program.

At CMU, these prerequisites are met by:

Anatomy:

<u>BIO 337</u>	Comparative Vertebrate Anatomy	4(3-3)
OR		

<u>HSC 214</u>	Human Anatomy	4(3-3)
Physiology:		
<u>BIO 392</u>	Mammalian Physiology	4(3-3)
	OR	
<u>HSC 215</u>	Human Physiology	4(3-2)
Pathophysiology:		
<u>HSC 411</u>	Pathophysiology	3(3-0)
Microbiology:		
<u>BIO 208</u>	Microbiology	4(3-3)
	OR	
<u>BIO 320</u>	Biology of Microorganisms	4(3-3)
Biochemistry –		
<u>CHM 421</u>	Introductory Biochemistry for Health Sciences	3(3-0)
	OR	
<u>CHM 520</u>	Introductory Biochemistry	3(3-0)
Developmental Psychology –		
<u>PSY 220</u>	Developmental Psychology	3(3-0)

*Like all programs that have competitive admissions, students meeting the admission criteria are not guaranteed admission to the program.*

### Accreditation

At its March 2024 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Central Michigan University Physician Assistant Program sponsored by Central Michigan University on Accreditation-Probation status until its next review in March 2026.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation-Provisional or Accreditation-Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn. Specific questions regarding the program and its plans should be directed to the program director and/or the appropriate institutional official(s). The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-central-michigan-university/>.

### Program Requirements

## First Year - Summer (21 hours)

<u>HSC 630</u>	Regional Human Anatomy	5(3-4)
<u>PHA 624</u>	Issues in Practice	2(2-0)
<u>PHA 625</u>	Clinical Pharmacology I	3(3-0)
<u>PHA 645</u>	Critical Appraisal of Medical Literature and Evidence-Based Medicine	2(2-0)
<u>PHA 650</u>	Diagnostic Tests I	2(2-0)
<u>PHA 660</u>	History and Physical Examination I	3(2-2)
<u>PHA 671</u>	Preventive Medicine	2(2-0)
<u>PHA 672</u>	Applied Ethics for Physician Assistants	2(2-0)

## First Year - Fall (22 hours)

<u>PHA 608</u>	Clinical Medicine I	4(4-0)
<u>PHA 620</u>	Infectious Diseases	3(3-0)
<u>PHA 626</u>	Clinical Pharmacology II	3(3-0)
<u>PHA 633</u>	Scientific Basis of Medicine I	2(2-0)
<u>PHA 640</u>	Clinical Problem Solving I	2(1-2)
<u>PHA 651</u>	Diagnostic Tests II	2(2-0)
<u>PHA 661</u>	History and Physical Examination II	3(2-2)
<u>PHA 673</u>	Psychiatry	3(3-0)

## First Year - Spring (24 hours)

<u>PHA 609</u>	Clinical Medicine II	4(4-0)
<u>PHA 612</u>	Obstetrics/Gynecology	3(3-0)
<u>PHA 614</u>	Pediatrics	3(3-0)
<u>PHA 627</u>	Clinical Pharmacology III	2(2-0)
<u>PHA 630</u>	Clinical Procedures I	3(2-2)
<u>PHA 634</u>	Scientific Basis of Medicine II	2(2-0)
<u>PHA 641</u>	Clinical Problem Solving II	2(1-2)
<u>PHA 652</u>	Diagnostic Tests III	2(2-0)
<u>PHA 662</u>	History and Physical Examination III	3(2-2)

## Second Year - Summer (14 hours)

<u>PHA 610</u>	Clinical Medicine III	4(4-0)
<u>PHA 616</u>	Surgery	2(2-0)
<u>PHA 618</u>	Emergency Medicine	3(3-0)
<u>PHA 631</u>	Clinical Procedures II	1(0-2)

<u>PHA 635</u>	Scientific Basis of Medicine III	2(2-0)
<u>PHA 642</u>	Clinical Problem Solving III	2(1-2)

## Second Year - Fall (16 hours)

<u>PHA 690</u>	Clinical Education I	16(Spec)
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## Second Year - Spring (16 hours)

<u>PHA 691</u>	Clinical Education II	16(Spec)
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## Third Year - Summer (17 hours)

<u>PHA 692</u>	Clinical Education III	16(Spec)
<u>PHA 693</u>	PA Program Summative Course	1(1-0)

Total: 130 semester hours

## Specialist in Psychological Services, S.Psy.S.

**Minimum Totals for Graduation: 64 hours**

### Specialist in Psychological Services

This is a three-year, full-time, 64-hour graduate program, designed specifically to meet NASP accreditation standards, leading to the Master of Arts degree in Psychology and the Specialist in Psychological Services. Students complete coursework that prepares them to be knowledgeable in the following core content areas: Psychological and Educational Foundations, Research Methods, Psychological and Educational Assessment, Intervention Strategies, and Professional School Psychology. A full-time internship is completed during the third year of the program. The program is designed to be completed in three years. Students are expected to take no more than five years to finish.

Although this is a three-year graduate degree, applications will be accepted from students who already have taken graduate work, including the master's degree, at Central Michigan University or at other approved institutions. Credit will be given for such work in accordance with university regulations, provided it is consistent with the School Psychology curriculum.

This program meets the Michigan requirements for certification as a School Psychologist as defined by the State Board of Education and for national certification (NASP). In addition, this program will permit certification as a School Psychologist in the majority of states.

### Admission Requirements, Retention & Termination Standards

#### Admission Requirement Snapshot

*GPA:* 3.0

*Application Deadline:* January 15 (Fall)

*See Admission Requirement Details Below*

#### Admission

Admission is competitive with approximately 8 to 10 students accepted each year. Admission requirements and a detailed description of the School Specialist program can be obtained from the Department of Psychology website. In addition to grades, the admissions committee is very attentive to letters of recommendation, statement of research interest, and relevant professional experiences.

An acceptable master's degree or 15 semester hours of undergraduate psychology or the equivalent as determined by the department, a 3.0 overall grade point average is required for admission. Students who are deficient in certain subject areas will be expected to make up these deficiencies in addition to the normally prescribed graduate coursework for the degree.

#### Program Requirements

Progress through the program is based on satisfactory grades (a grade point average of "B" or better overall) and satisfactory evaluations of pre-professional functioning (e.g., appropriate interpersonal skills, ethical and professional conduct). Serious and persistent difficulties in preprofessional functioning may result in dismissal from the program (see Student Handbook, School Psychology Program). For admission to [PSY 790](#), a student must have earned a "B" or better grade in all assessment, intervention, and consultation courses.

At the specialist degree level, the student must demonstrate professional competencies in working with students, parents, and school personnel. This requirement will be met by the student's satisfactory completion of a supervised internship ([PSY 795](#), Internship A; [PSY 796](#), Internship B).

### Required Course for Master's Degree (34 hours)

34 hours chosen from Required Courses I-VI below:

## Required Courses I (13 hours)

<u>PSY 570</u>	Behavioral Assessment and Treatment Planning	3(3-0)
<u>PSY 655</u>	Introduction to Intelligence Testing	2(2-2)
<u>PSY 656</u>	Advanced Intellectual Assessment	2(2-2)
<u>PSY 790</u>	Practicum I A: Professional Services	3(Spec)
<u>PSY 791</u>	Practicum I B: Professional Services	3(Spec)

## Required Courses II (3 hours)

<u>PSY 571</u>	Research Methods in Behavior Analysis	3(3-0)
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## Required Courses III (3 hours)

*Social Basis of Behavior*

Select one of the following:

<u>SPE 550WI</u>	Teaching Diverse Students in Educational Settings	3(3-0)
<u>SPE 662</u>	Culturally Responsive Instruction and Collaboration	3(3-0)

## Required Courses IV (3 hours)

*Human Development*

<u>PSY 624</u>	Advanced Developmental Psychology	3(3-0)
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## Required Courses V (3 hours)

*Cognitive Basis of Behavior*

<u>PSY 680</u>	Learning	3(3-0)
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## Required Courses VI (3 hours)

*Biological Basis of Behavior*

<u>PSY 687</u>	Physiological Foundations	3(3-0)
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## Required Courses VII (6 hours)

Elective coursework chosen with the approval of the student's advisor.

**Note:** Course substitutions can be made in Required Courses III through VI with the approval of the student's advisor and program director.

## Additional Required Courses for the Specialist Degree (36 hours)

## Additional Required Courses (30 hours)

<u>CED 651</u>	Counseling Children and Adolescents	3(3-0)
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<u>CED 660</u>	Counseling Techniques	3(3-0)
<u>PSY 586</u>	Applied Behavioral Analysis in Education	3(3-0)
<u>PSY 653</u>	Intervention I: Adult	3(3-0)
<u>PSY 660</u>	Intervention II: Child and Adolescent	3(3-0)
<u>PSY 677</u>	Assessment and Development of Academic Skills II	3(3-0)
<u>PSY 760</u>	Seminar A: School Services	3(3-0)
<u>PSY 766</u>	Seminar: Consultation Skills	3(Spec)
<u>PSY 767</u>	Assessment and Intervention for Developmental Disabilities	3(3-1)
<u>PSY 780</u>	Behavior Therapy	3(2-2)
<u>PSY 795</u>	Internship in School Psychology A	3(Spec)
<u>PSY 796</u>	Internship in School Psychology B	3(Spec)

**Note:** You may only count one of CED 651 or PSY 660; you may only count one of CED 660 or PSY 653.

Total: 64 semester hours



# TUITION AND FEE RATES

The Central Michigan University Board of Trustees has established the following tuition rates for 2025-2026.

Central's cumulative tuition rate increase is the lowest in the state over the past 10 years. CMU's current lower-level tuition is lower than ten of Michigan's 15 public universities. CMU's current upper-level tuition is lower than ten of Michigan's 15 public universities.

For assistance determining your costs for attending CMU, please visit our [Cost of Attendance page](#).

## Main campus undergraduate tuition

### Lower level (less than 56 credit hours)

	PER CREDIT HOUR	PER SEMESTER*	PER YEAR*
U.S. resident tuition	\$499	\$5,988	\$11,976
International tuition	\$875	\$10,500	\$21,000

\*Based on a 12-credit-hour per semester load

The international rate applies to students who are not eligible for the U.S. resident tuition rates, as outlined by the [CMU Resident Status Policy](#).

Note: The president may vary these tuition rates according to cohorts, markets, programs, locations, or terms of contracts.

### Upper level (56 credit hours or more)

	PER CREDIT HOUR	PER SEMESTER*	PER YEAR*
U.S. resident tuition	\$552	\$6,624	\$13,248
International tuition	\$925	\$11,100	\$22,200

\*Based on a 12-credit-hour per semester load

The international rate applies to students who are not eligible for the U.S. resident tuition rates, as outlined by the [CMU Resident Status Policy](#).

Note: The president may vary these tuition rates according to cohorts, markets, programs, locations, or terms of contracts.

### Continuing students\*\*

	PER CREDIT HOUR	PER SEMESTER*	PER YEAR*
U.S. resident tuition	\$552	\$6,624	\$13,248

\*Based on a 12-credit-hour per semester load

\*\*These rates apply to students who matriculated before August 3, 2019.

The international rate applies to students who are not eligible for the U.S. resident tuition rates, as outlined by the [CMU Resident Status Policy](#).

Note: The president may vary these tuition rates according to cohorts, markets, programs, locations, or terms of contracts.

# Main campus graduate tuition

	MASTER'S/SPECIALIST (PER CREDIT HOUR)	DOCTORAL (PER CREDIT HOUR)
U.S. resident tuition*	\$829	\$929
International tuition	\$1,029	\$1,129

\* This applies to all graduate students who are U.S. residents. This does not apply to specialty programs with unique tuition rates.

The international rate applies to students who are not eligible for the U.S. resident tuition rates, as outlined by the [CMU Resident Status Policy](#).

Note: The president may vary these tuition rates according to cohorts, markets, programs, locations, or terms of contracts.

## Special program rates

	PER CREDIT HOUR
Master of Business Administration	\$902
Master of Science, Information Systems	\$902
Master of Entrepreneurial Transactions	\$902
Doctor of Physical Therapy	\$895
Doctor of Health Administration*	\$929
Education & Professional Development*	\$550

\*CMU Online only

## Fees

### FEE TYPE

Credit by Exam	\$40/ credit hour
Student Services Fee**	\$225 / semester
UG Prior Learning Assessment	\$110
Grad Prior Learning Assessment	\$125
Registration for CEUs/SCECHSs	\$35

\* The international rate applies to students who are not eligible for the U.S. resident tuition rates, as outlined by the [CMU Resident Status Policy](#).

\*\* [Explanation of Student Service Fee](#)

## Military tuition rates

All active-duty military, reservist, guard members, their spouses and qualified dependents may receive discounted tuition rates. For more information, please visit our [Military and Veterans](#) website.

**PER CREDIT HOUR**

Military - Undergraduate (effective January 1, 2024)	\$250
Military - Graduate	\$399
Military - MBA	\$835
Military - MSIS	\$835
Military - MET	\$835
Military - DHA	\$845

*Note: table scrolls side to side*

**CMU ONLINE TUITION RATES**

**IN THIS SECTION**



Mount Pleasant, MI 48859

Phone: 989-774-3618

Email: [billing@cmich.edu](mailto:billing@cmich.edu)

**OneCentral partners:**

- [Financial Aid](#)
- [Registrar's Office](#)



1200 S. Franklin St.  
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**SOCIAL MEDIA DIRECTORY**

Title/Subject: **RESIDENT STATUS POLICY**

Applies to:  faculty  staff  students  student employees  visitors  contractors

Effective Date of This Revision: August 27, 2018

Contact for More Information: Registrar

Board Policy  Administrative Policy  Procedure  Guideline

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**I. Introduction.** Effective Fall 2018, undergraduate, graduate and doctoral students who are United States (U.S.) residents shall qualify for in-state tuition rates. This does not apply to specialty programs with unique tuition rates. For the purposes of determining resident status by Central Michigan University (CMU), "domicile" is defined as the place where an individual intends his/her true, fixed and permanent home and principal establishment to be, and to which the individual intends to return whenever he or she is absent from CMU. The individual must demonstrate "domicile" within the U.S. as a U.S. citizen, or proven "domicile" in the defined territories, or outlying possessions, of the U.S. subject to the jurisdiction of the U.S. This policy is designed to explain how a student may demonstrate the required intent and establishment of domicile as defined prior. An individual whose activities and circumstances, as documented to CMU, demonstrate that he or she has established U.S. domicile in and intends to be domiciled in the U.S. will be eligible for classification as a resident. An individual whose presence in the U.S. is based on activities and circumstances that are indeterminate or temporary, such as (but not limited to) educational pursuits, will be presumed not to be domiciled. The burden of proof is on the applicant to demonstrate with clear and convincing evidence that he or she is eligible for resident classification under this policy. To overcome a presumption of non-resident status, a student must file a properly completed Application for Resident Status and document with clear and convincing evidence domicile in the U.S. has been established. Furthermore, CMU reserves the right to audit enrolled or prospective students at any time with regard to eligibility for resident classification and to reclassify students who are registered under an improper resident status.

**II. Determining Resident Status.** A student's status as a resident or non-resident is established based upon the domicile of the student. The circumstances and activities to be considered in determining a student's domicile are set forth below:

A. Resident Status:

1. A student who is a dependent of parents who have established the U.S. as their domicile will be classified as a resident for tuition purposes.
2. A student 18 years or older who has attained independent status may be classified as a resident for tuition purposes if the student:
  - a. documents one year of continual physical presence in the U.S. as one of the criteria for determining eligibility for resident status, as described in II.C., below, and,
  - b. demonstrates by clear and convincing evidence that the student has established the U.S. as his or her domicile and intends to make the U.S. the student's permanent home, each independent of the student's attendance at CMU.

B. Non-Resident Status:

1. Any student under the age of 18 whose parents have not established the U.S. as their domicile is presumed to be a non-resident student.
2. Any student over the age of 18 who is financially dependent on parents who have not established the U.S. as their domicile is presumed to be a non-resident student.

C. Physical Presence in the U.S.:

1. Generally, an individual must document one year of continual physical presence in the U.S. as one of the criteria for determining eligibility for resident status. The year to be documented will be one year immediately preceding the first day of

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Authority: [leave blank]

History: [leave blank]

Indexed as: Resident Policy; residency; change of residency

Title/Subject: **RESIDENT STATUS POLICY**

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- classes of the term in question. The year of continuous presence is never the only criterion used for determining resident eligibility and, in itself, will not qualify a student for resident status.
2. If the one year resident requirement is fulfilled while a student is enrolled in this University or another institution of higher education in the U.S., it is presumed that this student has not established domicile in the U.S. However, if substantial information exists (see below for other factors) that clearly demonstrates the establishment of a U.S. domicile, the individual may be immediately eligible for resident status prior to the passage of one year.
- D. **Circumstances and Activities that Lend Support to Claim of U.S. Resident Status:** The following circumstances and activities, though not conclusive or exhaustive, may lend support to a claim that a student has established the U.S. as the student's domicile and intends to make the U.S. the student's permanent domicile.
1. A person appointed to a regular full-time position at CMU (and that person's spouse or designated Other Eligible Individual (OEI) defined by CMU's OEI program through Human Resources, and dependent children) may be classified as a resident of the U.S. for tuition purposes.
  2. Any individual using educational assistance under either Chapter 30 (Montgomery GI Bill® – Active Duty Program), Chapter 33 (Post-9/11 GI Bill®), of title 38, United States Code, and/or the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b) (9)) who lives in the U.S. while attending CMU (regardless of his/her formal country of residence). Covered individuals (includes Veterans, current military personnel, and family members), eligible for VA education entitlement must provide a copy of the VA Certificate of Eligibility (COE) letter verifying approval of VA educational entitlement. Veterans and current military personnel include those individuals from all branches of the military including Army, Navy, Air Force, Marines, Coast Guard, Army and Air National Guard, and Reservists. Periods of qualifying service will be verified via a copy of the veteran's DD-214 form (member 4). *GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).*
  3. A student who is married to a person who is classified as a U.S. resident will be classified as a U.S. resident for tuition purposes.
  4. A student who has a parent or grandparent who graduated from CMU will be classified as a U.S. resident for tuition purposes, regardless of that student's actual domicile.
  5. **Additional Circumstances and Activities:**
    - a. Continuous presence in the U.S. during periods when not enrolled as a student.
    - b. Reliance upon only U.S. sources for financial support.
    - c. Domicile in the U.S. of family, guardian, or other relatives or persons legally responsible for the student.
    - d. Former domicile in the U.S. and maintenance of significant connections therein while absent.
    - e. Ownership of a home in the U.S. if purchased without support from non U.S. sources.
    - f. Admission to and full-time practice of a licensed profession in the U.S.
    - h. Permanent full-time employment in the U.S., provided that the applicant's employment is the primary purpose for the applicant's presence in the U.S.
    - i. Spouse's full-time, permanent employment in the U.S., provided that the spouse's employment is the primary purpose for the student's presence in the U.S.
- E. **Circumstances and Activities that Generally Lend No Support to a Claim of U.S. Resident Status or domicile:** The following circumstances and activities are temporary and indeterminate and, in and of themselves, do not demonstrate a permanent domicile in the U.S.:
1. Voting or registration for voting in a U.S. State or applicable territory.
  2. Possession of a valid driver's license issued within the U.S. or applicable territory.
  3. Employment that is temporary or short-term.
  4. Employment in a position normally held by a student.
  5. Ownership of a home in the U.S. if purchased with support from U.S. sources.
  6. The lease of living quarters in the U.S.
  7. Payment of any U.S. state income or property taxes.
  8. Financial hardship of the student caused by having to pay a higher tuition rate, or by any other reason.
  9. The applicant's statement of intent to be domiciled in the U.S.
  10. Presence in the U.S. while in attendance at CMU or another institution of higher education in the U.S.
- F. **Non-Citizens Lawfully Admitted to the U.S.:** (Lawful admission status is determined by the Director of the Office of International Affairs, or designee.)
1. A non-citizen of the U.S. (and that individual's spouse or same-sex partner as defined by CMU Human Resources, Faculty Personnel Services, or other authorized office, and dependent children) may be eligible for classification as a U.S. resident for tuition purposes, if such person has an appropriate, current visa, and meets the requirements for U.S. resident status specified in this policy.

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2. A non-citizen transferred to the U.S. for employment purposes (and that individual's spouse or otherwise eligible individual as defined by CMU Human Resources, Faculty Personnel Services, or other authorized office, and dependent children) may be classified as a U.S. resident for tuition purposes, if such person has an appropriate, current visa, and meets the requirements for U.S. resident status specified in this policy.
3. A non-citizen appointed to a regular full-time position at CMU (and that individual's spouse or otherwise eligible individual as defined by CMU Human Resources, Faculty Personnel Services, or other authorized office, and dependent children) may be classified as a U.S. resident for tuition purposes, as long as such person meets the requirements for U.S. resident status specified in this policy.
4. A non-citizen student who has a parent or grandparent who graduated from CMU will be classified as a U.S. resident for tuition purposes, if such person has an appropriate, current visa.

**III. Procedure to Determine Resident Status.** The procedure for determining resident status for an individual is as follows:

- A. Undergraduate Students at Time of Admission:
  1. The Executive Director of Admissions, or designee, shall determine the initial resident status of new undergraduate students.
  2. If an individual disagrees with the initial decision of the Admissions Office, that individual must file a properly completed Application for Resident Status with the Registrar's Office. The Application for Resident Status must be received by the mid-point of the semester or term in which the individual is first enrolled at CMU. The Registrar's Office shall consider the Application for Resident Status and provide the individual with a written decision. If the individual continues to disagree with that decision, the individual may file an appeal following the procedures set forth in IV, below. Approved appeals are not retroactive for tuition and fee adjustments should the student submit their appeal post first term of enrollment with CMU. Approvals are effective commencing with term currently in progress or a future term depending on enrollment plans.
- B. Graduate Students at Time of Admission: The Dean of the College of Graduate Studies, or designee, shall determine the initial resident status of new graduate students prior to the first registration. If an individual disagrees with the decision of the College of Graduate Studies, that individual must file a properly completed Application for Resident Status with the Registrar's Office. The Application for Resident Status must be received by the mid-point of the semester or term in which the individual is first enrolled at CMU. The Registrar's Office shall consider the Application for Resident Status and provide the individual with a written decision. If the individual continues to disagree with that decision, the individual may file an appeal following the procedures set forth in IV, below. Approved appeals are not retroactive for tuition and fee adjustments should the student submit their appeal post first term of enrollment with CMU. Approvals are effective commencing with term currently in progress or a future term depending on enrollment plans.
- C. All Students Requesting a Change in Resident Status: The procedure for determining whether a non-resident student has acquired U.S. domicile status is as follows: An individual must file a properly completed Application for Resident Status with the Registrar, or designee. The Application for Resident Status must be received by the mid-point of the semester or term in which the individual is first enrolled at CMU. The Registrar, or designee, shall consider the Application for Resident Status and provide the individual with a written decision. If the individual disagrees with that decision, the individual may file an appeal following the procedures set forth in IV, below.

**IV. Appeal Process.** If an Application for Resident Status is denied, the individual may request that his or her Application for Resident Status be reviewed by the Resident Status Appeal Committee. The following procedures shall apply:

- A. The Resident Status Appeal Committee shall be composed of the Executive Director of Admissions, the Registrar, the Director of International Affairs, the Associate Vice President for Student Affairs, and the Dean of the College of Graduate Studies, or their respective designees. At least three of these individuals must participate in an appeal. The decision of the majority of those participating in the appeal shall be final.
- B. The appeal must be made in writing and must be received by the Registrar within fourteen (14) calendar days of the date of the denial letter. If the deadline falls on a weekend or a University holiday, it will be extended to the next business day.
- C. All contact with the Resident Status Appeal Committee must be in writing, unless otherwise requested by the Committee. An individual who wishes the Committee to consider information in addition to that provided with the Application for Resident Status must submit that additional information to the Resident Status Appeal Committee, in writing, with the appeal request.
- D. In its sole discretion, the Resident Status Appeal Committee shall have the right to request that the individual provide the Resident Status Appeal Committee such additional information and/or documentation as it deems appropriate, including meeting with the Resident Status Appeal Committee.
- E. The burden of proof is on the individual to demonstrate with clear and convincing evidence that he or she is eligible for a change in resident status because he or she intends to be domiciled in the U.S. and has, in fact, established domicile in the U.S.
- F. After the individual has submitted all requested information, the Resident Status Appeal Committee will review the individual's appeal. The individual will receive a written decision from the Resident Status Appeal Committee when the review is complete.
- G. Once the Resident Status Appeal Committee issues its decision, the decision is final regarding the submitted appeal for the semester being petitioned.

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**Tuition Status for Graduate Fellows and Assistants**

For the purposes of determining tuition rates, doctoral level fellows and assistants are given in-state tuition for the duration of their program of study. Master's and specialist's level fellows and assistants are classified as U.S. domiciled for the purposes of tuition only during the academic year of the award (including subsequent summer).

**Residency Status for Migrants**

Migrant status is one factor considered when determining if a student is domiciled in the U.S. and present in Michigan as a migrant for tuition purposes. Michigan migrants are defined as individuals who have made their livelihood in seasonal work in the State of Michigan and have traveled interstate for this purpose. Migrant students will meet the residency requirement if they, or their parents, or legal guardians, were employed in Michigan and met the criteria set forth in section II.D above for U.S. domicile for at least two months during each of the three of the preceding five years. Verification of employment as migrant workers should be secured from the Michigan Farm Labor and Rural Manpower Services Office. Other appropriate evidence may also be used by migrant workers to prove their residency.



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### Statewide organizations

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- Blue Cross Blue Shield of Michigan +
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- City of Detroit +
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<b>Oakland County</b>	+
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# ADDITIONAL SCHOLARSHIP INFORMATION

## Alumni Association

Our [Alumni Association](#) offers a number of scholarships to assist with the cost of attending Central Michigan University.

## Indian Tuition Waiver

A state resident who is an enrolled member of a U.S. Federally recognized tribe, is determined to meet 25% blood quantum requirements by their tribe, and has regular admission as a degree-seeking student is eligible for free tuition at CMU. Applications are available from the [Michigan Department of Lifelong, Education, Advancement, and Potential \(MiLEAP\)](#).

## Native American scholarship searches

The following sites have Native American Scholarship programs available to students. Please refer to the websites below for additional information.

- [American Indian College Fund](#)
- [Bureau of Indian Affairs](#)
- [American Indian Higher Education Consortium](#)
- [FastWEB](#)
- [Financial Aid Information Page](#)
- [The Gates Millennium Scholars](#)

## Michigan competitive scholarships

Information about [active programs](#) is available through the State of Michigan.

## Marine Gunnery Sergeant John David Fry Scholarship

**Benefit Honors Gunnery Sergeant John David Fry WASHINGTON** -- The children of military personnel who died in the line of duty since Sept. 11, 2001, can apply for an educational scholarship similar to the new Post-9/11 GI Bill. Benefits are retroactive to Aug. 1, 2009.

*Note: Aug 7, 2014, Public Law 113-146 ("Choice Act") Enacted expanding VA Educational benefits to surviving spouses of military personnel who die in the line of duty after Sept 10, 2001. Before this Act, only children of those who died in the line of duty were eligible for this benefit.*

The scholarship, which is administered by the Department of Veterans Affairs, is named after Marine Gunnery Sergeant John David Fry, 28, a Texas native who died in Iraq in 2006 while disarming an explosive. He was survived by three young children.

"The Fry scholarship represents this nation's solemn commitment to care for children whose mothers and fathers paid the ultimate price for our country," said Secretary of Veterans Affairs Eric K. Shinseki.

VA begins accepting applications for the Fry Scholarship on May 1, 2010. For more information or assistance applying, call toll-free 1-888-GIBILL-1 (1-888-442-4551), or visit the [VA GI Bill](#) website.

VA estimates nearly 1,500 children will receive benefits under the Fry scholarship program in 2010. Recipients generally have 15 years

to use their benefits, beginning on their 18th birthdays.

Eligible children attending institutions of higher learning may receive payments to cover their tuition and fees up to the highest amounts charged to the public, in-state students at undergraduate institutions in each state. A monthly housing allowance and stipend for books and supplies are also paid under this program.

VA will begin paying benefits under the Fry scholarships on Aug. 1, 2010. Eligible participants may receive benefits retroactively to August 1, 2009, the same day the Post-9/11 GI Bill took effect.

Eligible children may be married. Recipients are entitled to 36 months of benefits at the 100 percent level.

When dependents also serve in the military, the reserves or are Veterans in their own right, eligible for education benefits under the Montgomery GI Bill for Active Duty, the Montgomery GI Bill for Selected Reserves or the Reserve Educational Assistance Program (REAP), then they would relinquish their eligibility under those programs to receive benefits under a Fry scholarship.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

## Army Health Professions Scholarship Program

[Scholarship information](#) for medical school students and graduate students in clinical psychology.

### Study Abroad Scholarships

Visit the [Study Abroad](#) page to learn more about available scholarships.

#### Office of Scholarships and Financial Aid

Warriner Hall 202

IN THIS SECTION



Phone: 989-774-3674

Email: [financialaid@cmich.edu](mailto:financialaid@cmich.edu)

#### **OneCentral partners:**

- [Registrar's Office](#)
- [Student Accounts & Billing](#)



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

## Refunds

Refunds are issued weekly when a credit balance exists on a university account. All potential refunds are applied to university obligations before a refund is issued to an individual. Refunds of less than \$1.00 will not be issued unless the student requests it from the Student Account Services and University Billing Office, but will be carried forward to offset future university charges.

Refunds are issued either by direct deposit to a personal U.S. bank account of the student's choice or to a Bank Mobile Vibe account, which is a fully supported online bank with issuing debit card. Students must make a selection for their preferred method on CentralLink under Finances, Refund Payment Option.

## Vehicle Registration Refunds

Students graduating or leaving the university might be entitled to a refund of the virtual permit price. The amount of refund varies based on semester and week into classes. Requests for refunds should be made to Parking Services.

Please visit the [Parking Services website](#) for more information on vehicle registration refunds.

## Enrollment Reservation Deposit Refunds

The \$175.00 Enrollment Reservation Deposit is refundable by submitting a written request to the Admissions Office for students who cancel their admission prior to the established deadline dates as indicated in admission correspondence for the specific semester or session, and who have not attended an orientation session. Note: CMU Online students are not charged for completing online orientation

## Cancellation of Housing Agreement

The residence hall agreement is for the entire academic year, or remainder of the year, provided the student is enrolled at the university. The residency and financial conditions of the agreement shall not be terminated to move to a private home, fraternity or sorority house, or other housing or to commute during the period covered by the agreement. Students who break the residence hall agreement without approval from Residence Life officials will owe full room and board charges for the entire academic year.

Students who are approved for release from the residence hall agreement for any reason are subject to the following schedule of cancellation charges:

### **New Applicants Only:**

- Cancellation of this agreement after May 1 but by August 1 will result in a \$300 cancellation fee.
- Cancellation of this agreement after August 1, but prior to the first day the halls open in the fall shall result in a \$500 cancellation fee.

### **Returning Students Only (Prior to the halls opening):**

- Students signing an agreement have a 30-day cancellation period without penalty. Students who sign an agreement can cancel without penalty, but ONLY IF they provide a thirty-day written notice of said cancellation, from the day they apply, and the expiration of the thirty-day notice period occurs prior to May 1.
- Students cancelling after the 30-day cancellation period and by August 1 (December 1 for spring semester) will be charged a \$300 cancellation fee.
- Students cancelling after August 1 (December 1 for spring semester) but before the first day the halls open will be charged a \$500 cancellation fee.

### **All Students (during the Academic Year):**

- **All Cancellation Requests must be in writing.**
- Cancellation of this agreement from the first day halls open in the fall but prior to November 1 shall result in up to a \$900 cancellation fee.
- Cancellation of this agreement after November 1, but prior to the end of the fall semester shall result in up to a \$600 cancellation fee.
- Cancellation of this agreement from the end of the fall semester but before April 1 shall result in a \$300 cancellation fee.
- Cancellation of this agreement after April 1 shall result in a \$100 cancellation fee.

Other charges and damages may apply under the provision of the agreement such as damage to room. If a student is not approved for release from their residence hall agreement and they choose to move anyway, they are still financially responsible for the entire contract.

**Apartments.** Residents are charged for actual days up to the termination of their Housing Agreement. Family housing residents may terminate by giving the University Apartments Office 45 days written advance notice. Single student resident contracts are for the entire academic year.

## Refunds for Student-Initiated Complete Withdrawals from All Classes

Students withdrawing from the university must complete a withdrawal online through CentralLink to initiate the refund process. Further information regarding the complete withdrawal policy appears in the section on Academic Policies and Procedures. Students who have credit balances in excess of \$1.00 on their student accounts after all university obligations have been met will receive a refund unless the student received financial aid.

## Refunds upon Withdrawal for Students Receiving Financial Aid

Financial aid disbursed through the Office of Scholarships and Financial Aid is applied to student accounts to pay for university charges. Credits for the unused portion of tuition, special course fees, housing and other university charges resulting from a student's withdrawal from the university are used to repay the financial aid sources in full prior to refunding the student. Withdrawing students who have received refunds for financial aid to cover non-institutional, educational costs may be required to repay financial aid sources. The university is required by law to perform a Return to Title IV Funds (R2T4) calculation to determine the percentage and amount of aid that a student earned when they have not completed more than 60% of the length of their semester enrolled and do not meet one of the official withdrawal exceptions for students enrolled in module courses. Students will receive electronic notification of when a Return to Title IV Funds adjustment has been made.

Refunds for students who receive Title IV financial aid are allocated to the financial aid source in the following order:

- to outstanding balances on Federal Direct Loans (Unsubsidized and Subsidized)
- to outstanding balance on Federal Plus Loans
- to Federal Pell Grant awards
- to Federal SEOG awards
- to TEACH Grant awards
- to other Title IV student assistance
- to other federal, state, private or institutional student assistance
- to the student.

## Tuition Credits for Dropped and Withdrawn Courses

The Student Account Services and University Billing Office will automatically process tuition credits or charges due to changes in class registration. Any credit resulting from such changes will first be applied to any outstanding university balances before a refund is issued.

The percentage of the tuition credit amount is determined by the timeframe in which the drop/withdrawal is completed. Fees are equal to the percentage of the tuition credit received.

	16 weeks	12 weeks	10 weeks	8 weeks	6 weeks	5 weeks	4 weeks
<b>Course Drops:</b>							
During the first week of the term	100%	100%	100%	100%	100%	100%	100%
<b>Course Withdrawals:</b>							
During the second week of the term	50%	50%	50%	50%	50%	50%	50%
After the second week of the term	0%	0%	0%	0%	0%	0%	0%

**Important Drop or Withdrawal Information:**

- Drops and withdrawals are initiated by the student through the Course Search and Registration System within Centrallink. Each course identifies the drop and withdrawal deadlines.
- A Drop occurs prior to the course start or during the first week of class.
- A Withdrawal occurs during or after the second week of class.
- Drops and withdrawals can and do affect financial aid eligibility.
- Financial aid recipients that withdraw from or drop classes, resulting in your enrollment being less than half-time for the semester after financial aid has been disbursed and a refund check has been issued, may be required to repay the full amount of the disbursement.
- Active participation in courses is required. Students reported as having not participated by the second Friday of class may be administratively dropped from the course and have their financial aid award re-evaluated. See <https://www.cmich.edu/offices-departments/office-scholarships-financial-aid/applying-for-financial-aid/enrollment-status>.
- Students who stop attending (either virtually or in person) and do not formally withdraw from a course will receive a grade of "E." Additionally, they may be required to repay any financial aid received, based on their last day of attendance.
- Application fees, main campus enrollment fees, prior learning assessment credit fees, and graduation fees are not refundable.
- Telephone requests to drop or withdraw will not be accepted.
- The start time for online courses is 12:01 a.m. on the first day of class. Each new week for an online class begins on Monday at 12:01 a.m. and ends on the following Sunday at 12:00 midnight. Holidays do not have any effect on this definition of a week. Online classes follow the Eastern Standard Time (EST) zone.

Vehicle Registration Refunds

Enrollment Reservation Deposit Refunds

[Cancellation of Housing Agreement](#)

[Refunds for Student-Initiated Complete Withdrawals from All Classes](#)

[Refunds upon Withdrawal for Students Receiving Financial Aid](#)

[Tuition Credits for Dropped and Withdrawn Courses](#)

## Supporting Documents –

### 2. Institutional Records Regarding Student Complaints

Title/Subject: STUDENT COMPLAINT TRACKING POLICY AND PROCEDURE

Applies to: Faculty Staff Students Student Employees Visitors Contractors

Effective Date of This Revision: July 1, 2025

Contact for More Information: Office of the Provost

Board Policy Administrative Policy Procedure Guideline

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### **PURPOSE:**

The purpose of this document is to outline a policy and procedure for tracking formal student complaints received by the institution, regardless of the subject matter.

### **DEFINITIONS:**

A formal student complaint is a written complaint submitted by a student through an official institutional process seeking resolution to a specific concern or grievance related to academic, administrative, or university life matters.

### **POLICY:**

Central Michigan University (CMU) provides prompt and unbiased resolution of student complaints on varied matters. CMU is committed to ensuring that students have access to fair and transparent procedures for addressing concerns related to academic, administrative, or university life issues.

All university units (colleges, departments, or offices) are responsible for maintaining a record of formal student complaints submitted through their established procedures. Complaints must be formally documented and tracked by each office to ensure appropriate resolution, accountability, and institutional consistency in tracking and addressing trends.

Each unit is expected to annually review and analyze formal complaints to identify patterns and opportunities for organizational improvement. Findings from these reviews may inform policy adjustments, employee training, and service enhancements that align with CMU's commitment to continuous improvement and student success.

### **PROCEDURE:**

Annually, each unit is responsible for reviewing the complaints it received in an effort to identify patterns, trends, or recurring issues that may inform improvements to services, policies, or the overall student experience.

Each unit must compile a summary of the formal complaints received and addressed during the previous academic year. This summary must be submitted to the President's Cabinet via the appropriate divisional Vice President on or before July 31 each year. The table below serves as a template for the summary. Units may add or delete Complaint Categories in the summary table as appropriate for the nature of complaints they receive.

<b>Summary of Student Complaints (July 1, 20XX-June 30, 20XX)</b> (Name of Unit)		
<b>Complaint Category</b>	<b>Number of Incidents</b>	<b>Summary of discussion of trends, action steps, and/or policy revision.</b>
Grade or grading		
Behavior of teaching assistant		
Behavior of staff		
Behavior of faculty member		
Facilities		
Other*		

\* List additional major categories of complaints.

*Central Michigan University reserves the right to make exceptions to modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines related to this subject.*

**CEHS - Student Complaints**

<p align="center"><b>Summary of Student Academic Complaints</b>  <b>July 1, 2024 – June 30, 2025</b></p>		
<b>Category</b>	<b>Number of Incidents</b>	<b>Summary of trends and action steps</b>
Grade or grading	<b>1</b>	Student sent e-mail to dean’s office ready to move ahead with grade grievance but had not engaged in step with faculty and department. Student was referred back to department chair and issue was addressed at that level.
Behavior of teaching assistant	<b>0</b>	
Behavior of staff	<b>1</b>	Student sent e-mail to dean’s office regarding misinformation from an academic advisor who was no longer with CEHS. Director of academic advisor reached out to student and concerns were resolved.
Behavior of faculty	<b>2</b>	Issue 1: Student sent an email to dean’s office expressing concern about the treatment from the faculty of the program in which she was enrolled. Program was an education program but course and faculty were in another college. Associate Dean from other college reached out to student to set up meeting and resolve concerns. Issue 2: Student sent email to dean’s office expressing concern that she was unable to log into MSA course and did not receive assistance from faculty. Student was referred to MSA interim director who worked with student and faculty to resolve.
Facilities	<b>0</b>	
Other	<b>3</b>	Two students brought issues to dean’s office regarding an extension of time to complete a graduate program.  Issue 1: Assoc. Dean worked with Department chair to find satisfactory resolution that aligned with CMU graduate education policies.  Issue 2: Dean’s office made contact with additional offices to determine how to support student as partnership to earn state certification in Georgia is no longer in place. Information was shared with the department program director and student is now completing steps to finalize her out-of-state certification.  Issue 3 – Protective order was brought against a student enrolled in the same program as another student. Student sought assistance with scheduling courses to not violate protective order. Dean’s office worked with office of student conduct, department, and student to identify solutions for enrollment. One student ultimately delayed their enrollment until other student left university.

**Summary of Student Academic Complaints  
July 1, 2024 – June 30, 2025**

Category	Number of Incidents	Summary of trends and action steps
Grade or grading	<b>6</b>	<p>1. Assistant Dean met with the student and confirmed the student’s choice to change programs, confirmed with Dir. Student Services student did change programs.</p> <p>2. Assistant Dean met and listened to students concerns, advised them to meet with the department chair, and to review CMU’s Grad Grievance Policy for consideration to file a grade grievance if they feel necessary.</p> <p>3. Assistant Dean met and listened to students concerns, advised a meeting with the department chair, and to review CMU’s Grad Grievance Policy for consideration to file a grade grievance if they feel necessary.</p> <p>4-6. Assistant Dean met with all three students discussed the option to request a degree audit, ensured the exam was in place and taken and students were satisfied with grade outcomes.</p>
Behavior of teaching assistant		
Behavior of staff		
Behavior of faculty	<b>1</b>	<p>1. Assistant Dean met with student to discuss clinical site concerns they had. Assistant Dean provided details/documents to Interim Dean for personnel issue to be reviewed.</p>
Facilities		
Other	<b>1</b>	<p>1. Interim Dean met with student to discuss terms for acceptance into the program. After further review the information from the discussion with the student was given to OCRIE for further communication with student.</p>

\*The summary is required as part of HLC’s [Federal Compliance Review](#) process.

**Summary of Student Academic Complaints  
July 1, 2024 – June 30, 2025**

Category	Number of Incidents	Summary of trends and action steps
Grade or grading	4	<ul style="list-style-type: none"> <li>- Department chair resolved issues (2 cases)</li> <li>- Student submitted a grade appeal</li> <li>- Student opted not to submit a grade appeal</li> </ul>
Behavior of teaching assistant		
Behavior of staff		
Behavior of faculty	9	<ul style="list-style-type: none"> <li>- In most cases, the issue was resolved through the department chair.</li> <li>- In some cases, the Dean’s office met with the student before finding a resolution within the department.</li> <li>- In one case, the Dean’s office met with the faculty to develop an action plan for the rest of the semester.</li> <li>- In one case, the issue was referred to OCRIE.</li> <li>- In one case, several offices on campus (including the Office of Graduate Studies and the Counseling Center) worked with the student. The student has since graduated.</li> </ul>
Facilities		
Other	2	<ul style="list-style-type: none"> <li>- Student concerned about the behavior of a classmate; a CARE report was filed.</li> <li>- Student concerned about their financial situation; referred to the International Students and Scholars Office.</li> </ul>

\*The summary is required as part of HLC’s [Federal Compliance Review](#) process.

## 2. Student Rights

This section of the Code of Conduct explains the rights of students.

### 2. Student rights

Free inquiry and free expression are essential attributes of a community of scholars. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus generally, and in the community at large. The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the university community. Students should strive to develop the capacity for critical judgment and the ability to engage in a sustained and independent search for truth, while endeavoring to exercise their freedom with maturity and responsibility. As students undertake to fulfill the obligations and duties outlined in this document, the university community of which they are a part undertakes to respect the basic freedoms of students.

### 2.1 Rights of Students

In recognition of students' rights and dignity as members of the university community, Central Michigan University is committed to supporting the following principles and to protecting those rights guaranteed by the Constitution, the laws of the United States and the State of Michigan, local ordinances, and the policies adopted by the Board of Trustees.

**2.1.1** Students have the right to free inquiry, expression and association.

**2.1.2** Students have the right to editorial freedom in student publications and other student media, e.g. CM Life, WMHW, and MHTV.

**2.1.3** Students have the right to representation on the appropriate, designated bodies.

**2.1.4** Students accused of misconduct or of violating university policy have the right to have a determination of their violation or non-violation in accordance with university procedures.

**2.1.5** Students have the right to protection against improper disclosure of their student records.

**2.1.6** Students have the right of access to their personal educational records.

**2.1.7** Students have the right to access all policies, rules and decisions concerning their continued enrollment, and to the required course materials and facilities necessary to pursue their studies.

**2.1.8** Students have the right to educational programs that meet the objectives of the master syllabus, to teaching consistent with those objectives, and to a learning environment that encourages the students' engagement with their education.

**2.1.9** Students have the right to be informed by the faculty near the beginning of each course about course requirements, evaluation procedures, and evaluation criteria to be used, and the right to expect that those criteria be employed. Faculty members have the authority to change a course syllabus after the beginning of the semester and are expected to inform students of these changes in a timely manner.

**2.1.10** Students have the right to take reasoned exception to the data or views offered in any course of study; they are, however, responsible for learning the content of any course of study for which they are enrolled.

**2.1.11** Students have the right to be evaluated solely on relevant academic criteria and to have protection against arbitrary or capricious academic evaluation as described in the "Grade Grievance Policy" in the University Bulletin.

**2.1.12** Students have the right to request and receive a timely assessment of their academic work by the instructor, or in the case of graduate students by their thesis/dissertation/Plan B committee chairperson and committee members.

**2.1.13** Students have the right to request and receive a reasonable and timely review of their grades by the instructor.

**2.1.14** Students have the right of complaint about academic matters if they believe their rights have been violated. When not covered by another policy, a complaint is properly filed by presenting the issue first to the faculty member or thesis, doctoral research project

or dissertation committee chairperson. If not resolved, the student may take the issue to the department chairperson. If not resolved at this level, the student may take the complaint to the office of the dean of the academic college or the Director of Graduate Studies.

## **2.2 Relationships with the University**

**2.2.1** As citizens, students have the same duties and obligations as do other citizens and enjoy the same freedoms of speech, press, religion, peaceful assembly, and petition that other citizens enjoy. In all of its dealings with students, the university will respect the rights guaranteed to them by the Constitutions and laws of the United States, the State of Michigan, and local ordinances.

**2.2.2** All registered student organizations are open to all students without respect to race, religion, creed, sexual orientation, gender, disability, or national origin except that certain organizations (e.g., social fraternities and sororities) are restricted as to gender, as allowed under Title IX of the Education Amendments of 1972.

**2.2.3** Students individually and collectively are free to examine and to discuss all questions of interest to them, including questions relating to university policies, and to express opinions publicly and privately. They are free to support causes by any orderly means that do not disrupt the operation of the university.

## **2.3 Responsibilities of Students and Faculty**

Students should conscientiously strive to complete course requirements as stated, and accept responsibility to contribute positively to the learning environment established by faculty. Proper evaluation of students in a course is based solely on performance in meeting appropriate standards established and communicated by the instructor for that course. Each course has a master syllabus approved through university curricular processes, which includes a description of the scope of the course and a list of the goals and objectives of the learning experience. Faculty members assigned to teach a course develop a course outline, based on the master syllabus, to provide students with greater specificity about how the course will be conducted in order to accomplish the intended goals and objectives. Proper evaluation of the progress of graduate students in thesis or dissertation work or other research projects is based on attainment of objectives established by the chair of the student's committee according to written departmental guidelines.

## **2.4 Relationships with Law Enforcement Agencies**

In addition to filing complaints under these regulations, victims are encouraged to report crimes to the appropriate law enforcement agency. The CMU Police Department is the designated law enforcement agency for crimes committed on campus. As members of the local community, students are expected to cooperate with all law enforcement agencies.

## **2.5 Confidentiality of Information**

All information about students' views, beliefs, and political associations that members of the university acquire in the course of their work as teachers, administrators, advisers, and counselors is confidential. Improper disclosure of confidential information is a serious violation of the obligations of a member of this university community. Judgments of a student's ability and character, however, may be provided under appropriate circumstances.

## **2.6 Student Associations**

Students are free to form and join associations that advance the common interest of their members. Activities of such organizations must be conducted in accordance with university regulations and public law. Failure to conduct a student organization in accordance with university regulations, the association's bylaws or national regulations, or public law may result in the removal of the association's recognized status (if any), disbanding of the organization, and/or sanctions against individual association members.



# STUDENT RIGHTS

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## 2. Student rights

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Students are free to form and join associations that advance the common interest of their members. Activities of such organizations must be conducted in accordance with university regulations and public law. Failure to conduct a student organization in accordance with university regulations, the association's bylaws or national regulations, or public law may result in the removal of the association's recognized status (if any), disbanding of the organization, and/or sanctions against individual association members.

[BACK TO SECTION 1: PREAMBLE](#)

[CONTINUE TO SECTION 3:  
RESPONSIBILITIES OF STUDENTS](#)

### Office of Student Conduct

Ronan Hall 280

IN THIS SECTION
▼

Mount Pleasant, MI 48859

Email: [StudentConduct@cmich.edu](mailto:StudentConduct@cmich.edu)

Fax: 989-774-1370

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1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

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# STUDENT DISABILITY SERVICES GRIEVANCE PROCESS

## Student grievance process

Central Michigan University is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university.

Unlawful acts of discrimination or harassment by members of the campus community are prohibited.

In addition, even if not illegal, acts are prohibited if they discriminate against any university community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight. Furthermore, even if not illegal, acts are prohibited if they discriminate against any university community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities because they inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant.

Limitations are appropriate if they are directly related to a legitimate university purpose, are required by law or rules of associations to which the Board of Trustees has determined the university will belong, are lawfully required by a grant or contract between the university and the state or federal government.

The president is directed to promulgate practices and procedures to realize this policy. The procedures shall include the identification of an office to which persons are encouraged to report instances of discrimination and a process for the investigation and resolution of these reports/complaints.

CMU does not discriminate on the basis of sex in the education program or activity that it operates, including admission and employment, and is required by Title IX of the Education Amendments of 1972 not to discriminate in such a matter. Inquiries about the application of Title IX can be made to CMU's Title IX coordinator, the U.S. Department of Education's assistant secretary, or both. CMU's Title IX coordinator can be reached at:

103 E. Preston St.,  
Bovee University Center, Suite 306  
Mount Pleasant, MI 48858  
Email: [titleix@cmich.edu](mailto:titleix@cmich.edu)  
Phone: 989-774-3253

## Student complaint procedures

Students may have concerns related to their academic program, their employment status, their access to public accommodations, or their participation in university programs, services and events. Similarly, students may have concerns regarding their treatment by faculty, staff members, administrators, other students or members of the public engaged in university programs, services and events. Regardless of the source or context of the concern, students are encouraged to raise concerns when they become aware of them to increase the likelihood of a prompt and effective resolution.

A student who has questions or concerns regarding the university's legal obligations under federal or state disability laws, who believes that the university is not meeting its legal obligations and responsibilities, or who believes that they have been discriminated against because of a disability should follow the following complaint procedure. When an allegation is found to have merit, the

university will take steps to prevent recurrence of the discrimination and to correct discriminatory effects on the complainant and others, as appropriate.

The options outlined below are intended to provide general guidance to help students get their concerns addressed as early as possible.

## Option 1: Consult with a staff member in Student Disability Services or the campus ombudsperson

Many concerns can be resolved effectively and informally when you bring them to the appropriate person's attention in a timely manner. A Student Disability Services staff member or the ombudsperson can assist you in identifying the best person or office to help you resolve your complaint.

## Option 2: Consult with the director of Student Disability Services

The director of Student Disability Services should be made aware of your unresolved concerns/complaint when you are unable to get your issue resolved. If your concern is with the director, you should contact the associate vice president for Student Affairs.

## Option 3: Consult with the Office of Civil Rights and Institutional Equity

Information on how to file a complaint regarding discrimination or unlawful harassment and information regarding the investigative procedures used by the Office of Civil Rights and Institutional Equity are available on their website under the Equal Opportunity and Affirmative Action Protocol.

### Student Disability Services

Park Library 120

IN THIS SECTION



Email: [sds@cmich.edu](mailto:sds@cmich.edu)

Hours: Monday - Friday

8:00 a.m. to 5:00 p.m.

(Closed 12:00 p.m. to 1:00 p.m.)



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000



COLLEGE OF

**MEDICINE**

CENTRAL MICHIGAN UNIVERSITY

# Student Handbook



**2025-2026**

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## STANDARDS OF CONDUCT FOR THE TEACHER-LEARNER RELATIONSHIP

Clear expectations for the relationship between faculty and students are essential to foster and maintain a positive learning environment. The expectations for the conduct of students and faculty pertaining to the teacher-learner relationship are consistent with and reflective of the AAMC's Teacher-Learner expectations and are detailed in the Faculty Appointment Manual and the CMU Student Handbook. The [Standards of Conduct for the Teacher-Learner Relationship](#) policy further outlines these expectations to ensure a professional learning environment.

**LEARNER MISTREATMENT** Learner mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Students who experience or witness learner mistreatment are encouraged to [submit their concerns](#).

Students are provided with education specific to learner mistreatment during first-year and third-year orientations. College of Medicine faculty are provided education about [Learner Mistreatment, Harassment, Discrimination, and Unprofessional Behavior](#) policy at initial hire via onboarding and during annual trainings via Success Factors. Community educators receive the information during the initial faculty appointment process. Residents and fellows who supervise medical students are provided with education specific to student mistreatment as part of our Residents as Teachers curriculum.

**MISCONDUCT** Students are expected to behave professionally. Student conduct and professional behavior are assessed in all College of Medicine courses and clerkships, and meeting this standard is a requirement for course and clerkship completion. At the College, misconduct includes academic misconduct (e.g., plagiarism, cheating, etc.), professional misconduct (e.g., failure to respect patient confidentiality, misuse of a computer information system, misuse of an on-call room, etc.), or personal misconduct.

## REPORTING MISTREATMENT, MISCONDUCT, AND/OR UNPROFESSIONAL BEHAVIOR

Any student who feels they have witnessed or have been subject to student mistreatment/misconduct, including discrimination, harassment, or abuse, is encouraged to submit their concern. A few options for reporting incidents are outlined below. The College of Medicine policy also outlines these options: [Learner Mistreatment, Harassment, Discrimination, and Unprofessional Behavior](#).

If the conduct is of a criminal nature, the [Central Michigan University Police](#) or other appropriate law enforcement officials will be contacted immediately.

All CMU employees are responsible employees and must report any potential violations of this policy that may involve discrimination to the CMU Title IX Coordinator for investigation. Any event that includes possible sexual, racial, or ethnic discrimination, including harassment, must be reported to the CMU [Office of Civil Rights and Institutional Equity](#).

Any of the following methods may be used to submit reports:

1. Verbal report
2. Email or another written report
3. End of course or clerkship evaluation
4. Submit a concern anonymously via the [Praise or Concern Form](#).
5. Contact CMU Offices of Civil Rights and Institutional Equity ([OCRIE Concern Reporting Tool](#))

## PROFESSIONALISM

Professionalism is one of the College of Medicine's seven overarching competencies and a required technical standard for matriculation, promotion, and graduation. Objectives related to professionalism are integrated throughout the curriculum. When lapses of professional behavior occur, the College of Medicine's policy on Professionalism describes the process for review, remediation, and potential resultant disciplinary action: [Professionalism Policy](#).

The teaching and assessment of professionalism is integrated throughout the four-year program. While explicit instruction is delivered in the two-year longitudinal course Medicine and Society, observation of student professional behavior is an ongoing process at the College of Medicine. Students will be asked to demonstrate their knowledge and understanding of professionalism and professional behavior in both formative and summative assessments of student performance. Failure to achieve a satisfactory summative grade for the professionalism component will require remediation, and the student will be required to meet with the ADSA.

Medical students must understand that their professional responsibility to the care of their future patients begins when they matriculate to the College of Medicine. The knowledge, skills, and attitudes learned and demonstrated in the classroom and laboratory are directly relevant to patient care and must be approached with the same degree of professional behavior as clinical care.

Examples of unprofessional behavior include, but are not limited to, the following:

1. *Attendance and punctuality issues*, such as, but not limited to:
  - a) Dishonest recording of attendance at required activities
  - b) Failure to attend required curricular activities
  - c) Falsifying reasons for an excused absence from required curriculum or examinations
  - d) Repeated tardiness for academic or clinical obligations, including lectures, labs, examinations, clinical commitments, etc. Note that students are expected to be timely for both required and non-required commitments
  - e) Failure to follow school policies and procedures
2. *Plagiarism*:
  - a) Handling materials obtained in an academically dishonest manner
  - b) Fabrication of written records, including records in the clinical environment
  - c) Falsification of academic, research, or clinical records, including fabrication of data
  - d) Collaboration on assignments where the practice is prohibited
  - e) Having someone else take an assignment in one's stead
3. *Examination behaviors such as, but not limited to*:
  - a) Acquiring an examination during its preparation, duplication, or storage
  - b) Removing or acquiring secured examinations after administration
  - c) Copying answers from another examination
  - d) Taking crib sheets or other forms of prepared answers/notes into an examination
  - e) Leaving the examination room and returning without permission
  - f) Taking an examination for someone else
  - g) Having someone else take an examination in one's stead
  - h) Memorizing questions from secured exams and collating them for future study or distributing them to other students
  - i) Using signals or otherwise communicating during an examination to share answers with another student

Supporting Documents –  
3. Publication of Transfer Policies

## Undergraduate Transfer Credit Policy

1. **Transfers from Accredited Schools and Foreign Institutions.** Undergraduate courses from another college or university that is recognized as associate or baccalaureate degree granting by institutional accrediting associations or from a foreign university or college approved by the government or the official regulating agency of the country in which the university or college is located will be considered for transfer credit at Central Michigan University, subject to the following conditions: a.) Courses must be germane to a program at Central Michigan University, b.) Transferable courses completed with a grade of C- or better or the equivalent will be accepted. For credit from institutions that have numeric grading only, you may contact the Registrar's Office (989-774-3261) to verify the minimum grade required for transfer, c.) Credits from foreign institutions must first be evaluated by an approved international credential evaluation organization. d.) Grades and honor or quality points are not transferable to or recorded on the CMU permanent record, e.) Acceptability of transfer coursework to fulfill CMU major or minor requirements is at the discretion of the individual department.
2. **Transfers from Non-Accredited Schools.** A student who has earned credit or a baccalaureate degree from an institution that is not accredited may appeal through the Board of Appeals who may consult with the individual departments for an exception to the above policy for up to a maximum of 60 credits. Before accepting such credit for transfer credit consideration, the Board of Appeals will consult with the individual departments. If a positive decision results, transfer credit may then be granted subject to the same conditions that apply to transfers from accredited schools.
3. **MACRAO/MTA Transfer Agreements, Out-of-State Statewide Equivalency Agreements, and Associate Degrees.** A person who transfers from another accredited institution within the United States with a transcript which documents as having satisfied the MACRAO or MTA Agreement, or a statewide transfer agreement, or completed an Associate of Arts or Associate of Science, or completed an Associate Degree in an applied or professional discipline (disciplines must be germane to a program at CMU), will also have satisfied the University Program portion of the General Education Requirements section at CMU. All other students may refer to the [General Education Requirements](#) in this Bulletin for guidelines on the applicability of their transfer credit toward University Program requirements. (*Academic Senate, 4/7/20*)
4. **International Baccalaureate Credit.** Courses within the International Baccalaureate Diploma and the International Baccalaureate Certificate for individual courses may be accepted as transfer credit on a course by course basis if the higher level examinations have been passed with a score of four or better.
5. **Military Training and Experience.**
  - a. *Military Service School Experiences.* Granting of academic credit for military service school experiences will be guided by the evaluations prepared by the American Council of Education and published in the "Guide to the Evaluation of Educational Experiences in the Armed Services." All Military Service School experiences that are recommended for undergraduate level credit will transfer to Central Michigan University. Acceptability of credit for military service school experiences to fulfill CMU major or minor requirements is at the discretion of the individual department.
  - b. *Military Occupational Specialties.* Granting of academic credit for military occupational specialties will be guided by the evaluations prepared by the American Council of Education and published in the "Guide to the Evaluation of Educational Experiences in the Armed Services." All Military Occupational Specialties that are recommended for undergraduate level credit and are germane to CMU will transfer to Central Michigan University. Acceptability of credit for military occupational specialties to fulfill CMU major or minor requirements is at the discretion of the individual department. To be considered for transfer credit student must provide an official Joint Service Transcript (JST) with the American Council of Education (ACE) Recommendation. CMU follows the ACE Recommendations as it relates to military experience and training; to be considered for transfer, students should provide official transcripts or official documentation that includes an ACE Recommendation.
  - c. *DANTES Subject Standardized Tests (DSST).* Central Michigan University accepts a number of the DSST exams for transfer credit based on the recommendations provided by the American Council of

Education(ACE). Acceptability of credit for military service school experiences to fulfill CMU major or minor requirements is at the discretion of the individual department. Please contact [transfercredit@cmich.edu](mailto:transfercredit@cmich.edu) with any questions.

6. **Non-military Training Experiences.** Granting of academic credit for selected training experiences offered outside the sponsorship of colleges and universities will be guided by the evaluations prepared by the American Council on Education's PONSI program (ACE/PONSI). ACE/PONSI credit recommendations appear in the publication entitled The National Guide to Educational Credit for Training Programs.
7. **13th Year Credit.** CMU will allow a student's 13th year (e.g., the German Abitur) or A-level credit from non-U.S. academic systems to count as undergraduate credit if it is approved by the department responsible for that area (e.g., Biology would have to approve credit for courses taken that relate to biology). Such approval must be done on a case-by-case basis. The student must submit course syllabi, including information as to textbooks used in the course, so that the department can determine whether to approve such credit. Progress of students who receive this credit will be monitored in order to determine the efficacy of this policy.

*(Academic Senate, 10/27/21)*

## Graduate Transfer Credit Policy

This policy relates to non-CMU coursework being considered for transfer into a CMU graduate degree program plan.

### Transferable Credit:

- **Graduate Certificate:** maximum of 33% semester hours from a previous or concurrent graduate degree or certificate may be transferred toward a graduate certificate.
- **Master's Degree:** maximum of 50% of the semester hours if the credits are not used towards a credential (exception: maximum of 30 semester hours on the 54 credit hour joint master's degree in history are transferable).
- **Specialist's Degree:** maximum of 12 semester hours beyond the master's degree if the master's degree was earned at CMU (exception: maximum of 9 semester hours beyond the master's degree if the degree was not earned at CMU).
- **Doctoral Degree:** maximum of 50% of the post-baccalaureate semester hours. Minimum percentage that must be earned at CMU can vary among academic programs.
- **Maximum of 9 semester hours** may only once be transferred from one earned graduate credential to another master's or higher degree program.
- **Military coursework:** coursework with a grade of outstanding or excellent is transferable.

A separate policy exists for the following: Students entering the Au.D. with a master's degree in Audiology and significant, relevant professional experience. See the Au.D. program description for details. CMU Online students are limited to six semester hours of prior learning according to California regulations.

Graduate transfer credits must be appropriate to the student's program, recommended by the student's academic advisor for use on the program plan, and approved by department and the Registrar's Office for final review. Transfer credits are not considered in the computation of the student's graduate grade point average. Graduate transfer credit must meet the following criteria:

1. Credits must have been earned at a regionally accredited higher education institution or one of the recognized standing (at the time the credits were earned) as defined by the Office of Graduate Studies;
2. The credits are not in violation of any pertinent university or Office of Graduate Studies regulation, procedure, or policy;
3. The credits do not correspond to a course previously taken at CMU;
4. The credits were earned within the time limit for program completion. Credits from a prior graduate degree or certificate that are to be applied to a doctoral degree may be exempt for the time limit for doctoral degree completion (see individual program description);
5. The credits are appropriate to the student's program and are not in conflict with credit limitation specified elsewhere in the Graduate Bulletin;
6. As certified on the official graduate transcript, courses must be at the graduate level.
7. The grade for the credits must be B or higher. Ungraded coursework will not be accepted in transfer unless accompanied by evidence that the work was of B or higher quality; Military coursework with a grade of outstanding or excellent is transferable.
8. The student is in good standing (3.0 cumulative graduate GPA or higher) at the institution at which the credit was earned.
9. Doctoral degree students must have regular admission to their degree program;
10. The student is responsible for having official graduate transcripts sent by the institution in which the credit was earned directly to Graduate Admissions at CMU and for completing the most recent version of the Graduate Transfer Credit Request form (available online at [www.grad.cmich.edu](http://www.grad.cmich.edu) under New and Current Students: Applications and Forms).

11. The credits must be approved by the student's academic advisor (for graduate certificates and Master's degrees) or Program Director (doctoral degrees), the department and the Registrar's Office for final review.
12. Courses earned by correspondence will be eligible for graduate transfer credit unless otherwise stipulated in department admission requirements.
13. Transfer credits must be earned within the time limit for program completion. Transfer credits **are not** eligible for extension of time consideration.

Transfer credits are not included in the computation of the student's CMU graduate grade point average.

*(Approved by Senate, 9/6/11, 5/4/21, 5/5/22; Graduate Committee 2/20/13)*



← PRIOR LEARNING CREDITS

PRIOR LEARNING CREDIT PORTFOLIO  
FORMS AND RESOURCES

Certification To Credit

Do you have professional certifications that may qualify you for credit?

[Graduate Certification to Credit](#)

[Undergraduate Certification to Credit](#)

Contact Us

Prior Learning

Toll Free: 800-950-1144 ext. 3718  
Mount Pleasant: 989-774-3718

EMAIL US

Submit your resume for review

Curious to know the potential number of prior learning credits you can earn based on your work, training or life experiences?  
Send your resume for review.

SUBMIT RESUME

# PRIOR LEARNING CREDITS

## Earn college credit for what you already know

Through Prior Learning Credit, you can earn college credit for the knowledge and skills you've already gained—on the job, in the military, through certifications, or other real-world experiences. By applying what you already know, you can save time, stay on track, and **reduce your tuition by up to 85% per course**. It's a smart way to move forward faster—and finish your degree on your terms.

## Prior learning credit for undergraduate and graduate students

Your life experience matters. Through our Prior Learning Credit (PLC) program, you can turn work experience, military service, professional training, or certifications into college credit — saving time and money as you work toward your degree.

Whether you're pursuing an undergraduate degree online or earning a graduate degree with CMU Online, our credit for prior learning options help you make the most of your experience.

- **Undergraduate students** can earn up to **60 credit hours**
- **Graduate students** may earn up to **12 credit hours**

## How to earn credit for life experience

### Review program requirements

Check the credit guide to see how many potential credits you may have already earned.

CREDIT GUIDE

Explore the undergraduate and graduate programs that accept prior learning credits.

Undergraduate:

- [Community Development: Community Services](#)
- [Community Development: Health Sciences](#)
- [Community Development: Public Administration](#)
- [Early Childhood Development and Learning](#)
- [Entrepreneurship](#)
- [Ergonomics Administration](#)
- [International Relations](#)
- [Organizational Leadership](#)
- [Personnel Administration](#)
- [Political Science](#)
- [Psychology](#)
- [Public and Nonprofit Administration](#)
- [Teaching Grades Birth-Kindergarten](#)

Graduate:

- [Master of Science in Administration](#)
- [Master of Public Administration](#)
- [MA in Education: Curriculum and Instruction](#)
- [MA in Educational Leadership Design and Technology](#)
- [MA in Education Training and Development](#)

## How the process works

Getting college credit for what you already know is simpler than you might think. Once you've applied and been admitted to CMU, you'll work with an academic advisor to explore how your prior learning can count toward your degree. You'll submit a resume, build a portfolio (using fillable forms) that highlights your relevant knowledge and skills, and have it reviewed by faculty experts. If credit is awarded, you'll only pay for the credits that apply directly to your program—saving you both time and money on your path to graduation.

## Submit a resume

Your resume helps determine the areas where prior learning credit may be awarded.

[SUBMIT YOUR RESUME](#)

## Plan a portfolio

Once you're admitted, you'll be matched with an academic advisor who will help you review your prior learning experiences and determine how they may apply to your degree. From there, you'll build a structured portfolio that showcases your knowledge, skills, and how they align with college-level learning outcomes.

Experienced faculty will evaluate your portfolio and determine if credit can be awarded—typically within 6–8 weeks.

## Haven't applied yet?

[LET'S GET STARTED](#)

## Pay associated fees

There is **zero cost to have your resume reviewed**.

Upon submission of your completed portfolio, you will be responsible for the **\$125 portfolio assessment fee**.

Once awarded, you will see a charge on your CMU account of **\$110 per undergraduate credit hour** or **\$125 per graduate credit hour** for each credit you use.

 **TRANSFER CREDIT GUIDES**

**Need help?**

CMU has transfer credit guides for many regionally-accredited colleges and universities.

If you can't find a guide for your college or major, or need help transferring to CMU, please contact James Larson, Director of Transfer Recruitment and Community College Relations.

**CONTACT JAMES**

**Undergraduate Admissions Office**

Warriner 102  
Mount Pleasant, MI 48859  
Email: [cmuadmissions@cmich.edu](mailto:cmuadmissions@cmich.edu)  
Phone: 989-774-3076  
Fax: 989-774-7267


# TRANSFER CREDIT GUIDES

## CMU's transfer credit guides can save you time and money.

Get a head start on your major. Use the transfer credit guides to choose courses at your current college, or see which courses you've already taken that will give you credit at CMU.

### Transfer Credit Guides

View CMU's transfer credit guide for your current institution and program of study by selecting your college here:

Select a college 

Please make a selection from the dropdown menu.

You will see two types of transfer credit guides for your college:

#### Those based on Articulation Agreements

An Articulation Agreement is a signed agreement between CMU and your institution which allows you to transfer a pre-defined set of credits to CMU seamlessly. The guide is generally developed based on the completion of an associate degree or certificate program prior to transferring.

#### Those based on recommended courses

These guides are developed based on recommended courses, depending on your major and the course offerings at both institutions. Guides are for informational purposes only and may be updated based on availability of courses.

These guides are meant to assist you with the selection of community college courses that are transferable to CMU. You should still work closely with a counselor or an academic advisor at your current institution to select courses and develop a plan for transferring to CMU.

**Active/Other - Articulation Agreements**





- ← TRANSFER CREDIT
- REVERSE TRANSFER AGREEMENTS
- SENDING OFFICIAL TRANSCRIPTS TO CMU
- MITRANSFER PATHWAYS

### Registrar's Office

Warriner Hall 212  
Mount Pleasant, MI 48859  
Email: [transfercredit@cmich.edu](mailto:transfercredit@cmich.edu)  
Phone: 989-774-3261

# TRANSFER CREDIT

We know not all academic journeys are the same. We make transferring credits to Central Michigan University from another college or university a simple process. Transferring credits can be valuable toward earning your CMU degree.

## Transfer tools

- WHAT WILL TRANSFER →
- TRANSFER SIMULATION →
- MITRANSFER PATHWAYS →
- TRANSFER CREDIT EVALUATION TIPS →

## Transfer credit policies

- We only accept transfer credits from degree-granting institutions that are accredited by an institutional accrediting association.
- A grade of C- or higher is required for undergraduate transfer credit to be awarded.
- A grade of B or higher is required for graduate transfer credit to be awarded.
- For transfer courses, only the credit hours for the course transfers, not the grade. Your GPA here at CMU will be determined by the courses you take at CMU only.
- There is no limit to the number of undergraduate transfer credits that can be transferred to CMU; however, there is a graduation requirement that 60 credit hours must be earned from a 4-year accredited institution.

- UNDERGRADUATE TRANSFER CREDIT POLICY →
- GRADUATE TRANSFER CREDIT POLICY →
- GRADUATE TRANSFER CREDIT - CONTACT GRADUATE PROGRAM FOR INFORMATION →

## How your credits transfer to CMU

### Direct equivalent

- The courses from another school will transfer as an exact CMU course. Example: MAT 126 at ZZZ School will transfer as MTH 132 to CMU.

### Departmental credit

- We do not offer this exact course, but it still warrants credit by an academic department. The department can choose if you can use the course toward a major or minor requirement. Departmental credits can be used as a general elective toward graduation. If a course is awarded departmental credit, you may provide the syllabus to the department chairperson for review to see if the course could be changed to a Direct Equivalent course.

## No credit

- The course is not transferrable because it is not germane to any CMU course or the grade received is lower than a C-. Examples of a not germane are Emergency Medical Technician or Master Electrician since CMU does not offer those programs.

## Advanced standing

Undergraduate students may be granted credit at CMU by earning high scores on the following specified examinations:

- [Advanced Placement \(AP\)](#)
- [College Level Examination Program \(CLEP\)](#)
- [International Baccalaureate \(IB\)](#)

## Credit by examination

Students with experience or background comparable to a course at this university may file for [Credit by Examination](#).

[APPLICATION FOR UNDERGRADUATE CREDIT BY EXAM →](#)

## A-Level or 13th-Year Credit

A-Level or 13th-year Credit from non-U.S. academic systems may be awarded with an official *General Certificate of Education* from Cambridge International Examinations. Complete the application(s) below and submit it to the appropriate department for review.

The following English Language Courses have been reviewed and *are not acceptable* for English credit:

- Cambridge International AS & A-Level English Language 9093
- Pearson Edexcel Level 3 Advanced GCE in English Language
- Pearson Edexcel Advanced Subsidiary in English Language (XEN01)

[BIOLOGY AS/A-LEVEL CREDIT APPLICATION →](#)

[CHEMISTRY A-LEVEL CREDIT APPLICATION →](#)

[MATH A-LEVEL CREDIT APPLICATION →](#)

[PHYSICS AS/A LEVEL CREDIT APPLICATION →](#)

[A-LEVEL OR 13TH YEAR CREDIT APPLICATION →](#)



← REVERSE TRANSFER AGREEMENTS

**Registrar's Office**

Warriner Hall 212

Mount Pleasant, MI 48859

Email: [transfercredit@cmich.edu](mailto:transfercredit@cmich.edu)

Phone: 989-774-3261

# REVERSE TRANSFER AGREEMENTS

It may be possible to earn an associate's degree if you transferred to CMU from a community college.

If you transferred to Central Michigan University from one of the institutions listed below before earning your associate's degree, it may be possible to earn that degree after transferring here, depending on your remaining requirements at your previous institution.

After earning the credits at CMU that your former institution determines are needed for your associate's degree, you may request your CMU transcript be sent to and evaluated by your previous institution. They will determine if you have earned the required credits to be awarded an associate's degree.

**Enhance Student Success with NSC's Free Reverse Transfer Service** +

*Look for your previous institution below, find out the credit hour requirements, and learn how you can take advantage of this agreement.*

**Alpena Community College** +

**Delta College** +

**Jackson College** +

**Kalamazoo Valley Community College** +

**Kirtland Community College** +

**Lake Michigan College** +

**Mid Michigan College** +

**Montcalm Community College** +

**Mott Community College** +

**North Central Michigan College** +

**Northwestern Michigan College** +

**St. Clair County Community College** +

**West Shore Community College** +



← **SENDING OFFICIAL TRANSCRIPTS TO CMU**

**Registrar's Office**

Warriner Hall 212

Mount Pleasant, MI 48859

Email: [transfercredit@cmich.edu](mailto:transfercredit@cmich.edu)

Phone: 989-774-3261

# SENDING OFFICIAL TRANSCRIPTS TO CMU

To have your courses evaluated for transfer credit, your transcript must be official and sent directly from the colleges you previously attended. The transcript can't come from the student.

- If you have earned a degree from your previous school, verify your degree has been awarded and your grades have been posted prior to requesting your **final** official transcript be sent to CMU.

Electronic Delivery: [apply@cmich.edu](mailto:apply@cmich.edu)

- If using the National Student Clearinghouse for sending your official transcripts – please enter Central Michigan University and select Student Services.

Mailing Address:

Central Michigan University  
Transcript Department  
802 Industrial Drive  
Mount Pleasant, MI 48858



← MITRANSFER PATHWAYS

Registrar's Office

Warriner Hall 212

Mount Pleasant, MI 48859

Email: [transfercredit@cmich.edu](mailto:transfercredit@cmich.edu)

Phone: 989-774-3261

# MITRANSFER PATHWAYS



Central Michigan University is excited to participate in MiTransfer Pathways, a statewide initiative among Michigan colleges and universities. The MiTransfer Pathways identifies courses a student should take as a part of an associate degree that will transfer to the university of their choice toward a bachelor's degree. MiTransfer Pathways aims to make the transfer experience more efficient and easy to navigate while enabling students to optimize credit transfer. Completion of the Michigan Transfer Agreement along with the identified pathway courses is recommended.

The initiative includes two phases. Phase 1 went into effect for the Spring 2020 semester and included Biology, Business Administration, and Psychology. Phase 2 and 3 went into effect in Summer 2020 and included Art, Communication, Exercise Science, Mechanical Engineering, Public Health, and Social Work.

Start planning your transfer to CMU from one of Michigan's 28 community colleges!

- [Art Pathway](#)
- [Biology Pathway](#)
- [Business Administration Pathway](#)
- [Communication Pathway](#)
- [Exercise Science Pathway](#)
- [Mechanical Engineering Pathway](#)
- [Psychology Pathway](#)
- [Public Health Pathway](#)
- [Social Work Pathway](#)

To graduate from CMU, students must complete a minimum of 60 credits at a four-year college or university.

Ready to transfer? [Visit CMU Transfer Admissions](#)



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

FACULTY & STAFF DIRECTORY

NEWS

DEPARTMENTS A-Z

EVENTS

MAPS & DIRECTIONS

GIVING

CAREERS AT CMU

SOCIAL MEDIA DIRECTORY



## Supporting Documents –

### 4. Practices for Verification of Student Identity



Home / ... / Applying for Financial Aid / Verification

# VERIFICATION

Verification is a process of review, mandated by the federal government, that determines the accuracy of the information submitted by the student and family on the FAFSA. The federal verification process was established to ensure that limited financial aid dollars are awarded to eligible students in an equitable and consistent manner. Nationwide, the federal government selects more than 30 percent of student financial aid applications for verification.

If you are selected for verification, you will receive a request for documentation from Central Michigan University. We may request W-2s, parent and student federal tax transcripts and other records as required. Please wait until you receive a request from CMU before mailing your documentation.

To retain your eligibility for federal financial aid, you are required to comply with our request for documentation. We appreciate your cooperation.

If you have been paid financial aid that is later canceled as a result of the verification process, you must return the payment. If your aid changes, we will notify you via email to your CMU account.

## Items that may be verified

- Household Size
- Foreign Income Exempt from Federal Taxation
- Adjusted Gross Income
- Taxes Paid
- Untaxed Portions of Individual Retirement Account (IRA) Distributions
- Untaxed Portions of Pensions
- IRA Deductions and Payments
- Tax-Exempt Interest Income
- Education Tax Credits

## Deadline for submitting documentation

All verification documents must be submitted to the Office of Scholarships and Financial Aid by the last date of attendance during the award year or all federal and state aid will be canceled.

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IN THIS SECTION



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Mount Pleasant, Mich. 48859  
989-774-4000



# STUDENT RECORDS AND POLICIES

The Registrar's Office maintains student records. Below is information about requesting changes or updates to your records, verifying your enrollment, and confirming your residency status.

## Changing or correcting your name, Social Security Number, or date of birth

You will need to submit the correct form below, along with documentation to make any changes.

- [Legal name changes or corrections](#)
- [Lived/Chosen name changes](#)
- [Social Security Number corrections or changes](#)
- [Date of Birth corrections](#)

## Updating your address

You are responsible for maintaining a current and correct mailing address with the Registrar's Office for official university correspondence.

Our system can maintain up to two addresses for you: a **permanent one** and a **local** address.

- [Address Change Form](#)

The permanent address is initially taken from your Application for Admission. You may change this address as needed.

The local address is the address where you are currently residing. If you receive financial aid, having a correct local address on file is important as soon as possible.

Billing statements and other official university correspondence are emailed to your CMU email account. If you need assistance setting up your email account, contact the Help Desk at 989-774-3662.

Failure to receive university mailings shall not constitute a basis for an exception from university policies.

## Enrollment verification

### Current semester

You can access your current semester verification through Myhub.

#### What is Myhub?

Through Myhub, you can:

- Download and print enrollment, advanced registration, and "good student discount" certificates
- Order transcripts

Myhub is a free and secure online application provided by the National Student Clearinghouse. It provides you with access to your verified education records from all colleges and universities participating in Myhub and related self-service features. Visit

<https://www.myhub.org> today to create or access your account.

Through Myhub, you have lifetime access to your complete academic record of enrollment and degrees earned from participating institutions. You'll also benefit from immediate access to new capabilities and resources, which will serve you throughout your professional life, as they are added to Myhub.

## Future semester

You may obtain a "Letter of Intent" verifying you have registered at CMU for that semester. To obtain a Letter of Intent as a CMU student, you will need to contact the Registrar's Office by email at [records@cmich.edu](mailto:records@cmich.edu) or phone 989-774-3261.

## Residency status information

Effective Fall 2018, undergraduate, graduate, and doctoral students who are United States (U.S.) residents shall qualify for in-state tuition rates. This does not apply to specialty programs with unique tuition rates. To determine resident status by Central Michigan University (CMU), "domicile" is defined as the place where an individual intends his/her true, fixed, and permanent home and principal establishment to be, and to which the individual intends to return whenever he or she is absent from CMU. The individual must demonstrate "domicile" within the U.S. as a U.S. citizen, or proven "domicile" in the defined territories, or outlying possessions, of the U.S. subject to the jurisdiction of the U.S. This policy is designed to explain how a student may demonstrate the required intent and establishment of domicile as defined prior.

An individual whose activities and circumstances, as documented to CMU, demonstrate that he or she has established a U.S. domicile and intends to be domiciled in the U.S. will be eligible for classification as a resident. An individual whose presence in the U.S. is based on activities and circumstances that are indeterminate or temporary, such as (but not limited to) educational pursuits, will be presumed not to be domiciled. The burden of proof is on the applicant to demonstrate with clear and convincing evidence that he or she is eligible for resident classification under this policy.

To overcome a presumption of nonresident status, a student must file a properly completed Application for Resident Status and document with clear and convincing evidence domicile in the U.S. has been established. Furthermore, CMU reserves the right to audit enrolled or prospective students at any time concerning the eligibility for resident classification and to reclassify students who are registered under an improper resident status.

## Current applicants

Please contact [admissions processing](#) with any questions about your resident status or tuition rate.

For questions about a change in resident status, please contact:

Keith Malkowski  
CMU Registrar  
Phone: 989-774-3261  
Email: [malko1kj@cmich.edu](mailto:malko1kj@cmich.edu)

To have the [Resident Status Application](#) mailed to you, send your name and postal address to:

CMU Registrar  
Warriner Hall 212  
Mount Pleasant, MI 48859

## Documents of Apostille

The US Department of State describes this process as being used by one country to denote to another country that a document being sent is now "authenticated" or "legalized" so that it can be recognized as valid in the foreign country. The apostille is actually a sealed certificate that confirms the authority of a public official, notary public, etc., and their right to act in a particular capacity in connection with a document that he or she has signed. In the US, this charge is given to the individual states, and in Michigan, the Secretary of State is the custodian of the Great Seal which is applied to such documents and has the ability to verify the legitimacy of individual notary publics within Michigan.

Visit [Michigan.gov](http://Michigan.gov) for more information.

*\*Graduates with unpaid financial obligations may have a hold placed on their diploma and transcript until the debt is resolved.*

# GPA Calculator

To predict your unofficial semester or major or minor GPA, enter the number of courses you need to calculate your GPA on. After the spaces are created, enter the credit hours and the letter grade for each course for the semester or each course you have completed toward your major or minor and then click on Compute Totals.

How many courses do you want to calculate?

\*\* Note: This unofficial GPA calculator is intended as a tool to assist students in predicting their GPA and has no bearing on official CMU records.

## Registrar's Office

Warriner Hall 212

IN THIS SECTION



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FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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TRANSCRIPT REQUEST

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GUEST APPLICATIONS

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1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

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FACULTY & STAFF DIRECTORY

NEWS

DEPARTMENTS A-Z

EVENTS

MAPS & DIRECTIONS

GIVING

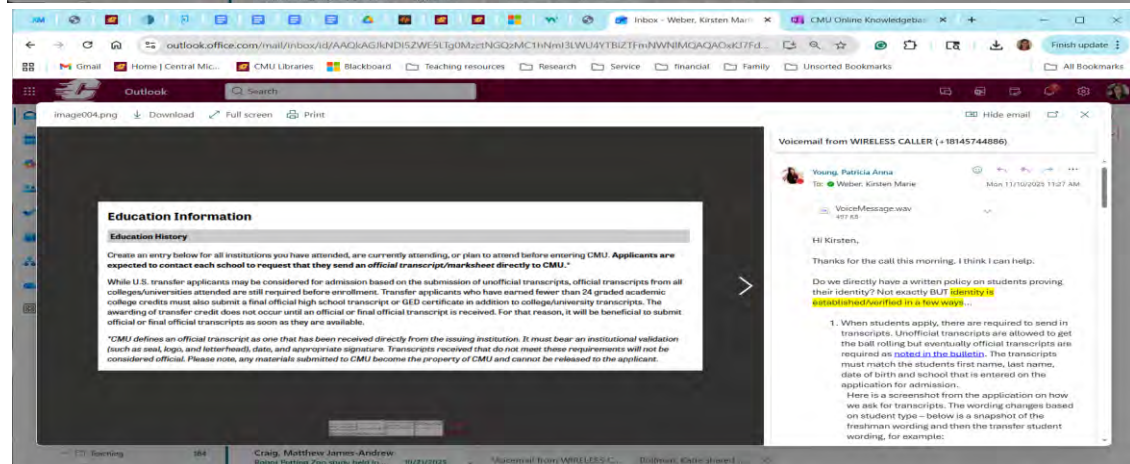
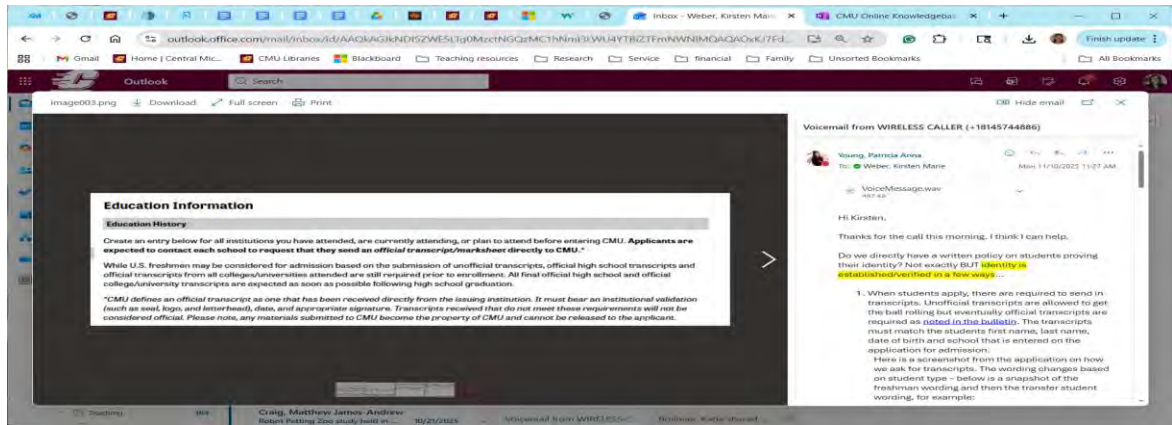
CAREERS AT CMU

SOCIAL MEDIA DIRECTORY

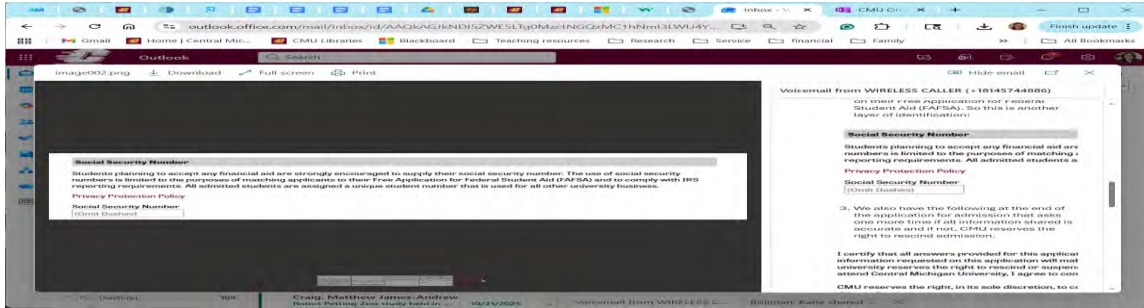


When students apply, there are required to send in transcripts. Unofficial transcripts are allowed to get the ball rolling but eventually official transcripts are required as noted in the bulletin. The transcripts must match the students first name, last name, date of birth and school that is entered on the application for admission.

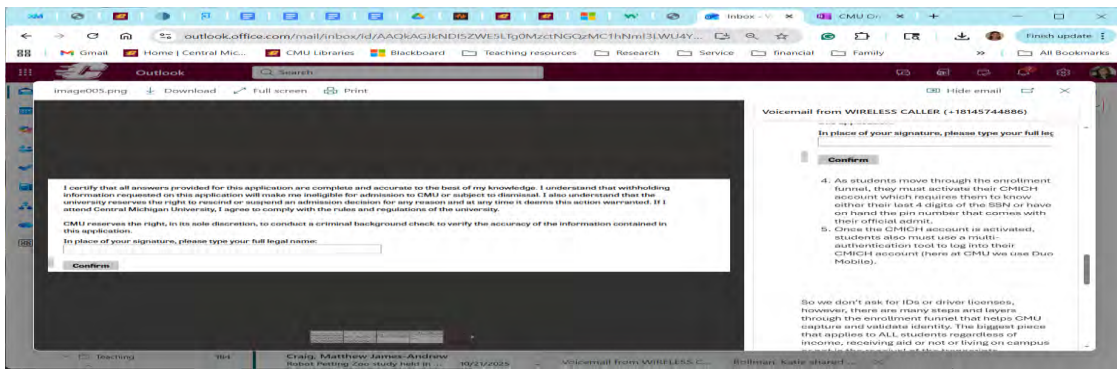
Here is a screenshot from the application on how we ask for transcripts. The wording changes based on student type – below is a snapshot of the freshman wording and then the transfer student wording, for example:



The SSN on the application is optional. However, to receive Financial Aid the SSN must be provided and match what is put on their Free Application for Federal Student Aid (FAFSA). So this is another layer of identification:



We also have the following at the end of the application for admission that asks one more time if all information shared is accurate and if not, CMU reserves the right to rescind admission.



As students move through the enrollment funnel, they must activate their CMICH account which requires them to know either their last 4 digits of the SSN or have on hand the pin number that comes with their official admit.

Once the CMICH account is activated, students also must use a multi-authentication tool to log into their CMICH account (here at CMU we use Duo Mobile).

There are many steps and layers through the enrollment funnel that helps CMU capture and validate identity.

Home / ... / [CMU Online Student Resources](#) / [Get Started with CMU Online](#)

# GET STARTED WITH CMU ONLINE

Becoming a student and enrolling in courses can seem overwhelming, but CMU's friendly staff is ready to help every step of your journey. Just follow the simple steps below to start accomplishing your goals today.

## Set-up Global ID

Once admitted, you need to activate your [Global ID](#) and CMU email account. For assistance, contact the CMU Help Desk at 800-950-1144, ext. 3662. Your Global ID grants access to CMU systems like the student portal, CMU email and Blackboard. It is important to check your CMU email daily.

## Complete new online student orientation

Begin your educational journey at CMU by completing the online student orientation. This orientation is specifically designed for new students pursuing their programs online. You'll receive essential information about CMU's resources, systems, processes, and important contacts that are crucial to your success as an online student.

[COMPLETE ORIENTATION](#)

## Financial steps

If you will use financial aid please complete the [Free Application for Federal Student Aid \(FAFSA\)](#) form to determine your eligibility for grants and loans. Be sure to include **CMU's school code: 002243**.

Undergraduate students may be eligible for financial as long as they are enrolled in 6 credit hours per semester. Graduate students may be eligible as long as they are enrolled in 5 credit hours per semester.

After your financial aid has been awarded, you must complete loan counseling and a promissory note. You must also set up Direct Deposit for any refunds or credits you may have come throughout your tenure as a CMU student.

CMU also offers a convenient, interest-free payment plan that allows tuition due to be paid in monthly installments.

Find more information on your total estimated costs on our [Cost of Attendance](#) page.

## Access CMU Bulletin

You are responsible for understanding the process and policies detailed in your [CMU Bulletin](#) that govern your coursework and education at CMU.

## Transfer credit evaluation

Your official transcripts will be reviewed for any credits previously earned from a regionally accredited institution that are applicable to your intended CMU program. A transfer credit evaluation will be sent to your CMU email.

## Degree plan

Once you have Conditional or Regular admission, your academic advisor will develop your individual degree plan unless you are a



cohort student. Your plan lists the courses needed to complete your degree and will be updated on [Degree Progress](#).

Cohort students will receive a registration agreement from CMU Online that details the course plan and are assigned faculty advisors for most programs.

## Register for classes

Once you have an admission status, you can register for classes during the [appropriate registration period](#) using the [Course Search and Registration System](#). If you are a cohort student, the CMU Online team will register you based on the registration agreement you signed and returned.

### HOW TO REGISTER

## Order textbooks

Once enrolled, you can order textbooks through the [CMU Bookstore](#).

## Review syllabus

Review the course syllabus for all enrolled courses to ensure you understand requirements and expectations.

## Online preparation

Visit the [Online Learning Resource Center](#) for resources, important links and downloads, [Library Services](#), and success tips to maximize your CMU experience.

### Contact Us

#### IN THIS SECTION



EMAIL

#### ALSO OF INTEREST

[ONLINE LEARNING RESOURCE CENTER](#)

[GLOBAL ID AND EMAIL FOR NEW FACULTY](#)

[ALUMNI EMAIL AND GLOBAL REGISTRATION](#)



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859



2023-2024

# MONEY MATTERS

YOUR FINANCIAL RESOURCE GUIDE



**CENTRAL**  
MICHIGAN UNIVERSITY

# Welcome to **CENTRAL MICHIGAN UNIVERSITY!**

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This short guide will provide you with the steps and resources to help you attain financial wellness throughout your academic career.

## **ONECENTRAL**

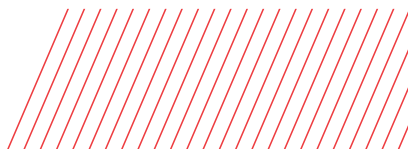
Bovee University Center 119

Tel: (989) 774-3618

Fax: (989) 774-1452

[onecentral@cmich.edu](mailto:onecentral@cmich.edu)

[cmich.edu/billing](http://cmich.edu/billing)



# OneCentral Your One-Stop Shop

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OneCentral exists to provide excellent service to our students by bringing together the services of the Office of Scholarships and Financial Aid, Student Account Services and University Billing, and the Registrar's Office, all in one location.

- Walk-in consultations provide students the flexibility to stop in when it's convenient.
- Optional appointments allow students to meet with advisors virtually or by phone no matter where they are studying from.

OneCentral Advisors are a valuable resource for almost any question you have about CMU, with additional expertise about:

- Financial Aid
- Billing
- Registration

With their vast knowledge and experience, OneCentral advisors assist students and their supporters to create an individualized financial plan and evaluate future finances for their education.



# What is CentralLink?

---

**CentralLink.cmich.edu** is the portal that allows direct access to information that relates to your student needs. To get personalized information on CentralLink, you will need your CMU Global ID and password. This site is the gateway to all of the online resources you will need here at CMU!

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## WHY CHECK MY EMAIL ALREADY?

CMU is already communicating with you about various steps you need to take or opportunities available to you! If you aren't checking your CMU email, you may be missing out.



**[mail.cmich.edu](mailto:mail.cmich.edu)**

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## WHAT IS QUIKPAY?

QuikPAY is our online payment processor where you can view your account details and billing statements, make payments, authorize payers and sign up for the CMU Payment Plan. Get there in one click in CentralLink: log in and then click on the dollar amount under "Current Amount Due" in your Student Quick View.

**IMPORTANT: If you would like someone else to make a payment on your account, you'll need to make them an authorized payer.**

---

# Student Account Checklist

## AUTHORIZING A PAYER

Authorize your supporters who will help with billing so they can review your bill, receive statement notifications, and speak to a representative about your billing account. In CentralLink, click the dollar amount displayed under Current Amount Due, then select “Authorize Payers” to add a new payer.

## REVIEW PRE-BILLING ESTIMATE

Check here for an estimate of your semester bill that includes information about:

- Tuition and fees
- Housing and meal plan expenses
- Expected financial aid



[prebillingestimate.apps.cmich.edu](https://prebillingestimate.apps.cmich.edu)

This does not include an estimate for book purchases. We estimate \$620 per semester for book costs (not every student will spend this amount every semester). If you are using the CMU Payment Plan, please remember to add estimated book charges.

## CREATE A FINANCIAL PLAN

**How will you pay?** After reviewing your Pre-Billing Estimate, determine which route you will take:

- Pay your bill in full by the deadline indicated on your electronic billing statement
- Sign up for the CMU Payment Plan (your option for monthly payments)

You may consider additional loan options if your financial aid package leaves you with out-of-pocket expenses:

- Parent PLUS Loan
- Alternative/Private Loan

## SELECT YOUR REFUND METHOD

CMU has partnered with BankMobile to provide refunds to students with credit balances. You **must** select a refund method in CentralLink regardless of whether or not you anticipate a refund. You may use an existing bank account, or sign up for the BankMobile Vibe Account.

## REVIEW YOUR STUDENT ACCOUNT REGULARLY

Please be aware that you may receive additional bills even after your tuition is paid (e.g., adding a class, charging a book, increasing flex dollars). Make it a habit to review your account **every** month when you receive an email notification that your billing statement is ready to view.

## WE'RE HERE TO HELP

Visit OneCentral located in the Bovee University Center 119 for all of your financial aid, billing, and registration needs. Here you will receive advice and direction on your individual account needs.

### ONECENTRAL

Bovee University Center 119

Tel: (989) 774-3618

Fax: (989) 774-1452

[onecentral@cmich.edu](mailto:onecentral@cmich.edu)

[cmich.edu/billing](https://cmich.edu/billing)



# Office of Scholarships and Financial Aid

Navigating college finances can be complex, but the Office of Scholarships and Financial Aid offers services to help you maneuver the scholarship, grant, loan, and financial aid processes.

## FINANCIAL AID CHECKLIST

### » COMPLETE THE FAFSA

If you'd like to be considered for federal loans and grants, as well as some state and institutional aid, you must complete a Free Application for Federal Student Aid (FAFSA).

To complete your application, visit [studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa).

### » UPDATE YOUR FINANCIAL RECORD

The Office of Scholarships and Financial Aid must be able to match your FAFSA record with your CMU admission record.

**If you did not provide your Social Security Number on your admission application, please contact the Registrar's Office at (989) 774-3261 to update this information.**

### » REVIEW YOUR AID OFFER:

You will receive an email **to your CMU email address** alerting you to view your Financial Aid Portal online in CentralLink. You can view this aid offer by clicking "My Account," then "My Billing Statement and Financial Aid" or by visiting [financialaidportal.apps.cmich.edu](https://financialaidportal.apps.cmich.edu).

### » SCHOLARSHIPS

Please notify CMU about scholarships you were awarded outside of Central Michigan University. You may send an email to [financialaid@cmich.edu](mailto:financialaid@cmich.edu) or update your Financial Aid Portal.

### » ADJUST YOUR FINANCIAL AID:

You may reduce or decline any unneeded aid through the Financial Aid Portal or by emailing [financialaid@cmich.edu](mailto:financialaid@cmich.edu).

## » VERIFICATION

The U.S. Department of Education may require documentation to verify information submitted on your FAFSA. If selected, you will receive email communication from CMU requesting the necessary documentation; additionally, any required documents will be listed under "Actions" on your Financial Aid Portal.

If your household income has changed since 2021, ask about a Special Circumstance Appeal.

## » ACTIVATE LOANS

If you wish to use the Federal Direct Loans offered by the Department of Education, the following must be completed:

- **Entrance Counseling**  
[studentaid.gov](http://studentaid.gov)
- **Master Promissory Note:**  
MPN for Undergraduates  
[studentaid.gov](http://studentaid.gov)

## » ADDITIONAL RESOURCES

If the financial aid you receive from CMU leaves you with out-of-pocket expenses, you and/or your supporters may decide to pursue additional funding options.

- **CMU Payment Plan:**  
Enroll through CentralLink
- **Parent PLUS Loan:**  
A parent may apply at [studentaid.gov](http://studentaid.gov)
- **Alternative/Private Loan:**  
Loans offered through private lenders

### OFFICE OF SCHOLARSHIPS AND FINANCIAL AID

Warriner Hall 202

Tel: (989) 774-3674

Fax: (989) 774-3634

School Code: 002243

[financialaid@cmich.edu](mailto:financialaid@cmich.edu)

[financialaid.cmich.edu](http://financialaid.cmich.edu)

# A look at the Costs

## DIRECT COSTS FOR ATTENDING CMU

Student decisions will determine the cost for each individual. Stop into OneCentral to review your expenses today!



**\$14,440**  
Tuition and fees\*



**\$12,150**  
Room and board\*\*



**\$1,240**  
Books and supplies

## ADDITIONAL COSTS TO CONSIDER:

- Bookstore purchases
- Parking permit
- Personal items for residence halls
- Computer purchase
- Personal expenses (restaurants, travel, etc.)
- Additional printing charges

## UNDERGRADUATE 2023-2024 TUITION RATES\*\*\*

- Resident undergraduate lower level (new, first-year students from anywhere in the U.S. with fewer than 56 credit hours) **\*\*\* \$440/credit hour**
- Resident undergraduate upper level (new students from anywhere in the U.S. with 56 credit hours or more) **\*\*\* \$474/credit hour**

\* 15 credits per semester, 30 credits per year at the domestic rate for under 56 credits, estimated at time of publishing.

\*\* Based on unlimited meal plan in standard residence hall estimated at time of publishing.

\*\*\* Tuition and room and board costs are an estimate based on rates for 2022 - 2023.

Rates for 2023 - 2024 will be set before start of the fall semester.

# Pre-Billing Estimate

Use the Pre-Billing Estimate to review expected costs and to make a financial plan.


 [prebillingestimate.apps.cmich.edu](http://prebillingestimate.apps.cmich.edu)

### Tuition & Fees

Course	Credit Hours	Tuition	Fees
ANT 221 - Cultures of Latin America	3	\$1,275.00	\$0.00
BLR 222 - Search for Racial Justice through Law	3	\$1,275.00	\$0.00
MTH 105 - Intermediate Algebra	3	\$1,275.00	\$12.00
HST 226WI - Women in America	3	\$1,275.00	\$0.00
MUS 116 - Music & Cartoons: Warner Bros. to Disney	3	\$1,275.00	\$0.00
<b>Subtotal</b>	<b>15</b>	<b>\$6,375.00</b>	<b>\$12.00</b>
<b>Student Services Fee</b>			<b>\$225.00</b>
<b>Total Tuition &amp; Fees</b>			<b>\$6,612.00</b>

### Housing

Housing	Cost
Carey	\$3,104.00
<b>Meal Plan</b>	<b>Cost</b>
Central 19	\$2,696.00

 Have you made your housing payment of \$350.00?

**Total Housing** **\$5,800.00**

**Estimated Total Charges** **\$12,412.00**

### Financial Aid

Scholarships	Amount
MICHIGAN COMPETITIVE SCHOLARSHIP	\$500.00
MAROON & GOLD MERIT RECOGNITION SCHOLARSHIP 50	\$3,187.00
<b>Grants</b>	<b>Amount</b>
CMU TRADITIONS GRANT	\$825.00
ESTIMATED FEDERAL PELL GRANT	\$3,248.00
<b>Loans</b>	<b>Amount</b>
FEDERAL DIRECT SUBSIDIZED LOAN**	\$1,750.00
FEDERAL DIRECT UNSUBSIDIZED LOAN**	\$1,000.00
FEDERAL DIRECT UNSUBSIDIZED LOAN ADDITIONAL**	\$2,000.00
<b>Total Financial Aid</b>	<b>Credit \$12,510.00</b>
<b>Total Payments</b>	<b>\$0.00</b>

**Estimated Total Credits** **\$12,510.00**

**Estimated Total Refund** **\$98.00**

# Important Dates

## FALL IMPORTANT DATES

Stay up to date on important spring dates by checking [cmich.edu](https://cmich.edu).



**May 1, 2023**

First installment for fall housing and meal plan due

**Sep 6, 2023**

Statement for Fall 2023 tuition available

**October 2, 2023**

Fall 2023 tuition and housing & meal plan due

## CMU PAYMENT PLAN - ENROLL THROUGH QUIKPAY

Consider enrolling in a payment plan for any out-of-pocket costs you owe.

### FALL PLAN OPENS JUNE 1

LAST DAY TO ENROLL	# OF PAYMENTS	DURATION	FIRST PAYMENT DUE
<b>July 5</b>	5	July-Nov	July
<b>Aug 5</b>	4	Aug-Nov	Aug
<b>Sep 5</b>	3	Sep-Nov	Sep

### SPRING PLAN OPENS NOV 1

LAST DAY TO ENROLL	# OF PAYMENTS	DURATION	FIRST PAYMENT DUE
<b>Dec 5</b>	5	Dec-Apr	Dec
<b>Jan 5</b>	4	Jan-Apr	Jan
<b>Feb 5</b>	3	Feb-Apr	Feb

 [cmich.edu/cmupaymentplan](https://cmich.edu/cmupaymentplan)

### STEPS FOR AUTHORIZED PAYERS TO ENROLL:

- Log into QuikPAY Authorized Payer at [quikpay.cmich.edu](https://quikpay.cmich.edu)
- Select the "Payment Plan" link on the left navigation menu.

### STEPS FOR STUDENTS TO ENROLL:

- Log into CentralLink at [centrallink.cmich.edu](https://centrallink.cmich.edu).
- Select the "My Account" link in the top right corner.
- Select the "Pay/View My Bill" link. This will direct you to QuikPAY.
- Select the "Payment Plan" link on the left navigation menu.

# Financial Wellness Collaborative

Your financial well-being coincides with your success at Central Michigan University. The Financial Wellness Collaborative is a CMU initiative aimed at assisting students in financial education and wellness in college and beyond! There are a variety of costs associated with attending college – from student loans and textbooks to housing and utilities – and CMU is dedicated to helping students understand and manage their finances. For additional information and resources, visit [cmich.edu/financialwellness](https://cmich.edu/financialwellness).

## VISION STATEMENT

The Financial Wellness Collaborative envisions a campus culture where all students are able to pursue their degree with a financial plan and feel supported through graduation.

### CMU STUDENT FOOD PANTRY

The Student Food Pantry provides a valuable resource to alleviate the challenges and hardships that some CMU students encounter during their academic career. The Student Food Pantry is located by the North Campus Success Center on the lower level, underneath Robinson Residential Restaurant. For more information, please email [foodpantry@cmich.edu](mailto:foodpantry@cmich.edu).

### PRESENTATIONS FOR STUDENTS, CLASSES, ORGANIZATIONS, AND CLUBS ON CAMPUS

The Financial Wellness Collaborative's Peer Coaches are available to present on a variety of financial topics. These presentations provide opportunities to learn about the basics of budgeting, credit, loans, building a savings plan, understanding finances after college, and more! To request a presentation or learn more, visit [cmich.edu/ess](https://cmich.edu/ess)

## PEER COACHES

Peer Coaches are available to meet one on one with students, both virtually and in person, to create plans for their personal financial situations. Peer Coaches can assist students in creating budgets, savings plans, educating about credit, learning about their student loans, and more! Visit [cmich.edu/Peer Coaches to learn more](https://cmich.edu/Peer Coaches to learn more). For group peer coaching sessions, drop-in sessions are offered at the Volunteer Center for fall and spring semesters. For more information about drop-in sessions, please follow the Financial Wellness Collaborative on Engage Central: [cmich.edu/engage](https://cmich.edu/engage).

## iGRAD

iGrad, is a virtual financial wellness coach. This program is an accessible financial education tool with the goal of helping college students succeed in maintaining and improving their financial wellbeing through personalized courses, articles, and videos related to budgeting, credit, loans, investments, insurance accounts, and more.



# Your Financial Steps to Success

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- 1** Check your CMU email regularly
- 2** Complete the FAFSA
- 3** Submit verification documents if required
- 4** Review your financial award offer
- 5** Check your Pre-Billing Estimate at: [prebillingestimate.apps.cmich.edu](http://prebillingestimate.apps.cmich.edu)
- 6** Create your financial plan for college
- 7** Activate your federal loans
- 8** Become familiar with your scholarship renewal criteria
- 9** Set up supporters as Authorized Payer(s) in QuikPAY
- 10** Select your refund preference in CentralLink
- 11** Ask for help at OneCentral

← PASSWORDS



Chat with a Help Desk staff member during open hours.

Contact OIT

Need help? Have an idea?

Contact the OIT Help Desk  
Park Library 101  
Phone: 989-774-3662  
Email: [helpdesk@cmich.edu](mailto:helpdesk@cmich.edu)  
Submit a General Technical Support / Request ticket

# PASSWORDS

Establishing strong passwords on all accounts is a critical step in safeguarding personal and institutional data. In today's digital environment, weak passwords are one of the most common vulnerabilities exploited by cybercriminals, leading to data breaches and unauthorized access. A strong password combines length, complexity, and unpredictability, making it significantly harder for attackers to crack. At a university, where sensitive information like research data, personal records, and financial details are stored, enforcing robust password practices is essential to protect not only individual privacy but also the integrity of the entire institution's digital ecosystem.

## Policy

- [CMU Password Policy](#)

## Tips

- Never share your passwords with others.
- Use a unique password on every site.
- A longer password is a strong password.
- Consider using phrases instead of words.
- Create random passwords that includes words that are purposefully misspelled and/or aren't commonly associated with each other. (TurkeeB@conKanBeeTay\$tee2)
- Do not include readily available personal information (birthdates, pet or kid names, anniversaries, street addresses, etc.)
- If you maintain a list of passwords, make sure that electronic copies are password protected and physical copies are locked up. Utilize a password manager application.
  - Stores your passwords.
  - Alerts you of duplicated or similar passwords.
  - Generates strong passwords.
  - Auto-fills your credentials on your personal devices.

### Stop Online Crime with Strong Passwords






## Reset Password

Use this form to change your system (e-mail/calendar) password.

Last four digits of your social security number OR your PIN provided by Admissions:

Date of Birth (month, day, year):

   I'm not a robot 

Submit

### To Begin Password Reset

The password reset process begins by looking up your account with the details you provide. You may be asked to answer a CAPTCHA to confirm you are not a malicious bot.

If you are having difficulty please contact the [Help Desk](#) by emailing [helpdesk@cmich.edu](mailto:helpdesk@cmich.edu) or by calling (989) 774-3662.

#### General Account Information FAQ

[What services are affected if I change my password?](#)

[How long does it take for the password change to come into effect?](#)

[Where is the email link?](#)

[I am a new student - do I have a Global ID?](#)

[I am a new faculty/staff member - how do I receive my Global ID?](#)

[Is it mandatory to set the security question and answer?](#)

[Do I need to remember the security question and answer?](#)

[What if I forget my security answer?](#)

Title/Subject: **PASSWORD POLICY**

Applies to:  faculty  staff  students  student employees  visitors  contractors

Effective Date of This Revision: July 1, 2019

Contact for More Information: Office of Information Technology

Board Policy  Administrative Policy  Procedure  Guideline

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**BACKGROUND:**

Central Michigan University (“CMU”) user accounts are the first line of defense against external intrusion into its data, systems, and networks by unauthorized individuals. Constructing secure passwords and ensuring proper password management are essential. Poor password management and construction can allow both the dissemination of information to undesirable parties and unauthorized access to CMU resources. Poorly chosen passwords are easily compromised. Standards for proper password creation and management greatly reduce these risks.

**PURPOSE:**

This policy establishes the need for minimum standards for password creation and management. It applies to all CMU-owned systems and devices, and, as noted in the [Responsible Use of Computing Policy](#), to all systems and devices accessing CMU systems and Institutional Data.

**POLICY:**

CMU’s Office of Information Technology will create and maintain password standards consistent with industry best practices that will be used for access to CMU data, systems, and networks. These standards can be found at this link: [CMU Password Standard \(cmich.edu\)](#) Account holders and system administrators will protect the security of those passwords by managing passwords in a responsible fashion. System developers will develop systems that store or transmit password data responsibly and that use secure authentication and authorization methods to control access to accounts.

**ENFORCEMENT:**

Each CMU department/unit is responsible for implementing, reviewing and monitoring internal policies, practices, etc. to assure compliance with this Policy.

The Chief Information Officer (CIO) is responsible for enforcing this policy and is authorized to set specific password creation and management standards for CMU systems and accounts.

Title/Subject: **PASSWORD POLICY**

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**RELATED POLICIES AND OTHER RESOURCES:**

[Responsible Use of Computing Policy](#)

[Data Stewardship Policy](#)

[Information Security Policy](#)

**AMENDMENTS AND ADDITIONS:**

The CIO may approve exceptions to this policy. All amendments and additions to this policy will be drafted by a committee convened by the CIO and will be reviewed and approved by the Provost and the President. Changes in this policy will be appropriately publicized.

*Central Michigan University reserves the right to make exceptions to, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.*

**OVERVIEW:**

The CMU Password Policy establishes the position that poor password management or construction imposes risks to the security of University information systems and resources. Standards for construction and management of passwords greatly reduce these risks.

Pursuant to CMU's Password Policy, the following represent the expectations for any passwords in use or newly established at CMU. The standards below are effective on the date in the footer of this document and will remain in effect until this document is edited or replaced.

**PURPOSE:**

This document describes the acceptable standards for password construction and management.

**SCOPE:**

The requirements in this standard apply to passwords for any computing account on any university computing resource, to the user of any such accounts, and to system administrators and developers who manage or design systems that require passwords for authentication.

**STANDARD:**

1. Passwords will be between 10 and 60 characters in length, with preference for use of an entire passphrase where possible. Minimum strength and complexity requirements for Global ID passwords, depending upon length, are as follows:
  - Passwords of 10-11 characters in length require mixed case letters, numbers, and symbols
  - Passwords of 12-15 characters in length require mixed case letters and numbers
  - Passwords of 16-19 characters in length require mixed case letters
  - Passwords of 20 or more characters in length do not require additional complexity requirements
2. Passwords will not consist of well-known or publicly posted identification information. Names, usernames such as the Global ID, and ID numbers are all examples of well-known identification information that should not be used as a password.
3. Passwords will be unique to CMU accounts (don't use your CMU password anywhere else).
4. Passwords will be memorized and never written down or recorded along with corresponding account information or usernames. Use of a reputable encrypted password manager is acceptable and encouraged, although extreme care must be taken to protect access to said application.
5. Passwords will not be transferred electronically over the Internet using insecure methods. Wherever necessary, secure protocols including HTTPS, FTPS, IMAPS, etc. will be used.

6. Passwords will not be transferred or shared with others unless the user obtains appropriate authorization to do so (See **Responsible Use of Computing Policy**).

When it is necessary to disseminate passwords in writing, reasonable measures will be taken to protect the password from unauthorized access. For example, after memorizing the password, one must destroy the written record.

When communicating a password to an authorized individual orally, take measures to ensure that the password is not overheard by unauthorized individuals.

7. Systems will not be configured to allow user login without a password. Exceptions will be granted for specialized devices such as public access kiosks when these devices are configured with public user accounts that have extremely restricted permissions (e.g. web only) that are separate from administrative accounts.

8. OIT personnel will, in a timely manner, reset passwords for user accounts or require users to reset their own passwords in situations where continued use of a password creates risk of unauthorized access to the computing account or resource. Examples of these situations include, but are not limited to: disclosure of a password to an unauthorized person; discovery of a password by unauthorized person; system compromise (unauthorized access to a system or account); insecure transmission of a password; public exposure or breach of a password.

9. Default passwords for administrative accounts will not be used.

10. Application developers will, whenever possible, develop applications that require secure protocols for authentication.

11. Applications and services should, whenever practical, use OIT's supported Single-Sign On (SSO), instead of requiring the creation of additional unique user IDs and/or passwords.

12. The use of multi-factor authentication (MFA) is required for all CMU faculty, staff, and students to access most of CMU's online services. The use of additional authentication factors for other services are recommended where available.

#### **CONSEQUENCES AND SANCTIONS:**

Non-compliance with these standards may incur the same types of disciplinary measures and consequences as violations of other University policies, including progressive discipline up to and including termination of employment, or, in the cases where students are involved, reporting of a Student Code of Conduct violation.

Any device, system, or account that does not meet the security requirements outlined in this standard may be removed from the CMU network, disabled, etc. as appropriate until the device or system complies with this standard.

**EXCEPTIONS:**

Exceptions may be granted in cases where security risks are mitigated by alternative methods, or in cases where security risks are at a low, acceptable level and compliance with minimum security requirements would interfere with legitimate academic or business needs. Exceptions must be approved by the Information Security Office. To request a security exception, contact the CMU Help Desk.



Chat with a Help Desk staff member during open hours.

**Contact OIT**

**Need help? Have an idea?**

Contact the OIT Help Desk  
Park Library 101  
Phone: 989-774-3662  
Email: [helpdesk@cmich.edu](mailto:helpdesk@cmich.edu)  
Submit a General Technical Support / Request ticket

# MULTI-FACTOR AUTHENTICATION (MFA)

Multi-Factor Authentication (MFA), also referred to as two-factor authentication or two-step verification, is a critical tool for protecting the security of personal, academic, and professional systems. By requiring multiple forms of verification, MFA adds an extra layer of defense beyond just a password, making it much more difficult for unauthorized users to access sensitive information. While in the process of logging into a device, website, or system, a code or prompt is sent via text, email, or mobile app. The recipient must interact via another device, application, or interface to complete the process. In fact, even if you're not familiar with the term, MFA is common enough today that you are probably using it without even thinking about it. MFA is offered (or even required) for most online banking accounts, and it's available on every popular social media platform.

In a university setting, where users interact with everything from personal data, homework, and academic records to research and professional communications, MFA helps to ensure that important systems are secure. This additional security measure helps safeguard against phishing, hacking, and data breaches, helping to maintain the integrity and confidentiality of university operations.

## Make Your Accounts Safer with Multi-Factor Authentication (MFA)



## Duo Security at CMU

Duo Security is CMU's primary service for providing MFA when logging into university services. With Duo MFA, your mobile phone is most commonly used as the second factor. Just install the Duo Mobile app, and you will receive a prompt on your mobile phone that you can use to verify that you are the person accessing your account. For additional information on how to set this up, please see our [Duo Security MFA: Multi-Factor Authentication \(MFA\) Setup and FAQs](#) article in the [OIT Knowledge Base](#).

## Frequently asked questions

- How do I change devices or add a new device for MFA? +
- Who is required to use Duo MFA at CMU? +
- I'd rather not use MFA; can I just accept the security risks? +
- When do I need to log in using MFA? +

- How often do I need to use MFA?** +
- What should I do if I receive a Duo request when I am not actively logging into something?** +
- What counts as being "on campus" for MFA purposes?** +
- Do I have to use my smartphone for this?** +
- Can I use multiple devices with Duo Mobile?** +
- How much data does it take to use Duo Mobile?** +
- Can I receive a text message with a code instead?** +
- Can I use another authenticator app instead of Duo Mobile?** +



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

[FACULTY & STAFF DIRECTORY](#)

[DEPARTMENTS A-Z](#)

[MAPS & DIRECTIONS](#)

[CAREERS AT CMU](#)

[NEWS](#)

[EVENTS](#)

[GIVING](#)

[SOCIAL MEDIA DIRECTORY](#)



## Multi-Factor Authentication - DUO

### Overview

Multi-Factor Authentication (MFA) is a security measure that requires the use of two separate factors to prove your identity for access to a system or service. Typically, these are something you know, such as your username and password, along with something you have, such as your smartphone or hardware token. MFA is essential for protecting both your personal and our university's sensitive information. It adds an extra layer of security, making unauthorized access much more difficult. Using MFA is one of the most effective security improvements you can make for any online account. CMU requires all current students, faculty, and staff members to use MFA not only for the protection of their own accounts, but also for the protection of everyone else's accounts. For the safety and security of everyone at CMU, it is not possible to opt out of using MFA.

### Prior to MFA

Staff members were provided the ability to self-enroll in DUO MFA starting Monday, July 27, 2020, with all staff members required to be enrolled beginning September 1, 2020. Faculty self-enroll became available on September 1, 2020, with all faculty required as of January 25, 2021. Student self-enroll became available on April 5, 2021, with all students required to be enrolled as of September 13, 2021.

Prior to enrollment in MFA, the average number of account compromises discovered and mitigated by the Office of Information Technology per month were as follows:

Staff/Faculty: 46  
Students: 140

### Effectiveness of MFA

Over the last calendar year (November 2024 – November 2025) the number of account compromises discovered and mitigated per month on average were as follows:

Staff/Faculty: 1.5  
Students: 17

This demonstrates a **97% decrease** in staff/faculty account compromises, and an **88% decrease** in account compromises for students.

# FREQUENTLY ASKED QUESTIONS ABOUT CENTRALCARD

Find answers to frequently asked questions about meal plans and other CentralCard services.

## How do I get my Central Mobile ID?

The first step is to submit your ID photo prior to provisioning your Central Mobile ID. Click [here ID Photo Submission](#). You will receive an email notification to your cmich email once your photo has been approved.

Next follow the instructions by clicking [here Central Mobile ID](#) to provision your Central Mobile ID. If you have any questions, please contact the CentralCard Office at 989-774-3484.

## How do I get my Central ID Card?

Compatible devices for the mobile ID include the iPhone and/or Apple Watch, Android, and Samsung. If your device is not compatible with the [Transact eAccounts](#) mobile app, no worries. Please stop into the CentralCard Office located in the Bovee University Center, room 209, and we can assist you with a physical ID card. One form of photo identification is required, and you must be enrolled in at least one credit. The CentralCard Office hours are Monday - Friday, 8 a.m. to 5 p.m., with the exception of weekends and holidays.

## What costs are associated with the Central Mobile ID or Central ID card?

There is no fee for the Central Mobile ID.

If you do not have a compatible device to provision the Central mobile ID, a physical Central ID card can be issued to you. Your first Central ID card is free. There is a fee to replace a lost, stolen, or damaged ID card.

## I lost my mobile device or Central ID card. What are my options?

If you lost your mobile device or physical ID card, deactivate your ID by clicking [here on Transact eAccounts](#) or notifying the CentralCard Office at 989-774-3484 during office hours, Monday - Friday, 8 a.m. to 5 p.m., with the exception of weekends and holidays. If you are unable to locate your physical Central ID card, there are two options:

- Purchase a replacement Central ID card. (Note once a replacement card is purchased, the lost/stolen or damaged ID card cannot be reactivated.)

- Request a temporary ID card can be issued to you. A fee applies. This card is valid for seven days, and it must be returned to the CentralCard Office. A late fee will be charged to your university account for non-return. The privileges for which a temporary ID card can be used is limited. Please inquire with the CentralCard Office.

## **I lost my Central ID card and purchased a new ID, then I lost the new ID but found the old ID. Can I still use it?**

Unfortunately no. For security purposes, any prior ID card is permanently deactivated. If you cannot find the replacement ID card, you will need to purchase another replacement.

## **Can I lend my Central Mobile ID or Central ID Card to a friend?**

No. Your Central Mobile ID or Central ID card is strictly for your use ONLY. Shall policy not be followed, a \$25 misuse fee will be charged to your university student account; and the incident will be reported to the Office of Student Conduct.

## **I attended orientation, but I forgot to provision my Central Mobile ID. What do I do?**

No worries. The first step is to submit your ID photo prior to provisioning your Central Mobile ID by clicking here on [ID Photo Submission](#). You will receive an email notification to your cmich email once your photo has been approved.

Next follow the instructions by clicking here on [Central Mobile ID](#) to provision Central Mobile ID. If you have any questions, please contact the CentralCard Office at 989-774-3484.

## **I am unable to set up the Central Mobile ID due to a stale request; how can I fix this?**

If you run into a "stale request", simply swipe left to right on your phone to bring the setup process back one page and then select "CMICH SSO" to login.

## **I added FLEX Dollars onto my Central ID, but why are they not on there?**

For orders placed online, please allow 24 hours, Monday - Friday (except weekends and holidays), for the order to be processed. For inquiries, please contact the CentralCard Office.

Our office hours are Monday - Friday, 8 a.m. to 5 p.m. To check your FLEX balance, click on [Transact eAccounts](#), ask a cashier for a receipt at any on-campus retail location, or contact the CentralCard Office.

## Do Meal Plans and FLEX Dollars carry over from semester to semester?

Meal plans do not carry over from semester to semester. Meals must be used during the semester they were purchased and intended for. Any unused meals are non-refundable.

FLEX Dollars carry over from fall to spring semester (one academic year). Any unspent FLEX Dollars will be cleared from your Central ID in May each year. These funds are non-refundable.

## Where can I obtain more information about meal and flex memberships?

Simply click the CMU campus dining link below.

[CMU DINING SERVICES](#)

### CentralCard Office

Bovee University Center 209

IN THIS SECTION



Phone: 989-774-3484

Email: [centralcard@cmich.edu](mailto:centralcard@cmich.edu)

Hours: Mon.—Fri. | 8:00 a.m.—5:00 p.m.



← **CERTIFIED TESTING CENTER**

- TESTING CENTER HOURS, DIRECTIONS AND PARKING
- SCHEDULING AN APPOINTMENT AT THE TESTING CENTER
- CLEP TESTING
- COMPETENCY TESTING
- NATIONAL CERTIFICATION AND STANDARDIZED TESTING
- PROCTORED EXAMS FOR CMU COURSES
- FREQUENTLY ASKED QUESTIONS ABOUT THE CERTIFIED TESTING CENTER

## Welcome to the Certified Testing Center

Our testing center is nationally certified through the National College Testing Association (NCTA) and offers various testing services for Central Michigan University students, prospective students, alumni, faculty, and external testing candidates. We are committed to providing quality testing services to our clientele. All tests are administered in compliance with the NCTA Professional Standards and Guidelines.

### Our services

- Online proctored exams for CMU students. Students can designate a proctor for approval, schedule exams, and access information for proctored courses and/or Respondus Lockdown Browser.
- Proctored exams for non-CMU students for a fee.
- CLEP tests for college credit are available to CMU and non-CMU students.
- Proctoring for national standardized and certification testing.
- Administration of the CMU Math Competency Exam.
- Student Disability Services testing. Students must register and be approved for accommodation through Student Disability Services. For information call 989-774-3018.
- Proctoring for make-up exams for CMU Courses. Make-up exams require approval by each course instructor. Instructors with questions for administering make-up exams should [contact the Certified Testing Center](#).

**Contact Information**

**Katharine Lesica-Gardner**  
Test Center Coordinator  
Park Library 319  
989-774-1092 or 989-774-4461  
[testingcenter@cmich.edu](mailto:testingcenter@cmich.edu)

**CONTACT THE TESTING CENTER**

**Hours, Directions, and Parking**

**LEARN MORE**

**National Certification and Standardized Testing**

**LEARN MORE**

**Scheduling an Appointment**

**LEARN MORE**

**Proctoring**

**LEARN MORE**



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*The mission of the Certified Testing Center is to support engaging learning by professionally administering examinations to students and non-students ensuring confidentiality in an ethical, secure, and accessible environment. The Certified Testing Center adheres to the National College Testing Association (NCTA) Professional Standards and Guidelines.*



# IDENTIFYING AND DESIGNATING A PROCTOR

Acceptable proctors include:

- CMU Off-Campus Center
- CMU Online Staff (pre-approved)
- Local librarians
- Military/industry education or testing centers
- School/college counselors, administrators, and teachers

Friends, relatives, direct supervisors, co-workers, or anyone the student has a personal relationship with are not qualified proctors and will be denied. Any individual who cannot provide a suitable testing environment will also be denied as a proctor. Contact information – phone and email address – must be affiliated with the proctor's organization.

CMU reserves the right to deny any proctor or assign proctors to students as necessary. If you have questions about a prospective proctor, contact the Certified Testing Center at 989-774-1092 or email [testingcenter@cmich.edu](mailto:testingcenter@cmich.edu) for clarification.

## To designate a proctor for approval

1. Login to the [Proctor Designation System](#).
2. Once logged in, the screen will display your customized information.
3. Click the Add Proctor tab.
4. Complete the information by entering the zip code for the proctor's location; choose a proctor location – Mt. Pleasant campus or another location. If choosing another location, you'll then select the proctor type – CMU Off-Campus Center or Non-CMU Proctor.

## Proctor type: CMU or non-CMU proctors

1. CMU proctors at the campus Testing Center and our off-campus locations (formerly known as Global Campus) are automatically approved.
2. Non-CMU Pre-approved Proctors are proctors who have been previously approved by CMU. Students will need to double-check that the proctor is still available, schedule exams directly with the proctor, and comply with requirements and/or costs associated with Non-CMU proctors.
3. A Non-CMU Proctor, not already listed, requires submission for approval. Select Submit a Proctor for Approval through the designation form and include all information that is listed. Students will receive an email from CMU with approval or denial within 2 business days. Students must schedule exams directly with the proctor and comply with requirements and/or costs associated with Non-CMU proctors.

## Exam instructions and passcodes emailed to approved proctors

1. Exam instructions and passcodes are sent to approved proctors during WEEK 1 of the term.
2. If a proctor designation is received after WEEK 1 of the term, exam instructions, and passcodes are emailed to the proctor within 2 business days after approval.

# FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the date the university receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or another appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

1. The right to request the amendment of the student's educational records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Students may ask the university to amend a record they believe is inaccurate or misleading. They should write the university official responsible for the record; clearly identifying the part of the record they want to be changed and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

1. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception which permits disclosure without consent is disclosure to university officials with legitimate educational interests and/or needs to review an educational record in order to fulfill his or her professional responsibility. A university official for the purpose of this policy is defined as follows:

- members of the faculty
- members of the professional, executive, and administrative staff
- members of the Central Michigan University Police Department in an emergency if knowledge of the information is needed to protect the health and safety of the student
- students, when properly appointed as members of a hearing panel or screening committee
- representatives of the State Auditor General or Department of Education when performing their legal function
- a person or company with whom the university has contracted (e.g. attorney, auditor, or collection agent) but limited to only the specific student information needed to fulfill their contract
- others as designated in writing by the President, a university Vice President or Dean

Upon request, the University discloses educational records without a student's consent to officials of another school in which a student seeks to enroll.

Another exception that permits disclosure without consent is when the information consists solely of "Directory Information." Directory information may be published or released by university faculty and staff at their discretion. Unless a student specifically directs otherwise, as explained more fully in paragraph (4) below, Central Michigan University designates all of the following categories of information about its students as "Directory Information":

- a. name, campus address, home address, telephone listing, and campus e-mail address;

- b. state of residence;
- c. age, and date and place of birth;
- d. major field of study, including the college, department, or program in which the student is enrolled;
- e. classification as a freshman, sophomore, junior, senior, graduate, specialist or doctoral student;
- f. enrollment status (full-time, half-time, less than half-time);
- g. participation in officially recognized activities and sports;
- h. weight and height of members of athletic teams;
- I. dates of attendance and graduation, and degrees received;
- j. the most recent educational institution attended;
- k. honors and awards received, including selection to the Semester Honors or President's list, honorary organization, or the G.P.A. range for the selection;
- L. image or likeness of a student if captured during a Central Michigan University-sponsored event, activities, or public events held on any Central Michigan University campus location.

1. A student has the right to refuse the designation of all categories of personally identifiable information listed above (a. through k.) as Directory Information. Due to the public nature of item L, removal of the image or likeness of the student may not be feasible. If a student exercises this right, it will mean that no Directory Information pertaining to the student will be published or otherwise released to third parties without consent, a court order, or a subpoena.

Any student wishing to exercise this right must inform the Registrar's Office in writing by September 1 regarding the withholding of all categories of personally identifiable information with respect to that student. This will ensure that their name will not appear in the printed Central Michigan University Directory. Requests after this date will be processed and although it will not impact the printed directory it will remove the student's information from the online directory. Once a student has requested the withholding of information, "Directory Information" will be withheld until they submit another request in writing to remove it.

2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Central Michigan University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office**

U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-5901

**REQUEST TO WITHHOLD DIRECTORY INFORMATION**

**AUTHORIZATION TO RELEASE INFORMATION**

**Registrar's Office**

Warriner Hall 212

**IN THIS SECTION**

[records@cmich.edu](mailto:records@cmich.edu)

### Updates to this policy

We may update or change this policy at any time. Your continued use of this site after any such change indicates your acceptance of such changes.

**Last modified:** Feb. 9, 2022

# PRIVACY POLICY

Central Michigan University has created this Privacy Notice to explain why we collect particular information and how we will protect your personal privacy when you visit our websites. The following discloses our information gathering and dissemination practices for all University websites and servers. To fully understand your rights, we encourage you to read this Privacy Notice. The University reserves the right to modify this Privacy Notice at any time, and we encourage you to frequently check this page for any changes to this Privacy Notice.

## Scope

This Privacy Notice applies to all University owned websites, domains, services, applications and technology products, except that a privacy notice specific to another Division, department or unit of the University will supplement and may supersede this Privacy Notice.

## Links to other sites

Our site contains links to other websites maintained or controlled by third parties. Please note that when you click on one of these links, you are entering another website for which the University has no responsibility. We encourage you to read the privacy notices on all third-party sites as their policies may be different than ours.

We may also provide social media features that enable you to share information with your social networks and to interact with the University on various social media sites. Please note that when you share your information on these social media sites, you are entering a third-party site for which the University has no responsibility. In addition, your use of these features may result in the collection or sharing of information about you, depending on the feature, by the third-party social media site. We encourage you to review the privacy policies, notices and settings on the social media sites with which you interact to make sure you understand the information that may be collected, used and shared by those sites.

## Collection of personal information

Personal information is any information that personally identifies you or from which you could be identified. This may include information related to you that can be identified, directly or indirectly, by reference to an identifier such as an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental economic, cultural or social identity of you.

The University collects, exports, and uses personal information as described in this Privacy Notice.

## Cookies

A cookie is a small data file stored in your browser when you visit a website or access an application. The University sends cookies when you visit any of our sites or sites where our ads appear. Accepting the cookies used on our site, or sites on which our ads appear, may give us access to information about your browsing behavior, which we may use to personalize your experience. Cookies are typically classified as either "session" cookies or "persistent" cookies.

Session cookies do not stay on your computer after you close your browser. Persistent cookies remain on your computer until you delete them or they expire.

The University's websites, web pages and applications' use of cookies is limited to purposes related to gathering session data and analytics and may make use of persistent cookies connected to user accounts.

Most browsers automatically accept cookies by default, but you can usually refuse cookies or selectively accept cookies by adjusting the preferences in your browser (please refer to your browser's help function to learn more about cookie controls). If you turn off cookies, there may be some features of our site that will not be available to you, and some web pages may not display properly.

When you log in to the University's website, we store a unique random number as a session cookie. As a user loads each subsequent page, that number is used to verify and track that you are logged in by the unique random number assigned. This session cookie is stored until you log out or the browser window is closed.

When you log into the University's website using your university assigned credentials, you will be provided the option to store your login credentials for your next session.

## Web beacons

Web beacons (also known as pixel tags, internet tags, clear GIFs, or single-pixel GIFs) and embedded scripts are other technologies that we use on our websites and in our applications, as well as in some of our emails and ads.

Web beacons (or "tags") are bits of programming code included in web pages, emails, and ads that notify us (or the companies that help us run our business) when those web pages, emails, or ads have been viewed or clicked on. Embedded scripts are bits of programming code included within some of our web pages that measure how you use those web pages, such as

which links you click on. We use this information to improve our websites and online services, tailor our websites and online services to your likely interests, and conduct market research. You may be able to turn off scripting functionality, such as JavaScript, within your browser (please refer to your browser's help function).

## Advertising and retargeting on third-party websites

The University contracts with service providers to place ads on websites owned by third parties. These service providers may send third-party cookies from—and use web beacons on—their websites, as well as on the University's website. These cookies and web beacons may enable the University to collect information about the pages you viewed and the links you clicked on in order to target paid media advertising. At times, these third-party websites may advertise to previous visitors that visited the University's website but did not complete a task on our site, for example, finishing a contact form to make an inquiry.

Most web browsers include a "Do Not Track" feature that offers you the ability to inform websites and ad networks that you do not want your online activities tracked.

## Internet protocol address

We collect an IP address from all visitors to our site. An IP address is a number that is automatically assigned to your computer when you use the Internet. We use IP addresses to help diagnose problems with our server, monitor security of information technology systems, administer our site, analyze trends, track users' movements, gather broad demographic information for aggregate use in order for us to improve the site, and deliver customized, personalized content.

## Message boards

If you post, comment, indicate interest or complaint, or share personal information, including photographs, to any public forum on a University site, social network, blog, or another such forum, please be aware that any information you submit can be read, viewed, collected, or used by other users, and could be used to contact you, send you unsolicited messages, or for purposes over which neither you nor the University have control. The University is not responsible for the personal information you choose to provide in these forums.

We will not facilitate the merging of your personally identifiable information with non-personally identifiable information collected through any advertising product or feature unless we notify you of, and obtain your consent to, that merger.

## Current student text messaging policy

SMS text messaging is one of the methods CMU uses to communicate with current students. Your CMU support team may relay academic and additional information that is relevant to your success at CMU. You can expect to receive approximately 5 messages or fewer per week.

### Opt-In and Opt-Out

Current students are automatically opted into communications from the following teams:

- **Advising:** 1-989-944-6075
- **Online:** 1-989-944-6078
- **Orientation:** 1-989-944-6077
- **Financial Aid:** 1-989-944-6079
- **Student Account Services and University Billing:** 1-989-944-6101

To opt out of individual team messages, text 'stop' to the corresponding number. [Submit a help desk ticket](#) for issues with opting in or out, or to re-opt in.

*Message and data rates may apply.*

## University use of information

Your personal information will only be used for academic or philanthropic purposes directly connected to or approved by the University, which may include but not be limited to, information related to University programs and services. We may share your personal information with the University and our vendors for the purpose of performing University business.

## Third party use of information

Unless required by law, we will not share your personal information with any other individual or organization, except in the following circumstances:

We disclose your information to third parties as follows:

- **Consent**  
We may disclose your information to third parties if we have your consent to do so.
- **Service Providers**  
We enter into contracts with third parties to support our operations. In such cases, we may share your information with such third parties who are obligated to safeguard the information in the same manner as the University.
- **Required by Law**  
We will share your information with third parties to the extent we are required to do so by law, court order, or subpoena.
- **De-Identified and Aggregate Information**  
We use and disclose information about our customers and payees in de-identified or aggregate form without limitation.

## How can you control your data collection

You can use Google Ads Settings (<http://www.google.com/settings/ads/anonymous>) to manage the Google ads you see and opt-out of interest-based ads. Even if you opt-out of interest-based ads, you may still see ads based on factors such as your general location derived from your IP address, your browser type and recent, previous searches related to your current search.

You can also opt-out of an anonymous website and/or application traffic behavior by clicking on the following opt-out privacy links:

- Adobe Analytics Opt-Out: <http://www.adobe.com/privacy/opt-out.html>
- Google Analytics Opt-Out: <https://tools.google.com/dlpage/gaoptout>

You can also opt-out from certain email communications by following the opt-out instructions included in emails sent to you by the University.

## Security

The University implements appropriate technical and organizational security measures to protect your information when you transmit it to us that ensure a level of security appropriate to the risks presented by the processing and the nature of the data to be protected, and when we store it on our information technology systems. While we strive to protect your information, we cannot ensure or warrant the security of such information.

## Retention and destruction of your information

Your information will be retained by the University in accordance with its Information Technology Policies and the applicable retention periods in the Record Retention Schedule. Our information will be destroyed upon your request or after the expiration of the applicable retention period, whichever is later. The manner of destruction shall be appropriate to preserve and ensure the confidentiality of your information given the level of sensitivity, value and criticality to the University.

## COVID-19 pandemic emergency

Central Michigan University (CMU) will be gathering information for management of the COVID-19 pandemic via the CMU Health Screen App. This information is including but not limited to the following:

1. Name
2. Location and date of test
3. Location and date of vaccination
4. Vaccination card
5. COVID 19 test results

CMU administrators will have access to this information for the purpose of managing the public health emergency. The information obtained will be appropriately destroyed pursuant to [CMU's Record Retention Schedule, Section A19](#).

## Your rights and contact information

Subject to all applicable laws, you have the right to request access to, a copy of, rectification, restriction in the use of, or erasure of your information. You also have the right to withdraw consent to the use of your information, without affecting the lawfulness of the University's use of the information prior to receipt of your request:

Students may exercise these rights by accessing your student account maintained by the University's information technology systems using their login credentials, or by contacting the University's Registrar at [registrar@cmich.edu](mailto:registrar@cmich.edu). Applicants for employment as faculty may exercise these rights by accessing their account created in the University's information technology systems, or by contacting the Office of the Provost at [provost@cmich.edu](mailto:provost@cmich.edu). Applicants for employment as staff may exercise these rights by accessing their account created in the University's information technology systems or by contacting the University Human Resources office at [emplsvcs@cmich.edu](mailto:emplsvcs@cmich.edu).



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

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# CONSUMER INFORMATION

As a school participating in federal student aid program, Central Michigan University is required to disclose consumer information to the campus community. This page provides institutional and financial aid information required by the Higher Education Act of 1965, as amended.

[COST OF ATTENDANCE INFORMATION →](#)

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[MONEY MANAGEMENT FOR STUDENTS →](#)

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[EXPECTED FAMILY CONTRIBUTION \(EFC\) CALCULATOR →](#)

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[NET PRICE CALCULATOR →](#)

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[FINANCIAL AID FACTS →](#)

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[PAYMENT AUTHORIZATION →](#)

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[FINANCIAL AID FAQ →](#)

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## University and academic information

**Accreditation information**



SIGN IN



**Professional Certification/Licensure**



**Faculty**



**Instructional facilities and labs**



**Facilities and services for disabled students**



**Distance education**



**Teacher preparation annual report card**



**Diversity of Student Body**



**Family Educational Rights and Privacy Act of 1974 (FERPA)**



**Admitting Offices**



**Student activities**




**Student body**



## **Policies and disclosures**

<b>Vaccination Policy</b>	<b>+</b>
<b>Copyright infringement policies</b>	<b>+</b>
<b>Constitution Day</b>	<b>+</b>
<b>Transfer credit policy</b>	<b>+</b>
<b>Refund policy</b>	<b>+</b>
<b>Withdrawal procedures</b>	<b>+</b>
<b>Return of Title IV funds</b>	<b>+</b>
<b>Satisfactory Academic Progress</b>	<b>+</b>
<b>Textbooks</b>	<b>+</b>
<b>Security Fire Safety Report</b>	<b>+</b>
<b>Student - Drug and alcohol abuse prevention</b>	<b>+</b>
<b>Employee - drug and alcohol abuse prevention</b>	<b>+</b>
<b>Employment for graduates</b>	<b>+</b>
<b>Graduation and retention rates</b>	<b>+</b>
<b>Graduation rates for student-athletes</b>	<b>+</b>
<b>Retention rates for student-athletes</b>	<b>+</b>
<b>Athletic program participation and financial support data</b>	<b>+</b>
<b>College Navigator</b>	<b>+</b>

## **Financial aid information**

<b>Military and veteran students</b>	<b>+</b>
<b>Cost of Attendance</b>	<b>+</b>
<b>CMED financial assistance</b>	<b>+</b>
<b>All other students - financial assistance</b>	<b>+</b>
<b>Overview of financial aid programs</b>	<b>+</b>
<b>How to apply for financial aid</b>	<b>+</b>
<b>Aid eligibility requirements</b>	<b>+</b>
<b>Need-based aid</b>	<b>+</b>
<b>Study abroad financial aid</b>	<b>+</b>
<b>Rights and responsibilities</b>	<b>+</b>
<b>Enrollment status</b>	<b>+</b>
<b>Continued eligibility for aid</b>	<b>+</b>
<b>Disbursement of aid</b>	<b>+</b> 
<b>Federal work study</b>	<b>+</b>
<b>Terms of student loans</b>	<b>+</b>
<b>Exit counseling information</b>	<b>+</b>
<b>Repaying your student loans</b>	<b>+</b>
<b>Deferment or cancelation of student loans due to public service</b>	<b>+</b>
<b>Loan Disclosures</b>	<b>+</b>
<b>Private Education Loan Applicant Self-Certification</b>	<b>+</b>

[Financial aid offer](#)[Pell Recalculation Date](#)

## Code of conduct

The Central Michigan University Office of Scholarships and Financial Aid staff follows the published [loan code of conduct](#) and the [CMU Policies for Conflict of Interest Guidelines](#). In addition, as a member of the National Association of Student Financial Aid Administrators (NASFAA), we follow the NASFAA "[Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals](#)"

Consumer information can be provided to you in a PDF format upon request. Please email the Office of Scholarships and Financial Aid at [financialaid@cmich.edu](mailto:financialaid@cmich.edu) to submit a request.

### ALSO OF INTEREST

[OFFICE OF SCHOLARSHIPS AND FINANCIAL AID](#)[COST OF ATTENDANCE](#)[FINANCIAL AID FOR NEW AND TRANSFER STUDENTS](#)

1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

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## Curriculum and Instructional Support

Park Library 413  
Mount Pleasant, MI 48859  
Phone: 989-774-3615  
Email: [cis@cmich.edu](mailto:cis@cmich.edu)

# SAMPLE STATEMENTS FOR TEACHING SYLLABI

To encourage success and connect students with helpful resources, consider including statements of expectations related to academic work, course policies, and where to seek support resources in your course syllabus. Including explicit statements regarding classroom and university policies and procedures can elevate your syllabus' transparency and provide additional resources to learners. Below is a list of sample statements and template language to guide student access and use of various student support resource offices across campus. As always, please discuss the specific course and departmental policies with your chair.

## Recommended statements

- [Academic integrity](#)
- [Academic integrity \(referencing AI\)](#)
- [Accommodations](#)
- [Accommodation of Religious Obligation](#)
- [Code of Student Rights, Responsibilities, and Disciplinary Procedures](#)
- [LGBTQ, chosen names, personal pronouns, restroom locations](#)
- [Mathematics Assistance Center](#)
- [Presentation Skills Center](#)
- [Sexual and Gender-Based Misconduct Policy](#)
- [Writing Center](#)

## Optional statements

- [Adobe software](#)
- [Artificial intelligence-generated materials](#)
- [Civic participation](#)
- [Class engagement and attendance](#)
- [Classroom civility and communication etiquette](#)
- [Classroom threats and safety](#)
- [Computer, internet, and technology requirements](#)
- [Devices and technology during class](#)
- [Email etiquette](#)
- [Expectations for students](#)
- [Expectations for the instructor](#)
- [Financial wellness](#)
- [Food insecurity](#)
- [Harassment and discrimination](#)
- [Help Desk](#)
- [Inclusion](#)
- [Incomplete grades](#)
- [Late assignments](#)
- [LGBTQ equality statement](#)
- [Library and research services](#)
- [Make-ups](#)
- [Mental health matters](#)
- [Military veterans](#)
- [Office hours](#)
- [Participation requirements for financial aid](#)
- [Recordings of class sessions](#)
- [Re-grades](#)
- [Students who are caregivers](#)
- [The University Ombuds](#)

## Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work students submit must be the product of their own efforts and be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited. Behaviors that constitute academic dishonesty are listed in the [CMU Bulletin](#) or in the university's [Academic Integrity Policy](#).

## Academic Integrity (referencing AI)

*This modified statement includes suggested language regarding AI-related content.*

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work students submit must be the product of their own efforts and be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, including submitting artificial intelligence (AI)-generated products as your own original work, is prohibited. Behaviors that constitute academic dishonesty are listed in the [CMU Bulletin](#) or in the university's [Academic Integrity Policy](#).

## Accommodations

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should [register for services](#) through [Student Disability Services](#), 120 Park Library, 989-774-3018.

## Accommodation of Religious Obligation

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. See the [Accommodation of Religious Obligations policy](#) for additional information.

## Adobe software

### For courses that require students to use Adobe Express Premium software

As part of your coursework and/or research, you will be required to use Adobe Express Premium software. This software is provided at no cost to you and can be requested [using this form](#). You will be notified via email with additional information and tutorials for accessing, downloading, installing, and logging into the software.

### For courses that require students to use Adobe Creative Cloud All Apps software

As part of your coursework and/or research, you will be required to use one or more software applications within the Adobe Creative Cloud All Apps collection. This software is provided at no cost to you and can be requested [using this form](#). You will be notified via email with additional information and tutorials for accessing, downloading, installing, and logging into the software.

## Artificial Intelligence-generated materials

Generative Artificial Intelligence (AI) tools and platforms (e.g., ChatGPT, Google AI, Boost.ai, Jasper, etc.) are new technological additions to the higher education landscape and are rapidly evolving. Submitting text and other products generated by AI tools and platforms as your own original work is prohibited and a violation of CMU's Academic Integrity policy. If the use of AI tools and platforms is appropriate within the context of a course, guidance on properly utilizing them, and appropriate methods of citation for direct quotations, ideas, diagrams, code, or paraphrased text generated through AI will be provided by your instructor.

## Civic participation

Central Michigan University complies with the Higher Education Act (1993 and 2013) to aid university students in their civic participation (e.g., voting in elections). Therefore, I encourage you to visit [Michigan.gov/vote](https://michigan.gov/vote) (or an appropriate corresponding website for your state), where you can register to vote, request an absent voter ballot, find your polling station, view your ballot, and/or sign up to work the polls on Election Day.

## Class engagement and attendance

It is important that students are actively involved in the learning process; therefore, there is an expectation that students will attend class and actively participate. This expectation will be met through regular (daily) student engagement with course materials (virtually and in person) and successful, timely completion of all course assignments. If you know that you will be out of town or miss coursework for an extended period, please contact me ahead of time to make other arrangements for assignments.

For additional suggestions for class engagement and attendance policies, see the [Creating Supportive Classroom Policies](#) page provided by MDEC\*.

## Classroom civility and communication etiquette

Each student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone. This applies to all aspects of the class, particularly communication and other interactions. Students who use offensive language, are verbally abusive, display disrespect to others, post inappropriate or offensive pictures or comments, or exhibit other inappropriate behaviors may be subject to disciplinary action under [the Code of Student Rights, Responsibilities, and Disciplinary Procedures](#).

Effective communication is vital in your academic and future career. The following communication policy outlines behaviors that are and are not appropriate in all methods of communication in the online and face-to-face class environment. Any questions about this policy should be addressed with the instructor.

### When communicating, DO:

- Ask questions about class material.
- Ask questions about assignments.
- Respond to other students in a way that will thoughtfully and appropriately provoke conversation.

### When communicating, DO NOT:

- Use offensive or abusive language.
- Mock or make derogatory comments.
- Display inappropriate pictures or graphics.

## Classroom threats and safety

The unthinkable: fire, severe weather, or threat of violence can strike at any time. It takes all of us working together to prepare for and take action during an emergency. In the event of campus violence, imminent danger, or threat, we will do the following:

1. If possible, we will GET OUT: remain calm and quiet as we will flee to safety as directed by the instructor (or pre-assigned student volunteer).
2. If we can't get out, we will HIDE OUT: if it's not safe to exit, lights will be turned off, and all doors will be locked and barricaded, if possible. We will move to a predetermined safe zone in the classroom and remain calm and quiet until help arrives or we are notified that it is safe to leave.
3. If a violent threat enters the room, we must TAKE them OUT. Every classroom is different, and some instructors/students might have special training that would be useful in such a situation or special needs that must be addressed.

For more information, visit CMU's [emergency management website](#).

## Code of Student Rights, Responsibilities, and Disciplinary Procedures

Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with and respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described [in the Code of Student Rights, Responsibilities and Disciplinary Procedures](#).

## Computer, Internet, and technology requirements

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. [Student tutorials for Blackboard use may be found here](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

**Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, [review the System Requirements](#).**

## Devices and technology during class

When using technology during class, please be respectful of your neighbors. Non-course related activity can be distracting and has shown to decrease your learning and that of your peers. All non-course related activities, including homework for other classes, should occur outside our classroom and class times.

## Email etiquette

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## Expectations for students

It takes great effort to be a successful student. It is your responsibility to be self-motivated and self-disciplined in order to keep yourself on schedule with course materials (and not fall behind). Second, an open communication channel between us is important. We must keep connected and interact with one another. If you have questions, please feel free to use email or phone to contact me or use the discussion board to contact your classmates. Below, I have listed several expectations that will help facilitate success in this class. Students should:

- Interact with the course/content daily. Engage in-class sessions and content, check e-mail, read Announcements on Blackboard, and review course materials daily.
- Ask for help. Communicate with me if/when problems/difficulties/confusion arise; do not wait until the end of the semester to contact me.
- Take responsibility for your learning. The more time put into any course, the more beneficial the outcome, both in overall learning and assessments.
- Don't miss assignments. Missed assignments are the most detrimental consequence that interferes with student success in this course.
- Earn your grade. There will be absolutely no free points, grade bumps, or % rounding in this course. I will work with you as best I can during the semester to help you meet your grade goal, but I will not change your earned grade for any reason.

## Expectations for the Instructor

Just as I have expectations for you, the following is what I will do (at a minimum) to ensure efficient teaching and learning. I will:

- Check my email daily.
- Respond to course-related questions within 48 hours. If I find those questions relevant to others, I will email them to the entire class or post them on the Announcement page.
- Post announcements or email reminders as needed.
- Thoughtfully design and implement appropriate course materials to aid in learning, application, reinforce concepts, and encourage the making of connections.
- Clearly communicate the material with applicable examples and practice.
- Be accessible and maintain an open dialogue with students.
- Give feedback on submitted assignments via email and/or Blackboard, within 7 days of their due date. It is recommended that students check their grades weekly (Blackboard, Course Grades menu) to ensure timely communication with the instructor.

## Financial wellness\*

I understand that the majority of college students experience some type of financial insecurity at some point—from lack of steady income to housing insecurity to confusion about debt or financial aid—and that these stresses can impact their lives on campus. Students do not need to navigate these challenges on their own. [CMU's Financial Wellness Collaborative](#), located in Bovee UC 116A, offers 1:1 Peer Coaching for students to talk about scholarships, budgeting, credit, and debt, paying back school loans, and many other financial issues. They are a first-stop resource for students who are feeling overwhelmed or confused about their financial situations.

## Food Insecurity\*

One in three CMU students report being hungry without immediate means to satisfy that hunger. I understand that being hungry makes learning and succeeding in college difficult. [CMU has a Student Food Pantry and a list of community resources available](#) to address concerns related to food insecurity and other basic needs.

## Harassment and discrimination

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## Help Desk

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or visit [the IT HelpDesk website](#).

## Inclusion\*

CMU prides itself on being "an inclusive community of scholars" and adheres to the core values of "integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation." As such, I intend for this learning environment to be a place where you feel respected and valued and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If you experience marginalization or discrimination in this class, please let me know so we can make our learning environment more inclusive and just. I can help connect you to resources or make adjustments to better meet your needs.

## Incomplete grades

An incomplete is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of their ability to complete the remaining work without re-registering for the course. It is not given to a student who is already doing failing work.

It is the student's responsibility to contact the instructor to make arrangements for assigning an "I" grade and for completing the remaining work. If incomplete coursework has not been completed by the specified due date, the "I" will be retained as the permanent grade. An "I" may not be removed by re-registering for the course. Full details regarding incomplete grade eligibility and policies are [presented in the CMU Bulletin](#).

## International students\*

Welcome to CMU and this class! While you are probably already familiar with the [Office of Global Engagement](#), there are many other services on campus that you may find helpful. All CMU services are available to domestic and international students alike. There is free support for mathematic skills ([Mathematics Assistance Center](#)) and writing ([Writing Center](#)), as well as tutoring for specific classes you may want help with ([Academic Advising and Assistance](#)). As you approach graduation or begin looking for an internship, you may also want to visit the [Career Development Center](#).

## Late assignments

Late assignments will be reduced by 20% if received within one week of the due date. Assignments received later than one week will be reduced by one letter grade. All work must be completed to receive credit for the course. Missing assignments will result in a failing grade, so please catch up if you get behind. No late work will be accepted after the course end date.

For additional suggestions for late work policies, see the [Creating Supportive Classroom Policies page](#) provided by MDEC\*.

## LGBTQ, chosen names, personal pronouns, restroom locations\*

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom (access Central Michigan University's [name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

Our class meets in [building name goes here]; the closest gender-inclusive restroom is located [location goes here]. Please take care of yourself and take your time in accessing the bathroom that fits your needs. You can find [more information, including a list of gender-inclusive bathroom locations, here](#).

See CMU's [Gender Recognition and Lived/Chosen Name Policy](#) for further information.

## LGBTQ equality statement\*

I am firmly committed to diversity and equality in all areas of campus life. In this class, I will work to promote an anti-discriminatory environment where LGBTQ students feel safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable, and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. If you need additional support or access to resources, please reach out to the [Director of the Office of LGBTQ Services & Gender Equity Programs](#).

## Library and research services

As a CMU student, you have full access to the services and resources of the CMU Library. [The CMU Library website](#) provides more information about helpful library services and resources. Reference librarians will help you find information on your research topic and answer other questions related to the library. Working with a librarian is a great way to make the research process easier and save yourself time and effort. To request help, [email a librarian](#) or call 989-774-3470. If you need a copy of a particular journal article or book --or many articles and books-- the library's Documents on Demand office is the place to go. [E-mail Documents on Demand](#) or call 989-774-3022 for copies of the items you need. These services are free to students.

## Make-ups

No makeup for missed assignments will be permitted without approval by the course instructor, which also requires substantial documented evidence from the proper authorities. Students with extended absences due to illness or other excused reasons should contact the instructor about making up required coursework as soon as possible. Please note: technical difficulties do not constitute a valid excuse.

## Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see which courses qualify and to register, visit the [CMU Math Assistance Center website](#).

## Mental health matters\*

It is important to take care of your emotional well-being. I recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services. More information and other resources are available at the [CMU Counseling Center](#), or we can schedule a meeting, and I can connect you to resources. You are not alone, I am available to assist you in connecting with resources that might best meet your needs.

## Military veterans\*

I value the experience, unique contributions, and challenges faced by veterans, military members, and their dependents in my class. I strongly encourage connecting with the [CMU Veterans' Resource Center](#) if you have not already done so. I would be interested in hearing your experiences, concerns, or questions if you would like to share them. Your success in my class is my main mission, so please come to me for support with classroom material. You are welcome any time in my office hours, or email for appointments at other times.

## Office hours\*

For sample syllabi, language, and additional guidelines on how to encourage students to visit you during office hours, see the [Reframing Office Hours to Bolster Usage page](#) provided by MDEC.

## Participation requirements for financial aid

To keep your financial aid eligibility, it's important to actively participate in this course. This means being engaged in course activities, like attending lectures, turning in assignments, taking quizzes, or posting comments on discussions within our course shell. Simply logging in without engaging doesn't count as participation. If you don't start participating by the 2nd Friday of the term or module, you'll be dropped from this course. This could affect your financial aid, so please be sure to join in! Questions about this policy can be directed to the [Office of Scholarship & Financial Aid](#).

## Presentation Skills Center

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>.

## Recordings of class sessions

Recordings are not intended to replace or substitute for attending lectures synchronously, but I recognize that some students will miss lecture on some days. For this reason, recordings of each synchronous class/lecture will be available shortly after each class. I use <MS Teams or WebEx> to record class lectures. As soon as links are available, I will post these <identify where students can access recordings (i.e., Blackboard)>. If you miss a class meeting for any reason, make sure to get the notes from a peer who attended and watch the recordings. **Enrollment in this course indicates your consent to audio and video recording for educational purposes related to this course.**

## Re-grades

If you would like to contest a grade on a quiz or assignment, you must submit a written (email is fine) explanation of why you think the grade was incorrect. Re-grade requests must be made within one week after the exam or assignment is completed.

## Sexual and Gender-Based Misconduct Policy

CMU strives to eradicate sexual and gender-based misconduct through primary prevention and ongoing awareness programs, education, training, clear policies, and serious consequences for acts of sexual and gender-based misconduct. With the exception of the confidential resources named explicitly within the [Sexual and Gender-Based Misconduct Policy](#), CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual and gender-based misconduct to the Title IX Coordinator in [OCRIE](#) at (989) 774-3253. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which includes [Sexual Aggression Peer Advocates](#) (989-774-2255) and the [CMU Counseling Center](#) (989-774-3381). Inquiries about the application of Title IX can be made to CMU's Title IX Coordinator, the US Department of Education's Assistant Secretary, or both. [CMU's Title IX Coordinator](#) can be reached at 103 E. Preston St., Bovee University Center, Suite 306, Mount Pleasant, MI 48858, 989-774-3253.

## Students who are caregivers\*

For many CMU students, the responsibilities of being a student are balanced with the responsibilities of being a parent or caregiver. I encourage you to communicate with me via office hours or email about how I can support your success in this class.

## The University Ombuds\*\*

The Ombuds serves as a designated neutral for students, staff, and faculty seeking assistance with university-related concerns. Ombuds provide impartial, informal, independent, and confidential assistance to office visitors. Please understand that in cases of imminent threat of harm and/or suspected violation of CMU's Sexual and Gender-Based Misconduct Policy, confidentiality cannot be guaranteed. The Ombuds works with visitors to identify possible options and additional resources, as well as policies and processes to be aware of in pursuing informal or formal resolution and grievance procedures. However, the Ombuds may not participate in these formal processes. The Ombuds may offer alternative perspectives; facilitate interpersonal dialogue; and help visitors prepare for difficult discussions. Contact the Ombuds at 989-774-3010 and at [ombuds@cmich.edu](mailto:ombuds@cmich.edu). The office is located in Warriner Hall 214. More information is online at [University Ombuds Office](#).

## Writing Center

The Writing Center is a free resource that assists with any writing, at any level, from any discipline. The Writing Center is open to all current students, faculty, and staff. We regularly work with undergraduate and graduate writers from various disciplines, including non-native English speakers.

For additional information, visit the [CMU Writing Center website](#).

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\* *Members of the Multicultural, Diversity, and Education Council (MDEC) academic senate committee created these statements in partnership with various campus offices after different student subpopulations voiced the importance of supportive and inclusive syllabus statements through the ongoing **Hearing Diverse Voices** panel series.*

\*\* *The University Ombuds Office contributed this statement for inclusion in the sample syllabus statement collection.*

Supporting Documents –  
5. Protection of Student Privacy

### Updates to this policy

We may update or change this policy at any time. Your continued use of this site after any such change indicates your acceptance of such changes.

**Last modified:** Feb. 9, 2022

# PRIVACY POLICY

Central Michigan University has created this Privacy Notice to explain why we collect particular information and how we will protect your personal privacy when you visit our websites. The following discloses our information gathering and dissemination practices for all University websites and servers. To fully understand your rights, we encourage you to read this Privacy Notice. The University reserves the right to modify this Privacy Notice at any time, and we encourage you to frequently check this page for any changes to this Privacy Notice.

## Scope

This Privacy Notice applies to all University owned websites, domains, services, applications and technology products, except that a privacy notice specific to another Division, department or unit of the University will supplement and may supersede this Privacy Notice.

## Links to other sites

Our site contains links to other websites maintained or controlled by third parties. Please note that when you click on one of these links, you are entering another website for which the University has no responsibility. We encourage you to read the privacy notices on all third-party sites as their policies may be different than ours.

We may also provide social media features that enable you to share information with your social networks and to interact with the University on various social media sites. Please note that when you share your information on these social media sites, you are entering a third-party site for which the University has no responsibility. In addition, your use of these features may result in the collection or sharing of information about you, depending on the feature, by the third-party social media site. We encourage you to review the privacy policies, notices and settings on the social media sites with which you interact to make sure you understand the information that may be collected, used and shared by those sites.

## Collection of personal information

Personal information is any information that personally identifies you or from which you could be identified. This may include information related to you that can be identified, directly or indirectly, by reference to an identifier such as an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental economic, cultural or social identity of you.

The University collects, exports, and uses personal information as described in this Privacy Notice.

## Cookies

A cookie is a small data file stored in your browser when you visit a website or access an application. The University sends cookies when you visit any of our sites or sites where our ads appear. Accepting the cookies used on our site, or sites on which our ads appear, may give us access to information about your browsing behavior, which we may use to personalize your experience. Cookies are typically classified as either "session" cookies or "persistent" cookies.

Session cookies do not stay on your computer after you close your browser. Persistent cookies remain on your computer until you delete them or they expire.

The University's websites, web pages and applications' use of cookies is limited to purposes related to gathering session data and analytics and may make use of persistent cookies connected to user accounts.

Most browsers automatically accept cookies by default, but you can usually refuse cookies or selectively accept cookies by adjusting the preferences in your browser (please refer to your browser's help function to learn more about cookie controls). If you turn off cookies, there may be some features of our site that will not be available to you, and some web pages may not display properly.

When you log in to the University's website, we store a unique random number as a session cookie. As a user loads each subsequent page, that number is used to verify and track that you are logged in by the unique random number assigned. This session cookie is stored until you log out or the browser window is closed.

When you log into the University's website using your university assigned credentials, you will be provided the option to store your login credentials for your next session.

## Web beacons

Web beacons (also known as pixel tags, internet tags, clear GIFs, or single-pixel GIFs) and embedded scripts are other technologies that we use on our websites and in our applications, as well as in some of our emails and ads.

Web beacons (or "tags") are bits of programming code included in web pages, emails, and ads that notify us (or the companies that help us run our business) when those web pages, emails, or ads have been viewed or clicked on. Embedded scripts are bits of programming code included within some of our web pages that measure how you use those web pages, such as

which links you click on. We use this information to improve our websites and online services, tailor our websites and online services to your likely interests, and conduct market research. You may be able to turn off scripting functionality, such as JavaScript, within your browser (please refer to your browser's help function).

## Advertising and retargeting on third-party websites

The University contracts with service providers to place ads on websites owned by third parties. These service providers may send third-party cookies from—and use web beacons on—their websites, as well as on the University's website. These cookies and web beacons may enable the University to collect information about the pages you viewed and the links you clicked on in order to target paid media advertising. At times, these third-party websites may advertise to previous visitors that visited the University's website but did not complete a task on our site, for example, finishing a contact form to make an inquiry.

Most web browsers include a "Do Not Track" feature that offers you the ability to inform websites and ad networks that you do not want your online activities tracked.

## Internet protocol address

We collect an IP address from all visitors to our site. An IP address is a number that is automatically assigned to your computer when you use the Internet. We use IP addresses to help diagnose problems with our server, monitor security of information technology systems, administer our site, analyze trends, track users' movements, gather broad demographic information for aggregate use in order for us to improve the site, and deliver customized, personalized content.

## Message boards

If you post, comment, indicate interest or complaint, or share personal information, including photographs, to any public forum on a University site, social network, blog, or another such forum, please be aware that any information you submit can be read, viewed, collected, or used by other users, and could be used to contact you, send you unsolicited messages, or for purposes over which neither you nor the University have control. The University is not responsible for the personal information you choose to provide in these forums.

We will not facilitate the merging of your personally identifiable information with non-personally identifiable information collected through any advertising product or feature unless we notify you of, and obtain your consent to, that merger.

## Current student text messaging policy

SMS text messaging is one of the methods CMU uses to communicate with current students. Your CMU support team may relay academic and additional information that is relevant to your success at CMU. You can expect to receive approximately 5 messages or fewer per week.

### Opt-In and Opt-Out

Current students are automatically opted into communications from the following teams:

- **Advising:** 1-989-944-6075
- **Online:** 1-989-944-6078
- **Orientation:** 1-989-944-6077
- **Financial Aid:** 1-989-944-6079
- **Student Account Services and University Billing:** 1-989-944-6101

To opt out of individual team messages, text 'stop' to the corresponding number. [Submit a help desk ticket](#) for issues with opting in or out, or to re-opt in.

*Message and data rates may apply.*

## University use of information

Your personal information will only be used for academic or philanthropic purposes directly connected to or approved by the University, which may include but not be limited to, information related to University programs and services. We may share your personal information with the University and our vendors for the purpose of performing University business.

## Third party use of information

Unless required by law, we will not share your personal information with any other individual or organization, except in the following circumstances:

We disclose your information to third parties as follows:

- **Consent**  
We may disclose your information to third parties if we have your consent to do so.
- **Service Providers**  
We enter into contracts with third parties to support our operations. In such cases, we may share your information with such third parties who are obligated to safeguard the information in the same manner as the University.
- **Required by Law**  
We will share your information with third parties to the extent we are required to do so by law, court order, or subpoena.
- **De-Identified and Aggregate Information**  
We use and disclose information about our customers and payees in de-identified or aggregate form without limitation.

## How can you control your data collection

You can use Google Ads Settings (<http://www.google.com/settings/ads/anonymous>) to manage the Google ads you see and opt-out of interest-based ads. Even if you opt-out of interest-based ads, you may still see ads based on factors such as your general location derived from your IP address, your browser type and recent, previous searches related to your current search.

You can also opt-out of an anonymous website and/or application traffic behavior by clicking on the following opt-out privacy links:

- Adobe Analytics Opt-Out: <http://www.adobe.com/privacy/opt-out.html>
- Google Analytics Opt-Out: <https://tools.google.com/dlpage/gaoptout>

You can also opt-out from certain email communications by following the opt-out instructions included in emails sent to you by the University.

## Security

The University implements appropriate technical and organizational security measures to protect your information when you transmit it to us that ensure a level of security appropriate to the risks presented by the processing and the nature of the data to be protected, and when we store it on our information technology systems. While we strive to protect your information, we cannot ensure or warrant the security of such information.

## Retention and destruction of your information

Your information will be retained by the University in accordance with its Information Technology Policies and the applicable retention periods in the Record Retention Schedule. Our information will be destroyed upon your request or after the expiration of the applicable retention period, whichever is later. The manner of destruction shall be appropriate to preserve and ensure the confidentiality of your information given the level of sensitivity, value and criticality to the University.

## COVID-19 pandemic emergency

Central Michigan University (CMU) will be gathering information for management of the COVID-19 pandemic via the CMU Health Screen App. This information is including but not limited to the following:

1. Name
2. Location and date of test
3. Location and date of vaccination
4. Vaccination card
5. COVID 19 test results

CMU administrators will have access to this information for the purpose of managing the public health emergency. The information obtained will be appropriately destroyed pursuant to [CMU's Record Retention Schedule, Section A19](#).

## Your rights and contact information

Subject to all applicable laws, you have the right to request access to, a copy of, rectification, restriction in the use of, or erasure of your information. You also have the right to withdraw consent to the use of your information, without affecting the lawfulness of the University's use of the information prior to receipt of your request:

Students may exercise these rights by accessing your student account maintained by the University's information technology systems using their login credentials, or by contacting the University's Registrar at [registrar@cmich.edu](mailto:registrar@cmich.edu). Applicants for employment as faculty may exercise these rights by accessing their account created in the University's information technology systems, or by contacting the Office of the Provost at [provost@cmich.edu](mailto:provost@cmich.edu). Applicants for employment as staff may exercise these rights by accessing their account created in the University's information technology systems or by contacting the University Human Resources office at [emplsvcs@cmich.edu](mailto:emplsvcs@cmich.edu).



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

[FACULTY & STAFF DIRECTORY](#)

[NEWS](#)

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Title/Subject: **DATA STEWARDSHIP**

Applies to:  faculty  staff  students  student employees  visitors  contractors

Effective Date of This Revision: December 1, 2021

Contact for More Information: Office of Information Technology

Board Policy  Administrative Policy  Procedure  Guideline

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## PURPOSE

Information is one of the University's most vital assets. The purpose of the Data Stewardship Policy is to protect this asset by setting forth the responsibilities of faculty, staff, and students for establishing and maintaining the security of the University's information; by providing common terminology for classifying that information; by establishing requirements for protecting personal, non-public information; and by establishing requirements for notifying individuals whose personal, non-public, information may have been disclosed by a security breach. The Data Stewardship Policy applies to all University faculty, staff, and students. This policy encompasses the safekeeping of the University's information in whatever physical form (such as printed, audio, video and electronic) it may exist, now or in the future.

## POLICY STATEMENT

It is the policy of the University to protect its information assets and allow the use, access and disclosure of such information only in accordance with University interests and applicable laws and regulations. All University faculty, staff, and students providing services involving, or working with, the University's information are responsible for protecting it from unauthorized access, modification, destruction or disclosure. The University's information includes, but is not limited to, any physical or digital information within its purview, including information which it may not own but which is governed by laws and regulations to which the University is held accountable. It includes all student record data, all personnel data, research data (including that collected from human and animals), all University financial data, all student life data, all departmental administrative data, all alumni and donor data, all library circulation data, medical data protected under HIPAA and ADA legislation, and all other data that pertain to, or support the administration of, the University. These data may be facts, records, reports, planning assumptions, or any information meant only for internal use and /or subject to confidentiality agreements. This policy applies to all university data, including all archived and existing data. OIT can help to discover and protect archived and sensitive data.

## ROLES AND RESPONSIBILITIES

All Institutional Data must be protected in all phases of its use and existence. This section of this policy defines the roles of Owner, Custodian (including IT professionals), Steward, and User with regard to Institutional Data. Roles and Responsibilities can be circumstantial and overlapping, and this section of the policy is meant to help address the ways in which the roles and responsibilities differ and/or relate and establish a common vocabulary for referring to them in Information Security terms.

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Authority: Robert O. Davies, President  
History: 2008-12-01; 2018-01-01; 2019-07-01; 2019-11-01  
Indexed as: Electronic Security; Security of Data; Breach of Computer Security; Protected Personal Information

Title/Subject: DATA STEWARDSHIP

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Individual responsibilities and roles may differ by system used and data being accessed, and individuals may qualify as or serve in one or many roles simultaneously, depending upon their position or job, and the systems and data being used. For instance, the Vice President for Finance may be a Data Owner of the payroll system but also a Data User in the Human Resources benefits system; a Faculty member may be a Data Owner in a scientific research project, a Data Steward of unpublished papers being peer-reviewed for others, and a Data User in the email system; and an Information Technology professional may be a Data Custodian for a database they manage on behalf of a Data Owner, and a Data User of the time & attendance system. As they enter or make changes to data in their systems, Data Owners may be acting as Users, too.

**Data Owner:** Usually university officers or heads of schools, divisions, departments, offices, programs, etc. Data Owners are accountable for managing, protecting, and ensuring the integrity and usefulness of Institutional Data. In addition to upholding university policies and state/federal law, Data Owners are responsible for identifying the sensitivity and criticality of data, as well as any retention requirements. Data Owners are also responsible for determining appropriate access to Institutional Data.

**Data Custodian:** Data Custodians have control over a data asset's disposition whether stored, in transit, or during creation, and are responsible for recommending, designing, implementing, and maintaining security controls appropriate to the systems they support. Most Data Custodians are those Office of Information Technology (OIT) staff with data modification or distribution privileges. Because they take such a hands-on role and often have elevated access privileges, Custodians carry a significant responsibility in protecting data.

**Data Steward:** Although they often have custodial responsibilities, Data Stewards are distinguished by having delegated decision-making authority. They may represent Data Owners in policy discussions, architectural discussions, or in decision-making forums, and have responsibility for maintaining protections and appropriate access. Stewards may also be responsible for Data created or used by multiple Users, not just themselves.

**Data User:** Data Users create and control Institutional Data and share responsibility in helping Data Stewards and Custodians manage and protect data. Data Users can consist of any individuals or university units that create, use, or manage sets or parts of Institutional Data. Anyone using any University information system or accessing Institutional Data is a Data User.

Data Owners are ultimately responsible for the data in the systems (for instance, the VP of Finance is responsible for all Finance data). Custodians are responsible for the design and controls of the systems with data in them (for instance, the Server Administrator, Network Engineer, Database Administrator, Payroll Programmer, and the Finance Support Analyst may all be Custodians of the Payroll system). Stewards are Owner-delegated agents (for instance, Directors and Managers in the Finance Division under the VP of Finance, responsible for the operations, access, and use of the different Finance systems). Users access and use the systems to input and manipulate (work with) the data.

## DATA CLASSIFICATION

All Institutional Data requires protection to preserve its proper confidentiality, integrity (including accuracy), and availability. This section of the policy defines three classifications of Institutional Data (Public, Protected, and Restricted) to help guide in the proper discussion and application of protective information security controls in University-owned systems and systems that process or use Institutional Data.

Generally speaking, the more controlled or sensitive the classification of data, the more protections the data requires. All systems require basic controls and some data require additional integrity, availability, and access controls, but restricted data is particularly sensitive and may be internally or externally regulated, requiring implementation of controls specific to the type of regulation in order to reduce risk to the University and mitigate for possible harmful effects from loss or exposure of the information.

While the accuracy and integrity of all data is important, Public data requires no login to access, Protected data requires a login, and Restricted data requires a login plus more. Using these terms will help ensure consistency in description and expectations when securing data

Title/Subject: DATA STEWARDSHIP

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**Data Classifications** (ordered least-to-most controlled, based upon risk):

**Public: Least-controlled data; available to the public; no login required**

Public data includes data intended to be published or shared and accessible readily or by request, to the public without login. Its availability and integrity are important to maintain, but confidentiality concerns are low. Public data is general information about the University including but not limited to visitor information, program descriptions, campus maps, general departmental information, sports schedules, information about applying for admission and financial aid, library resources, operating hours, student directory information, course lists, class descriptions, news and events, etc. Care should be taken to ensure Protected and Restricted data is not mixed in with or is properly redacted from Public data before it is made available to the public.

**Protected: Moderately-controlled data; access restricted; login required**

Protected data also requires confidentiality controls, and it may only be accessed by eligible university employees, other members of the university, and other designated individuals. Some Protected data may be further restricted to certain groups, areas, or individuals of the university. Much of the course content, performances, intellectual property, employee information, all non-directory student information, and business-specific information of the university is Protected, though some may also be released or made available to the public by the appropriate data owners, or as required of public universities. Care should be taken to ensure Restricted data is not mixed in with Protected.

**Restricted: Most-controlled data; access and authorization restricted, actively monitored; login required, plus additional controls required**

Restricted data requires strong access controls and monitoring, and it may include legal, ethical or other constraints (regulation) in its access, use, processing, storage, backup/archive, and disposition/disposal. Inappropriate handling and insufficient safeguarding of Restricted data could result in criminal or civil penalties, identity theft, personal financial loss, invasion of privacy, and/or other possible harmful effects.

Restricted data includes personally identifiable information (PII) that is required to be protected through contractual and/or legal specifications, as mandated by CMU's Institutional Review Board (IRB), and/or specified in state or federal law. The types of data included in the category are, but are not limited to, individual financial records, social security numbers, academic records, disciplinary records, credit card information, HIPAA-protected health data (electronic protected health information or ePHI), proprietary data protected by law or international agreement, personal intellectual property that might be housed for academic reasons on University computing resources, and research data including data and consent from research subjects. PII does not include published directory information or information that is lawfully made available to the general public from federal, state or local government records.

Any questions concerning which university data are Restricted should be forwarded to the CMU Office of the General Counsel.

Unless required by law, approved by the appropriate vice president, or approved by IRB, Social Security numbers, credit card numbers, or other Restricted data must not be collected or stored. (See related policies below.) While mail and documents traveling through CMU's email system are encrypted, there is no guarantee that they will remain secure if and when they are emailed or forwarded to an account outside of the cmich.edu email system. For this reason, CMU has adopted a two-part strategy to ensure adequate protection of its Restricted data.

- **Part 1:** Restricted data should be kept in the systems intended to house it (SAP, EPIC, and Office 365 are good examples of such tools). If a student, patient, faculty member or other individual or group needs to be alerted to Restricted data that requires their attention, they should be invited to view that data through the appropriate system. **The Restricted data itself should NOT be included in the communication.** Instead, a link to the appropriate system with the Restricted data should be provided.

Title/Subject: DATA STEWARDSHIP

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- **Part 2:** If Restricted data needs to be sent outside CMU systems, it must be encrypted. Restricted data should also be encrypted at rest wherever possible. Encryption tools can be obtained through the CMU Help Desk at 989-774-3662 or email at [helpdesk@cmich.edu](mailto:helpdesk@cmich.edu).

University departments must regularly re-evaluate their plans for acquisition, use, and safeguarding of Restricted data in conformance to this policy. Data Owners and Stewards are responsible for ensuring that data classifications are appropriately applied and requirements followed. All restricted and departmental data should be provided to the appropriate supervisor and removed from any personal accounts, such as email and OneDrive, upon vacating a position at the university.

Loss or release of restricted data may require additional steps to mitigate for any harmful effects (including breach alert and response measures, reporting to regulatory authorities and affected individuals, etc.). For these reasons, Restricted data must not be stored on personally-owned devices (personal laptops or desktops) or in online services (like Google Drive or Amazon Web Services) not specifically contracted and intended by CMU for the storage of restricted data. For information about appropriate storage locations for restricted data, please contact the CMU Help Desk at 989.774.3662. For information regarding the governance and safeguarding of workstations and systems/servers housing CMU data, see “Secure Computer Configurations Policy – Workstations” and “Secure Computer Configurations Policy – Servers.”

CMU users must report any possible exposure of Restricted data. Possible exposure includes any incident in which the security of a computer or physical system is compromised, including theft or loss of a computer, storage device, or any other medium on which unauthorized person(s) might be able to access, copy, or read data files containing Restricted data. It does not include normal use by authorized employees or University business partners.

Reports of possible exposure of Restricted data may be made by email to OIT’s Information Security Office at [security@cmich.edu](mailto:security@cmich.edu) or by phone to CMU Help Desk at 989.774.3662. The Information Security Office will follow established incident response procedures to investigate and escalate the matter appropriately. If necessary, CMU will use this same protocol to notify any affected individuals or other entities.

**Other Data Classifications:**

The University does not use the classification terms 'confidential, secret, top secret' unless they accurately describe data or information so categorized by the U.S. Government in the OMB Circular A-130 as pertaining to national security information. In general, none of the information at that level will appear in the University academic, administrative, research, and IT environment and controls required to protect such information at those levels do not apply.

**A Special Note Concerning Information protected under the Family Educational Rights and Privacy Act (FERPA)**

In most cases, the academic records protected under FERPA legislation qualify as Protected data. In those instances, though, in which those records also contain data qualifying for protection under other legislation or contractual requirements, the records in question must be treated as Restricted and will assume all the requirements for Restricted data as identified above. Again, any questions concerning which university data is Restricted should be forwarded to the CMU Office of the General Counsel.

**IMPLEMENTATION**

Working with appropriate Data Custodians and Data Stewards, all CMU Data Owners must develop and administer information security plans that appropriately classify (see Data Classifications above) and protect the information under their control. The protection of the University's data must be part of each office’s standard operating procedure. The safeguarding of Restricted data is of particular importance and is addressed immediately above. Templates and guidelines for the development and implementation of information security plans can be obtained from the Office of Information Technology (OIT).

Title/Subject: DATA STEWARDSHIP

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Specifically, academic and business offices must:

- establish system/data access and utilization criteria
- define the criteria for archiving the information to satisfy retention requirements
- determine the value of proprietary information to the functioning of the University and define reasonable requirements for protecting the asset
- develop a workable plan for resuming operations in the event information has been destroyed
- specify information control and protection requirements to be adhered to by employees processing and using the information
- monitor compliance and enforce this policy

However, since information security measures must cover the entire flow of information throughout the University, the implementation of the information security policy cannot be delegated to only academic and business office operations. As custodians of the University's information, all employees must adhere to established procedures to ensure that they use the University's information only as required by the normal functions of their duties and that they safeguard it properly according to its classification.

#### **ENFORCEMENT**

Enforcement of this policy will be managed by the Chief Information Security Officer (“CISO”) under the guidance of the Chief Information Officer (“CIO”). Violations of this Policy may result in suspension or loss of the violator’s use privileges with respect to Institutional Data and CMU-owned Information Systems. Additional administrative sanctions may apply up to and including termination of employment or contractor status with CMU. Civil, criminal, and equitable remedies may apply.

#### **MAINTENANCE**

This Policy will be reviewed annually by the CIO and CISO.

#### **RELATED POLICIES AND OTHER RESOURCES:**

[Responsible Use of Computing Policy](#)  
[Data Stewardship Policy](#)  
[Information Security Policy](#)  
[Computer Disposal Policy](#)  
[Record Management Policy](#)  
[Information Security Website](#)

#### **AMENDMENTS AND ADDITIONS**

The CIO may approve exceptions to this policy. All amendments and additions to this policy will be drafted by a committee convened by the CIO and will be reviewed by the President and the President’s Cabinet. Changes in this policy will be appropriately publicized.

*Central Michigan University reserves the right to make exceptions to, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.*



## FERPA OVERVIEW FOR NEW FACULTY

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law designed to protect the privacy of student education records. More information concerning FERPA regulations and confidentiality, including how this directly affects your course, can be found on the [Office of the Registrar's website](#).

Faculty members have some responsibilities under FERPA:

**Release of Student Records** - With the exception of "directory information," FERPA prohibits the release of a student's educational records, or personally identifiable information contained in an educational record, to third parties including a student's parents without the student's written consent. If students want you to speak to their parents or serve as a reference, be sure to obtain permission in writing.

**Public Posting of Grades** - FERPA prohibits the use of any personally identifiable information in the posting of student test scores and grades. This act prohibits the listing of grades by student name, initials, or any other personal identifiers, such as a social security number, that would disclose a student's identity to others.

PREVIOUS

NEXT

IN THIS SECTION

Mount Pleasant, Mich. 48859  
989-774-4000

FACULTY & STAFF DIRECTORY

NEWS

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 was established to protect the privacy of student records. CMU is, therefore, not allowed to release details of a student's financial account without prior written consent from the student. Authorization to Release Information forms, which will allow release of non-academic information to specific individuals, are available online on the Registrar's FERPA [website](#) (*the link to the form is at the bottom*).

See the [Family Rights and Privacy Act](#) for more information.

← STUDENT POLICIES AND PROCEDURES

**Division of University Engagement and Student Affairs**

Ronan Hall 220

Email: [uesa@cmich.edu](mailto:uesa@cmich.edu)

Phone: 989-774-3346

# STUDENT POLICIES AND PROCEDURES

## Academic policies

### Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

[READ POLICY](#)

### Accommodation of Religious Obligations

It is Central Michigan University policy to permit students to be absent from classes or examinations for reason of observing religious holidays.

[READ RELIGIOUS OBLIGATIONS POLICY](#)

### Consumer Information: Rights and Responsibilities

As a school participating in federal student aid program, Central Michigan University is required to disclose consumer information to the campus community.

[LEARN ABOUT CONSUMER RIGHTS AND RESPONSIBILITIES](#)

### Bereavement Policy

It is the policy of CMU to allow appropriate support to students in the event of a death of a student's loved one, including but not limited to time off and other support as defined in the Procedure linked below.

[READ STUDENT BEREAVEMENT POLICY](#)

### Class Attendance Policy

Upon the assumption that class attendance is a responsibility shared by adults, as teachers and class members, there is no university-wide regulation requiring attendance by students, or requiring the instructor to excuse absences from classes or examination. Individual instructors may establish their own class attendance regulations, but those that they do establish need to be reasonably and fairly applied.

[LEARN ABOUT MISSED CLASS POLICY](#)

### Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records.

[LEARN ABOUT FAMILY EDUCATION RIGHTS AND PRIVACY ACT](#)

### Grade Grievance Policy

The University recognizes that it is the instructor's prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college.

[LEARN ABOUT GRADE GRIEVANCE POLICY](#)

### Registration Policies

Everything you need to know about registering for classes.

[LEARN ABOUT REGISTRATION POLICIES](#)

### Research Integrity

It is the policy of Central Michigan University ("CMU") to require its faculty and other researchers to observe the highest standards of professional conduct in all of their scholarly, research and creative activities.

[LEARN ABOUT RESEARCH INTEGRITY](#)

### Short-Term Military Service Policy

Central Michigan University recognizes that those students who are actively serving in the Reserves or National Guard are required by their military contract to attend to military orders requiring mandatory training or serve at the request of the Governor of their state to respond to natural disasters or other occurrences in which the use of the National Guard is in the best interest of the state.

[READ MILITARY SERVICE POLICY](#)

## Social/non-academic policies

### Alcohol Policy

Central Michigan University acknowledges and respects the rights of individuals to use alcohol in a legal and responsible manner. The University supports the laws of the state of Michigan and strives to create an environment that supports healthy decisions and lifestyles. CMU also respects the rights of individuals who choose not to use alcohol and not experience the impact of others' use or misuse of alcohol.

[LEARN ABOUT ALCOHOL POLICY](#)

### Advocacy Policy

All Central Michigan University policies, procedures, and operating directives which affect advocacy activities on campus, whether or not they were developed for that specific purpose, are set forth in this document.

[LEARN ABOUT ADVOCACY POLICY](#)

### Amplified Sound Policy

The use of **Amplified Sound** may be desirable or necessary in connection with certain activities or events on the campus. At the same time **Amplified Sound** presents the potential for interference with University activities.

[LEARN ABOUT AMPLIFIED SOUND POLICY](#)

### Computer/Technology Usage

It is the policy of the University to provide and maintain computing, networking and telecommunications technologies to support the education, research, and work of its student, faculty, and staff.

[LEARN ABOUT COMPUTER/TECHNOLOGY USAGE](#)

### Registered Student Organization (RSO) Handbook

This Registered Student Organization Manual is a guide, and resource to help students involved in co-curricular activities get the most out of those activities. The information contained within this Student Organization Manual applies to facets of the participation in, and the leadership of, Registered Student Organizations, clubs and other organizations that constitute a large part of the co-curricular programs at Central Michigan University.

[LEARN ABOUT RSO HANDBOOK](#)

### Student Email Policy

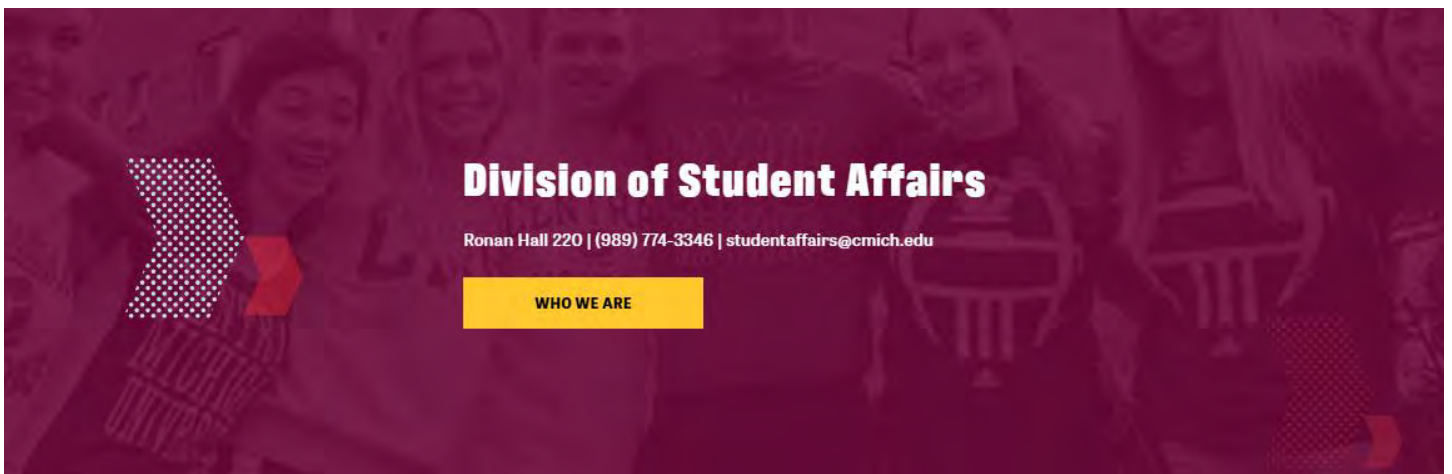
CMU is very committed to increasing its interactions with students and improving strategies for conveying important information. This policy will enhance the ability of faculty and administrative offices to send official and course-related information to students via email with minimal barriers.

[LEARN ABOUT STUDENT EMAIL POLICY](#)

### Tobacco Free Policy

Central Michigan University (CMU) is committed to the health and wellness of its students, faculty, staff and visitors. This tobacco-free policy will ensure that every student, employee and visitor has a healthy learning and working environment.

[LEARN ABOUT TOBACCO FREE POLICY](#)




**INFORMATION  
SECURITY**
[DEVICE SECURITY](#)
[PASSWORDS](#)
[MULTI-FACTOR  
AUTHENTICATION \(MFA\)](#)
[PHISHING](#)
[SOCIAL MEDIA](#)
[ARTIFICIAL INTELLIGENCE  
\(AI\)](#)
[PHYSICAL DOCUMENTS](#)


Chat with a Help Desk staff member during open hours.

**Contact OIT**
**Need help? Have an idea?**

Contact the OIT Help Desk  
Park Library 101  
Phone: 989-774-3662  
Email: [helpdesk@cmich.edu](mailto:helpdesk@cmich.edu)  
Submit a General Technical Support / Request ticket

# INFORMATION SECURITY

The Information Security Office is part of the Office of Information Technology and responsible for establishing, implementing, and maintaining a university-wide security program. Our mission is to protect the confidentiality, integrity, and availability of the University's information and information systems, and to make information security a part of the campus culture, enabling the University to succeed in its pursuit of preparing innovators, learners, and leaders who positively impact their local and global communities.

Security is a shared responsibility, and we all must do our part to protect our personal and professional information. Here are a few things you can do to help:

- Browse the links within the main navigation on this page to learn more about the various aspects of Information Security at CMU.
- Promptly apply operating system and software updates when notifications appear.
- Restart your computer at least once per week to ensure updates get applied appropriately.
- Respond promptly to OIT staff if contacted about an issue with your device.
- Report unused CMU-owned hardware for proper decommissioning.
- Keep an updated record of hardware, including user and location data.
- Forward suspicious messages to [spambusters@cmich.edu](mailto:spambusters@cmich.edu).
- Lock your device when you step away.
- Use a unique password for your CMU account and never share it with anyone.

To report an issue, incident, or concern, [submit a Security Alert / Incident Response ticket](#) or [contact the OIT Help Desk](#).



Title/Subject: **SECURE SERVER CONFIGURATIONS POLICY**

Applies to:  faculty  staff  students  student employees  visitors  contractors

Effective Date of This Revision: July 1, 2019

Contact for More Information: Office of Information Technology

Board Policy  Administrative Policy  Procedure  Guideline

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### **BACKGROUND AND PURPOSE:**

Central Michigan University's ("CMU") computing servers and systems ("servers") can contain large amounts of sensitive data regarding our students, employees, research, and other university matters. This policy has been adopted to ensure that these valuable resources are being appropriately protected from cybersecurity threats, including, but not limited to, attack, unauthorized access, data loss, misconfiguration, neglect, vulnerability exploit, and compromise.

### **DEFINITIONS:**

CMU's Office of Information Technology utilizes the National Institute of Standards and Technology (NIST) Special Publication 800-123 to define a server: "A server is a host that provides one or more services for other hosts over a network as a primary function." For purposes of this policy, a host that does not provide services for other hosts as a primary function, but incidentally provides one or a few services for maintenance or accessibility purposes, is not considered a server. For example, a laptop that has a remote access service enabled so that IT support staff can remotely maintain it and perform troubleshooting would not be considered as a server under this policy.

### **POLICY:**

CMU delegates the responsibility for protecting its servers to the Office of Information Technology (OIT). All University-owned servers must be protected against cybersecurity threats via implementation of a set of basic controls defined and maintained by OIT. Compensating controls for particular servers may be considered and authorized by OIT staff but will not be permitted for servers housing or processing Restricted information (see CMU's Data Stewardship Policy at <https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/P03030.pdf> for this definition). Servers without basic or compensating controls will be restricted from Internet and other forms of network access.

### **PROCEDURE:**

OIT maintains a set of server controls and configurations that will minimally include the items below. A form for registering servers and documenting their adherence to these standards is available here: [https://www.cmich.edu/docs/default-source/president%27s-division/office-of-information-technology/Secure\\_Server\\_Checklist.pdf](https://www.cmich.edu/docs/default-source/president%27s-division/office-of-information-technology/Secure_Server_Checklist.pdf)

**Ownership:** All servers on the CMU network must have a clear point of contact with whom OIT can engage quickly in case of compromise or other emergency.

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Authority: Robert O. Davies, President  
History: New Policy  
Indexed as: Secure Server Configurations

Title/Subject: **SECURE SERVER CONFIGURATIONS POLICY**

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**Server Inventory:** The use and the classification of the data housed on each server should be documented.

**Basic Controls:** All servers hosting and processing institutional data are required to meet the minimum security and configuration standards for ensuring proper function and basic protection of the servers and data. These standards can be found on the checklist linked above.

**Additional Controls:** Servers housing Restricted data (HIPAA data, for example) require additional controls specific to restrictions, agreements, or regulations governing them.

**Controls for Outdated Servers:** Servers and data no longer in active use (including test and development servers and data) or unable to meet current industry practices for minimum security and configuration standards will be removed from use and properly stored or disposed of, or secured using alternative compensating controls (for instance, unplugged from the network or isolated behind a network firewall).

**Plans for Monitoring Server Activity:** Plans for logging server access and scanning the server for vulnerabilities should be documented.

**Controls for Public-Facing Visibility:** CMU IT assets are hidden from public view by default. OIT server controls will include a mechanism whereby, as an exception, the need for public visibility can be identified and managed.

#### **ENFORCEMENT:**

Each CMU department/unit is responsible for implementing, reviewing and monitoring internal policies, practices, etc. to assure compliance with this Policy.

The Chief Information Officer (CIO) is responsible for enforcing this policy and is authorized to set specific password creation and management standards for CMU systems and accounts.

#### **RELATED POLICIES AND OTHER RESOURCES:**

[Responsible Use of Computing Policy](#)

[Data Stewardship Policy](#)

[Information Security Policy](#)

#### **AMENDMENTS AND ADDITIONS:**

The CIO may approve exceptions to this policy. All amendments and additions to this policy will be drafted by a committee convened by the CIO and will be reviewed and approved by the Provost and the President. Changes in this policy will be appropriately publicized.

*Central Michigan University reserves the right to make exceptions to, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.*

Title/Subject: **SECURE CONFIGURATIONS POLICY - WORKSTATIONS**

Applies to:  faculty  staff  students  student employees  visitors  contractors

Effective Date of This Revision: January 1, 2018

Contact for More Information: Office of Information Technology

Board Policy  Administrative Policy  Procedure  Guideline

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### **BACKGROUND:**

Central Michigan University's ("the University") workstations can contain or have access to large amounts of sensitive data regarding its students, employees, research, and other University matters. It is critical that these workstations be protected from cyber-security threats, including, but not limited to, attack, unauthorized access, misconfiguration, neglect, vulnerability exploit, and compromise. Many of the University's workstations are also required to meet regulatory compliance requirements related to cyber-security. The University needs to ensure that its workstations are configured in a manner that provides appropriate protections against these threats and is consistent with regulatory compliance requirements.

### **DEFINITIONS:**

- A. *Workstation* means any University-owned physical computer or computing device running a desktop-type operating system (e.g. MS Windows, Mac OS, Linux) used to access electronic data, including those called desktop, tower, laptop, all-in-one, and tablet-based computers.
- B. *The Principle of Least Privilege* means the minimum necessary level of authority and/or access required to perform the legitimate purposes or intended functions of the applicable electronic information or system(s). This principle protects against both faults (malfunctions) and malicious behavior (misuse).
- C. *Controls* are protections or safeguards implemented to protect data. Controls can be administrative, physical, and technical in nature, simple or complicated, and are often implemented in combinations or layers to protect data from simultaneous and ongoing threats.
- D. *Reasonable and Appropriate Controls* means safeguards implemented to protect against reasonably anticipated threats or hazards to the security of electronic systems and information, as well as commensurate to the risk of misuse, inappropriate access, and violation of their security.

### **POLICY:**

The Office of Information Technology (OIT) will ensure that the University's workstations are protected with a suite of best practice controls reasonable and appropriate to 1) the data on or accessed by the workstation and 2) the capabilities and purpose of the workstation itself.

In addition, the University is committed to the "Principle of Least Privilege" (see "Definitions: B" above). Standard user accounts must not have administrative rights to the workstation, and workstation administrative, super-user, and privileged-access must not be used during regular user sessions (i.e. a separate administrative account must be used for workstation administration, and administrative rights must not be granted to the user account).

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Authority: George E. Ross, President  
History: New Policy  
Indexed as: principle of least privilege; workstations

Title/Subject: **SECURE CONFIGURATIONS POLICY - WORKSTATIONS**

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**PROCEDURE:**

OIT has designed the guidance below to describe the basic safeguards that meet the requirements of this policy, as well as to indicate where additional safeguards are required. This guidance is based on the Center for Internet Security's 20 Critical Security Controls, which OIT has adopted as a standard framework of security controls.

Workstations are required to be protected with at least the following standard controls, and OIT staff have the authority to ensure these controls are in place and kept current.

Workstations used for access, processing, or storage of Restricted data (see <[Data Stewardship Policy](#)>) may require additional, specialized protection and must have those protections installed, activated, managed and kept up-to-date. Users and their IT support personnel are responsible for knowing and maintaining additional, applicable controls.

OIT recognizes that these controls may not fit the needs of all faculty and staff. In such cases, consistent with the Principle of Least Privilege and if the controls in question are not required by regulatory specification, OIT management staff can address identified needs by providing the faculty or staff member with an appropriate level of workstation access.

Exceptions might include alterations to automated software updates, targeted changes to file and account access, assignment of administrative service accounts, and even, in exceptional cases, assignment of local workstation administrative accounts. Exceptions will be catalogued, regularly reviewed, modified if appropriate, and revoked if misused; they can be requested through the OIT Help Desk at 989.774.3662 or [helpdesk@cmich.edu](mailto:helpdesk@cmich.edu).

**Standard controls include:**

- **Administrative Access**  
All workstations will have OIT administrative access accounts in order for OIT to patch, update, and manage the workstations, and OIT administrative access to the workstation must not be disabled or removed until device disposal.
- **Asset Tracking**  
All workstations must be labelled and tracked via CMU property tags and network registration. Where feasible, remote-find and remote-wipe technologies should also be implemented to protect against theft or loss.
- **Configuration Management**  
All workstations must have a defined method for installing, reviewing, and managing their configurations and ensuring installed software is patched, inventoried, and up-to-date. Where feasible, configuration management methods should be automated and electronic.
- **Malware Protection**  
All workstations must run current and up-to-date anti-malware software to protect the workstation and connected devices from infection or compromise.
- **Password Protection**  
All workstations intended for exclusive use by a single user (assigned to an individual) require a strong and secret-per-user password or passcode at startup and return-from-session-timeout, to verify user authorization to use the device. Where feasible, built-in biometric capabilities (fingerprint scan, facial recognition, etc.) may be used in lieu of and/or in addition to a password.
- **Patch Management (Software Updates)**  
All workstations must use automatic or controlled patch management to stay up-to-date with at least the critical security and operational patches applicable to the workstation and its installed operating system software. All software on workstations should be patched to current release levels, and vendor-unsupported software and devices should be uninstalled or removed from use. Unpatched machines may be electronically or physically removed to quarantine (limited or no internet and network access) without prior notification. Faculty and staff with administrator-level access to their workstations should anticipate this and collaborate with OIT support staff to mitigate patch management concerns.

Title/Subject: **SECURE CONFIGURATIONS POLICY - WORKSTATIONS**

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- **Personal Firewall**  
All workstations must have an up-to-date personal (local) firewall installed and running. It should not be disabled unless another equally-effective software or hardware device is managing or acting as the personal firewall.
- **Physical Protection**  
Users must keep all workstations and portable devices assigned to them physically protected from damage, theft, or loss at all times.
- **Proper Disposal**  
All workstations must be properly disposed of following University requirements for disposal (see Computer Disposal Policy). It must be verified that all Institutional data has been wiped or destroyed prior to final disposal.
- **Removable Media Protections**  
Users must protect all removable media containing University data from damage, theft, or loss at all times. Removable media must be disposed of properly when no longer needed or functional. Removable media from untrusted sources should not be used, and may not be used without first being scanned for malicious software. Users are responsible for ensuring that removable media containing Restricted data are encrypted and password-protected to prevent unauthorized access, loss, or theft. Faculty and staff can contact the OIT Help Desk at 989.774.3662 or [helpdesk@cmich.edu](mailto:helpdesk@cmich.edu) for assistance with scanning or encrypting removable media.
- **Session Time-out or Screen Saver**  
All workstations intended for exclusive use by a single user must be configured to time-out and require re-authentication (login, password, biometric, or other user verification) to resume functions after idle periods of non-use. Generally, time-outs will not exceed 45 minutes but may vary depending upon risk and additional workstation protections (the more public an area, or sensitive the data and systems used, the shorter the time-out period should be). Idle session timeouts or a password-protected screen saver must be used to prevent workstation access where connected sessions to systems with Protected and Restricted data may persist.
- **User Data Backups**  
Workstations critical to departmental functions must be backed up. All workstations should be backed up to preserve user data in case of loss, storage malfunction, or damage to the device, including malicious encryption or ransomware. Backups to removable media must follow the Removable Media Protections requirement listed above. OIT will treat ransomware-encrypted workstation hard drives as failed hard drives and reload them as if new, then restore any user files from backups. If a workstation has not been backed up, all user data may be lost.
- **Whole Disk Encryption**  
Where the technologies permit, all workstations and especially portable devices should be encrypted with password-protected, whole disk encryption (also called full-disk encryption) to protect any sensitive user and Institutional data in the event of a theft or loss of the device. Encryption unlock codes or human-readable passwords may not be stored with the device. Whole disk encryption must be used on workstations where Restricted data is present.

**RELATED POLICIES AND OTHER RESOURCES:**

[Responsible Use of Computing Policy](#)  
[Data Stewardship Policy](#)  
[Information Security Policy](#)  
[Computer Disposal Policy](#)  
[Information Security FAQ](#)

**AMENDMENTS AND ADDITIONS:**

Title/Subject: **SECURE CONFIGURATIONS POLICY - WORKSTATIONS**

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The CIO may approve exceptions to this policy. All amendments and additions to this policy will be drafted by a committee convened by the CIO and will be reviewed and approved by the Provost and the President. Changes in this policy will be appropriately publicized.

*Central Michigan University reserves the right to make exceptions to, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.*

## Self-phishing Simulations

To strengthen CMU’s overall security posture, self-phishing simulations are periodically conducted to evaluate how effectively faculty, students, and staff can recognize and respond to email-based threats—still the most common vector for breaches in higher education. Regular phishing simulations provide measurable benefits, including improved user awareness and reduced risk of credential compromise. Conducting periodic self-phishing simulations is widely recognized as a higher education best practice and a core component of modern security programs and helps support compliance with regulatory and contractual requirements.

### Most recent exercise – October 2025

A self-phishing simulation was conducted and targeted all faculty and staff, as well as a representative sample of students. The overall results are as follows:

#### Faculty and Staff

Phishing message was successfully delivered to 2,746 mailboxes  
114 individuals clicked the link in the message (4.2%)  
60 individuals supplied credentials (2.2%).

#### Students

Phishing message was successfully delivered to 3,662 mailboxes  
124 individuals clicked the link in the message (3.4%)  
61 individuals supplied credentials (1.7%).

These results when compared to the results from the October 2020 simulation show dramatic improvement in identifying malicious messages and avoiding account compromises:

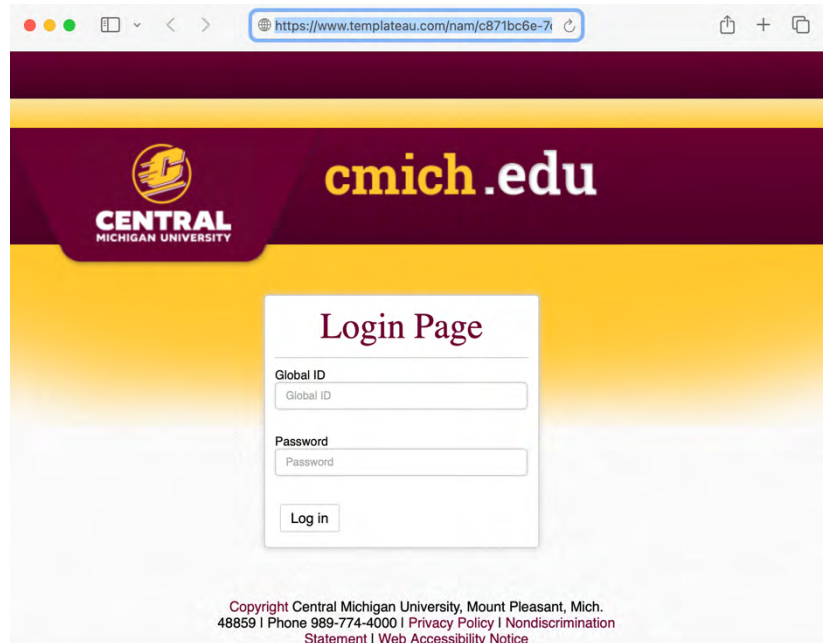
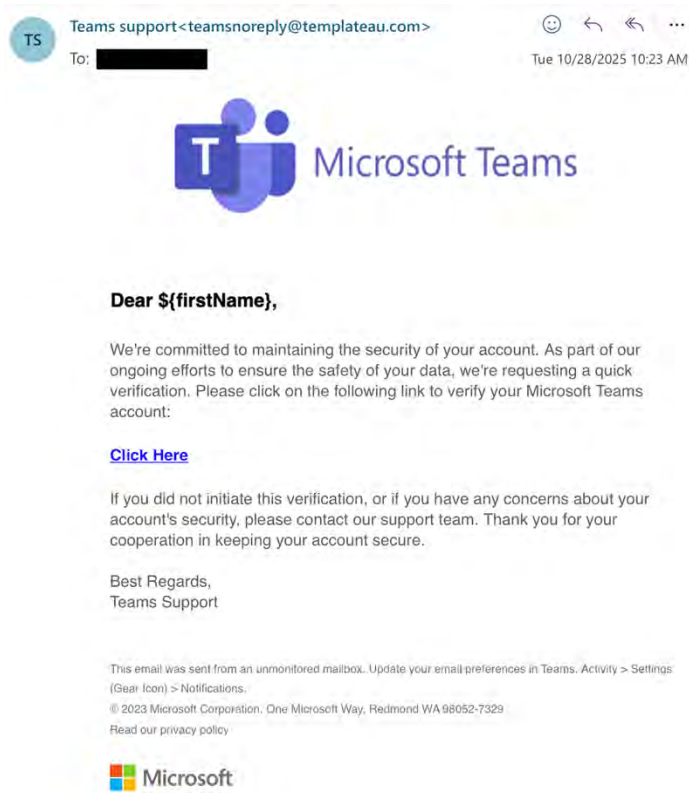
#### Faculty and Staff

	Links clicked	Submitted credentials
October 2020:	32%	19%
October 2025:	4.2%	2.2%

#### Students (random 25%)

	Links clicked	Submitted credentials
October 2020:	27.6%	23.2%
October 2025:	3.4%	1.7%

## Phishing message, fake login page, landing page upon submission (October 2025)



## SELF PHISH EXERCISE

It seems that you clicked a "bad" link and submitted credentials as a part of our phishing simulation. Because our primary goal in this exercise is education, we ask that you please review the information below on what to look for with phishing messages.

### Common features of phishing emails to watch out for

- Have a sense of urgency to them
- Threaten to disable or block your account
- Try to trick you into clicking an incorrect link
- Requests for login credentials, payment information, or sensitive data
- Often contain misspellings or bad grammar
- Directs you to a logon page that not is associated with CMU or any service to which CMU subscribes
  - Should direct you to a page whose domain ends in .cmich.edu, such as sso.cmich.edu
- Appears to come from a colleague at CMU, but the sender address is from something other than cmich.edu, such as gmail.com
- Asks you to respond using a different method, such as a text message or personal email account
- Offers that are too good to be true

### Resources to help fight phishing and spam

We encourage you to take a look and work through OIT's [Phishing Training Module](#) to learn more about how to spot and combat common phishing emails and spam. It will be time well spent.

### Reporting the message

If you report it to [SpamBusters@cmich.edu](mailto:SpamBusters@cmich.edu), we can try and block it before it affects anyone else. For instructions on how to report a message to SpamBusters, please see the [Managing Unwanted Email](#) knowledge base article.

# HUMAN RESEARCH PROTECTION PROGRAM POLICIES AND PROCEDURES

## University Policies

SECTION	DOCUMENT TITLE	REVISION DATE
5-4	<a href="#">Human Subject Research</a>	7/1/2019
6-5	<a href="#">Payments to Research Participants</a>	6/18/2012

## HRPP Resource Documents

DOCUMENT TITLE	REVISION DATE
<a href="#">Human Research Protection Program Policy Manual</a>	6/1/2024
<a href="#">Researcher Handbook - HRPP</a>	6/1/2024

## IRB Supplemental Documents

DOCUMENT TITLE	REVISION DATE
<a href="#">Advertising and Recruitment</a>	4/27/2022
<a href="#">Guidance on Research Involving Sexual Misconduct</a>	10/19/2017
<a href="#">International Research</a>	11/30/2017
<a href="#">Matching Responses on Successive Surveys</a>	8/14/2017
<a href="#">Research Studies Involving the Collection of Blood Samples</a>	11/9/2021
<a href="#">Secondary Subjects</a>	4/13/2016
<a href="#">Snowball Sampling</a>	10/1/2017

### IN THIS SECTION



Mount Pleasant, Mich. 48859  
989-774-4000

Home / ... / Mount Pleasant IRB / Compliance Training

# COMPLIANCE TRAINING

## CITI links and information

- [Link to CITI \(New Learner Account Registration\)](#)
- [Guide to Getting Started with CITI](#)

Required compliance training for Central Michigan University investigators and study personnel is offered online through the Collaborative Institutional Training Initiative (CITI).

CITI training is required for investigators, administrators, committee members, and personnel who are involved with conducting research with human subjects.

You may link your CITI account to IRBManager.

In addition, training is available in the following areas:

- Biosafety and Biosecurity
- Clinical Research Coordinator
- Conflict of Interest
- Good Clinical Practice
- Information Privacy and Security
- Export Compliance
- Research Involving Animal Care and Use

## Lab and field safety information

Some researchers will be required to complete protocol specific training provided by the Office of Laboratory and Field Safety ([OLFS](#)).

Examples of required training are:

- Bloodborne Pathogens Training - for individuals collecting blood or other biospecimens.
- Laboratory Safety Training - is required for all individuals working in a laboratory setting.
- Radiation Safety Training - is required for individuals who operate X-Ray equipment.

Updated 5/2/2022

[REPORT A RESEARCH CONCERN](#)

IN THIS SECTION





# HIPAA TRAINING

Central Michigan University HIPAA workforce members are required to complete all assigned HIPAA Trainings in accordance with the workforce clearance requirements of HIPAA Policy 12-8. Please log onto [SuccessFactors](#) to view and complete your assignments. Please refer to the [HIPAA Training Plan](#) for guidance.

## Training assignment and access

If you are authorized by the HIPAA Privacy Office to submit HIPAA workforce changes on behalf of your department or program, please submit a [Service Request](#) to affect the required training assignment(s). Contact the HIPAA Privacy Officer, Jamie Hall, at [HIPAA@cmich.edu](mailto:HIPAA@cmich.edu) should you have any questions regarding authorization.

You may access your HIPAA training via [SuccessFactors](#). Once you have logged in utilizing your Central Michigan University credentials, navigate to the "My Learning Assignments" to access the materials.

## Training requirements

To be considered compliant with requirements, all faculty, staff, students, volunteers, and contractors at Central Michigan University who have access to Protected Health Information (PHI) or who support areas that have access to PHI must complete the assigned training(s). Completion of training is required within 30 days of initial assignment and annually thereafter.

## SuccessFactors issues

Guidance regarding [browser requirements](#) is available for simple bug fixes. If you are experiencing other technical issues with SuccessFactors, please contact the [Help Desk](#) for assistance.

## Request training

The Office of HIPAA Compliance is here to assist! We are available to develop and conduct face-to-face HIPAA training tailored to your specific role or academic program. To request an in-person HIPAA training review or refresher, please contact the HIPAA Coordinator, Jason Phillips, at [HIPAA@cmich.edu](mailto:HIPAA@cmich.edu).



## **HIPAA Training Program Plan (subject to change)**

### **1. Primary HIPAA Training**

This base-level training has been developed to address CMU policies and procedures applicable to HIPAA regulations including but not limited to HIPAA Privacy, Security, Breach Notification, Sanctions, and other topics necessary and appropriate for Workforce Members to understand and carry out their functions within CMU's Hybrid Entity.

#### **a. Who is required to complete this training?**

##### **i. All HIPAA Workforce Members**

- 1.** A "Workforce Member" includes employees, students, volunteers, trainees, and other persons whose conduct, in the performance of work for a unit in the CMU Hybrid Entity, is under the direct control of such entity, whether or not they are paid by the entity. This includes but is not limited to any individual at a CMU worksite who has access to PHI. The student category includes but is not limited to fellows and residents. See CMU Policy #12-2: Hybrid Entity Defined Attachment A for more information regarding units within the CMU Hybrid Entity

##### **ii. Others who may be required to take the training:**

- 1. Students enrolled in certain CMU courses** may be required to take this HIPAA training. The HIPAA Privacy Office reserves the right to determine the appropriate level of specific training materials and whether such training is required. Refer also to Academic Training below
- 2. Job Shadowing** – Individuals participating in job shadowing opportunities for one week or less within CMU's Hybrid Entity are required to sign a HIPAA Confidentiality Agreement; however, will not be required to take the Primary HIPAA training. Individuals of job shadowing greater than one week must be approved by the HIPAA Privacy Office and must complete required HIPAA training as applicable to the Access Management Policy. All HIPAA Confidentiality Agreements will be retained at the unit where the job shadow experience was conducted
  - a.** The term "Job Shadow" refers to an opportunity for an individual to observe a professional doing their job

##### **3. As determined appropriate by the Office of HIPAA Compliance**

#### **b. When is this training required?**

##### **i. Upon becoming a member of the HIPAA Workforce and annually thereafter**

- 1.** As determined by workforce clearance coordinators within CMU's Hybrid Entity

##### **ii. This training will also be updated on a biennial basis.**

### **2. Role-Based Training**

In addition to the Primary HIPAA training, certain Workforce Members may require roles-specific HIPAA training based on their job duties and the level of access to Protected Health Information (PHI). The goal is to ensure that everyone is adequately trained to meet their compliance responsibilities within their specific role.

**a. Who is required to complete this training?**

i. Determined as needed

**b. When is this training required?**

ii. Determined as needed

### **3. Focused Training**

Focused Training would serve to address current or potential problems in certain positions that may be prone to a higher risk of HIPAA incidents. It also serves to enhance knowledge and understanding of specific CMU policies and procedures. Examples of topics may include but are not limited to methods of communicating electronic protected health information and protected health information (ePHI/PHI), email encryption, and adhering to patient rights.

**a. Who is required to complete this training?**

i. Determined as needed

**b. When is this training required?**

i. Determined as needed

### **4. Security and Awareness Training**

Training of this type will focus on the administrative, physical, and technical safeguards that help protect the confidentiality, integrity, and availability of ePHI. Topics are based on organizational need and highest risk areas to include the following, at minimum: protection against malicious software, system protection capabilities, policies, and procedures for password management, how to create strong passwords, policies and procedures for securing ePHI.

**a. Who is required to complete this training?**

i. Determined as needed, may include all Workforce Members

ii. Others who may be required to take the training:

- 1. Students enrolled in certain CMU courses** may be required to take this HIPAA training. The Office of HIPAA Compliance reserves the right to determine whether such training is required, and the appropriate level of specific training materials
- 2. Job Shadowing** – Individuals participating in job shadowing opportunities for one week or less within CMU's Hybrid Entity are required to sign a HIPAA Confidentiality Agreement; however, will not be required to take the Primary HIPAA training. Individuals job shadowing greater than one week must be approved by the HIPAA Privacy Office and must have required HIPAA training as applicable to the Access Management Policy
- 3. As determined appropriate by the HIPAA Privacy Officer, HIPAA Security Officer, and Chief Information Security Officer**

**b. When is this training required?**

- i. Periodic Security and Awareness Training and reminders are conducted throughout each year on a weekly, monthly, quarterly, or annual basis. These trainings and reminders may either be in conjunction with or in addition to the OIT security awareness program

**5. Corrective Action Training**

This training is provided to Workforce Members as a corrective action step in response to a possible incident, breach, or other violation. This training is required on an as needed basis for any individual assigned by the Office of HIPAA Compliance. The topic presented in this training is determined by the possible incident, breach, or violation that caused the Workforce Member to require a corrective action plan. Workforce Members may be required to repeat any past training as required by the HIPAA Privacy Officer due to perceived or potential risk and/or corrective action plan.

**6. Academic Training**

The Office of HIPAA Compliance has Academic HIPAA Training materials available for which instructors can request and use as part of their course assignments. These materials are modified versions of the Primary HIPAA Training materials and are intended for educational purposes for students and others who may not be part of the HIPAA Workforce.

Note: Some colleges have created their own HIPAA Educational Modules/Materials that are not developed, maintained, or assigned by the Office of HIPAA Compliance and do not qualify as required CMU HIPAA Training.

**7. Clinical Refresher Training**

This training is provided annually to student groups who are preparing for clinical rotations. It serves to refresh the knowledge and understanding of HIPAA before students begin their clinical rotation.

**a. Who is required to complete this training?**

- i. Students prior to clinical rotations

**b. When is this training required?**

- i. Ongoing/as requested

**8. Security Awareness Initiative**

This training newsletter is sent to HIPAA workforce members on a monthly basis via Maestro. The newsletter covers various topics that act as additional HIPAA training on an ongoing basis. It also serves to enhance knowledge and understanding of specific CMU policies and procedures.

**9. Epic Training**

This training is provided to HIPAA workforce members who have been given access to the Epic Electronic Medical Record (EMR) System. Covenant provides ongoing/as requested training to HIPAA workforce members to educate users on how to properly use and access Epic. Covenant offers training for both administrative and clinical roles as well as monthly training as requested by workforce members.

## Supporting Documents –

### 6. Publication of Student Achievement Data



← REPORTS

COMMON DATA SETS

ENROLLMENT REPORTS

GRADES AND COURSES REPORTS

GRADUATION AND PERSISTENCE

PEER COMPARISON REPORTS

PROGRAM REPORTS

# REPORTS

Choose one of the report category links below to view reports provided by APA. Most reports are in PDF format and require [Adobe Acrobat Reader](#).

Faculty and Staff have access to additional reports through the Faculty & Staff Portal. Sign-in is required.

[FACULTY & STAFF PORTAL](#)

## Categories

[COMMON DATA SETS](#) →

[ENROLLMENT REPORTS](#) →

[GRADES AND COURSES REPORTS](#) →

[GRADUATION AND PERSISTENCE](#) →

[PEER COMPARISON REPORTS](#) →

[PROGRAM REPORTS](#) →

### Academic Planning and Analysis

Warriner Hall 312

Mount Pleasant, MI 48859

Email: [apa@cmich.edu](mailto:apa@cmich.edu)

Phone: 989-774-3933



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

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[Home](#) / [Career Development Center](#) / [First Destination Survey](#)

# FIRST DESTINATION SURVEY

Each year the Career Development Center surveys baccalaureate graduates to gather information regarding employment status, graduate/professional school enrollment and starting salaries. The following reports do not include all graduates, only data from those who took the time to respond are included.

## Survey results by year

[2016-2017](#) →

[2017-2018](#) →

[2018-2019](#) →

[2019-2020](#) →

[2020-2021](#) →

[2021-2022](#) →

[2022-2023](#) →

IN THIS SECTION



NEW CMU CAREER OUTCOMES RATE SHOWS RISING...



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

# ASSESSMENT INFORMATION AND RESOURCES

The information and resources listed on this page serve as tools for CMU's assessment processes as established by the [CMU Academic Senate](#) and identified in the Curriculum Authority Document. The resources listed are not intended to substitute the policies outlined in the [Curriculum Authority Document](#) nor any other academic policies approved by the Academic Senate.

The Office of Curriculum and Instructional Support and College Assessment Coordinators are available to assist with developing and continuing assessment processes that reinforce CMU's commitment to a student-focused learning environment.

## Assessment at CMU

Student learning outcomes assessment at CMU is defined as the ongoing monitoring of the extent to which students are developing the knowledge, skills, beliefs, and attitudes that are appropriate for graduates of their respective academic programs. Assessment of student learning assists programs in defining course goals and outcomes. Assessment data provides information for faculty development of strong programs, effective curriculum, and innovative teaching. In addition, student learning outcomes assessment assists programs, departments, councils, colleges, and the university in accreditation by providing evidence of quality teaching and learning. -- [Policy on Student Learning Outcomes at CMU](#)

## Why assessment of student learning is important

There are many reasons the assessment of student learning is important. Assessment helps us:

- Discover what students ARE actually learning versus what we THINK they are learning.
- Identify student-learning areas that are missing, weak, duplicated, and/or conflicting.
- Make changes in our curriculum and courses to fill in curriculum gaps and omissions; strengthen weak areas and give coherent messages.
- Become better teachers by aligning what we do to more effectively meet the needs of the learners.
- Provide empirical information drawn from student learning outcomes data for future program planning.
- Have empirical data about student learning outcomes to show decision-makers that what we do works.

## Senate-appointed assessment committees

Several different University committees are responsible for providing assistance and guidance to faculty and staff for student learning outcomes assessment at CMU. The [Assessment Council](#), established by the Academic Senate in 1992, is the primary committee that develops and monitors program-level assessment. Its members, in cooperation with faculty and staff closest to the delivery of programs, ensure that conversations about student learning and program improvement remain central to departments and units.

In addition, the [General Education Committee](#) and the [Quality Assurance Systems Committee](#) (Educator Preparation Programs) have key roles in student learning outcomes assessment.

### CMU ASSESSMENT RESOURCES

#### IN THIS SECTION



# STUDENT ACHIEVEMENT DATA

## Bachelor of Applied Arts



### Job placement

89 percent of our students who graduated in the 2024-2025 school year are employed in design or design-related positions.

### Acceptance into graduate programs

One of the graduates from the 2024-2025 school year applied to graduate school.

### Student retention

96 percent of the students admitted to the program between 2023 and 2025 have been retained in the program as a major or minor.

### Graduation rates

Of the students graduating in the 2024-2025 school year, those who started at CMU as a freshman graduated in an average of 3.7 years. Students who transferred to CMU graduated in an average of 3.3 years. Some students choose to take 12 credits a semester or less to work part or full-time to cover their educational expenses, impacting their ability to graduate within four years.

Home / ... / Doctor of Audiology Program Details / Audiology Student Outcome Data

# AUDIOLOGY STUDENT OUTCOME DATA

Our audiology students successfully complete the audiology program and perform well on the Praxis Examination.

## Praxis Examination pass rate data (ETS data)

CENTRAL MICHIGAN UNIVERSITY RESULTS	2022-2023	2023-2024	2024-2025	3-YR AVERAGE
Number of students taking the exam	9	7	16	10.67
Number of students passed	7	6	13	8.67
Percentage passing	77.8%	85.71%	81.25%	81.25%

## Program completion rates

CENTRAL MICHIGAN UNIVERSITY RESULTS	2022-2023	2023-2024	2024-2025	3-YR AVERAGE
Number completed program within expected time frame	11	8	11	10
Number completed later than expected time frame	0	0	0	0
Number not completing	0	0	1	0.33
Percentage completing	100%	100%	91.67%	96.77%

### Doctor of Audiology Program

Health Professions Building 1183

IN THIS SECTION



[Email the Doctor of Audiology Program](#)

#### ALSO OF INTEREST

UNIVERSITY ARCHIVAL COLLECTIONS IN MICHIGAN

AREAS OF CREATIVE ENDEAVORS

NATIONAL SCHOLARSHIP PROGRAM IN MICHIGAN

# PHYSICAL THERAPY PROGRAM OUTCOME STATISTICS

There are a variety of outcome measures that our Doctoral Program in Physical Therapy uses to assess the success of the program and our graduates. The Commission on Accreditation in Physical Therapy Education (CAPTE) has identified three of these measures for which all accredited physical therapy programs are required to provide the public with current information. These data can be useful for prospective students and others to help evaluate the quality of each academic program. They are only three outcome measures and do not provide a total picture of any program, but they do give a comparison point on three important measures.

\*The last cohort of students from the Houghton campus will graduate in May 2026. Their outcome data will remain on the website until the end of 2026 to meet CAPTE requirements for publishing program outcomes.

## Graduation rate

The graduation rate represents the percentage of students who are academically successful and are able to graduate from the program with the cohort of students with whom they started. Students can fail to graduate or withdraw from a program for a variety of reasons from a change in life plans to academic difficulty. The graduation rate does not reflect students who may have to decelerate their progress due to personal or medical reasons. These students may graduate, but not with the cohort in which they started. This statistic does not consider the reasons for withdrawal, but only the timely completion rate.

YEAR(S)	MT. PLEASANT CAMPUS RATE	HOUGHTON CAMPUS RATE
2023	100%	100%
2024	97.6%	100%
Two-year average (2023-2024)	98.9%	100%

## National physical therapy examination (NPTE) pass rate

The **first-time pass** rate represents the percentage of students who pass the licensure exam on their first attempt. There are many reasons why a student could fail to pass the licensure exam from not having adequately prepared to test anxiety. We provide resources for our students to assist in having this number as close to 100% as possible. The **ultimate pass rate** represents the pass rate of first-time test takers combined with the test results of students who retook the exam within the posted year. Our goal for this number is 100%. Per the Federation of State Boards of Physical Therapy, since there are many factors that influence the first-time pass rate, the ultimate pass rate may be more indicative of a school's overall performance. To compare our program's pass rates with the pass rate of all physical therapy students in a given calendar year, individuals are directed to the [Federation of State Boards of Physical Therapy website](#).

### NPTE first-time pass rate by years

YEAR(S)	MT. PLEASANT CAMPUS RATE	HOUGHTON CAMPUS RATE
2023	38/47 (80.9%)	10/12 (83.3%)
2024	39/40 (97.5%)	4/6 (66.7%)
Two-year average (2023-2024)	77/87 (88.5%)	14/18 (82.6%)

### NPTE ultimate pass rate by years

YEAR(S)	MT. PLEASANT CAMPUS RATE	HOUGHTON CAMPUS RATE
---------	--------------------------	----------------------

2023	46/48 (97.9%)	12/12 (100%)
2024	40/40 (100%)	5/6 (83.3%)
Two-year average (2023-2024)*	86/87 (98.9%)	17/18 (94.4%)

\*Students who have yet to pass the exam are still eligible to retake it.

## Employment rate

This is a self-explanatory statistic. The employment rate is the percentage of program graduates who seek employment and are employed as physical therapists within six months of passing their licensure exam.

YEAR(S)	MT. PLEASANT CAMPUS RATE	HOUGHTON CAMPUS RATE
2023	100%	100%
2024	100%	100%
Two-year average (2023-2024)	100%	100%

### Department of Physical Therapy

Health Professions Building 1220

IN THIS SECTION



[Email the Department of Physical Therapy.](#)

#### ALSO OF INTEREST

UNIVERSITY ARCHIVAL COLLECTIONS IN MICHIGAN

AREAS OF CREATIVE ENDEAVORS

NATIONAL SCHOLARSHIP PROGRAM IN MICHIGAN



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

FACULTY & STAFF DIRECTORY

NEWS

DEPARTMENTS A-Z

EVENTS

# PHYSICIAN ASSISTANT PROGRAM DETAILS

Our [Physician Assistant \(PA\) program](#) is a 27-month program that provides the academic and clinical training that prepares you to be certified and licensed to practice medicine with physician supervision in an ethical, compassionate and professional manner. The first cohort of PA students matriculated in May 1996 and subsequently graduated in July 1998. We created the program to address the healthcare needs of residents in the northern lower peninsula and the upper peninsula of Michigan, which includes many rural and medically underserved communities.

Upon successful completion of all requirements of the PA program, you will graduate with a Master of Science degree. A few short weeks after officially graduating from the PA program, you are eligible to sit for the Physician Assistant National Certification Exam (PANCE) and may apply for licensure in any of the 50 states, District of Columbia, and U.S. Territories. If you are seeking employment in states other than Michigan, you may obtain further information on the submission of a state-specific licensure application from the American Academy of Physician Assistant's website or the respective state.

## Mission

To produce well-educated and highly trained physician assistants who provide evidence-based medical services within interdisciplinary primary care environments to include medically underserved and diverse populations.

## Goals

### Goal 1

Obtain a first-time pass rate of Physician Assistant National Certifying Examination (PANCE) at or above the national average.

### Benchmark

Each graduating cohort's PANCE pass rate will meet or exceed the national average on their first attempt

CLASS GRADUATION YEAR	PROGRAM EXAM PASS RATE	NATIONAL EXAM PASS RATE FOR THE CLASS GRADUATION YEAR	GOAL MET YES/NO
2020	85%	95%	No
2021	97%	93%	Yes
2022	87%	92%	No
2023	95%	92%	Yes
2024	87%	92%	No
Average of last five years	90.2%	92.8%	

### Goal 2

Cultivate PA graduates with the medical knowledge and clinical skills necessary to provide competent care in all aspects of entry-level medicine.

### Benchmark

100% of students pass all components of the PA program summative assessment.

SUMMATIVE ASSESSMENT PASS RATES	END OF CURRICULUM EXAM (EOCE)	PROFESSIONALISM EVALUATION	OBJECTIVE STRUCTURED CLINICAL EXAMS (OSCES)
Class of 2022	95%	100%	100%
Class of 2023	100%	100%	100%
Class of 2024	90%	100%	100%

## Benchmark

Graduates indicate they feel prepared to enter clinical practice in reference to Goal 2 on program exit survey with score of at least 3.5 on 5-point Likert scale.

- Exit survey response question regarding goal 2
  - Please rate how successful you feel the program is in meeting its goal: Cultivate PA graduates with the medical knowledge and clinical skills necessary to provide competent care in all aspects of entry-level medicine.

CLASS GRADUATION YEAR	LIKERT SCALE SCORE OUT OF 5
2022*	3.42
2023*	4.11
2024	4.00

\*New assessment question was developed in 2024. Classes prior to this year were asked, "The training you received in the PA program was satisfactory."

## Goal 3

Educate students to develop the essential skills of critical thinking and appraisal of research to implore best practices of evidence-based medicine in their patient care.

## Benchmark

100% of students earn a grade of B or greater in course PHA 645: Critical Appraisal of Medical Literature and Evidence-Based Medicine.

CLASS GRADUATION YEAR	% OF STUDENTS ENROLLED WHO RECEIVED A GRADE OF B OR GREATER	GOAL MET YES/NO
2023	100%	Yes
2024	100%	Yes
2025	100%	Yes
2026	100%	Yes

## Benchmark

100% of students earn a grade of B or greater on capstone project.

CLASS GRADUATION YEAR	% OF STUDENTS ENROLLED WHO RECEIVED A GRADE OF B OR GREATER	GOAL MET YES/NO
2022	100%	Yes
2023	100%	Yes
2024	100%	Yes

## Benchmark

Score a 3.5/5 on student exit survey regarding their ability to critically think as it pertains to practicing evidence-based medicine.

PLEASE RATE HOW WELL THE PROGRAM PREPARES STUDENTS FOR CLINICAL PRACTICE IN THE FOLLOWING AREAS:	CLASS OF 2024	CLASS OF 2023*	CLASS OF 2022*
Practicing evidence-based medicine	4.19	3.81	3.82
Problem-solving skills/critical thinking	4.19	3.81	3.82

\*Question was redone in 2024 to be two separate more direct questions. Classes prior to this year were asked, "The ability to apply advanced critical thinking skills to evaluate sources of information."

## Benchmark

Score a 3.5/5 on student end of didactic survey regarding program effectiveness in preparing students to critically think and practice evidence-based medicine.

PLEASE RATE YOUR LEVEL OF AGREEMENT THAT THE PROGRAM EFFECTIVELY PREPARES STUDENTS FOR CLINICAL YEAR IN THE FOLLOWING AREAS:	CLASS OF 2025
Practicing evidence-based medicine	4.43
Problem-solving skills/critical thinking	4.36

\*New survey as of 2024.

## Goal 4

Reinforce collaborative learning and working styles necessary to work within the interdisciplinary healthcare environment.

## Benchmark

100% of students participate in the two-part interprofessional education workshop event.

PARTICIPATION IN IPE WORKSHOP	FALL	SPRING
Class of 2022	100%	100%
Class of 2023	100%	100%
Class of 2024	100%	100%
Class of 2025	100%	100%
Class of 2026	100%	100%

## Benchmark

Score a 3.5/5 on student exit survey regarding their preparedness for working in interdisciplinary healthcare environment.

PLEASE RATE HOW WELL THE PROGRAM PREPARES STUDENTS FOR CLINICAL PRACTICE IN THE FOLLOWING AREAS:	CLASS OF 2024	CLASS OF 2023*	CLASS OF 2022*
Interprofessional team care	4.19	4.24	4.03

\*Question was redone in 2024. Classes prior to this year were asked, "The ability to collaborate effectively as a member of inter-professional health care teams."

## Benchmark

Score a 3.5/5 on student end of didactic survey regarding program effectiveness in preparing students to work in interdisciplinary healthcare environment.

**PLEASE RATE YOUR LEVEL OF AGREEMENT THAT THE PROGRAM EFFECTIVELY PREPARES STUDENTS FOR CLINICAL YEAR IN THE FOLLOWING AREAS:**

**CLASS OF 2025**

Interprofessional team care

4.30

\*New survey in 2024

## Goal 5

Expose students to rural and/or underserved healthcare populations through their clinical experiences.

### Benchmark

Greater than or equal to 60% of placements in early clinical exposure experiences (mentorship experiences) and Supervised Clinical Practice Experiences (SCPEs) offered by the university will treat patients from rural and/or medically underserved communities. The benchmark is determined by the average of the last five years.

**Percent of students placed in mentorship experience sites that are considered rural and/or underserved**

CLASS GRADUATION YEAR	TOTAL
2021 (n=40)*	29/40 (73%)
2022 (n=40)*	24/40 (60%)
2023 (n=37)*	27/37 (73%)
2024 (n=40)*	22/40 (55%)
2025 (n=62)*	43/60 (72%)
Average over last five years	67%

\*n=cohort size at time of mentorship

**Percent of students placed in SCPE sites that are considered rural and/or underserved**

YEAR	EMERGENCY MEDICINE	FAMILY MEDICINE	INTERNAL MEDICINE	PEDIATRICS	BEHAVIORAL HEALTH	GENERAL SURGERY	WOMEN'S HEALTH
2021	65%	66%	68%	73%	45%	55%	74%
2022	59%	65%	60%	66%	56%	59%	77%
2023	66%	73%	56%	52%	64%	60%	69%
2024	70%	76%	63%	56%	65%	68%	74%
Average last four years	65%	70%	62%	62%	58%	61%	74%

- Average of all SCPEs over the last four years is 64%.

## Program competency domains/program learning outcomes

### Medical knowledge

Graduates of the CMU PA program will be able to apply comprehensive knowledge of biologic and clinical sciences to provide acute, chronic, urgent, and emergent care across the life span to infants, children, adolescents, adults and the elderly.

- MK1: Apply core knowledge about established and evolving biomedical and clinical sciences to provide patient-centered care to both healthy and ill patients.
- MK2: Demonstrate knowledge of major organ systems, anatomy, and function of the human body.
- MK3: Describe the signs, symptoms and typical clinical presentations associated with various diseases to make an accurate assessment of patients across the lifespan.

- MK4: Select, interpret, and apply appropriate diagnostic tests and laboratory studies to appropriately inform clinical decision-making.
- MK5: Differentiate pharmacologic and non-pharmacologic treatment strategies, including patient education and counseling, in caring for healthy and/or ill patients who present with various medical conditions.

## Patient care

Graduates of the CMU PA program graduates must demonstrate care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. Graduates of the CMU PA program will be able to analyze and synthesize relevant clinical, diagnostic, cultural, and contextual information to diagnose and manage patients across the lifespan (prenatal, infant, children, adolescents, adult, and the elderly).

- PC1: Demonstrate the ability to perform age-appropriate assessment, evaluation, and management of patients across the life span.
- PC2: Perform effective, patient-centered history-taking and physical examination for comprehensive and problem-focused patient visits.
- PC3: Perform medical and surgical procedures considered necessary for general practice.
- PC4: Provide effective education and counseling for patients and their families.
- PC5: Provide appropriate care to patients with chronic conditions.
- PC6: Provide health care services and education aimed at the prevention of health problems as well as the maintenance of optimal health.

## Interpersonal and communication skills

Graduates of the CMU PA program will be able to communicate effectively with patients, families and health team members, incorporating compassion, empathy, and cultural humility to build meaningful therapeutic and interprofessional relationships.

- ICS1: Use interpersonal and communication skills to work effectively with other health care professionals as a member or leader of a health care team or professional group.
- ICS2: Use effective communication skills to elicit and provide information to patients, families, and health team members.
- ICS3: Demonstrate sensitivity, empathy, honesty and compassion in patient encounters to provide culturally responsive care that prioritizes the cultural health beliefs and practices of a diverse patient population.
- ICS4: Accurately and adequately document medical information for clinical, legal, quality and financial purposes.

## Professionalism

Graduates of the CMU PA Program will prioritize the interests of those being served above their own. Graduates must recognize their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. CMU graduates must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.

- P1: Demonstrate respect for the dignity and privacy of patients, including maintaining confidentiality, patient autonomy, and informed consent in the delivery of patient-centered care.
- P2: Exhibit an understanding of the regulatory environment and laws regarding professional practice.
- P3: Demonstrate individual accountability and ability to recognize personal limitations, admit mistakes and errors and accept and provide feedback in a productive and constructive manner.
- P4: Demonstrate commitment to excellence and on-going professional development.

## Systems-based practice

Graduates of the CMU PA Program will understand the societal, organizational, and economic environments in which health care is delivered. Graduates must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. CMU graduates should work to improve the larger health care system and continually advocate on behalf of their patients.

- SBP1: Demonstrate an awareness of the larger context in systems of health care and effectively utilize system resources to provide optimal care.
- SBP2: Practice cost-effective health care and resource allocation that does not compromise quality of care.

- SBP3: Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community.
- SBP4: Promote a safe environment for patient care.

## Practice-based learning and improvement

Graduates of the CMU PA program will be able to engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. CMU graduates must be able to assess, evaluate, and improve their patient care practices and provide and receive professional feedback related to optimal patient care.

- PBL1: Regularly assess personal strengths and areas for improvement in clinical practice using feedback from preceptors, faculty, and patients.
- PBL2: Utilize a variety of educational resources, keeping up to date with advances in medical science, technology, and practice to enhance knowledge and skills.
- PBL3: Participate in learning activities with other healthcare professionals, allowing for improved team-based care, and collaboration with interdisciplinary teams.
- PBL4: Develop skills to integrate the best available evidence, apply clinical guidelines and protocols appropriately, and determine an evidence-based evaluation to optimize patient care circumstances, preferences, and outcomes.

### Physician Assistant (PA) Program Accreditation

#### IN THIS SECTION



ADMITTED PA APPLICANTS

CURRENT PA STUDENTS

PROSPECTIVE PA STUDENTS

PA PROGRAM ACCREDITATION INFORMATION

PA PROGRAM CURRICULUM

PA PROGRAM COST AND FINANCIAL ASSISTANCE

PA CLINICAL PRECEPTORS AND MENTORS

PA FACULTY AND STAFF

PA TECHNICAL STANDARDS

MOUNT PLEASANT, MI 48859

Phone: 989-774-1273

[Email the PA Program](#)

#### ALSO OF INTEREST

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AREAS OF CREATIVE ENDEAVORS

NATIONAL SCHOLARSHIP PROGRAM IN MICHIGAN

Home / ... / [Speech Language Pathology Program Details](#) / [Speech Language Pathology Student Outcome Data](#)

# SPEECH LANGUAGE PATHOLOGY STUDENT OUTCOME DATA

Our speech-language pathology students successfully complete the program and perform well on the Praxis Examination.

## Praxis Examination pass rate data (ETS Data)

CENTRAL MICHIGAN RESULTS	2022-2023	2023-2024	2024-2025	3-YR AVERAGE
Number of students taking the exam	41	21	37	33
Number of students passed	38	17	34	29.7
Percentage passing	92.7%	81%	91.9%	90%

## Program completion rates

CENTRAL MICHIGAN RESULTS	2022-2023	2023-2024	2024-2025	3-YR AVERAGE
Number completed program within expected time frame	40	39	39	39.33
Number completed later than expected time frame	0	0	0	0
Number not completing	0	1	0	0.33
Percentage completing	100%	97.5%	100%	99.16%

### Speech-Language Pathology Program

Health Professions Building 2168

IN THIS SECTION



[Email the Speech-Language Pathology Program](#)

#### ALSO OF INTEREST

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[NATIONAL SCHOLARSHIP PROGRAM IN MICHIGAN](#)

# DATA REPORTING FOR THE MASTER OF PUBLIC ADMINISTRATION

Established in 1978, the [Master of Public Administration \(MPA\)](#) program at Central Michigan University is a NASPAA-accredited program that is currently offered in an online modality. The program can be completed in two years and requires 37 hours of course credit. We also offer a [certificate in Nonprofit Leadership](#).

[Applications](#) to the MPA program are accepted throughout the academic year.

## Tuition and fees

[View the university's tuition and fees](#)

## Methods of program delivery

The Master of Public Administration (MPA) program at Central Michigan University is currently offered in an online modality.

## Mission statement

The mission of the Master of Public Administration program at Central Michigan University is to provide current and future practitioners with enriching learning experiences that advance their intellectual growth and increase the likelihood of respectful governance in a variety of public settings, characterized by accountable and ethical decision-making that engages stakeholders with effective leadership and management practices.

## Public service values

To achieve our mission and realize our vision, the MPA program at Central Michigan University emphasizes the following NASPAA (Network of Schools of Public Policy, Affairs, & Administration) public service values.

Students and alumni from the MPA program at Central Michigan University will:

- Pursue the public interest with accountability and transparency;
- Serve professionally with competence, efficiency, and objectivity;
- Act ethically so as to uphold public trust;
- Promote participation and inclusiveness by demonstrating respect, equity, and fairness in dealings with members of society, stakeholders, and fellow public servants; and
- Cultivating global, regional, and local awareness.

# Universal competencies

To implement its mission statement, the MPA program at Central Michigan University uses the following set of NASPAA-required competencies in its curriculum. These competencies ensure that our students will develop and enhance their abilities:

- to lead and manage in the public interest;
- to participate in, and contribute to, the policy process;
- to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment;
- to articulate, apply, and advance a public service perspective; and
- to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

# NASPAA annual reports

The Central Michigan University Master of Public Administration Program is a NASPAA-accredited program. Please visit the [NASPAA website](#) for more information.



- [2024-25 Annual Report](#)
- [2024 7-year Accreditation Letter](#)
- [2023-24 Annual Report](#)
- [2022-23 Annual Report](#)
- [2021-22 Annual Report](#)
- [2020-21 Annual Report](#)
- [2019-20 Annual Report](#)
- [2018-19 Annual Report](#)
- [2017-18 Annual Report](#)

# Public Administration advisory

COLLEGE OF  
**LIBERAL ARTS &  
SOCIAL SCIENCES**  
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council and help manage the future direction of the MPA program at Central Michigan University.

DATA REPORTING  
FOR THE MASTER OF  
PUBLIC  
ADMINISTRATION

## Master of Public Administration

Dr. Sharon Kukla-Acevedo,  
Director

Anspach Hall 246

Phone: 989-774-3122

Email: [MPA@cmich.edu](mailto:MPA@cmich.edu)

# Admissions data

AGGREGATE ADMISSION MODALITY DATA FOR 2024-2025	
Total Applicants to the Program	31
Total Admitted Students	27
Total Enrolled Students	19

# Enrollment

Number of MPA Students Enrollment (7/30/2025): 50

# Employment data for 2023-2024 graduates

EMPLOYMENT DATA	ONLINE MODALITY
National or central government in the same country as the program	0
State, provincial, or regional government in the same country as the program	0
City, County, or other local government in the same country as the program	10
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	1
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	2
Total number of graduates	14

## Historical graduation data

	INITIALLY ENROLLED	GRADUATED WITHIN 2 YEARS	GRADUATED WITHIN 3 YEARS	GRADUATED WITHIN 4 YEARS
Total Number				
Students in the ARY-5 Cohort	39	17	23	25

## Student learning outcomes

As part of the mission of the Central Michigan University MPA program and NASPAA accreditation, students are required to demonstrate mastery on the following universal public service competencies:

- To lead and manage in public governance.

- To participate in and contribute to the policy process.
- To analyze, synthesize, think critically, solve problems, and make decisions.
- To articulate and apply a public service perspective.
- To communicate and interact productively with a diverse and changing workforce and citizenry.

In addition to the universal competencies from NASPAA, the program has also adopted the following mission-based competencies. Students in the MPA program at Central Michigan University will develop and enhance their ability:

- To integrate social, economic, political, and global trends in the management of public organizations.
- To apply relevant systems of accountability, performance management, and transparency in the management of public organizations.
- To define the challenges of intergovernmental and intersectoral relations in public organizations.
- To recognize the importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the delivery of public services.

Using a unique scorecard approach, the program evaluates student mastery of these competencies in PAD 730 "Public Service Competencies." Aggregate data on student mastery of competencies is included below:

- [2024-2025 Competency Report](#)
- [2023-2024 Competency Report](#)
- [2021-2022 Competency Report](#)
- [2020-2021 Competency Report](#)
- [2019-2020 Competency Report](#)
- [2018-2019 Competency Report](#)
- [2017-2018 Competency Report](#)

## Internship placements

Here are some of the internship placements site that our MPA students have completed:

- City of Mount Pleasant, Michigan
- City of Vassar, Michigan
- City of Clare, Michigan
- City of Flint, Michigan
- Isabella County Office of Emergency Management, Michigan
- Middle Michigan Development, Michigan
- Isabella County Parks Office, Michigan
- CMU MPA Program, Michigan
- Planned Parenthood of Mid and South Michigan
- CMU Academic Effectiveness (Claudia Douglas), Michigan
- House Fiscal Agency (Michigan House of Representatives), Michigan
- Office of State Representative Tom Leonard, District 93, Michigan
- Sweet Serenity (SSI), Inc., McDonough, Georgia
- 29th Circuit Court Family Division, Ithaca, Michigan
- Hudson Institute, Washington D.C.
- Elk Rapids, Michigan
- The Washington Center, Washington D.C.
- Jimmy Carter Foundation, Atlanta, Georgia
- Royal Oak, Michigan
- City of Auburn, Michigan
- Midland Area Community Foundation, Michigan



## Past scholarship winners

<b>Fulbright Scholars</b>	+
<b>Barbara P. Greene Endowed Scholarship in State &amp; Local Government</b>	+
<b>Edward H. Potthoff Scholarship in Local Government Administration</b>	+

**ALSO OF INTEREST**

**UNIVERSITY ARCHIVAL COLLECTIONS IN MICHIGAN**   **AREAS OF CREATIVE ENDEAVORS**  
**NATIONAL SCHOLARSHIP PROGRAM IN MICHIGAN**



**CENTRAL MICHIGAN UNIVERSITY**

1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

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# UNDERGRADUATE CAEP EDUCATION DATA

The Educator Preparation Programs (EPP) is the primary coordinating body for all of CMU's teacher preparation and continuing education programs which are distributed across five colleges and involve 12 departments and three interdisciplinary councils. The EPP consists of more than 150 professional education faculty members, the Director of Educator Preparation, the dean of the College of Education and Human Services, and the dean or dean's designee of each involved college. The work of the EPP is supported by the [Office of Educator Preparation Programs](#) housed in the College of Education and Human Services. The EPP offers 8 graduate programs at the master's and specialist levels and 20 areas of specialized study at the undergraduate level accredited by CAEP. CMU has been a leader in teacher education programs since it was founded in 1892 and graduates more than 300 teacher candidates annually.

## EPP by the Numbers

[Clinical Field Placements](#)

### EPP Demographics: admitted and enrolled candidates

**2023-2024 total number of admitted and enrolled = 995**

[Undergraduate Admitted and Enrolled Demographics](#)

### EPP Demographics: program completers

**2023-2024 total number of completers=216**

[Undergraduate Completer Demographics](#)

### EPP Demographics: Transfer Students

[Undergraduate Transfer Data](#)

### Major and Minor Distribution: admitted and enrolled

**2023-2024 total number admitted and enrolled = 995**

[Undergraduate Admitted and Enrolled Majors and Minors](#)

### Major and Minor Distribution: program completers

**2023-2024 total number completers = 273**

## Measure 1: Completer impact and effectiveness

### MDE Teacher Effectiveness Rating: 2023-2024 effectiveness ratings for education majors

#### Average effectiveness rating for education majors

[Undergraduate Impact and Effectiveness](#)

## Measure 2: Satisfaction of employers and stakeholder involvement

### Employer satisfaction

#### 2023-2024 MDE administrator survey

[Undergraduate Employer Satisfaction](#)

## Measure 3: Candidate competency and program completion

### Pass rates

#### 2023-2024 MTTC 3-Year Cumulative Pass Rates

[Undergraduate MTTC Scores](#)

## Measure 4: Ability of completers to be hired in educator positions

### Completers to be Hired

#### 2023-2024 MDE Year-Out Survey

[Undergraduate Ability of Completers to be Hired 2025](#)



ALSO OF INTEREST

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AREAS OF CREATIVE ENDEAVORS

Home / ... / CAEP Accreditation / Graduate CAEP Education Data

# GRADUATE CAEP EDUCATION DATA

The Educator Preparation Programs (EPP) is the primary coordinating body for all of CMU's teacher preparation and continuing education programs. Distributed across five colleges, 12 departments, and three interdisciplinary councils, the EPP offers 8 graduate programs at the master's and specialist levels and 20 areas of specialized study at the undergraduate level accredited by CAEP. The EPP consists of more than 150 professional education faculty members, the Director of Educator Preparation, the dean of the College of Education and Human Services, and the dean or dean's designee of each involved college. The work of the EPP is supported by the [Office of Educator Preparation Programs](#) housed in the College of Education and Human Services. CMU has been a leader in teacher education programs since it was founded in 1892 and graduates more than 300 teacher candidates annually.

## Measure 1: Completer Impact and Effectiveness

### MDE Administrator Effectiveness Rating

#### 2023-2024 Effectiveness Ratings for Administrators

[Graduate Impact and Effectiveness](#)

## Measure 2: Satisfaction of employers and stakeholder involvement

### Employer satisfaction

The EPP is currently undergoing a new data collection for employer satisfaction.

### Alumni satisfaction

[Graduate Alumni Satisfaction](#)

*"My advisor was extremely helpful, and I enjoyed the coursework overall. The ability to apply learning to practice through an assistantship was invaluable!"*

*"The variety of foci in our core curriculum was somewhat limited given the size of the program and cohort(s), however the subjects and faculty brought in for the course were great and timely."*

*"My professors and advisor were supportive. My supervisor and other staff in my department provided opportunities for professional development as well as support in my employment search post-graduation. My cohort was supportive and the curriculum we were provided aided in our relationship building as well as extended knowledge in various areas. Overall, my program was a perfect fit for me."*

# Measure 3: Candidate competency and program completion

## Graduate program completer graduation data

2023-2024

[Graduate Completers](#)

## Michigan Test for Teacher Certification (MTTC)

### Three year summary pass rates for program year 2023-2024

[Graduate MTTC Scores](#)

# Measure 4: Ability of completers to be hired in educator positions

[Graduate Ability of Completers to be Hired](#)

- 100% of Alumni of CEHS Graduate Programs surveyed are moderately to extremely satisfied with their employment trajectory.
- 62.5% of Alumni of Educational Leadership programs surveyed reported their current salary \$50,000 and over.
- 100% of students surveyed felt that the program prepared them extremely or very well for the following:
  - Gain entry into the profession
  - Qualify for new job responsibilities
  - Remain competitive in the job market
  - Get a raise or promotion

"[The program] kept me prepared for the workforce!"

"Professors bent over backward to ensure my success."

The Graduate Program is currently collecting new data.

IN THIS SECTION



NATIONAL SCHOLARSHIP PROGRAM IN MICHIGAN



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

## Supporting Documents –

### 7. Standing with State and Other Accreditors

← ACCREDITATION AND LICENSURE INFORMATION

STATE AUTHORIZATION RESOURCE

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURES

### Licensure, Regulatory Services and Human Capital

Ronan Hall 350  
Mount Pleasant, MI 48859  
Email: [globallicensure@cmich.edu](mailto:globallicensure@cmich.edu)  
Phone: 989-774-3865

### Contact Us

CMU Online  
Online Student Services  
Toll-Free: 1-800-950-1144  
Mount Pleasant: 989-774-4371  
Email: [onlineprograms@cmich.edu](mailto:onlineprograms@cmich.edu)  
Central Michigan University  
802 Industrial Drive  
Mount Pleasant, MI 48858

# ACCREDITATION AND LICENSURE INFORMATION

Central Michigan University (CMU) provides prospective and enrolled students and the CMU Community with the following information resources outlining the University's accreditation, authorization, and complaint processes related to all locations where CMU delivers educational programming, including online delivery.

## Accreditation

CMU is accredited by the Higher Learning Commission (HLC) and as an accredited institution is authorized to operate as an institution of higher education. HLC is an institutional accrediting agency recognized by the U.S. Department of Education. CMU's Statement of Affiliation Status may be viewed on the [HLC website](#).

## State Authorization

CMU must be approved via the State Authorization Reciprocity Agreement or other State licensure mechanisms before they can enroll students into any Online programs offered by CMU. CMU engages in a continuous process for recognition or exemption as an authorized institution of higher education in all 50 states, the District of Columbia, and the U.S. Territories. CMU is committed to ensuring that its academic programs, institutional practices, delivery methods, and operational activities comply with applicable regulations specific to the jurisdiction. However, please note that if a student were to change location to a state where CMU did not have state authorization, it would likely impact the student's eligibility for Title IV funds.

Students relocating to another state while enrolled in a CMU program are urged to visit [CMU's State Authorization Resource](#) for program authorization information. CMU may not disburse additional Federal student aid to a student who is located in a state where CMU is not authorized to offer the student's current program. For additional information, contact Licensure & Regulatory Services at [globallicensure@cmich.edu](mailto:globallicensure@cmich.edu) or via phone at 989-774-3865.

Additional information regarding authorization by specific states or locations, including regulatory requirements by state for program approvals, recruitment, internships and practicums, and other educational activities may be reviewed via CMU's comprehensive State Authorization Resource available to the CMU community.

## Authorization Information

(Online Programs)

Select a state/territory to view authorization information.

Select a state

Please make a selection from the dropdown menu.

## CMU is an approved State Authorization Reciprocity Agreement (SARA) Participant

SARA is "an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts". While being a SARA approved institution does not remove the need for state authorization for all online programs since not all States are SARA members, being a SARA approved institution allows CMU to deliver online programs to residents in any SARA member state without seeking additional authorization from that particular state. Participation in SARA is intended to allow students greater access to CMU courses/programs offered in other states.



CMU has locations in the following states: Kansas (Fort Leavenworth) and Michigan (home state). CMU enjoys authorization from all states to deliver the selected programs unless exempted due to CMU being located only on a federal enclave or is an out-of-state public university.

\*For approved program information within a specific state, please contact Central Michigan University toll-free at 989-774-3865 or via e-mail at [globallicensure@cmich.edu](mailto:globallicensure@cmich.edu).

## Authorization Information

### For Academic Programs Leading to Professional Certification/Licensure

Important Message for Prospective and Current Students: Requirements for licensure, certification and/or endorsement eligibility may vary by state. CMU provides a dedicated [webpage](#) for each CMU College with programs designed to meet the educational requirements leading to [professional certification/licensure](#) and whether CMU's programs meet/does not meet/has not yet determined if it meets the educational requirements in a state and the relevant state board links. It is highly recommended that you contact the appropriate licensing entity in the state to seek information and guidance regarding licensure or certification requirements before beginning an academic program.

### Central Michigan University's Off-Campus & Online Student Complaint Process

Students taking classes outside of Mt. Pleasant, Michigan or online with Central Michigan University should attempt to resolve any issues or complaints with the University first. If after [following the University complaint process](#), your issue or complaint is not reasonably resolved, you may file a complaint concerning Central Michigan University with the appropriate state entity. This filing information is available below by clicking on the appropriate state.

### State Agency Complaint Process

If an issue or complaint is not resolved at the institutional level, you may choose to review and follow the appropriate state complaint process. CMU is a participating institution in the National Council -State Authorization Reciprocity Agreement (NC-SARA). Given this, Online students who are residents of those states indicated by an asterisk (\*), should follow the complaint process for the State of Michigan at <https://www.michigan.gov/leo/bureaus-agencies/wd/pss> as the home state of Central Michigan University. Please click on \*Michigan\*. Otherwise, you may click on your resident state below and you will be directed to the respective complaint process and/or forms.

<a href="#">Alabama*</a>	<a href="#">Alaska*</a>	<a href="#">American Samoa</a>	<a href="#">Arizona*</a>	<a href="#">Arkansas*</a>
<a href="#">California</a>	<a href="#">Colorado*</a>	<a href="#">Connecticut*</a>	<a href="#">Delaware*</a>	<a href="#">District of Columbia*</a>
<a href="#">Florida*</a>	<a href="#">Georgia*</a>	<a href="#">Guam</a>	<a href="#">Hawaii*</a>	<a href="#">Idaho*</a>
<a href="#">Illinois*</a>	<a href="#">Indiana*</a>	<a href="#">Iowa*</a>	<a href="#">Kansas*</a>	<a href="#">Kentucky*</a>
<a href="#">Louisiana*</a>	<a href="#">Maine*</a>	<a href="#">Maryland*</a>	<a href="#">Massachusetts*</a>	<a href="#">Michigan*</a>
<a href="#">Minnesota*</a>	<a href="#">Mississippi*</a>	<a href="#">Missouri*</a>	<a href="#">Montana*</a>	<a href="#">Nebraska*</a>
<a href="#">Nevada*</a>	<a href="#">New Hampshire*</a>	<a href="#">New Jersey*</a>	<a href="#">New Mexico*</a>	<a href="#">New York*</a>
<a href="#">North Carolina*</a>	<a href="#">North Dakota*</a>	<a href="#">Northern Mariana Islands</a>	<a href="#">Ohio*</a>	<a href="#">Oklahoma*</a>
<a href="#">Oregon*</a>	<a href="#">Pennsylvania*</a>	<a href="#">Puerto Rico*</a>	<a href="#">Rhode Island*</a>	<a href="#">South Carolina*</a>
<a href="#">South Dakota*</a>	<a href="#">Tennessee*</a>	<a href="#">Texas*</a>	<a href="#">US Virgin Islands*</a>	<a href="#">Utah*</a>
<a href="#">Vermont*</a>	<a href="#">Virginia*</a>	<a href="#">Washington*</a>	<a href="#">West Virginia*</a>	<a href="#">Wisconsin*</a>
<a href="#">Wyoming*</a>				

## **Higher Learning Commission Complaint Process**

Students or other individuals interested in bringing an appropriate complaint to the attention of the Higher Learning Commission should compile a complete submission as outlined in the "[Complaints Against an Affiliated Institution-Instructions for Filing A Complaint with the Commission](#)".

## **Request for Additional Information**

Upon request submitted to [globallicensure@cmich.edu](mailto:globallicensure@cmich.edu), Central Michigan University will make available for review to any prospective or enrolled student a copy of the documents describing the institution's accreditation and its State, Federal, or tribal approval or licensing. Additionally, if you have any questions concerning any information found on this page, please contact [globallicensure@cmich.edu](mailto:globallicensure@cmich.edu).



← STATE AUTHORIZATION RESOURCE

**Licensure, Regulatory Services and Human Capital**

Ronan Hall 350

Mount Pleasant, MI 48859

Email: [globallicensure@cmich.edu](mailto:globallicensure@cmich.edu)

Phone: 989-774-3865

**Contact Us**

CMU Online

Online Student Services

Toll-Free: 1-800-950-1144

Mount Pleasant: 989-774-4371

Email: [onlineprograms@cmich.edu](mailto:onlineprograms@cmich.edu)

Central Michigan University  
802 Industrial Drive

Mount Pleasant, MI 48858

# STATE AUTHORIZATION RESOURCE

## State Authorization Resource

Select a state/territory:

Select a state

Please make a selection from the dropdown menu.

## Program Authorization Resource

Select a program:

Select a program

Please make a selection from the dropdown menu.

### Licensure, Regulatory Services and Human Capital

Ronan Hall 350

Mount Pleasant, MI 48859

Email: [globallicensure@cmich.edu](mailto:globallicensure@cmich.edu)

Phone: 989-774-3865

### Contact Us

#### CMU Online

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# PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURES

## Important Information for prospective and current students

Federal Regulations require that Central Michigan University (CMU) publicly disclose information concerning programs that are designed to meet the educational requirements for professional certification/licensure ("professional licensure") in order to secure employment, regardless of the modality. These educational programs satisfy the Higher Learning Commission accreditation requirements and State of Michigan academic requirements. However, completion of a CMU program may not meet the educational requirements for professional licensure in a state or U.S. Territory ("state") outside of Michigan.

CMU makes every effort to offer current information on the educational requirements for professional licensure; however, state licensure requirements may change. Additionally, state licensure boards may require applicants to complete other requirements such as a background check, fingerprinting, years of experience, or professional examinations. If you are planning to pursue professional licensure outside of the state of Michigan, it is highly recommended that you contact the appropriate licensing entity in the state of your interest to seek information and guidance regarding professional licensure requirements before beginning an academic program.

Additionally, if your program leads to professional licensure, authorization may be required from a state professional licensing board prior to beginning a clinical or field experience in that state. Please work directly with your program director prior to beginning an internship or field experience in another state.

Students relocating to a different state during a program should also keep in mind that since licensure requirements vary by state that locating to another state could impact whether the program meets licensure requirements in the new state. If you are planning to locate to another state outside of the state of Michigan, it is highly recommended that you contact the appropriate licensing entity in the state to seek information and guidance regarding licensure requirements.

Completion of a CMU degree does not guarantee employment in any profession. It is highly recommended, prior to enrollment, that students confirm all educational and licensure requirements in their chosen profession for their state of interest, e.g., Indiana.

Requirements for licensure, certification and/or endorsement eligibility may vary by state. Below is a dedicated webpage for each CMU College that lists programs designed to meet the educational requirements leading to professional certification/licensure, and whether that program meets/does not meet or if CMU has not yet determined if it meets the educational requirements in a particular state. CMU also provides the relevant state board links and highly recommends that you contact the appropriate licensing entity in your state of interest to seek information and guidance regarding licensure or certification requirements before beginning an academic program.

Select a state for state board links.

Select a state

Please make a selection from the dropdown menu.

Select a college to view program professional licensure information.

Select a college

Please make a selection from the dropdown menu.



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
989-774-4000

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Regional Accreditation		Last Evaluation	Next Evaluation	
<b>INSTITUTIONAL</b> www.cmich.edu/hlc HLC Affiliation Status	<b>Higher Learning Commission</b>	<b>2015-2016</b>	<b>2025-2026</b>	
<b>SPECIALIZED ACCREDITATION</b>	Association	Last Accredited*	Next Review	Certification Exam (if applicable)*
<b>COLLEGE OF BUSINESS ADMINISTRATION</b>				
Bachelor of Science in Business Administration (BSBA) Economics (BA,BS,BSBA,MA) / Law & Economics (BA,BS,BSBA) (Interdept) Entrepreneurship Major (BAA) / Entrepreneurial Studies (UG Certificate) School of Accounting Master of Business Administration (MBA) Master of Science in Information Systems (MSIS)	AACSB International: The Association to Advance Collegiate Schools of Business	2025	2031	NA
<b>COLLEGE OF THE ARTS AND MEDIA</b>				
<b>Department of Art &amp; Design</b> Art (all programs)	NASAD: National Association of Schools of Art and Design	2017	2026-2027	NA
<b>Journalism</b> Journalism Major, Journalism Major: Public Relations Concentration, Photojournalism Major, Advertising Major	ACEJMC: Accrediting Council of Education in Journalism and Mass Communication	2024	2027-2028	NA
<b>School of Music</b> Bachelor of Arts in Music Bachelor of Science in Music Bachelor of Music Education (Instrumental, Choral, General Music) Bachelor of Music (Composition, Orchestral Instruments, Piano, Voice) Master of Music (Composition, Conducting, Music Education, Performance)	NASM: National Association of Schools of Music	2016	2025-2026	Michigan Test for Teacher Certification (MTTC)
<b>COLLEGE OF EDUCATION AND HUMAN SERVICES</b>				
<b>Educator Preparation Programs</b> Initial teacher preparation programs: All BS in Ed programs leading to state endorsements (Elementary, Secondary)	CAEP: Council for Accreditation of Educator Preparation	04/2024	06/2031 Next Visit 2030	Michigan Test for Teacher Certification (MTTC)
Education programs leading to state endorsements: MA in Reading & Literacy K-12 (off-campus); Special Education programs: special education additional endorsements (Autism & Learning Disabilities); Educational Leadership Programs: MA in Educational Leadership, Specialist in Education (Ed.S.)	CAEP: Council for Accreditation of Educator Preparation	04/2024	06/2031 Next Visit 2030	Michigan Test for Teacher Certification (MTTC) Except for EDL

\* Professional Certification/Licensure Disclosures – important information for prospective and current students

SPECIALIZED ACCREDITATION	Association	Last Accredited*	Next Review	Certification Exam (if applicable)
<b>Department of Counseling, Educational Leadership and Higher Education</b> Master of Arts in Counseling (Addiction Counseling, Clinical Mental Health Counseling, and School Counseling)	CACREP: Council for Accreditation Counseling and Related Educational Programs	2021	10/31/2029	MTTC – School Counseling; National Counselor Exam- LPC – all concentrations; International Certified Advanced Alcohol and Drug Counselor (CAADC) Addiction Counselors
<b>Department of Human Development and Family Studies</b> Early Childhood Development and Learning Major (all majors)	NAEYC: National Association for the Education of Young Children	2021	2026	NA
<b>Department of Human Development and Family Studies</b> Child Development and Learning Laboratory Early Childhood Pre-School Lab	NAEYC: National Association for the Education of Young Children	2023	1/1/2029	NA
<b>Department of Fashion, Interior Design and Merchandising</b> Fashion Merchandising and Design	NASAD: National Association of Schools of Art and Design	2017	2026-2027	NA
<b>Department of Fashion, Interior Design and Merchandising</b> Interior Design	NASAD: National Association of Schools of Art and Design CIDA: Council for Interior Design Accreditation	2017 2021	2026-2027 2027	NA
<b>Department of Recreation, Parks and Leisure Services</b> Event and Recreation Management, Outdoor and Environmental Recreation, and Recreation Therapy and Rehabilitation	COAPRT: Council on Accreditation of Parks, Recreation, Tourism, and Related Professions	2019	2026	*NCTRC (Therapeutic Recreation) [CPRP Exam Available]
<b>The Governor John Engler Center for Charter Schools</b>	Cognia	2021	2026	NA
<b>COLLEGE OF HEALTH PROFESSIONS</b>				
<b>Athletic Training (3+2 BSAT/MSAT)</b>	CAATE: Commission on Accreditation of Athletic Training Education	2024-2025	2034-2035	Board of Certification (BOC)

SPECIALIZED ACCREDITATION	Association	Last Accredited*	Next Review	Certification Exam (if applicable)
<b>Department of Communication Sciences and Disorders</b> <b>Audiology (AuD)</b> <b>Speech-Language Pathology (MA)</b>	CAA: Council of Academic Accreditation in Audiology and Speech-Language Pathology (American Speech-Language-Hearing Association)	2018	2025-2026 (in progress)	Praxis (ASHA)
<b>Didactic Program in Dietetics (DPD) (BA, BS)</b> <b>Dietetic Internship (CMUDI)</b> <b>Nutrition and Dietetics (MS)</b>	ACEND: Accreditation Council for Education in Nutrition and Dietetics	2022	6/30/2030	Commission on Dietetic Registration (CDR)
<b>Environmental Health and Safety (BA, BS)</b>	EHAC: National Environmental Health Science and Protection Accreditation Council	2023	12/31/2027	NA
<b>Exercise Science Major (BS, BA, BAA)</b>	CoAES: Committee on Accreditation for the Exercise Sciences (affiliated with ACSM:CAAHEP)	2025	2030-2031	NA
<b>Health Administration (MHA)</b>	CAHME: Commission on Accreditation of Healthcare Management Education	2023	2026	NA
<b>Physical Therapy (DPT)</b>	CAPTE: Commission on Accreditation in Physical Therapy Education	2023	2033	National Physical Therapy Exam (NPTE)
<b>Public Health Education (BA, BAA, BS)</b> <b>Master of Public Health (MPH)</b>	CEPH: Council on Education for Public Health	2025	7/1/2032	NA
<b>Physician Assistant (MS)</b>	ARC-PA: Accreditation Review Commission on Education for the Physician Assistant, Inc.	2024	3/2026 Focused visit August 18-19, 2025	Physician Assistant National Certifying Examination (PANCE)
<b>RN to BSN Program</b> <b>BSN</b>	CCNE: Commission on Collegiate Nursing Education	10/2020	Fall 2025 (site visit Nov 2025)	
<b>COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES</b>				
<b>Clinical Psychology (PhD)</b>	APA: American Psychological Association (CoA)	2019	2029	MI License
<b>School Psychology Doctoral</b> <b>School Specialist Program</b>	APA: American Psychological Association (CoA) NASP: National Association of School Psychologists	2018 2022	2028 2027	PRAXIS (NASP) MI License (APA)

<b>SPECIALIZED ACCREDITATION</b>	Association	Last Accredited*	Next Review	Certification Exam (if applicable)
<b>Master of Public Administration (MPA)</b>	NASPAA: Network of Schools of Public Policy, Affairs, and Administration	2024	08/2031	NA
<b>Social Work (BSW)</b>	CSWE: Council on Social Work Education	2024	02/2032	NA
<b>COLLEGE OF MEDICINE</b>				
<b>MD degree</b>	LCME: Liaison Committee on Medical Education	2024	2025-2026	NA
<b>Continuing Medical Education (CME)</b>	ACCME: Accreditation Council for Continuing Medical Education	2024	2028	NA
<b>COLLEGE OF SCIENCE AND ENGINEERING</b>				
<b>Department of Chemistry and Biochemistry</b> Biochemistry	ASBMB: American Society for Biochemistry and Molecular Biology	2018	2025	NA
<b>Department of Computer Science</b> Computer Science Major (BS)	ABET	2023	2028-2029	NA
<b>School of Engineering and Technology</b> Electrical Engineering (BSEE) Environmental Engineering (BSEnvE) Mechanical Engineering (BSME) Computer Engineering (BSCE) Industrial Engineering Technology (BSET) Mechanical Engineering Technology (BSET) Product Design Engineering Technology (BSET)	ABET	2021 2024 2021 2021 2020 2020 2024	2026-2027 2026-2027 2026-2027 2026-2027 2025-2026 2025-2026 2025-2026	NA NA NA NA NA NA NA
<b>OFFICE OF RESEARCH AND GRADUATE STUDIES</b>				
<b>Human Research Protection Program</b>	AAHRPP: Association for the Accreditation of Human Research Protection Programs, Inc.	2020	2025 (in progress)	NA
<b>APPROVED PROGRAMS</b>	Association	Last Approved	Next Review	Certification Exam (if applicable)
<b>Department of Chemistry and Biochemistry</b> Chemistry Major, Non-teaching (BA, BS)	ACS: American Chemical Society	2021	2026	NA
<b>Department of Human Development and Family Studies</b> Undergraduate Family Studies Major	NCFR: National Council on Family Relations	2024	6/30/2029	NA
<b>School of Health Sciences</b> Undergraduate Health Administration Major	AUPHA: Association of University Programs in Health Administration	2024	2030-2031	NA
Updated by the Office of Academic Affairs 9/18/2025				

## Supporting Documents –

### 8. Recruiting, Admissions and Related Institutional Practices

## Standards for Recruitment & Support

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Tuesday, July 09, 2024 8:39 AM

CMU's Online Student Services team is prepared to assist all students during their academic journey. From point of inquiry through graduation, we are here to help students achieve their goals through providing excellent customer service. Central Michigan University adheres to sound recruiting principles and practices, built around prospective students opting-in to receiving follow up communication about our academic programs. Prospective students are considered opted-in when they submit a request for information (RFI) form and provide their contact information or when they submit an application for admission. CMU does not engage in unsolicited outreach for any student population, including active duty servicemembers, Veterans, traditional or non-traditional learners.

Additionally, CMU does not provide any commission, bonus or other incentive payments for securing admissions or enrollments. We do not use high-pressure recruitment tactics, such as same day admitting and enrollment processes. All students wishing to enroll at the university, regardless of campus or modality, must submit the required admission application and materials as outlined for their program of interest, and be vetted through the admission review process respective to their desired program.

Central Michigan University offers a wide of array student service support for active duty servicemembers and their families, as well as Veterans. The Veterans' Resource Center is a great resource for our military population and can assist prospective and current students with benefit or tuition assistance questions, as well as serve as a point of contact for a variety of student support services. Additionally, service members are encouraged to speak with their Educational Services Officer (ESO) or education counselor within their service branch prior to enrolling in Central Michigan University.

# Productive Conversations

Tuesday, November 19, 2024 7:53 AM



OSS  
Productive

## Student Conversation Map

**Step 1: Introduction** – Introduce yourself and your role. The purpose of this step is to help the student understand who you are and your role in helping them in this conversation and with their inquiry into CMU.

**Step 2: Transition into the conversation** – This may seem like a small step, but it is critical to opening the dialogue to ensure a conversation can take place. The transition should be an open-ended question that will help lead you into a productive conversation.

**Step 3: Discovery** – The goal of this step is to develop a deeper understanding of the student by asking questions that help you to get a better idea of the student's background, what they are looking for, and how to address their needs.

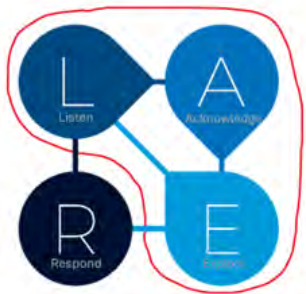
**Step 4: Understanding and overcoming concerns** – This step in the conversation is to help you confirm and isolate student concerns to effectively address them.

**Step 5: Customize and build the plan** – The goal is to get the student to progress forward with clear steps (application, materials, FAFSA, etc). This step should include specific dates and deadlines based on where the student is in their process. If they are not ready to apply, help them build a plan that fits where they are in their decision-making process and help them progress forward in some way.

**Step 6: Summarize and close the call** – Review what you've covered in the call, outline the next steps you agreed upon in step five, and re-confirm the next touch point (date, time, and purpose).

### Using the LAER process throughout your conversation:

The **LAER** process below outlines how to use developmental questioning to understand and address student concerns in conversation.



1. **Listen** – listen and clarify what the student said and follow up with exploratory questions.
2. **Acknowledge** – continue using exploratory questions to learn more about any concern from the student's perspective.
3. **Explore** – using the student's words, progress the conversation by continuing to build your understanding of the student's concern and how long it has been holding them back from completing their degree.
4. **Respond** – now that you have a deeper understanding of the student's concerns, offer a solution that may help educate the student further on their options for pursuing their degree.  
Be sure to remind them of the benefits that fit in with this solution.



## Office of Scholarships and Financial Aid

Warriner Hall 202

Central Michigan University

Mount Pleasant, MI 48859

Phone: 989-774-3674

Email: [financialaid@cmich.edu](mailto:financialaid@cmich.edu)

### OneCentral partners:

- [Registrar's Office](#)
- [Student Accounts & Billing](#)

# CODE OF CONDUCT

The Central Michigan University Office of Scholarships and Financial Aid staff follows the [CMU Policies for Conflict of Interest Guidelines](#). In addition, as a member of the National Association of Student Financial Aid Administrators (NASFAA), we follow the NASFAA "[Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals](#)."

## Loan Code of Conduct

Central Michigan University recognizes that ensuring the integrity of the student financial aid process is critical to providing fair and affordable access to higher education. Therefore, these guidelines are designed to avoid any potential for a conflict of interest between Central Michigan University and students or their parents in the student financial aid process.

Accordingly, the university shall adhere to the following principles in the university's financial aid operations:

### I. University employees should receive no personal benefit

No employee of the university shall accept a gift or anything of more than nominal value on his or her behalf or on behalf of another person or entity from any lending institution. The term gift means any gratuity, favor, discount, cash, stocks, gifts, entertainment, expense-paid trips, or other item having a monetary value of more than a de minimus amount. Likewise, an individual should never receive payment or reimbursement from a lending institution for lodging, meals or travel to conferences or training seminars. However, an employee of the university may:

1. Conduct non-university business with any lending institution and receive value in connection with such non-university business, so long as such value is not intended to influence the employee in conducting university business;
2. Conduct university business and, receive value on behalf of the university that is unrelated to the student loan activities of the lending institution;
3. Attend conferences and meetings of tax-exempt organizations that are funded or sponsored by more than one entity and, receive materials, refreshments, and other things of like value provided at such professional conferences and meetings; and,
4. Hold membership in, serve on the board of or participate in the activities of any tax-exempt organization and, receive travel reimbursements and other things of like value from the tax-exempt organization for such activities.
5. Receive entrance and exit counseling services provided to borrowers to meet the institution's responsibilities for entrance and exit counseling as required by the HEA as long as the institution's staff are in control of the counseling and specific lender's product and services are not promoted.

### II. University employees should not serve on lender advisory boards for remuneration

No employee of the university who makes financial aid decisions for the university or who is employed in, supervises or otherwise has responsibility or authority over the university's financial aid office shall receive any remuneration for serving as a member or participant of a student loan advisory board of a lending institution or any reimbursement of expenses for such service. Any employee of the university who serves as a member or participant of a lending institution board shall recuse himself or herself from any board discussions regarding the university's financial aid operations.

### III. The university should not provide any advantage to a lending institution

No employee of the university who makes financial aid decisions for the university or who is employed in, supervises or otherwise has responsibility or authority over the university's financial aid office shall receive any remuneration for serving as a member or participant of a student loan advisory board of a lending institution or any reimbursement of expenses for such service. Any employee of the university who serves as a member or participant of a lending institution board shall recuse himself or herself from any board discussions regarding the university's financial aid operations.

### **III. The university should not provide any advantage to a lending institution**

The university shall not accept anything of value from any lending institution in exchange for any advantage or consideration provided to the lending institution related to its student loan activities, including but not limited to revenue-sharing, printing costs or below-cost computer hardware or software. Likewise, the university shall not allow any lending institution to:

1. Staff the university's financial aid office at any time; or
2. Communicate with the university's students or their parents in such a manner as to create the impression that the lending institution is an employee or agent of the university in connection with the university's student financial aid operations, including through the use of mascots, logos, etc.
3. Prohibits institutions from assigning, through award packaging or other methods, a first-time borrower's loan to a particular lender or refuse to certify, or delay certification of, any loan based on the borrower's selection of a particular lender or guaranty agency.
4. Eliminates "opportunity pool loans" by prohibiting institutions from requesting or accepting any offer of funds for private educational loans in exchange for the institution of higher education providing the lender with a specified number of loans or loan volume, or a preferred lender arrangement for

Title IV loans. This does not include any private loan that is guaranteed by an institution (i.e. a recourse loan).

5. Provide revenue-sharing arrangements on FFELP loans.

Finally, the university shall not enter into any agreement with a lending institution to provide alternative (i.e., non-federal or "opportunity") student loan programs if the provision of such alternative loan programs prejudices other students or parents.

### **IV. The university should make appropriate use of any Preferred Lender Lists**

*The university does not currently use a preferred lender list.* However, if the university decides to promulgate a list or lists of preferred or lender choices for student loans or similar ranking or designation ("Preferred Lender List"), the selection of lending institutions for inclusion on the Preferred Lender List shall be based on the best interests of the university's students and their parents without regard to the financial interests of the university. In addition, any Preferred Lender List shall clearly explain:

1. Students and their parents are free to select the lending institution of their choice and will suffer no penalty imposed by the university from using a lending institution that is not a "preferred lender;"
2. Students and their parents are not required to use any of the "preferred lenders;"
3. Where to find information on other lending institutions for student loans;
4. The university will promptly certify any loan from any lending institution selected by a borrower, in accordance with U.S. Department of Education regulations;
5. The process the university utilized to select "preferred lenders," including but not limited to the criteria used and the relative importance of such criteria;
6. Where to find information on the competitive interest rates, terms, and conditions of federal loans;
7. Where to find information on the interest rate, loan servicing or other benefits offered by "preferred lenders;" and,
8. Where to find information on any agreements by "preferred lenders" to sell their loans to other lending institutions.

The university shall review any Preferred Lender List on an annual basis to determine that the information appearing on the list is accurate and that any Web site links are still viable.

<https://www.cmich.edu/offices-departments/office-scholarships-financial-aid/applying-for-financial-aid/continuing-students/code-of-conduct>



1200 S. Franklin St.  
Mount Pleasant, Mich. 48859  
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# Domestic FTIAC Admissions Rubric

2024-2025 ACADEMIC YEAR

Updated May 28, 2024

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## Domestic FTIAC Admissions Application Overview

This admissions rubric is the guide in which the CMU Online, Undergraduate Admissions, and Application Processing staff will follow when reviewing applications and making admissions decisions. It is important to have a unified approach to be fair and consistent in our decision making.

Application review takes place in Slate Reader. A student's application will move through the review bins as the application is submitted, required materials like transcript and payment/waiver are processed and a decision recommendation is made.

Applications waiting review will be in one of the following bins:

1. Awaiting Submission – an application has been started but not submitted by the applicant.
2. Awaiting Payment – an application is submitted but there is not a payment or waiver applied.
3. Awaiting Materials – an application that is submitted and payment/waiver is received but other materials are missing (usually transcripts).

Main Campus applications that are complete (all required materials in) will be in one of the following review bins:

1. Processing Review – applications waiting for admissions processing staff to look at and move forward.
2. Recruiter or Department Review – applications that need a member of the Undergraduate Admissions team to review for the first time that do not meet automatic admissions standards.
3. Director Review – applications that need a second review
4. Hold for Materials – a completed application will land here AFTER it is determined we want more materials (updated grades like first semester or trimester updates).
5. Background Review – applications that need to go through the Admissions Review Committee that answered yes to one or both background questions on the application. See section on Background Review.

Online applications that are complete (all required materials in) will be in one of the following review bins:

1. Processing Review – applications waiting for admissions processing staff to look at and move forward.
2. Director Review – applications that need a member of the CMU Online team to review for the first time that do not meet automatic admissions standards (bypass Recruiter/Department review).
3. Hold for Materials – a completed application will land here AFTER it is determined we want more materials (updated grades like first semester or trimester updates).

4. Background Review – applications that need to go through the Admissions Review Committee that answered yes to one or both background questions on the application. See section on Background Review.

Applications that are reviewed and have a final decision will then be moved to one of the two bins:

1. Admit – student is admitted to Central Michigan University
2. Deny – student is not admitted to Central Michigan University

## FTIAC Admissions Criteria – Main Campus and Online

Students with a cumulative high school GPA of 2.8 or higher (on a 4.00 scale) will be admitted by the processing team regardless of test score.

Exception: Homeschool students must submit an ACT or SAT test score unless they have at least 3 years of high school transcripts. Auto admission criteria remains the same for these students. See homeschool section.

Students with a 2.0 to 2.79 will be moved to the Recruiter or Director Review bin (based on campus, see “Admissions Protocols for FTIAC Application Review” on the next page for details) for consideration for admission to CMU.

Note: We will no longer use the admission calculator to determine if a combination of test score and gpa qualify a student for admission.

Students with a GPA of less than 2.0 will be denied by the processing team.

For Main Campus applicants, students who are not initially admitted, but are not initially denied, will be contacted to request additional materials. Additional materials should only be requested if the reviewer believes that there is a reasonable path to admission based on the remaining senior year coursework. Additional materials may include a test score, an updated test score, and/or an updated transcript. Fall applicants who have not provided updated materials by April 1 will typically be denied unless otherwise discussed with the applicant.

Online applicants may also have additional materials requested, regardless of semester of application and time of year. Additional materials may include a test score, an updated test score, an updated transcript, a resume, or a personal statement.

Holistic review is strengthened when the process of review and decision-making is carried out with integrity by professionals in the field who have the requisite expertise, training, and ethics and whose decisions are assessed and calibrated for effectiveness and consistency.

At the core of a successful holistic review is rigor, consistency, and fairness. This means that the same baseline criteria and the same process should govern the review of each applicant’s file – even as criteria may apply differently in different circumstances. For example, successful completion of honors or AP courses may be assessed differently based on the opportunities available at an individual’s high school. CMU will need to be prepared with justification as to why some students are accepted and others are rejected. By developing criteria in advance of the admissions cycle and using rubrics consistently across reviewers and applicants, schools can take a defensible stance on admissions decisions.

Reviewers should focus on an applicant’s likelihood of success at Central Michigan University.

What if an applicant did not earn a high school diploma but earned a GED instead? See GED earner section.

## Admissions Protocols for FTIAC Application Review

- For Main Campus, the first review is by the Processing Specialist in Processing Review. If needed, a 2<sup>nd</sup> review is conducted in the Recruiter or Department Review Bin. If the Recruiter decides to admit the student, the file is sent to the Admit Bin. If the recruiter is unsure, or wants to deny the student, they forward the file to the Director Bin for a 3<sup>rd</sup> review and a final decision.
- For Online, the first review is by the Processing Specialist in Processing Review. If needed, a 2<sup>nd</sup> review is conducted in the Director Review Bin (bypassing Recruiter/Department Review). If the Online team member decides to admit the student, the file is sent to the Admit Bin. If the Director wants to deny the student, they forward the file to the Deny bin.
- A reader rubric will be used to assure that all readers understand the values of the admissions process and how each value may be evaluated. The rubric should be used to guide readers' consistent application of thinking as they review applications and queue them with institutional values.

### FTIAC Rubric

Reviewers will examine all available information in the student's file. There are no scores associated with this rubric. Each reviewer must determine where the student falls for each factor available. Students with all/mostly strong indicators of success can likely be admitted. Students with all/mostly indicators not leading to success will likely be denied.

	<b>Strong Indicators of Success</b>	<b>Student May or May Not Be Successful</b>	<b>Indicators of Less Likelihood of Success</b>
<b>Overall GPA</b>	Overall GPA is above 2.75	Overall GPA is between 2.5 and 2.74	Overall GPA is below 2.5
<b>Core Curriculum GPA</b>	GPA in core curriculum is above 2.8	GPA in core curriculum is between 2.6 and 2.79 and is higher than overall GPA	GPA in core curriculum is below 2.6 and/or is lower than overall GPA
<b>Test Scores</b>  Note: CMU is test optional for all 2025 terms. We may not have a test score for the applicant. A lower	Student meets both college and career readiness benchmarks. On the SAT, this is EBRW 480+ and Math 530+ if tested during the senior	SAT test taker does not meet both college readiness benchmarks but meets one and is within 30 points on the other (SAT). ACT test-taker does not	Student does not meet college readiness conditions detailed in chart.

test score should NOT impact admissions.	year. 11 <sup>th</sup> grade benchmarks are EBRW 460+ and Math 510+. 10th grade benchmarks are EBRW 430+ and Math 480+. ACT benchmarks are English 18+, Math 22+, Reading 22+, and Science 23+.	meet all benchmarks but meets English and Math, OR meets either English or Math and is within one point on the other.	
<b>Class Rank</b>	Student is in the top 10% of the class.	Student is not in the top 10% but is in the top 25%.	Student is not in the top 25% of the class.
<b>Strength of Curriculum</b>	Curriculum includes at least 4 years of English, 4 years of math (through at least Algebra II), 4 years of science, 4 years of social studies, 2 years of fine and performing arts, 2 years of world language, 1 yr of computer literacy. The student has earned a B or better in math and English courses.	Curriculum includes at least 4 years of English, 4 years of math (through at least Algebra II), 4 years of science, 4 years of social studies.	Curriculum does not include at least 4 years of English, 4 years of math (through at least Algebra II), 3 years of science, 3 years of social studies.
<b>Earned college credit</b>	Student has taken and been successful (at least a B) in dual enrollment courses or has AP score(s) of 3+. If the student has taken both, both statements must apply.	Student has taken and passed dual enrollment courses with a grade of C or better.	Student has not attempted to earn college credit or made an unsuccessful attempt.

<b>Trend in Grades</b>	Upward trend in grades, or steady trend, particularly in core courses.	No strong upward or downward trend in grades.	Downward trend in grades, particularly in core courses.
<b>Support System at CMU</b>	Student will have a formal support system in place at CMU (i.e. athletics, part of a program with academic resources, scholarship cohorts, TRIO, etc.).	Student will not have a formal support system in place at CMU.	
<b>Time Elapsed Between Academic Experiences</b>	A student who has had time elapse between a subpar academic experience and a more positive experience more recently		A student who is just finishing a subpar academic experience
<b>Work and/or Military Experience</b>	Multiple years of progressive, or relevant, experience in the workplace or military	No experience	
<b>Online students may also be asked to submit a resume, personal statement, or participate in an interview in the application review process. These items will be evaluated along with the others mentioned above.</b>			

### Homeschool Applicants

What is required?

- Completed application.
- Application fee/fee waiver.
- Transcripts from an accrediting body showing high school coursework.
- Any other transcripts like a community college transcript if they have it.
- Test score (ACT or SAT) is required (see below for clarification).

Are test scores required to make an admission decision for freshmen applicants with homeschool transcripts?

- Innovation and Online applicants - No
- Main Campus – Yes

Exception: If applicant has a public/private school transcript with at least **three** years of graded coursework (e.g., one year homeschool), test scores are not required.

If applicant is unable to provide test scores, we could suggest attending community college for a semester and reapplying as a transfer student.

Another scenario is if the student has at least 6 graded college credits taken during high school, we can use that in lieu of a test score and the application can be moved forward for admission recruiter review bin.

## Background Review

On the application, there are two background questions in the “More About You” section of the application. One is centered on “Code of Conduct” and the other is centered on “Non-misdemeanor Offense(s).”

For an admissions application to move forward, the background form should be cleared in Slate and approved.

Applications with a “yes” response will first be reviewed by admissions processing leadership. If the reported incident does not necessitate further review, the application will be returned to workflow. Examples of incidents that do not need further review are those that didn’t need to be reported in the first place such as suspension for dress code violations, vaping at school, etc. Other incidents that are considered non-violent and do not need further review include DUI/OVI, underage drinking, trespassing, etc.

Before assigning applicants to further review because of criminal history information or a disciplinary notation on a transcript, they should be reviewed for academic admissibility. If an applicant is not academically admissible, no further review is necessary. If the applicant is academically admissible, further review should proceed.

When a returning student applies to reactivate their record and they previously answered “yes” to either or both background questions, admissions processing will ask them to confirm whether there have been any new incidents/charges since that time. If there are no new incidents since the last review and the student was previously considered for admission, the application will continue in the workflow. If there are no new incidents and the committee previously determined that the student could not be considered for admission or if there is a new incident(s), the applicant will be reviewed/re-reviewed.

If an applicant responds “no” to both questions and is admitted and the applicant later reports or is found to have been involved in an incident that would necessitate a response of “yes,” the applicant will be reviewed.

**If the situation needs to be elevated and reviewed, the admissions review committee will be brought in to capture more information, run an ICHAT and vote on the situation. The committee meets twice a month and takes over the admissions decision for there.**

## Test Optional

High School grade point average has always been emphasized in our application review process as a strong predictor of college success, which is why students can earn admissions, and even a Maroon and Gold Merit Award (main campus only) based on high school GPA alone. (If a student is a homeschool applicant, please see the homeschool section).

CMU will still accept and review test scores if a student chooses to provide them. We need verified test scores from either the testing body (SAT, ACT) or the high school. In fact, a test score will only enhance the likelihood of a student being admitted or earning a higher scholarship. If a student submits a test score it should never disadvantage the student – it does not hurt admissions nor does it decrease a scholarship amount.

## GED Earner

If an applicant graduated/completed high school with a GED credential instead of a diploma, the following documents are required for application processing:

- Admission application.
- Application fee or waiver if applicable.
- High school transcripts
  - Incoming freshman must have THREE years of high school to be eligible for merit awards.
- GED scores.

Admission Criteria for GED earner:

If the applicant has 1) a HSGPA of *at least* 2.8 and 2) GED subject scores *of at least* 165\* in every subject, the student can be auto admitted by application processing.

If the applicant doesn't meet both above requirements, forward to the appropriate party for review:

- Innovation and Online - send to the Director.
- Main Campus – processing will send/assign to a recruiter – recruiter will work with Associate Directors/ Director of UG Recruitment to review and final admissions decision.

## Undergraduate Applicant Types to Know

First Time in Any College (FTIAC) – a student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. We often use freshman and FTIAC interchangeably.

Homeschool Student – a student who is taught at home, or a variety of places other than a traditional public school; usually conducted by a parent, tutor, or an online teacher. Homeschool students are still mandated by most state education departments to include instruction in the subjects of Reading, Spelling, Mathematics, Science, History, Literature, Civics, Writing and English Grammar

Transfer Student – a student who has previously attended another institution after the summer of their senior year of high school. There is no credit requirement when determining transfer status, so students who enrolled even for only one semester are deemed a transfer.

Guest Student – Guest applicants are students who wish to take courses at CMU while attending another institution and are eligible to return to their home institution. Guest admissions is typically valid for one semester or session, and students must reapply for subsequent semesters or sessions. Admitted guest students are not eligible for financial aid and are not required to pay the Enrollment Reservation Deposit or attend Academic Orientation.

Non-degree seeking - To apply as a non-degree seeking student, the student must be 21 years or older and have no intention of earning a degree at CMU. This is different from a guest status because a non-degree student would not be currently attending another institution. Non-degree seeking students must submit the undergraduate application and pay the application fee. They must also submit any prior academic work including any previous colleges attended. If 24 credits or more have not been completed at a previous college or university, high school transcripts and test scores must be submitted. Non-degree applicants must meet the same admission criteria as degree-seeking students to be admitted. They are not required to pay the Enrollment Deposit or attend Academic Orientation, and they are not eligible for financial aid.

Second Degree Earner - Second degree earners are applicants to CMU who have earned a bachelor's degree from another college or university. Second degree earners must meet the same admission criteria as traditional applicants. They are eligible for financial aid if they have remaining funds available. Students must apply for admission.

Early Middle College – applies as a freshman applicant if they have not taken college courses any time beginning the fall after receiving their high school diploma (ex. graduate from HS in May 2023, no college courses Fall 2023 or later, would be a FR applicant). An EMC student who has completed a partner program, as defined by the State of Michigan, or enrolled in a partner institution while completing their high school diploma. These students complete their fourth year of high school and graduate, but the high school diploma is not awarded until the completion of the fifth year. At that time the student receives their high school diploma or GED and may receive some college credits based on their program plan. As a freshman applicant they are eligible for any freshman scholarships. Residential requirements for merit scholarships remain the same. Merit scholarships will be awarded based only on coursework applied toward their high school diploma. Consolidated transcripts should be carefully reviewed to determine high school GPA especially because each program shows grades and calculates GPA differently.

Senior Citizen Auditor – Allows senior citizens to attend on-campus undergraduate classes, on an audit basis only, at no charge. Michigan residents and who will be 60 years of age before the semester they wish to enroll.

Exchange Student Program – A student currently attending an institution outside the United States and has been pre-approved to attend CMU as an exchange student by their home institution. To participate in CMU's Exchange Visitor Program students must first connect with the Office of Global Engagement and receive confirmation that they are attending one of CMU's partner institutions.

Dual Enrollment – Students currently in high school looking to enroll at CMU at the same time to start earning college credit before graduating high school. Students must fill out the High School Dual Enrolled Application and need permission from their high school and at least a 2.8 GPA.