

The College of Education and Human Services



Proposed New Education Building – Fall 2009

Faculty Handbook

Fall 2008

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The purpose of this handbook is to provide advice and recommendations, as well as to outline certain personnel policies and procedures for faculty members in the College of Education and Human Services. It is important that each faculty member understand CMU's policies and the terms and conditions of employment set forth in the current CMU/CMUFA Agreement. This handbook serves only as a set of guidelines and is not intended to be a complete description of CMU's policies and procedures. This handbook is not a contract of employment, expressed or implied, and should not be construed as such. This handbook does not supercede Federal, State or local laws, specific provisions of the CMU/CMUFA Agreement or CMU policies and procedures.

CMU's Vision

Central Michigan University¹ will be a nationally prominent university known for integrity, academic excellence, research and creative activity, and public service. **CMU 2010** is Central Michigan University's strategic plan for achieving its vision. Sometimes referred to as the vision plan, CMU 2010 outlines five institutional priorities, as well as strategies and initiatives that are being pursued in order to achieve the priorities. Those five priorities are:

- 1 Create an environment that supports teaching and learning as the top priority.
- 2 Provide educational experiences and programs that enhance diversity and global perspectives.
- 3 Enhance the infrastructure for research and creative activity.
- 4 Provide service for the public good.
- 5 Strengthen the institution's culture of integrity.

CEHS Vision Statement

The College of Education and Human Services will be at the forefront in the preparation of professionals for the twenty-first century.

CEHS Mission Statement

The primary mission of the College of Education and Human Services (CEHS) is to provide the highest quality undergraduate and graduate educational experiences that develop effective professionals, critical thinkers, and lifelong learners. Students will expand their understanding of themselves and their roles in a diverse and global society. Through a broad range of technological and human services, the College and its graduates, in collaboration with the constituencies they serve, will be proactive forces for improving the quality of life in the twenty-first century.

EHS Departments

Counseling & Special Education
Educational Leadership
Human Environmental Studies
Recreation, Parks & Leisure Services Adm.
Teacher Education & Professional Development

EHS Centers & Other Units

Center for Leisure Services
Center for Student Services
Charter Schools
Greater Exploration in Math/Science
Human Development Center
Human Growth & Development Lab
Instructional Materials Center
Center for Excellence in Education
Science, Math, & Technology Center

¹ CMU is an affirmative action/equal opportunity institution, which 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.

I. Department Life

Department Governance and Personnel Matters

1.1 How do I know what rules govern my department and how the department works?

Make sure that you have an up-to-date copy of your departmental *bylaws* and working rules (also called Procedures, Criteria, Standards and Bylaws). The *bylaws* will typically set out the committee structure of your department; requirements and process for reappointment, tenure and promotion; teaching during summer sessions; selection of the chair (and term); as well as other items that your department has selected to include. All current department *bylaws* are on the university website through the office of Faculty Personnel Services at: <http://www.fps.cmich.edu>.

In many cases, other working rules and practices have been developed over time and have been printed in departmental minutes. If you have questions about the “practices” of the department, your best sources of information may be your department chair, your department secretary, or your faculty mentor and/or other colleagues.

1.2 I am preparing my materials for reappointment, tenure, or promotion. What do I do?

(1) First, you should review Article 14 in the *CMUFA Agreement (Agreement)* http://www.fps.cmich.edu/bargaining_agreement.asp which presents the officially approved University policies, criteria, and standards for these personnel actions. Then you should read and review the sections of your departmental *bylaws* that speak to personnel processes. The *Agreement* states that departments develop standards and written performance requirements, as part of their *bylaws* which serve as guidelines and form the basis for department and university evaluations and recommendations regarding reappointment, tenure, and promotion. Using your department standards as a guide (as found in your *bylaws*), you should further organize your evidence showing how your work meets each of the criterion specified in the *Agreement*.

(2) The college has provided a set of guidelines to assist faculty in preparing their personnel application materials. The link to these guidelines can be found on the **CEHS** website at www.ehs.cmich.edu in the Faculty/Staff Resources section on the “Forms & Documents” page. Remember that you must also include a narrative statement with your application materials that explains the extent to which you have met the department and university standards and each of the criteria. The value in presenting a comprehensive application is *very* important. When in doubt, consult your mentor, your chair, or colleagues on your department personnel committee.

1.3 What are the deadlines for personnel matters?

Always check the *CMUFA Agreement* for contractual deadlines. Sometimes departments prefer to set earlier deadlines than those that appear in the *Agreement*, so it is good practice to ask the department chair for clarification and guidance. If you are still in doubt about personnel deadlines, contact Faculty Personnel Services (x3368) or refer to the *Agreement*.

1.4 Where is my personnel file located?

Faculty personnel files are actually located in three offices: your department, the dean, and Faculty Personnel Services. However, if you would like to review your personnel file, you should contact FPS two business days prior to your desired date.

Department Working Rules

1.5 What are the department policies on telephone use?

Each department sets its own rules for the use of university telephones because phone bills are paid at the department level. Before making long distance calls, check department policy.

1.6 If I want voice mail on my phone, how do I set it up?

Call telecommunications in Information Technology (x3091) to request a voice mail setup on your telephone. For double offices, university telecommunications configures voice mail to both parties when using a touchtone phone.

1.7 How do I obtain copies of books that I am using in my courses?

Most publishers provide free copies of books that have been adopted for courses. Check with your department chair or secretary about obtaining a desk copy directly from the publisher. Most departments do not allow faculty members to purchase desk copies from the bookstore because the costs are charged to the department.

1.8 What are the department policies on photocopying?

Again, policies vary by department. Typically department copy machines have access codes and counters. Your department secretary can provide you with the code, your designated number of copies, and any other policies that apply.

1.9 I would like to recommend some library purchases of books, monographs, serials, and videos. How do I go about doing this?

Check with your department chair or secretary for department policies concerning such purchases. Then use one of the purchasing methods provided by Park Library. You can use paper forms (available in your department office), the online form that can be found at <http://www.lib.cmich.edu/departments/reserves>, or by emailing your department's bibliographer at Park Library. The Library also has a purchase profile for each department that targets purchases from designated publishers; it is updated frequently with input from the department.

As far as serials are concerned, typically the department reviews serial titles and makes recommendations as a whole. For videos, often the department resource committee or finance committee makes recommendations based on faculty "wish lists."

Faculty members are encouraged also to place instructional materials on reserve as needed. The forms may be found at: www.lib.cmich.edu/forms/reserve.htm. Videos needed for instructional purposes may be obtained by calling #3891.

1.10 What do I do about instructional needs like making transparencies and color copies; making, copying or digitizing slides; scanning; copying video clips; burning CDs; and the like?

Some departments are better equipped than others. First, check with your department about the availability of transparency paper and making color copies on your departmental copier or office printer. Scanning is available in most departments, although zip drives are not universally available, so you may want to save your scanned items to hard drive, flash drive, or writable CD/DVD.

For more high-end instructional design activities like streaming video, or CD/DVD duplication, contact FaCIT (<http://www.facit.cmich.edu/about/staffinformation.html>) for assistance in development of these materials.

If your department or FaCIT cannot service your needs, please contact the college's computer support office (see section 2.14 for contact methods).

1.11 Does my department have a faculty handbook or guide?

This varies by departments; however, all departments have *bylaws*, which can be accessed through the Faculty Personnel Services website (www.fps.cmich.edu) or your department chair or secretary.

Mentors

1.12 What is a faculty mentor?

A faculty mentor can be a veteran faculty member, either chosen by the newer faculty member or assigned by the department (the method is determined by the department). The mentor is available to answer your questions, to work with you on research or teaching needs, and to provide initial guidance on issues related to reappointment and employment with the university. The university expects faculty who have been hired under the Multicultural Leadership Program to have mentors; it is an optional arrangement for other new faculty members. Contact your department chair for further information.

Computer Support (x3662)

1.13 How do I obtain a new or upgraded computer for my office?

Each department has its own policies concerning distribution of computers, but you should make your department chair aware of your need (in some cases, department resource or finance committees make recommendations to the chair). Your department then ranks faculty needs and uses either its own resources for the purchase of faculty computers or makes a request to the dean's office. The college makes bulk purchases of computers in the spring semester for new faculty members.

1.14 When I receive a new computer, how do I get it set up, connected, and configured?

Let your department secretary know that your new computer (probably still in its box) has arrived in your office. Then she or he will submit a work order to the college's computer staff to install your computer. If you already have an old computer in your office, when the computer staff comes they will disconnect the old system and install the new system. Once you are sure that you have been connected, configured, and your existing files transferred, you should contact your department secretary to file a moving request.

Usually the department makes decisions about reassigning old computers or sending them to salvage. If the computer is being reassigned, let college computer support know where you are moving the old computer (for reasons of inventory), and the staff will come to wipe the hard drive clean (for reasons of security) and rebuild the computer for its new recipient. Just as a reminder—

we are prohibited from giving old computers (University property) to individuals or groups outside of the university, no matter how worthwhile the cause. See the University web site at http://www.it.cmich.edu/it/policies_computer_disposal.asp for policies on disposing of computers.

1.15 How do I contact Information Technology (IT) support when I have needs?

If you have a technology related problem or question, please contact the IT Help Desk at x3662 (Help Desk hours are located here: http://www.it.cmich.edu/helpdesk/helpdesk_home.asp); if they cannot answer the problem over the phone, a work request will be placed and directed to EHS Technology Services.

EHS Technology Services handles all of the “hands-on” hardware and software troubleshooting, software/hardware setup and installation, and computer lab related issues that cannot be resolved by a phone call to the Help Desk.

1.16 How do I arrange for technology support for large meetings on campus?

When you have an event, conference, or large meeting planned where either mediation and/or use of computers/technology will be required, let Information Technology know as far ahead of time as possible. Identify yourself as a faculty/staff member in EHS so that the request will be directed to the right place. A technology staff person will be scheduled to check out the space beforehand to be sure it has everything you need, and then that same staff person attends the beginning of the actual event to make sure that everything runs smoothly.

1.17 What is the best way to publish my instructional materials for my students?

Blackboard™ is the campus-wide course web site management system that faculty and instructors can use to present course material, track grades, create LISTSERV lists and chat sessions, and display videos and other presentations online. All faculty members are invited to use this system. Faculty members may read the *Faculty Guide: Considering Blackboard?* at http://www.it.cmich.edu/quickguides/qg_blackboard.asp

Additional questions regarding Blackboard usage may be directed to the Help Desk at x3662.

1.18 What “technical standards” do the college and/or university require for course or faculty web pages?

The college recommends the following minimums:

- (a) Identification of the course or faculty member with Central Michigan University and CEHS on the main course or main faculty page.
- (b) Use of ADA statement (see 3.5 or 5.4), along with other course information and requirements on the syllabus page.
- (c) Links back to CMU (<http://www.cmich.edu>) and CEHS (<http://www.ehs.cmich.edu>)
- (d) Identification by name of the author of the page. Avoid the use of *webmaster@...*

- (e) Date of last update on the page.
- (f) Spell checking.

1.19 How do I find out about and have an influence on some of the computer initiatives on campus (hardware, software, purchasing, requirements, etc.)?

The Dean's Office has an EHS Technology Committee to provide input for college needs. The membership of this committee consists of representation from each department and the Center for Student Services.

In general, however, computer hardware comes from two sources:

- (1) ***Hardware to support student instruction*** is funded annually by the university's Technology Planning Board with some matching support from colleges. Departments discuss their needs, send requests forward via their department chairs to the college where the dean ranks the requests and presents them to the Technology Planning Board (a competitive process). The CEHS computer laboratories and "mediated" classrooms have generally been funded this way.
- (2) ***Hardware to support faculty*** is funded by departments (supplies and equipment or development budgets) and/or the college. In both cases, need and available funds play a role in purchases. See section 2.13 in this guide for further information.

Committees

1.20 I know that service is an important part of my role as a faculty member at Central Michigan University. What is the committee structure of the university? How do I become a member of one of these committees?

There are committees at all levels of the university, beginning at the department level.

Department Committee Structure:

Most departments elect or compose their committees at the beginning of each academic year. Typically personnel committees are elected based on the provisions set forward in the department *bylaws* or working rules. Examples of department committees include: Personnel, Curriculum, Search, and various ad hoc committees. For information on department committees and how they are formed, see your department *bylaws* and working rules. Departmental service opportunities are also available by volunteering to represent your department at university sponsored events such as CMU and You Day, M.A.J.O.R. Night, freshman pre-orientation and summer orientation, and the Centralis competition.

College Committee Structure:

Reappointment, Promotion and Tenure Committee: Makes recommendations to the dean concerning all reappointment, promotion and tenure cases. This is comprised of the department Chairs, Associate Dean and Dean.

College Curriculum Committee: Considers all curricular items from departments and

interdisciplinary units in the college in the process of movement as publication or action items to the university's curricular bodies. This is comprised of one representative from each department, elected by departments, for three-year terms on alternating replacement schedules. This is chaired by a faculty member.

Committee on Change of Grade/Grade Grievance Committee and Academic Integrity Committee: This committee reviews student appeals and make recommendations to the Dean. This is comprised of three faculty members and two students from the college, recommended by their departments and elected annually by the college's Dean's Advisory Council. This is chaired by the Associate Dean.

Sabbatical Committee: Makes recommendations to the dean concerning sabbatical leave applications in the college. This is chaired by the Associate Dean and is comprised of Department Chairs.

University Committee Structure:

At the university level, there is an array of committees. Each spring, the Academic Senate sends out a preference form to all faculty members. Faculty may then select one or more committees of interest and submit the form to the Senate Committee on Committees. Faculty may be selected to membership on a university committee through that method. If you do not achieve membership on a university committee through the Committee on Committees, talk to your department Academic Senator to see if there is an opening that will be filled by election from the floor of the Senate.

It is important that departments and the college be represented, so watch also for announcements through your department chair or at your department meetings of needs for members on many of the ad hoc university-wide committees, program councils, or task forces.

Creature Comforts

1.21 My office furnishings are a nightmare. What do I do?

Talk to your department chair to see if the department has any method for allocating furnishings or for purchasing furnishings. If not, then contact the Associate Dean for information of what used items might be available in the college's storage or the university's salvage at x3917.

1.22 I have claustrophobia. How do I get a larger office or one with a window?

Each department has its own policies concerning how offices are assigned. Contact your department chair about the process of assignment (e.g., lottery, bidding, seniority, need). Space is always at a premium in the college, so there may be no way of dealing with your problem in the short term.

1.23 The classroom(s) in which I teach is always dirty, poorly set up, and miserable to teach in. What can I do?

Wrong number of chairs. First, make sure you did not over-enroll your class. If you did, do not "steal" chairs from a neighboring classroom. Contact the dean's office to see if additional chairs can be sent to your classroom. Each classroom has a "cap" set by the number of chairs. If you borrow from a neighboring classroom, you have just created a nightmare for another instructor. If you are in doubt, contact the Registrar's Office or the dean's office for information on the number

of chairs that are supposed to be in each classroom.

Moving Furniture. Do not move the furniture or chairs in the classroom. If they are set up differently and you are teaching in Ronan, please contact an Office Professional or Supervisory/Technical member in the dean's office (x6995).

Broken classroom furnishings. Contact your department secretary or the dean's office so that the BMW (building maintenance worker) can make repairs, remove, or replace furniture.

Computer podium or equipment problems. If pieces of the equipment are not working correctly in a mediated classroom, contact Media Services (x3891), or just pick up the phone attached to the podium in the problematic classroom to be directly connected to Media Services.

Most classrooms now utilize a touch panel code to turn on mediated equipment. To get the code for the building you teach in, contact Media Services (x3891) or log in to the following website: <http://webs.cmich.edu/classroomcodes/>. If the classroom you teach in does not utilize a touch panel, you must obtain a key from Media Services. Keys are not loaned. Faculty members who use mediated classrooms are responsible for keeping the podiums locked.

Office repairs, hanging pictures, and bulletin boards, etc. Contact your department secretary, and he/she will file a work order with the BMW to have your work done.

I think I lost my keys. Please contact your department secretary so that the proper actions may be taken which might include re-keying. Faculty members are responsible for the costs involved when keys are lost. These may include the cost of re-keying doors the lost keys would open and the cost of making new keys for the re-keyed doors. Lost keys might lead to the need to re-key only a single door for an office or might result in the need to re-key a large number of doors. The EHS key policy can be located at www.ehs.cmich.edu/keypolicy.

Missing keys. If you want keys to your filing cabinets (and none came with the filing cabinets in your office), check with your department secretary. She or he may have a stock of keys at hand, or your department secretary can place an order. If you lost keys to your office or your building, report your loss at once and immediately set to work trying to find the keys.

1.24 **What do I do if there is some sort of emergency in a university building?**

CMU has a broad Crisis Response Plan to ensure the safety and well-being of everyone in the university community and has implemented measures to enhance communication in the event of an emergency. Enhanced communication measures have been implemented, including an emergency notification system, classroom emergency phones, loudspeakers, and campus cable TV announcements.

In the rare event that CMU must delay operations or close the university due to inclement weather or an unforeseen emergency, information will be provided to local television, radio and print media. E-mail messages will be sent to university accounts, and notices will also be posted on the CMU home page and on the CMU Information Line 989-774-7500. In addition, interested students, faculty and staff can register to receive emergency news alerts via phone, an alternate email address, or text message. To register, Visit the Web site <https://MyAccount.cmich.edu>. Choose the tab on the left side titled "Emergency Notification".

If the emergency is **weather-related**, the university may sound an alert and/or notify building

coordinators of the procedures to follow. In case of tornado warnings, people should immediately go to the corridor in the basement. You can also check the ALLSTAFF email for university closings or call x7500. **Building coordinators should lock building.**

In case of *elevator failures* that trap disabled persons and individuals who use wheelchairs on upper floors, there are several procedures to follow. If a student will miss a class because of the elevator failure, every effort should be made to move the class to the floor where the student is located. If an individual needs to leave the building, public safety should be called to provide physical assistance.

If an individual becomes ill in one of the classroom buildings and *clean-up* is required, contact the dean's office in Ronan to notify the daytime janitorial staff x6547 (facilities management) explaining the type of cleanup and location. The university also offers Blood Pathogens training for faculty and staff.

II. Inside and Outside the Classroom

Courses, Syllabi, and Curricula

2.1 I hear terms like “master syllabus” and “course syllabus” whenever my colleagues talk about curricula. Are they synonymous? What do they mean?

Very simply, the *master syllabus* for a course is the syllabus that has been approved through the university curricular process (i.e., Academic Senate process) for offerings at Central Michigan University. Your department will provide you with a copy of the master syllabus for the course(s) you will be teaching. Forms for master syllabi are found in the Curricular Authority Document (the published statement of processes and requirements for courses and curricula at the university). The official master syllabi for courses is in the Academic Senate office (Bovee UC 108) and online at <http://academicsenate.cmich.edu/home.htm>

A **course syllabus**, sometimes known as a course outline, is based on the master syllabus but provides students with specific course information. A course syllabus, therefore, is not synonymous with a master syllabus; rather, it is specific to a particular course offering.

According to the *CMU Code of Student Rights, Responsibilities and Disciplinary Procedures* (paragraph 2.3), “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 goals and objectives of the learning experience. Faculty members assigned to teach a course will 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.”

2.2 What is the Curricular Authority Document?

The Curricular Authority Document (CAD) is the approved manual containing the processes and guidelines regarding curricular submissions and approvals. Copies are available in your department office (secretary or chair) or online (<http://academicsenate.cmich.edu/cad.htm>). The CAD includes all of the forms for curricular submissions as well. If you have questions ask your chair or secretary, the Associate Dean of the college (x3888), or in the Senate Office (x3350).

2.3 I am interested in creating a new course. What should I do?

Each department has a curriculum committee to provide assistance in the creation of new courses. You should speak about your ideas with the chair of your department. In practice, there are two ways of creating a new course: by using a special topics designator to develop a course or by sending a fully-developed course through the curricular process.

One of the most common methods for designing a new course is to offer it first as a special topics course. Before you complete your plans, talk with your department chair about the proposed course content, objectives, and course level. Then, if he/she encourages you (sometimes departmental curriculum committees or scheduling committees are also involved), you may proceed. Once you feel comfortable with the design of the course through your “trial run” under the special topics designator, you may prepare paperwork for the curricular process. Just as a reminder: a particular special topics course may be offered only three times, and then it must be proposed and approved as a regular offering.

You may also develop your course without the “trial run” as a special topics course. Follow carefully the instructions in the Curricular Authority Document. Remember that new courses typically follow this routing: department curriculum committee, college curriculum committee, Professional Education Curriculum Committee (PECC) (if applicable), University Curriculum Committee (UCC)/ Grad Council. If the course is planned as an addition to the University Program, it must be submitted to the GenEd Subcommittee prior to action by the UCC and the Academic Senate. University Program courses are subject to two types of curricular scrutiny, as a new course and as a submission to General Education.

2.4 I am teaching a University Program (UP) course for the first time. What do I need to know or do?

The UP Program requires at least 27-30 semester hours in Humanities, Natural Sciences, Social Sciences, and Integrative and Area Studies. This is a general education requirement for all undergraduate students.

First, make sure that you have been given or have reviewed a copy of the current master syllabus for the course. As you design your course syllabus (course outline), you should use the master syllabus as a guideline (see next page).

Second, as a first-time instructor in a University Program course, you should go to the Senate Office (UC 108) and sign the master syllabus sheet.

According to policy regarding course syllabi (Some Academic Standards), “Although individual faculty members do not have unilateral discretion to substantially alter the score of the course or the goals and objectives of the learning experience, the master syllabus does not limit appropriate texts or other instructional materials, using a variety of instructional methods, or designing and using specific evaluation procedure in the teaching of the course.”

2.5 What is the procedure for teaching off-campus through ProfEd?

As a bargaining unit member, you may engage in other activities for financial compensation as long as these activities do not conflict with your professional duties. Please refer to the Agreement, Article 24.3. You may teach for ProfEd as long as it does not interfere with your university responsibilities and that they do not exceed the equivalent of seven credit hours for any given six-week summer sessions. Additional information for teaching through ProfEd can be located in the Agreement under Article 26.

2.6 What does the college recommend to include on a course syllabus (course outline)?

While there are no hard and fast rules, the items listed below are the types of information that should be provided to students. (Those items below are particularly important.)

- Course Number, title, section, room, time, University Program subgroup (if applicable).
- Cross-listing statement (if applicable): *HEV 326 is identical to WST 328. Credit may not be earned in more than one of these courses.*
- Faculty member’s name, office number, office hours, office phone.

- Faculty member's voice mail, email, web course information (at instructor's discretion).
- Accommodations statement: *CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library, telephone 989-774-3018, TDD #2568), and then contact the professor as soon as possible.*
- Statement on attendance, if applicable. A reference to the university's missed class policy may also be helpful to students. See the college web page-FOR FACULTY-then policies.
- Statement on expectations of student behavior, if desired (e.g. tardiness, unpreparedness, disruptions).
- Statement on course requirements (this should be reasonably specific, e.g. numbers of examinations and their weighting, graded assignments, class participation).
- Grading scale (composition of final grade and its translations to the university's A-E).
- If the course is part of the teacher education program, tie the Conceptual Framework to course objectives.
- Required materials, including textbooks, lab manuals, and examination books.
- Schedule of classes, including (as applicable) deadlines, homework assignments, and examination dates (including final examination). Any required out of class time experiences should also be included (e.g. classroom observations, required field trips).
- Plagiarism and academic dishonesty policy, including the civility policy (See University Bulletin).
- Prerequisites and recommended courses.
- Other policies of the individual faculty member, department, etc.
- Other information about book reviews, term papers, manuscript preparation, and library searches, etc.

2.7 My master syllabus is woefully out of date, and I want to change the content and objectives by at least one-third before I offer the course again. What do I do?

At least once every five years a department should review the master course syllabus for a course, revise and update as needed, and submit through the appropriate curricular process. MCS revisions can be done anytime within this five year period, especially if the scope of the course changes. Consult with your department chair before initiating any changes to the MCS and then follow the guidelines in the Curricular Authority Document in Appendix H.

Final Examinations, Grading and Academic Dishonesty

2.8 What are the policies on grades and grading (final grades, grade grievances, changing grades)?

As far as grades are concerned, you are the instructor and are considered the final authority. Only in four types of cases may a grade be changed: (1) when an instructor initiates a grade change because of error (see the Policy on Grade Changes on the college web page); (2) when an instructor removes an incomplete or deferred grade; (3) when a grade grievance is initiated and the instructor consents, as part of the settlement, to a grade change (see the Grade Grievance Policy); (4) when an appeal process of the academic integrity policy results in a change of grade (see the Academic Integrity Policy).

Capricious grading may be grieved by the student; grades based on documented plagiarism and academic dishonesty cannot be grieved through the grade grievance process, but there is an appeal mechanism regarding the sanction.

Incomplete grades and deferred grades also fall under university policy. Incomplete grades should be given **only** when a student requests such a grade because of illness or other justifiable circumstance of significant importance. In all cases, the student must request the incomplete after having completed more than half of the coursework with a passing grade. The faculty member is responsible for filing an “incomplete form” with the student and with the department.

Deferred grades may be recorded for students registering for independent studies, theses, dissertations, International Program studies, or for other courses approved for the “z” grade. See the bulletin or Registrar’s Office web page at: <http://www.registrars.cmich.edu/records/default.htm> for further information.

2.9 An assistant is working with me as I teach my course. Who is responsible for final grades?

The general rule is that the faculty member of record (assigned to the course) is responsible for final grades. If there are any questions, you should be prepared to answer them and to make sure that grades have been computed correctly and submitted on time and on the appropriate forms.

2.10 Are there policies about when tests and the final examinations must be given?

According to the Academic Senate (1973), “Instructors are encouraged to give frequent tests and examinations.”

Furthermore, “the period assigned for the final examination in a class must be used either for an examination or for the continuation of the instructional program of the class. Any exception to the schedule must receive prior approval from the department chair and the dean”. For the full policy, see <http://www.fps.cmich.edu/Policies%20regulations%20rules.htm>.

According to the same policy, if a student is scheduled to have more than two examinations on the same date, additional examinations should be rescheduled at the student’s request. Faculty and student should agree upon a makeup day and time.

2.11 What do I need to know about disclosing grades?

Under university guidelines and federal law, you may post grades, but you must not use personally identifiable information along with the grades. Students are given 10-digit identification numbers that could be used for identification purposes.

Under the *Family Educational Rights and Privacy Act*, you must not discuss a student's grades with anyone outside the university, and within the university you may discuss them only on a need-to-know basis. Should a student's parents or potential employer contact you, you must not discuss grades unless the student has provided a written waiver of the policy prior to any discussions. If you are asked to provide any information on a student beyond what is printed in the *Directory*, you should use ISIS or contact the Registrar's Office to determine if the student has authorized such a disclosure.

2.12 What should I do if I suspect academic dishonesty or plagiarism?

First of all, you should consult the Academic Senate policy on Academic Integrity at: http://academicsenate.cmich.edu/noncad/academic_integrity_policy.pdf and any additional policies that your department may have governing academic dishonesty. The May 2001 senate policy document states "In cases involving violation of the Policy on Academic Integrity, determination of the student's grade and status in the course are made by the instructor. The instructor's determination can be appealed by the student to the dean of the college in which the offense has occurred." Further, the policy outlines the full process for handling such violations including a conference with the student and determination of actions to be taken by the instructor. The policy also outlines the appeal proceedings open to the student—both at the informal and formal stages.

If a case of academic dishonesty is suspected, it is good to discuss the matter with the chair of your department and/or the Associate Dean of the college to ensure that the Academic Integrity Policy is fully engaged in the process. However, you should not dismiss your responsibilities of reporting any suspicion of academic dishonesty or plagiarism.

Workload and Course-related Issues

2.13 I will be attending a professional conference. What should I do about my class (es)?

Faculty members make different arrangements, but the general rule is to avoid frequent absences and to have your students responsible for some form of learning during that time. Some faculty members schedule examinations (with a monitor), others provide assignments that do not require their presence (out-of-class research or writing or in class media presentations). Rearranging the University calendar is not an option for rescheduling classes.

2.14 What do I do about other absences from campus?

Always inform your chair or her/his designee when you are absent from regular campus activities, preferably prior to the absence and usually in writing. In the case of illness, there are other contractual expectations that are applicable (See Article 28 of the *Agreement*) about reporting short-term sicknesses, illnesses of three days or more, and illnesses that could result in disability leave. For these and other types of absences, consult the *Agreement* and/or contact FPS.

2.15 What do I need to know about office hours?

In general, departments expect that faculty members will schedule a reasonable number of office hours per week for each semester. During that time, you should plan to meet with unscheduled students for advising or course-related questions. Office hours should be noted on your syllabus, posted with your department, and posted outside of your office. Students should be notified (in

advance if possible) if you are not available for scheduled office hours. Check with your department chair to determine the expected number of office hours for your discipline.

2.16 What exactly is a faculty member's workload?

Workloads vary across the campus, but the best answer to this question is found in your initial *Letter of Appointment* (contract) and Article 17 in the *Agreement*.

2.17 I need my teaching workload changed because I received a grant, have been invited to teach abroad, or have taken on additional responsibilities in the department. What do I do?

Under the current *Agreement*, all adjusted workloads must be recommended by the department to the dean, and then approved by the dean before being implemented. Make sure that your department is aware of what you intend to do well in advance of your "new activity". That will allow time for contractual approvals. Faculty members are also required to complete the Faculty Instructional Workload Document each semester, if applicable, which can be downloaded from the EHS webpage www.ehs.cmich.edu.

Teaching

2.18 What do I need to do to assess my teaching effectiveness? How should I do it? What forms should I use?

There are no easy answers to these questions. Some of the issues are personal, some are departmental, and others are contractual.

As you know, CMU prides itself as a comprehensive state university that values teaching at all levels. This means that departments, the college, and the university take the quality of teaching seriously. How often you assess and what instrument you use to measure your teaching effectiveness depends on whether or not you are using the instrument for "formative" or "summative" reasons.

If you are going up for reappointment, tenure, or promotion ("summative"), you should consult your *bylaws* for departmental measures of teaching. Your department may counsel you to use the standard Student Opinion Surveys (SOS II), systematic peer review of teaching, peer review of course materials, teaching portfolios, or a combination of measures. Whatever your department prescribes, you should follow the guidelines in the *bylaws* carefully.

If personnel decisions are not a primary motivation and you are considering assessing your teaching in a "formative" way, then you may want to use your own instrument, whatever your *bylaws* allow.

Your colleagues and chair may also have additional suggestions.

Course and Classroom Scheduling

2.19 As a new faculty member to CMU, the courses for my first year were scheduled before I arrived. How will future schedules be made for me?

Departments generally set their own policies concerning course scheduling. Typically, faculty

members submit a “wish list” of courses, times, and preferred classrooms. Then, the chair, personnel committee, or other departmental units use these “wish lists” to put together a schedule. Department considerations take into account faculty specialties, needs for various course levels and times, needs for particular course offerings (programmatic needs), and the like. Courses that fall in the “domain” of several faculty members in a department are often offered on a rotation basis as are courses offered under a special topics designator. For specific guidance on your options, talk to your department chair.

2.20 How are classrooms scheduled for courses and special events (e.g. study groups, student groups)?

Scheduling goes through the Registrar’s office (x7245); and as far as *classes* are concerned, your department chair and/or secretary (or whoever makes up the final schedule) work with the Registrar’s office to confirm room availability. If you are interested in teaching in a “mediated classroom,” you should make that preference known at the time you make your “wish list” request, although you will note that individual faculty members do not make final room selections or confirmations.

If you are trying to schedule a **study session or class-related experience** in one of the academic buildings, then you are responsible for scheduling it (unless your department secretary does this for you). You must call the Registrar’s Office to check on room availability and then to schedule the room formally. Similarly, student groups should be counseled that they must make room reservations in the same manner.

If you are scheduling something in the *university center*, you must make your room reservations through the UC (x7477). If you are scheduling *common space in an academic building* (for example a main corridor for a student-run book sale), then you must contact the building coordinator. When in doubt, ask your secretary who can inform you of the appropriate process.

Advising

2.21 I know that there are several types of advisement that occur on campus. Can you tell me about them?

First, there is a *general academic advising* that is overseen by the Office of Academic Advising & Assistance. Professional advisers, who are assigned through that office, are “general academic advisers,” meaning that they assist students in clearing their university program requirements, fulfilling other degree requirements, being referred to their major and minor advisers, and going through academic audits prior to graduation.

Second, “signing a major or minor” is a role that you may play. Using your departmental advising sheet or information in the *Bulletin* or the college advising page, you advise the student on what courses to take to complete the particular major or minor that she or he has chosen. You will probably also provide advice on career options in a particular field or study and serve as a program “mentor.”

As of spring 2001, all students who have completed 56 hours of credit will be required to sign a major with a faculty member in their major field before registering for further credit.

2.22 I have heard that signing a major or minor is like signing a contract with the student. Is this true, and what should I do?

Yes, according to university policy, signing a major or minor amounts to a contract with the student. Therefore, you should make sure that you are following university and departmental policies on transfer credit, double counting (if this option is available to the student), capstone requirements, and the like. When in doubt, always contact your mentor, department chair or the registrar's office.

2.23 In the process of advising students, I work with transfer students and transfer credit. What do I do?

For university credit, the Registrar's Office applies transfer credit based on longstanding relationships with other institutions or a course-by-course review of transfer credit.

Departments, however, have autonomy in granting credit for transfer work that is to be applied to the major or minor. If you are unsure about your departmental rules, contact your department chair before making a commitment to the student you are advising. It is in the department's best interest to frame a departmental policy rather than to accept transfer credit on an *ad hoc* basis.

2.24 Often students ask me for career advice. What should I tell them?

First, tell them what you know as a professional in your field, then give them a copy of your departmental or major flyer, or refer them to the university advising web page (www.advising.cmich.edu) for the program guides that provide information on careers.

Second, students should be encouraged to attend the annual "What can I do with a major in...?" workshops that many departments host with Career Services. Career Services can provide a schedule of those workshops each year. They can also loan video tapes of recent workshops.

Third, Career Services provides career tests and interest inventories, sponsors job fairs and employer recruitment, and has an in-house lending library of resources geared to job and career selection. The Career Center is located in the Dean of Students suite in Bovee UC 215 at ext 3068.

Students interested or accepted into the Teacher Education Program should go to the Center for Student Services, located in 203 Ronan.

2.25 I have students with serious and not-so-serious writing problems. What advice do I give them? Where can I refer them?

Students with writing problems, regardless of the seriousness of the problem, can and should be referred to the Writing Center, which has three locations: 003 Anspach Hall, The Towers, and 321 Park Library. The center provides monitored assistance to all CMU students. The Director of the Writing Center oversees graduate and undergraduate students who work individually with your students. Hours vary (depending on staffing), but they are posted each semester. For information, call x1228 or x1002 or visit the webpage at <http://www.chsbs.cmich.edu/writing%5Fcenter>.

2.26 I have heard that there are other kinds of academic assistance provided to students as well. Where do I go to find out about these options?

The Office of Academic Advising & Assistance (x7506, UC 215) provides free tutoring services to students having difficulties with particular courses, academic skills assistance, and information on probation and dismissal policies. The Office of Minority Student Services (x3945, UC 121) provides Supplemental Instruction for students with class-specific study group sessions in CMU courses that have high withdrawal and failure rates. Call MSS for a listing of courses offered with Supplemental Instruction sections each semester. The English Language Institute (x2567) provides language testing and study for students who are nonnative speakers of English. For answers to other questions, call x7506 for information (academic advising services).

Being an Advisor to a Student Organization

2.27 Students have asked me to be an advisor to one of the organizations in my department. What do I need to know about the responsibilities of being an advisor?

The university has published a guide called the “Registered Student Organization University Advisor Responsibility Statement”. This guide, found at http://www.stulife.cmich.edu/rso/rso_manualtoc.shtml, outlines responsibilities, caveats, and liabilities. For further information on these policies, call the Office of Student Life at x3016.

2.28 I have heard that there are a number of sources of funding for student groups, but I am not sure how to help students access that money. What do I need to know?

There is funding available for individual students and registered student organizations at both the university and college level. For information about Student Budget Advisory Committee (SBAC) funding (university level), have your student and/or student group contact the Office of Student Life.

College funds come through the EHS Student Advisory Committee (a.k.a. Vending Committee). These funds are available to both individual students and student organizations that are *affiliated with EHS*.

To apply, applicants can obtain the application and procedure guidelines on the EHS website at www.ehs.cmich.edu/resources/students.htm. It is critical the applicants review the procedure guidelines prior to completing the application as they pertain to eligibility, required information and important dates. The application is to be completed in accordance with the guidelines and submitted to the EHS Dean’s Office (RN 307) by October 15 for the fall semester and February 15 for the spring semester.

The Student Advisory Committee which is comprised of student representatives from each department within EHS will review the applications and determine the allocation of funds. Once the committee has made a determination, applicants will be notified with instructions on how to proceed (if applicable) with the reimbursement process.

Additionally, at the start of each semester, the EHS Dean’s Office will host an informational session regarding the vending funds application process. Departments will be notified with details of these sessions.

Questions regarding the application process for vending machine funds can be addressed to the EHS Dean’s Office at 774-3079.

III. Professional Development

University Research Support

3.1 What are the major university-wide programs that support faculty professional development?

At present, most of the university-wide research support programs are monitored and/or funded through the Office of Research and Sponsored Programs (ORSP) in the College of Graduate Studies, 251 Foust Hall, x6777. The office also maintains a comprehensive website at <http://www.orsp.cmich.edu> including assistance with the IRB process at <http://www.orsp.cmich.edu/IRBcom.htm>.

Information on *external grants* is provided through SPIN and SMARTS as well as through research in the ORSP library and consulting with grant specialists in the office.

Grant Development Reimbursement Awards, funded by ORSP, pay the costs, other than salary, associated with the preparation of proposals for external funding.

The President's and Provost's Awards for Outstanding Research and Creative Endeavors honor two recipients annually in each category. Selections are made by an Academic Senate Committee, and honorees receive a professional development award.

Faculty Research and Creative Endeavor's Awards (1) support small research projects (typically up to \$7500) or sabbatical research needs, and (2) support presentation of papers or posters at national and international professional meetings, or pay merit of some publication page costs. The program is competitive. Applications are reviewed by the FRCE Committee of the Academic Senate during the academic year.

Research Professorships generally are awarded to recipients annually. These awardees receive a semester of research leave at full pay. The program is highly competitive and is monitored by the Research Professorship Committee of the Academic Senate. The number of awards is determined by available university funding.

Instructional Support

3.2 What resources are available for professional development related to teaching, assessment, and other skills?

Faculty members who are interested in teaching and program development support should apply for grants from the Faculty Center for Innovative Teaching (FaCIT). Contact FaCIT (x3615) for further information.

For assistance with *assessment*, contact Academic Affairs, (x3631), the Assessment Council (academic senate committee, x3350) or visit the University Assessment web site at <http://www.provost.cmich.edu/assessment/council/assessmentcouncil.htm>.

Technology training (and future professional development in teaching technology) is provided by the Office of Information Technology, (OIT) and the college on a limited scale.

FaCIT (Faculty Center for Innovative Teaching) is housed in 413 Park Library and provides a number of supportive services for faculty to improve their teaching and assessment of their teaching. For more information, contact the director at x7008.

Copyright assistance can also be located at <http://www.cmich.edu/copyright/assistance/>.

IV. Other Important Topics

Americans with Disabilities (ADA)

4.1 Where do I go for the most up-to-date information on ADA?

There are two general sources of information on ADA at the university: the Student Disabilities Services web page at <http://www.cmich.edu/studentdisability/ada.htm> and the *Guide for Faculty and Teaching Staff* distributed by the office of Faculty Personnel Services on behalf of the Accessibility and Disability Advisory Council.

CMU's web site includes information on the university's commitment to ADA and contacts links to "Student Disability Services" and "Resources for Individuals with Disabilities."

The *Guide* that all faculty and departments should have received provides detailed information on the 1990 Civil Rights Legislation that augmented existing ADA legislation, examples of accommodations provided by CMU, resources available at CMU, a "critical pathways" map of the campus, a list of helpful telephone numbers, instructional suggestions, and a glossary of terminology.

4.2 What laws apply to post-secondary education?

(1) "Title II of ADA prohibits the university from excluding qualified individuals with disabilities from participating in or being denied the benefits of the services, programs, or activities provided by the university."

(2) "Section 504 of the Rehabilitation Act of 1973 also prohibits the university from discriminating against or excluding qualified individuals with disabilities, solely because of a disability, from its programs and activities."

(3) "Under the Michigan Persons with Disabilities Civil Rights Act, persons have a right to the opportunity to obtain employment, housing and the full and equal utilization of public accommodations, public service and educational facilities without discrimination because of a disability.... The act prohibits discrimination that affects a student's full utilization of the university's programs, activities and services, including housing... The university must provide individuals with disabilities with reasonable accommodations, unless to do so would result in an undue hardship."

4.3 How does ADA really affect me as a faculty member?

"Central Michigan University is committed to working with students with disabilities to facilitate their academic success." This means, in practice, that you may need to assist in providing accommodations to students with disabilities who are taking the classes that you teach.

4.4 How do I know if a student has a disability? How do I know what accommodation to provide?

First, it is important to remember that it is the student's responsibility to request accommodation. In fact, you should never identify a student publicly or privately or ask the student if he or she is requesting an accommodation.

Second, as a prerequisite to accommodation under ADA, it is essential that the disability be verified by the office of Student Disability Services. That office will make recommendations as to the nature of “reasonable accommodations.”

Third, in order to put ADA into action, you should provide a notice on your online or paper syllabus. The approved statement is the following: *CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the office of Student Disability Services (120 Park Library, telephone #9897743018, TDD #2568).*

Fourth, if a student requests an accommodation, but has not yet registered with Student Disability Services, you should counsel the student to register. Let the student know that once he/she provides you with a notice, from the Office of Student Disability Services, that identifies any accommodations to be provided you will work with her/him to provide the recommended accommodation. While you may want to accommodate the student immediately, you may provide the accommodation *only* after the student has provided you with a notification of the accommodation to be provided.

Fifth, in no case should you deny a request for accommodation. Instead, you should first refer the student to the Office of Student Disability Services. You should also note that all information about a student and her/his disability is confidential. Once identified and confirmed, you must accommodate.

4.5 What types of accommodations are students provided?

Obviously accommodations vary depending on the type of disability. Among the types of accommodations that the university has provided are the following:

Information on obtaining taped textbooks from the Recordings for the Blind agency, taped textbooks that are not available through the recordings through the Blind agency, note takers, extended time for taking tests, alternative testing sites, assistants for lab classes, library research assistance, adaptive software, enlarged print tests, copies of overheads, readers for tests, scribes for texts, sign language interpreters, on-campus transportation arranged with Isabella County Transportation Commission (ICTC), wheelchair accommodation workstations.

4.6 I still have lots of questions about my relations with students with disabilities and what I need to do. Where can I find my answers?

The *Guide for Faculty and Teaching Staff* is a wonderful resource. Refer to it for general and specific information. Always feel free to visit Student Disability Services in person at 120 Park Library or contact the office at x3018. Because of the legal and liability issues attached to ADA, you should make sure you know the “rules” and follow them.

Conflict of Interest

4.7 I understand that CMU has a conflict of interest policy. Where do I find it at, and what do I need to know about it?

According to the university’s Conflict of Interest policy, “Every university faculty/staff member is expected to accord the university his/her primary professional loyalty, and every faculty/staff

and Trustee is expected to arrange outside obligations, financial interests, and activities so as not to conflict with their commitment to the university... The use of official position and influence to further personal gain or that of families or associates is considered to be unacceptable behavior and in direct opposition to University policy.”

The full policy and addenda (disclosure forms and personnel listing) may be found at <http://www.purch.cmich.edu/> or by accessing “Policies, Regulations and Rules” at <http://www.fps.cmich.edu>.

In general, then, the policy covers “personal financial interest in transactions involving the University” and “Full disclosure.”

4.8 Are royalties covered under university policy?

There is a separate university policy dealing with royalties earned by faculty members. Consistent with the conflict of interest policy, the policy on royalties reminds faculty that they cannot earn royalties on materials (typically books) that they require in the courses that they teach or for which they have significant influence on the selection of the course materials.

This policy is actually a part of the Intellectual Property Rights policy found at <http://www.orsp.cmich.edu>. Each semester the dean’s office sends a reminder to faculty members about royalties that they may be earning on books sold to their own students. Faculty members then return the royalties to student groups, scholarships, or development.

For further information on the policy, contact ORSP or the Dean’s Office.

Diversity

4.9 I know that the university has a commitment to diversity. How can I participate?

One of the best ways is to access the university’s diversity website at <http://www.diversity.cmich.edu/>. There you will find CMU’s diversity statement and a number of other helpful resources.

An important diversity resource is the Central Michigan University Library’s Diversity Resources Project that contains a wealth of resources and information, including bibliographies that range from attention-deficit disorder to blues and gospel music to the Clarke Historical Library’s unpublished resources on women and Native Americans. Other resources include reviews of new books and a link to “Diversity Links” (a Ford Foundation funded national site), organized with links to General Resources, African-American studies, Area studies, Disability Studies, Diversity in Education, Gay and Lesbian Studies, Native American Studies and Women’s Studies. Its direct web address is the following: www.lib.cmich.edu/departments/reference/diversity.

Sexual Harassment

4.10 What is sexual harassment?

The Michigan Elliott-Larsen Civil Rights act (MCLA 37.2103) defines sexual harassment in the following way:

“...unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when”:

(a) “Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain employment, public accommodations or public services, education or housing.”

(b) “Submission to or rejection of such conduct or communication by an individual’s employment, public accommodations or public services, education or housing.”

(c) “Such conduct or communication has the purpose or effect of substantially interfering with an individual’s employment, public accommodations or public services, education, or housing, or creating an intimidating, hostile, or offensive employment, public accommodations, public services, educational, or housing environment.”

In the university environment, sexual harassment is further defined as “...any conduct or communication of a sexual nature that is unwelcome, and makes you feel uncomfortable, offended or intimidated to the extent that it interferes with your ability to work or study, or engage or benefit from some service or activity at the university *or* you are told that you must ‘go along with it’ or else you will get into trouble, lose your job, your grade or otherwise suffer some consequences at work or school.”

4.11 What should I do about sexual harassment if I think it is happening to me or if I think or know it is happening to someone else at the university?

If you are the victim, the University policy encourages you to *respond clearly and directly to any incident of sexual harassment as soon as it begins. As a faculty member, remember that you can not promise confidentiality of an incident reported to you, you **must** report it. Depending on the particular circumstances of the incident this may include:*

(a) *Telling the harasser to stop (Note: Direct communication with the harasser is not always possible and is not always necessary),*

(b) *Telling your supervisor or someone in a position of authority in the university*

(c) *Confidentially discussing the incident with a representative of the University’s Affirmative Action Office (x3253) [or] Employee Relations Office (office of Faculty Personnel Services at x3368),*

(d) *Filing a grievance with the Affirmative Action Office. Employees may choose to follow the grievance procedure outlined in their collective bargaining agreement. In the case of faculty members, the procedures are outlined in the CMU-FA Agreement.*

For the full text of this information, see the Affirmative Action pamphlet titled “Sexual Harassment has always been offensive. In 1980 it became illegal.”

4.12 If I think I might be accused of sexual harassment, what should I do?

According to the Affirmative Action Office, you should do the following:

(a) Learn the laws and policies regarding sexual harassment. Take them seriously and check your behavior for any actions that might be considered suspect by another person.

(b) Listen carefully to any and all allegations.

(c) Respond with a verbal or written statement giving your version of the incident or incidents alleged by the accuser.

(d) Protect yourself by always having a third party present, preferably neutral, during any encounters with the accuser.

4.13 Where do I get more information?

Contact the Affirmative Action Office (AA), at x3253 for printed information that is available. The AA office can also provide a list of “Sexual Harassment Liaisons” (faculty and staff on the CMU campus) who can assist you and answer your questions.

V. Acronym List

ARC	Alternative Route to Certification	MCA	Michigan Counseling Association
CEE	Center for Excellence in Education	MTTC	Michigan Test for Teacher Certification
CSS	Center for Student Services	PDS	Professional Disclosure Statement
DAC	Directors and Chairs	PDR	Physician's Desk Reference
EMP	Enrollment Management Plan	ACE	Autism Collaborative Endorsement
GEAR-UP	Gaining Early Awareness & Readiness for Undergraduate Programs	ADD	Attention Deficit Disorder
IMC	Instructional Materials Center	ADHD	Attention Deficit Hyperactivity Disorder
INTASC	Interstate New Teacher Assessment & Support Consortium	CI	Cognitive Impairment
MSIM	Michigan Schools in the Middle	CBA	Curriculum-Based Assessment
NCATE	National Council for the Accreditation of Teacher Education	CBM	Curriculum-Based Management
NSSE	National Survey of Student Engagement	CEC	Council for Exceptional Children
NCLB	No Child Left Behind	EI	Emotional Impairment
OTD	Opportunities for Talent Development	FBA	Functional Behavioral Assessment
PESAR	Professional Education Selection, Admission and Retention Committee	IEP	Individualized Education Program
PEEB	Professional Education Executive Board	IDEA	Individuals with Disabilities Education Act
PEAC	Professional Education Assessment Committee	LD	Learning Disabilities
PECC	Professional Education Curriculum Committee	LRE	Least Restrictive Environment
SMTC	Science/Math/Technology Center	MI	Mental Impairment
TBAISD	Traverse Bay Area Intermediate School District	PBS	Positive Behavior Support
		PDD	Pervasive Developmental Disorder
		SIM	Strategic Instruction Model
		SCEC	Student Council for Exceptional Children

Counseling and Special Education

ACA	American Counseling Association
APA	American Psychological Association
CPS	Child Protective Services
DSM	Diagnostic and Statistical Manual
FIA	Family Independence Agency
HDC	Human Development Clinic
LPC	Licensed Professional Counselor
LLPC	Limited Licensed Professional Counselor
MAT	Miller Analogies Test

Educational Leadership

MASA	Michigan Association of School Administrators
MSBO	Michigan School Business Officials
MASB	Michigan Association of School Boards
MASSP	Michigan Association of Secondary School Principals
MEA	Michigan Education Association

Human Environmental Studies

AAFCS	American Association of Family and Consumer Sciences
ACRA	American Collegiate Retailing Association

ADA	American Dietetics Association	Class IRA	Student International Reading Association
APA	American Psychological Association	CMLACMU	Collegiate Middle Level Association at CMU
AMD	Apparel Merchandising and Design	<i>EDU</i>	<i>Course Designator for elementary, secondary, and student teaching classes</i>
DM	Design and Merchandising	KDE	Kappa Delta Epsilon
FAMD	Fashion Association of Merchandising & Design	KDP	Kappa Delta Pi
FIDER	Foundation for Interior Design Education and Research	<i>LIB</i>	<i>Course Designator for library classes</i>
FLHSA	Family Life & Human Sexuality Association	<i>MLE</i>	<i>Course Designator for middle level classes</i>
FN	Foods and Nutrition	MSIM	Michigan Schools in the Middle
FSA	Food Service Administration	NSTA-CMU	National Science Teachers Association at CMU
<i>GRN</i>	<i>Gerontology designator</i>	SMEA	Student Michigan Education Association
HDFS	Human Development and Family Studies		
HGDL	Human Growth Development Laboratory		
ID	Interior Design		
IDEC	Interior Design Educator's Council		
IFHE	International Federation of Home Economics		
IIDA	International Interior Design Association		
ITAA	International Textile and Apparel Association		
NAEYC	National Association for the Education of Young Children		
NCFR	National Council on Family Relations		
SDA	Student Dietetic Association		

Recreation, Parks, and Leisure

AALR	American Association for Leisure and Recreation
NRPA	National Recreation and Park Association
RPLSA	Recreation, Parks, and Leisure Services Administration
SRA	Student Recreation Association
TR	Therapeutic Recreation

Teacher Education and Professional Development

AEYC-CMU	Association for the Education of Young Children at CMU
CEE	Center for Excellence in Education

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