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MESSAGE FROM THE DEAN

Dear students:

It is my honor to officially welcome you to the Central Michigan University College of Medicine. We are a young medical school, and you are partners in a mission vital to the region, state and beyond. You are invited to collaborate with our team of dedicated faculty and staff to ensure our curriculum and support help you thrive in your education and training. You are part of a student group immersed in a novel, evidence-based curriculum that I believe will prepare you for a lifetime of success in the practice of medicine. Our team will facilitate your success and help you experience the joy present in the noblest of all professions. Again, welcome to the CMU College of Medicine.

Sincerely,

George Kikano, MD
Dean
Central Michigan University opened its doors in 1892, as the College of Education and Business Institute.

In 1895, the Michigan State Board of Education assumed control of the school, renaming it Central Michigan Normal School.

On June 1, 1959, with 40 buildings standing on a 235-acre campus and an enrollment of 4,500 students, Central was renamed Central Michigan University, a designation that reengineered the growth in complexity of the school’s academic offerings as well as its physical growth in the post-war period.

Even though so much has changed over the last two centuries, our values today do not stray from those inscribed upon our seal in 1892: Sapientia, Virtus, Amicitia – wisdom, virtue, and friendship.

Today, Central Michigan University is one of the nation’s 100 largest public universities, with 20,000 students on its Mount Pleasant campus and another 7,000 enrolled online. CMU encompasses more than 60 locations across the U.S., Canada and Mexico, including 18 centers and cites across the state of Michigan.

CMU offers 200 academic programs at the undergraduate, masters, specialist and doctoral levels. This remarkable university contains nationally recognized programs in entrepreneurship, journalism, music, audiology, education, psychology and physician assistant. CMU’s unique offerings also include the only meteorology major in Michigan and the only bachelor’s degree concentration in microscopy in the nation.

With accomplished professors, opportunities for students to engage in applied research and world-class facilities, CMU is committed to providing students with a superior learning environment and global perspective to compete in an increasingly complex world.
Central Michigan University, founded in 1892 to answer a teaching shortage in rural and northern areas of Michigan, responded to the growing statewide and national physician shortage when its board of trustees approved a medical school in 2008.

The CMU College of Medicine building on the campus of CMU opened in 2011 and with Saginaw hospitals Covenant HealthCare and St. Mary’s of Michigan in place as partners for educating students and residents, the college welcomed its first class of 64 students in August 2013. In 2015, a 46,000-square foot educational facility with a 10,000-square foot simulation center opened in Saginaw on the campus of Covenant HealthCare.

The demand for physician services is growing faster than supply, and there is a projected national shortfall of 46,100 to 90,400 physicians by 2025, according to an Association of American Medical Colleges report in March 2015. The same report noted a need of 90,000 to 100,000 primary care physicians by 2025.

In Michigan, the Michigan Department of Health and Human Services reported in 2008 that 62 percent of physicians said their practice is full or nearly full, and most expected to retire from the profession in the next one to 10 years.

There is increasing concern that the communities of central and northern Michigan – including the state’s Upper Peninsula – will be disproportionately affected. Although 20 percent of the U.S. population lives in rural communities, research shows just 9 percent of physicians practice in these areas. In Michigan, the mostly rural central and northern regions of the state’s Upper and Lower Peninsula’s represent a population base of more than 2,000,000 residents. CMU’s location as a gateway to central and northern Michigan, combined with a foundation of health sciences programs and facilities, offers an unrivaled opportunity to train doctors for practice in the state’s most underserved region.

The CMU College of Medicine curriculum incorporates the health issues and concerns prevalent in central and northern Michigan and the Upper Peninsula as the foundation for student learning of the foundational (basic) and clinical sciences. Clinical skills work begins in the first year and includes training in understanding the patient’s perspective in health care, in how to diagnose and care for patients in medical clinics, state-of-the-art simulations and broad technology integration throughout the learning process.

Additionally, third-year students participate in Comprehensive Community Clerkships, where they are embedded with physicians to care for patients. They obtain in-depth knowledge of the
communities and patients and see how a primary practice physician conducts business. Clinical rotations include community involvement at meetings, service opportunities and more.

The school’s community-engaged emphasis also serves to stimulate research in important health-related issues impact residents of central and northern Michigan, such as stroke, diabetes, cancer, heart disease and chronic obstructive pulmonary disease.

**Accreditation Status**

All North American medical schools offering an M.D. degree program must receive accreditation by the Liaison Committee on Medical Education (LCME), a joint body made up of equal representatives from the American Medical Association (AMA) and the Association of American Medical Colleges (AAMC). Additionally, universities such as Central Michigan University (CMU) must receive accreditation. In the case of CMU it is the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Thus CMU is required by the HLC to obtain accreditation for the College of Medicine (CMED).

In August of 2009, following CMU Board of Trustees approval, CMED became an Applicant School approved by the LCME. After a site visit in November 2011, the CMU College of Medicine obtained Provisional Accreditation in February 2012, enabling the inaugural class to enroll in August 2013, The next site visit by the LCME is scheduled for spring of 2016.

A site visit by the HLC occurred in November of 2013 and CMU’s application to its accreditation was approved by that body to add the CMU College of Medicine.
THE CMED

Mission

The CMU College of Medicine will prepare diverse, culturally-competent physicians focused on improving access to high-quality health care in Michigan with an emphasis on rural and medically underserved regions. Our graduates will aspire to excellence in providing patient-centered and evidenced-based care to their patients and communities. We will engage physicians in leading health care transformation, lifelong learning, and team-based education.

Vision

We will facilitate the transformation of health care in mid- and northern Michigan through:

- Delivering innovative programs in medical education;
- Preparing our students to incorporate CMED values into their daily lives;
- Promoting inter-professionalism and team-based approaches in progressive health care;
- Creating team-based educational opportunities and programs;
- Creating an inclusive environment supportive of lifelong learning for our graduates, faculty, staff, and partners; and
- Supporting and serving community educational needs across the continuum of medical education.

Values

In all that we do we strive for integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

ADMINISTRATIVE AND ACADEMIC LEADERSHIP

- George Kikano, M.D.
  Dean
- Linda Perkowski, Ph.D.

Senior Associate Dean of Faculty and Administration

- Joel H. Lanphear, Ph.D.
  Interim Senior Associate Dean of Academic Affairs
- Ron Bradley, D.O., Ph.D.
  Interim Medical Discipline Chair
- Bob Fleischmann, Ph.D.
  Interim Chair of Foundational Sciences
- Bob Satonik, M.D., FACEP.
  Director of Years 3 and 4
- Steve Vance, M.D., FACEP.
  Associate Dean for the Distributed Campus-Saginaw
- Edward McKee, Ph.D.
  Interim Senior Associate Dean of Research
- Sam Shaheen, M.D., FACS
  Interim Chair of Surgical Sciences
- Sarah Yonder, M.D.
  Assistant Dean of Student Affairs

**College of Medicine – Mount Pleasant Campus**

In Mount Pleasant, the College of Medicine is on the main campus of Central Michigan University, housed in a 60,000 square-foot building adjacent to the Health Professions Building. The facility was designed to provide a variety of study spaces, lounge areas and storage for medical students. More than 8,000 square feet has been assigned for student support purposes.

**College of Medicine – Saginaw Campus**

In Saginaw, the 46,000-square-foot CMU College of Medicine educational building is located on the campus of Covenant HealthCare. Students and residents train at both Covenant Healthcare and St. Mary’s of Michigan. Combined, the hospitals draw patients from 15 surrounding counties with a total regional population of almost 1 million people. With a combined bed capacity of nearly 1,000 (15 percent of which are critical care beds), both hospitals are Level II Trauma Centers.

The two hospitals joined forces in the early 1970s to develop and manage several graduate medical education residency programs and support undergraduate medical education in the region. Once the hospitals partnered with the CMU College of Medicine, the residency program took on the CMU name.
Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous development of specific skills and other competencies. Our College of Medicine (CMED) has a responsibility to society to graduate the best possible physicians.

**ACADEMIC STANDARDS**

Academic standards refer to acceptable demonstrations of mastery in various disciplines, before matriculation and after, as judged by faculty members, examinations, and other measurements of performance. Acceptable levels of mastery are required in six broad areas of competency once a student matriculates at CMED:

- Medical/scientific knowledge
- Clinical Skills
- Professionalism
- Communication/interpersonal skills
- Practice-based learning (engaging in self-assessment and making improvements in one’s learning and performance)
- Systems-based practice (effectively carrying out responsibilities in a complex system of medical and associated professionals)

**TECHNICAL STANDARDS OR STANDARDS OF CAPACITY**

Students at CMED must have capacity/ability in five broad areas:

- Perception/Observation
- Communication
- Motor/Tactile function
- Cognition
- Professionalism (Mature and Ethical Conduct)

**PERCEPTION/OBSERVATION**

Students must be able to accurately perceive, by the use of senses and mental abilities, the presentation of information through:

- Small group discussions and presentations
- Large-group, team-based learning sessions
- One-on-one interactions
- Demonstrations
- Laboratory experiments
- Patient encounters (at a distance and close-at-hand)
- Diagnostic findings
- Procedures
- Written material
- Audiovisual material

Representative examples of materials/occasions requiring perceptual abilities beginning in years 1 and 2 include, but are not limited to:
- Books;
- Diagrams;
- Discussions;
- Physiologic and pharmacological demonstrations in animals, microbiologic cultures, gross and microscopic studies of organisms and tissues;
- Chemical reactions and representations;
- Photographs;
- X-rays;
- Cadaver dissections;
- Live human case presentations; and
- Patient interviews and physical exams.

Additional examples from year 3 and 4 include, but are not limited to:
- Physical exams;
- Rectal and pelvic exams;
- Examinations with stethoscopes, otoscopes, fundoscopes, sphygmomanometers, and reflex hammers;
- Verbal communication and non-verbal cues (as in taking a patient’s history or working with a medical team);
- Live and televised surgical procedures;
- Childbirth;
- X-rays, MRIs, CAT scans, and other diagnostic findings; and

Online computer searches.
COMMUNICATION

Students must be able to communicate skillfully (in English) with faculty members, other members of the healthcare team, patients, families, and other students, in order to:

- Elicit information
- Convey information
- Clarify information
- Create rapport
- Develop therapeutic relationships
- Demonstrate these competencies

Examples of areas in which skillful communication is required beginning in years 1 and 2 include, but are not limited to:

- Answering oral and written exam questions;
- Eliciting a complete history from a patient;
- Presenting information in oral and written form to preceptors;
- Participating in sometimes fast-paced, small-group discussions/interactions;
- Participating in group dissections; and
- Participating in pathology labs.

Additional examples of areas in which skillful communication is required in years 3 and 4 include, but are not limited to:

- Participating in clinical rounds and conferences;
- Writing patient histories and physicals;
- Making presentations (formal and informal) to physicians and other professionals;
- Communicating daily with all members of the healthcare team;
- Talking with patients and families about medical issues;
- Interacting in a therapeutic manner with psychiatric patients;
- Providing educational presentations to patients and families;
- Participating in videotaped exercises;
- Interacting with clerkship administrators; and
- Writing notes and papers.

MOTOR/TACTILE FUNCTION

Students must have sufficient motor function and tactile ability to:
• Attend (and participate in) all classes, groups, and activities which are part of the curriculum;
• Read and write proficiently;
• Examine patients;
• Do basic laboratory procedures and tests;
• Perform diagnostic procedures;
• Provide general and emergency patient care;
• Function in outpatient, inpatient, and surgical venues;
• Perform in a reasonably independent and competent way in sometimes chaotic clinical environments; and
• Demonstrate these competencies.

Examples of activities/situations requiring students’ motor/tactile function beginning in years 1 and 2 include, but are not limited to:
• Transporting themselves from location to location;
• Participating in classes, small groups, patient presentations, review sessions, dissections, laboratory work, and microscopic investigations;
• Using a computer;
• Performing a complete physical exam including observation, auscultation, palpation, percussion, and other diagnostic maneuvers;
• Performing simple lab tests;
• Using light microscopes; and
• Performing cardiopulmonary resuscitation.

Additional examples of experiences requiring motor/tactile function in years 3 and 4 include, but are not limited to:
• Accompanying staff on rounds and conferences;
• Performing venipunctures, thoracenteses, paracenteses, endotracheal intubations, arterial punctures, Foley catheter insertions, and nasogastric tube insertions;
• Taking overnight call in the hospital;
• Performing physical, neurological, gynecological, pediatric, and obstetric examinations (with the appropriate instruments);
• Dealing with agitated patients in emergency situations;
• Maintaining appropriate medical records; and
• Acting as second assistant in the OR (retracting, suturing, etc.).
Cognition

Students must be able to demonstrate higher-level cognitive abilities, which include:

- Rational thought
- Measurement
- Calculation
- Visual-spatial comprehension
- Conceptualization
- Analysis
- Synthesis
- Organization
- Representation (oral, written, diagrammatic, 3-dimensional)
- Memory
- Application
- Clinical reasoning
- Ethical reasoning
- Sound judgment

Examples of applied cognitive abilities beginning in years 1 and 2 include, but are not limited to:

- Understanding, synthesizing, and recalling material presented in classes, labs, small groups, patient interactions, and meetings with preceptors;
- Understanding 3-dimensional relationships, such as those demonstrated in the anatomy lab;
- Successfully passing oral, written, and laboratory exams;
- Understanding ethical issues related to the practice of medicine;
- Engaging in problem solving, alone and in small groups;
- Interpreting the results of patient examinations and diagnostic tests;

Analyzing complicated situations, such as cardiac arrest, and determining the appropriate sequence of events to effect successful treatment; and Working through genetic problems.

Additional examples of required cognitive abilities in years 3 and 4 include, but are not limited to:

- Integrating historical, physical, social, and ancillary test data into differential diagnoses and treatment plans;
Understanding indications for various diagnostic tests and treatment modalities - from medication to surgery;

Understanding methods for various procedures, such as lumbar punctures and inserting intravenous catheters;

Being able to think through medical issues and exhibit sound judgment in a variety of clinical settings, including emergency situations;

Identifying and understanding classes of psychopathology and treatment options

Making concise, cogent, and thorough presentations based on various kinds of data collection, including web-based research;

Knowing how to organize information, materials, and tasks in order to perform efficiently on service;

Understanding how to work and learn independently; and

Understanding how to function effectively as part of a healthcare team.

PROFESSIONALISM (MATURE AND ETHICAL CONDUCT)

Students must be able to:

Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication;

Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients (beginning with study in the first year);

Communicate with, examine, and provide care for all patients—including those whose gender, culture, sexual orientation, or spiritual beliefs are different from students' own;

Develop mature, sensitive, and effective relationships, not only with patients but with all members of the medical school community and healthcare teams;

Maintain sobriety in all academic and clinical environments, refrain from illegal substances at all times, and refrain from inappropriate, illegal or excessive use of legal substances;

Abide by all state, federal, and local laws, as well as all CMU and CMED codes of conduct;

Tolerate physically, emotionally, and mentally demanding workloads;

Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health;

Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty

Take responsibility for themselves and their behaviors
Recognize that involvement in patient care is a privilege and must be treated this way at all times; and
Embrace a service orientation toward patient care.

Examples of professional behavior beginning in years 1 and 2 include, but are not limited to:
- Attending required experiences on time and with an appropriate level of preparation;
- Handing in assignments on time;
- Zero tolerance for plagiarizing or cheating;
- Treating faculty, staff, patients, their families, and other students with respect;
- Accepting constructive feedback from faculty with open-mindedness and the intention to improve;
- Making an effort to understand prejudices and preconceptions that might affect patient interactions or collegial relationships (especially in the areas of race and ethnicity, sexual orientation, gender, disability, age, socioeconomic status, and religious differences); and
- Developing successful working relationships with preceptors, staff, and peers by accepting constructive feedback.

Additional examples of professional behavior in years 3 and 4 include, but are not limited to:
- Maintaining a professional demeanor on service (e.g. white coat, name tag, appropriate attire, neat appearance, respectful speech, sobriety);
- Representing one’s self accurately;
- Appreciating and preserving patient confidentiality;
- Responding sensitively to patients' social and psychological issues;
- Developing empathic listening skills;
- Understanding social biases and stigmas, and not reinforcing them;
- Advocating for patients when appropriate;
- Using hospital/clinic resources responsibly;
- Being present, prepared, and on time for rounds, lectures, conferences, and procedures;
- Obtaining advice when handling ethical dilemmas;
- Accepting constructive feedback from attending physicians and residents with openmindedness and the intention to improve; and
- Contributing to the effectiveness, efficiency, and collegiality of healthcare teams.

**LEARNING ENVIRONMENT**

The following is a list of the professional attributes that CMED expects medical students to develop as part of their educational experience and contributes to the learning environment:

**PERSONAL ATTRIBUTES**

- Intellectual curiosity
- Demonstration of strong skills in critical thinking
- A dedication to lifelong learning and self-improvement
- Ethical values, such as honesty, integrity, fairness, and truthfulness
- Demonstration of maturity and emotional stability

**INTERPERSONAL ATTRIBUTES**

- Strong interpersonal and communications skills
- An appreciation and/or commitment to diversity
- Collegiality and a spirit of teamwork
- Respect for self and others

**ATTRIBUTES RELATIONAL TO MEDICINE AND PATIENT CARE**

- Motivation and interest in medicine
- Dedication to duty and a sense of calling and commitment to serve others as a first priority
- Sensitivity, compassion, and interest in patients and others

The leadership team at CMED, including the dean and the associate deans developed the list of professional attributes, which were then endorsed by the Curriculum Committee and the Medical Student Self-Study Committee. The medical student professional attributes described above, and the CMED technical standards relating to professionalism will be presented to students during year 1 orientation, and reviewed again during the year 3 orientation. Professionalism is a competency that is formally taught in the Art of Medicine course, and students will receive instruction in
professionalism that includes the professional attributes named above. These attributes are included in the CMED Student Handbook and are given to all residents and faculty at the time of their initial appointment. Resident and faculty development sessions will include a discussion of the professional attributes expected of students, and instruction on how to evaluate students. They will be also available on the CMED Student Affairs website.

An important goal for CMED is to graduate well-educated physicians who strive to attain the highest standards of academic and personal honesty, compassion, integrity, dependability and self-awareness. CMED intends that its students follow in the altruistic tradition of medicine, placing the welfare of their patients and society above self-interest. Plans for student professional development will reinforce the importance of character and ethical principles in the practice of medicine. CMED will support professional development through integrated curricular, mentoring, advising, and co-curricular activities. CMED students are also required to comply with the CMED technical standards for professionalism (mature and ethical conduct).

Assessment of students’ attainment of appropriate professional attributes

Observation of student professional behavior is an ongoing process at CMED. There will be formal assessments of professional behavior at a variety of times throughout the curriculum. Professionalism is one of the competencies that students will be required to master, and both students and residents in training will be expected to display the elements of professional behavior at all times. Professionalism will be covered in depth in the longitudinal year 1 and year 2 course, The Art of Medicine. Students will be asked to demonstrate their knowledge and understanding of professionalism and professional behavior as part of the course assessment. CMED will use Praise/Concern Cards to praise the display of positive professionalism attributes and identify concerns about an individual’s professionalism. A copy of the Praise/Concern Card is found under “Policy on Standards of Conduct for the Teacher-Learner Relationship” in this section of the handbook.

Teaching students to identify and address unprofessional behavior

Professionalism will be taught in the formal curriculum as previously described. Several learning modules will be developed that describe scenarios where unprofessional behavior occurs. In small group settings, students will discuss how to respond when they witness unprofessional behavior.

Mechanisms for faculty and/or students to report unprofessional behavior

Refer to the Policy on Standards of Conduct for the Teacher-Learner Relationship further down in this section of the handbook.
Maintaining appropriate canons of professional behavior in education and clinical settings

The CMED Executive Committee established the canons of professional behavior, which are included in the faculty bylaws and endorsed by all faculty and students at CMED. Faculty will agree to abide by them as one of the conditions of the CMED faculty appointment. The faculty bylaws regarding professionalism include a requirement that all faculty abide by the policies set forth in the AAMC’s Teacher-Learner compact. Discipline chairs will be responsible for ensuring the maintenance of professional behavior by all faculty members in their discipline. All educational settings that are affiliated with CMED will endorse the canons of professionalism set forth by the dean. All CMED physician affiliation agreements and the affiliation agreements with clinical partner organizations include the requirement that physicians (who are appointed as CMU faculty and are engaged in the instruction of CMU medical students) will be expected to comply with the CMED bylaws, which includes the Teacher-Learner Compact. Every faculty member will receive a copy of the faculty bylaws. These bylaws will be reviewed in faculty orientation sessions, and in annual faculty development sessions.

CMU CODE OF ACADEMIC AND PROFESSIONAL INTEGRITY

CMU Code Policy of Academic and Professional Integrity is for the entire University and all colleges and programs in its domain. In addition, for conduct relating to health care activities, please refer to Standards of Capacity with attention to Professionalism, Learning Environment, and Standards of Conduct for the Teacher-Learner Relationship, all of which are in this section.

All students are expected to conduct themselves in an exemplary fashion, according to the standards of conduct outlined in the CMED Technical Standards, Professionalism, the CMU Academic Integrity Policy, all codes of conduct at affiliated hospitals, relevant laws and regulations, and usual societal standards of responsible adult behavior. CMU’s Code of Student Rights and Responsibilities applies to all CMED students as well. Please refer to the following link: https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.

A description of academic integrity and dishonesty as outlined by the CMU Code of Academic and Professional Integrity is described below. This description applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, practica, theses).

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. A breakdown of behaviors that constitute academic dishonesty is presented below. The definitions and clarifications are meant to provide additional information and examples of these behaviors. **They are not intended to be all-inclusive.** Questions regarding this policy or requests for additional clarification can be directed to the Office of Student Life (989-774-3016) or the College of Graduate Studies (989-774-4723).

**THE HONOR CODE PLEDGE FOR CLINICAL SKILLS AND SIMULATION PROGRAMS**

The Honor Code Pledge, which all students sign before proceeding through a Standardized Patient and/or Simulation scenario, outlines professional obligations and expectations for student conduct. In making this pledge, students agree to take responsibility for their own actions. They also accept the responsibility of helping their classmates and colleagues develop professionally.

The Honor Code Pledge reads:

As a member of the Central Michigan University College of Medicine community I will strive to:

- Acknowledge that quality health care and patient safety will always be our prime objectives;
- Put forth our utmost effort to acquire the knowledge, clinical skills, attitudes and behaviors required to fulfill all objectives of the educational program and to achieve the competencies deemed appropriate for our chosen discipline;
- Embrace the professional values of honesty, compassion, integrity, and dependability;
- Demonstrate respect for all patients and members of the health care team without regard to gender, race, national origin, religion, economic status, disability or sexual orientation;
- Understand the need for faculty to supervise all our interactions with patients and, as physicians-in-training, learn most from being involved in the direct care of patients and from the guidance of faculty and other members of the health care team;
- Welcome candid and constructive feedback from faculty and all others who observe our performance, recognizing that objective assessments are indispensable guides to improving our skills; and
- Provide candid and constructive feedback on the performance of our fellow students recognizing our life-long obligation as physicians to participate in peer evaluation and quality improvement;
- Address actions or practices on the part of a colleague that significantly breach the principles of honor and integrity. If I believe that another student’s behavior violates the
Honor Code, I am bound by this Code to contact the Essentials in Clinical Skills Director and/or the Director of Standardized Patients.

I understand and pledge to adhere to the above Honor Code.

**ACADEMIC DISHONESTY INCLUDES**

**Cheating on Examinations**

*Definition:* Cheating is using or attempting to use materials, information, notes, study aids, or other assistance of any type for examination or evaluation which have not been authorized by the instructor. Copying questions from examinations and other assessments, which includes TBL exercises, will also be considered cheating.

Clarification:
1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one’s own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

**Fabrication, Forgery and Obstruction**

*Definition:* Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

Clarification:
1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.

3. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.

4. Students may not steal, change, or destroy another student’s work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

**Multiple Submission**

*Definition:* Multiple submission is the submission of the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

**Clarification:**

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.

2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).

3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it PRIOR to the submission of the current endeavor.

4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.
Complicity

Definition: Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

Clarification:
1. Students may not allow other students to copy from their papers during any type of examination.
2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.
3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

Misconduct in Research and Creative Endeavors

Definition: Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

Clarification:
1. Students may not invent or counterfeit information.
2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
3. Students may not represent another person’s ideas, writing or data as their own.
4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
6. Students must adhere to all federal, state, municipal, and university regulations for the protection of human and other animal subjects.
7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.

8. Students must abide by the university’s Policy on Research Integrity where applicable, which can be found under Policies at the following web address: www.orsp.cmich.edu.

Computer Misuse

*Definition*: Misuse of computers that is disruptive, unethical, or illegal use of the university’s computer resources, including any actions which violate the university’s Rules for Computing and Networking Resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency at which students are performing part of their academic program.

**Clarification:**

1. Students may not use the university computer system in support of any act of plagiarism.
2. Students may not monitor or tamper with another person’s electronic communications.
3. Students may not use university computer resources to engage in illegal activity, including but not limited to the following: illegally accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.

* For the CMED program, the Computer Misuse definition also refers to all social media use, including, but not limited to Facebook and Twitter. CMED follows the AMA policy, “Opinion9.124 - Professionalism in the Use of Social Media”, based on the report,” Professionalism in the Use of Social Media,” adopted November 2010. Please refer to the following link: http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/codemmedical-ethics/opinion9124.page.

Misuse of Intellectual Property

*Definition*: Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

**Clarification:**

1. Students may not violate the university policy concerning the fair use of copies. This can be found under Policies at the following web address: www.orsp.cmich.edu.
ETHICAL AND PROFESSIONAL BEHAVIOR

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

POLICY ON STANDARDS OF CONDUCT FOR THE TEACHER-LEARNER RELATIONSHIP/MISTREATMENT OF STUDENTS

STATEMENT OF PHILOSOPHY

CMED is committed to creating an environment that promotes academic and professional success in students and teachers at all levels. This success is dependent on an environment free of behaviors that can undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and students bear significant responsibility in creating and maintaining this atmosphere, teachers bear particular responsibility for modeling appropriate professional behaviors. Teachers must be mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them. The expectations of the conduct of students and faculty regarding the teacher-learner relationship fall under the responsibilities regarding professionalism that are outlined in the faculty bylaws and the student handbook. Expectations of faculty and student conduct are included in the faculty bylaws and the CMED Student Handbook, and include a requirement that all students and faculty abide by the policies set forth in the AAMC’s Teacher-Learner Compact.

RESPONSIBILITIES IN THE TEACHER/LEARNER RELATIONSHIP

CMED will follow the guidelines of the AAMC Teacher-Learners Compact, see https://www.aamc.org/initiatives/residentcompact/. The language has been adapted for use with both medical students and residents, who are designated as ‘learners’ and ‘physicians-in-training.’ Features of the program include the following:

Commitments of Faculty – CMED Faculty will:

1. Maintain the highest standards of care, respect the needs and expectations of patients, and embrace the contributions of all members of the health care team as role models for learners;
2. Use the utmost effort to ensure that all components of the educational program for physicians-in-training are of high quality, including individual faculty contributions as teachers;
3. Fulfill the responsibility to nurture both the intellectual and the personal development of learners, committing to foster academic excellence, exemplary professionalism, cultural sensitivity, and demonstrate a commitment to maintaining competence through life-long learning;

4. Demonstrate respect for all learners as individuals, without regard to gender, race, national origin, religion, disability or sexual orientation; and will cultivate a culture of tolerance among the entire staff;

5. Ensure physicians-in-training have opportunities to participate in patient-care activities of sufficient variety and with sufficient frequency to achieve the competencies required by their chosen discipline. CMED faculty will ensure that learners are not assigned excessive clinical responsibilities and are not overburdened with services of little or no educational value;

6. Provide physicians-in-training with opportunities to exercise graded, progressive responsibility for the care of patients, so students learn how to practice their specialty and recognize when, and under what circumstances, to seek assistance from colleagues and prepare physicians-in-training to function effectively as members of health care teams;

7. Ensure learners receive appropriate supervision for all of the care they provide during their training;

8. Evaluate each learner’s performance on a regular basis, provide appropriate verbal and written feedback, and document achievement of the competencies required to meet all educational objectives;

9. Ensure learners have opportunities to partake in required conferences, seminars and other non-patient care learning experiences and that they have sufficient time to pursue the independent, self-directed learning essential for acquiring the knowledge, skills, attitudes, and behaviors required for practice; and

10. Nurture and support residents in their role as teachers of residents and medical students.

Commitments of Learners – CMED Learners will:

1. Acknowledge our fundamental obligation as physicians—to place our patients’ welfare foremost; quality health care and patient safety will always be our prime objectives;

2. Pledge our utmost effort to acquire the knowledge, clinical skills, attitudes and behaviors required to fulfill all objectives of the educational program and to achieve the competencies deemed appropriate for our chosen discipline;

3. Embrace the professional values of honesty, compassion, integrity, and dependability;

4. Adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all interactions. We will demonstrate respect for all patients and
members of the health care team without regard to gender, race, national origin, religion, economic status, disability or sexual orientation;

5. Understand the need for faculty to supervise all our interactions with patients and, as physicians-in-training, learn most from being involved in the direct care of patients and from the guidance of faculty and other members of the health care team;

6. Accept our obligation to secure direct assistance from faculty or appropriately experienced residents whenever we are confronted with high-risk situations or with clinical decisions that exceed our confidence or skill to handle alone;

7. Welcome candid and constructive feedback from faculty and all others who observe our performance, recognizing that objective assessments are indispensable guides to improving our skills as physicians;

8. Provide candid and constructive feedback on the performance of our fellow residents, of students, and of faculty, recognizing our life-long obligation as physicians to participate in peer evaluation and quality improvement;

9. Recognize the rapid pace of change in medical knowledge and the consequent need to prepare ourselves to maintain our expertise and competency throughout our professional lifetimes; and

10. Fulfill our own obligations as professionals. We pledge to assist both medical students and fellow residents in meeting their professional obligations by serving as their teachers and role models.

Compact:

The above guidelines serve both as a pledge and as a reminder to students, resident physicians, and their teachers that their conduct in fulfilling their obligations to one another is the medium through which the profession perpetuates its standards and inculcates its ethical values.

MISTREATMENT OF STUDENTS

Process of Review

The faculty handbook provides the review process which is included here: Any learner who feels he/she has witnessed or has been the subject to conduct outside of a respectful teacher/staff–learner relationship including discrimination, harassment, or abuse should submit their concern. To submit a concern anonymously, click here. To submit a concern without remaining anonymous, email CMEDsecure@cmich.edu or discuss the report or alleged violation with one of the following individuals:

- Assistant Dean of Student Affairs
- Senior Associate Dean of Academic Affairs
- Director of Student Affairs
- Dean of CMED
- small group facilitators (faculty)
- Course directors
- Clerkship directors
- Preceptors
- CMU Human Resources
- Research Advisor
- Faculty Advisor

These individuals may intervene in an informal fashion to provide feedback to faculty members with the goal of improving the teacher-learner interaction and the learning environment. If the course director, Senior Associate Dean, or Assistant Dean identifies, through an initial investigation, the possibility of faculty misconduct that may represent a violation of the Standards of Conduct for the Teacher-Learner Relationship or CMU policies have been violated, a formal review will be immediately initiated following the procedures outlined in the CMED Bylaws and Faculty Handbook. If the severity of the conduct clearly violates the expectations for the performance of faculty as outlined in the faculty bylaws, the chair of the faculty member’s discipline will be asked to review information related to the incidents. Possible outcomes include warnings, formal sanctions (resulting in a letter that will remain in the faculty member’s file for the purposes of monitoring and documentation), or faculty dismissal and/or nonrenewal of the faculty contract.

In any event, if the conduct is of a criminal nature the CMU Police or other appropriate law enforcement officials will be contacted immediately:
https://www.cmich.edu/fas/police/Pages/default.aspx

In addition, students are encouraged to report possible sexual, racial, or ethnic discrimination, including harassment to the CMU Office of Civil Rights and Institutional Equity:
https://www.cmich.edu/office_president/OCRIE/Pages/default.aspx

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Standards%20of%20Conduct%20for%20Teacher-Learner%20Relationship.pdf&action=default

**STUDENT MISCONDUCT**
Personal conduct and professional behavior are among the competencies assessed for all CMED courses and are among the benchmarks for recommendation of the Student Performance and Conduct Committee (SPCC) for student promotion.

At CMED, misconduct may be in the area of 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. The SPCC has the responsibility for dealing with all categories of Student Performance. CMED allegations are subject to SPCC review procedures. The CMU Code of Student Rights, Responsibilities and Disciplinary Procedures is found in the CMU Graduate Bulletin, as well as on the CMU website: https://www.cmich.edu/ess/studentaffairs/StudentConductOffice/Pages/default.aspx. This code applies to all CMED students. In certain circumstances, if a CMED student is found in violation of the CMU code, the SPCC will refer that student to CMU’s Office of Student Conduct and they will decide the appropriate disciplinary action. This will be determined on a case by case basis.

Alleged Student Misconduct

1. Anonymous complaints will be considered to the extent possible but may not result in any formal action. Complaints can be made by clicking here.

2. Complaints may be made to the Course Director, Clerkship Director, Assistant Dean, Director of Student Affairs, or Assistant Director of Student Affairs in writing, orally, or by email. When a complaint is received by someone other than these, it shall be referred to the aforementioned faculty and administrators for review. Each complaint will be addressed on a case by case basis.

3. Praise and Concern cards may be filed as hard copy or electronically via CMEDsecure@cmich.edu. Hard copies of the praise and concern cards will also be available in the student lounge in the CMED building, in the Office of Student Affairs, and on the Saginaw Campus in the medical education office. They can be returned in a drop box in the CMED student lounge and medical education office on the Saginaw campus. Faculty and staff can access a drop box in the faculty and staff kitchen, located on the 2nd floor of the main CMED building.

4. The person alleging misconduct may also contact either the SPCC committee or the Office of Student Affairs, who will advise the individual on the issue. Conduct issues will be addressed by the SPCC, please refer to “Student Promotion, Review, and Remediation” in Section Three of this handbook.

5. Potential criminal misconduct should be reported to the proper legal authorities.

6. Once complaints are made via online cards, orally, or verbally, the person (first point of contact) receiving the complaint information will fill out a complaint form (found in the Office of Student Affairs) and submit it to the Office of Student Affairs for tracking.
purposes; ie date of initiation, complaint itself, persons involved, next steps/resolution, if any. The person can also meet with Office of Student Affairs staff who can assist them in filling out the complaint form.

7. The process for review/reconsideration of allegations will follow the procedures outlined under the Student Promotion, Review, and Remediation Policy found in Section Three of this handbook.

Praise Card

Faculty/Preceptor/Student/Staff Name:___________________________________________

Date:_____________________

I am documenting the following excellent behavior displayed by the above named CMED faculty member/student/staff. I believe they should be recognized as an excellent role model.

____________________________________________________________________________

Concern Card

Faculty/Preceptor/Student/Staff Name:___________________________________________

Date:_____________________

I am documenting the following unprofessional behavior displayed by the above named CMED faculty member/student/staff. I believe they displayed behavior unacceptable for a professional role model.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?src=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Student%20Misconduct.pdf&action=default

CHEMICAL IMPAIRMENT

As the CMED Technical Standard of Professionalism describes in the Student Handbook Section Two:

Standards, Conduct, and Professionalism, sobriety is expected in all academic and clinical environments. Chemical impairment is considered an inability to perform the duties fully expected of medical students due to the acute or chronic use/abuse of alcohol or drugs, including inappropriate use/abuse of prescription drugs.
CMED staff and faculty believe healthy medical students learn and prosper in their profession and life. We want to assist our students in creating a life balance that carry them through and beyond medical school. Challenges to this may surface on occasion, including issues dealing with illicit substances. CMED and the Office of Student Affairs want students to be aware they are not alone in dealing with these issues and referral resources are available to them both on and off campus.

Educational programs and resource information will be posted and made available through the Office of Student Affairs. CMU and community resources include, but are not limited to, University Health Services, CMU Counseling office, and Addiction Solutions. Students with any specific concerns are encouraged to meet with the Assistant Dean of Student Affairs. Discussions will be confidential and, depending on the circumstances, efforts will be made to assist the student with continuation of their schooling.

Chemically impaired students who have not sought or are not receiving assistance currently will be immediately referred to the SPCC for violation of professional conduct.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Chemical%20Impairment.pdf&action=default

DIVERSITY

CMU

A diverse campus community is inclusive of different backgrounds, religions and cultures, as well as a diversity of opinions. Central Michigan University welcomes and promotes the rich tapestry of humanity - taking the collective talent and knowledge of a diverse body of students from all walks of life to make the world a better place in which to live, work, play and prosper with dignity and respect for the world in which we live. Diversity prepares CMU students to compete and live in a global economy and a global village. It reflects the university's mission of providing student-centered education and fostering personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.

This mission and commitment to a welcoming and inclusive environment is achieved through the Office for Institutional Diversity and the Office of Civil Rights and Institutional Equity. The Office for Institutional Diversity (OID) periodically assesses the institution's long-term diversity goals.
Through its offices and services, OID offers campus-wide programs and activities for students, faculty, and staff that foster better understanding across diverse groups. Programs and activities include:

- 4S Pathways to Academic Student Success program;
- MI GEAR UP;
- Native American Programs Office;
- Office of Lesbian Gay Bisexual Transgender Queer Services;
- Office of Diversity Education;
- Office of Multicultural Academic Student Services;
- Student Transition Enrichment Program; and
- Upward Bound.

The Office of Civil Rights and Institutional Equity coordinates and monitors CMU’s affirmative action/equal opportunity efforts and programs to assure compliance with the Americans with Disabilities Act, Title VII of the 1964 Civil Rights Act, Executive Order 11246, and other relevant state and federal statutes. The office supervises the maintenance of related reports and records, and provides and develops related educational programs and materials. The office also offers guidance and advice to all community members on the university’s nondiscrimination and affirmative action policies and procedures, assists departments with recruitment and retention activities, and receives and resolves complaints of discrimination from students, employees, and others.

In particular, five goals or actions articulated in the mission statement directly address the importance of diversity at Central Michigan University:

1. Encourage the practice of values pertaining to professionalism, character and citizenship, including concern for the welfare of humanity, dedication to public service and awareness of the social issues confronting a diverse global society.
2. Provide support services and a physical environment that foster student success.
3. Offer co-curricular activities that enhance intellectual, cultural, social, ethical, physical and emotional development and participation of students in Division I-A athletics.
4. Create and nurture an environment that attracts and retains students, faculty and staff who embody and promote cultural, racial and global diversity.
5. Provide educational experiences and programs to enhance mutual trust, respect, understanding and sense of community with people from all backgrounds and cultures and to ensure an international and global perspective.

https://www.cmich.edu/office_provost/OID/Pages/default.aspx
CMED DIVERSITY STATEMENT

CMED defines diversity for its students, faculty, and staff with the following statement:

“The Central Michigan University College of Medicine strives to develop a culture of inclusion and mutual respect. As a core value of the College, diversity encompasses inclusiveness, mutual respect, and varied perspectives. In order to develop an inclusive culture the College recognizes the importance of varied perspectives and experiences in the students we admit and the faculty and staff we recruit and retain. Striving for diversity and embracing inclusiveness in these groups enriches the learning environment across the continuum of medical education, fosters a more enriching workplace for faculty and staff may help reduce healthcare disparities in the patients that we serve.

As a cornerstone of creating a diverse and inclusive student body, the College utilizes a holistic admissions program. In particular, we seek to admit students with emphasis on gender, underrepresented groups in medicine, and alignment with the geographic footprint of the college which encompasses medically underserved rural and urban areas in the Upper Peninsula, Mid & Lower Northern Michigan, and the Thumb of Michigan.

In our faculty and staff we aim to recruit and retain with an emphasis on gender, underrepresented groups in medicine and veteran status.

The College believes that these groups will enhance and enrich the culture of the institution and aligns with the core mission of the College of Medicine – to address the healthcare shortage in rural and urban underserved areas in the College footprint.”

CMU BOARD OF TRUSTEES’ NONDISCRIMINATION POLICY

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, gender, gender identity/gender expression, genetic information, height, marital status, national origin, political persuasion, race, religion, sex, sexual orientation, veteran status, or weight. 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. Limitations of current facilities related to gender identity/gender expression are excluded from this policy.

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.

https://www.cmich.edu/office_president/OCRIE/Secure/Pages/Nondiscrimination_Policy.aspx

**CMED INAUGURAL CLASS OATH**

We, the inaugural class of the Central Michigan University College of Medicine, are honored to accept the responsibility to set the foundation on which future classes are to follow. In concordance with the mission of CMED and with great humility, we swear to uphold these values.

We will recognize our moral and ethical obligation to be honest, truthful and to place patient needs above our own. We will exceed expectations in order to reflect positively on our institution and while doing so, we will hold ourselves to the highest standard of **integrity**.

Wherever our services may be needed, we will arrive with enthusiasm and exercise our minds’ full potential. We will maintain our physical presence, as well as our mental and emotional connection to our patients. And in doing so, we will strive each time to heal with **compassion**, not just to provide a cure.

We commit to serving our communities and to embracing the **social responsibility** to those around us. Our hands, minds, and voices have the ability to alleviate suffering, and we will use these tools to reach underserved areas in our time here and hereafter.

We will strive for novel ways to promote and maintain better health in our practice of medicine. With a firm belief in our skill set, we will not be afraid to challenge the status quo. We will remain conscientious that our purpose is to serve others in the best ways possible and with this, our spirit of **innovation** will be clear to our communities, peers and patients.
We will respect the privacy of our patients as they disclose personal information to us in complete confidence. Furthermore, patient autonomy will be in the forefront of our decision making and we will treat all patients and colleagues, regardless of background or circumstance, with the utmost respect and humanity. We will treat our own selves with similar respect, so that we may strive for wellness and be in a position to treat others.

We will forge a new path in healthcare and this must include the knowledge of many. We will work to hear the needs of our community. We will work to distribute and promote resources to all communities and to be inclusive in our medical endeavors.

We value the scientific rigor necessary for our success and we will work to maintain the highest medical knowledge, so that our patients will receive excellence in their care. We commit to lifelong learning and teaching. We will appreciate the art as well as the scientific practice of medicine, in the best interest of our patients, our teachers and those to follow in our path.

It is with gratitude for our loved ones and for our supporters that we take this oath.
INTRODUCTION TO THE OFFICE OF MEDICAL EDUCATION

The Office of Medical Education is responsible for the oversight of development, organization, and implementation of medical student activities. Among these are class scheduling, evaluation and assessment of students and the education program. The office manages the day-to-day administration of the curriculum, the committees, and the individuals responsible for supporting student learning activities.

Students are welcome to make appointments and to drop into the office with questions and suggestions or just to learn more about the CMED learning experience.

MEDICAL EDUCATION STAFF

Interim Senior Associate Dean of Academic Affairs
Joel H. Lanphear, Ph.D.

Associate Dean, Compliance, Evaluation, & Assessment
Marie Matte, Ph.D.

Director for Educator Development Programs
Jean Bailey, Ph.D.

Director of Academic Success
Eron Drake, Ed.D.

Assistant Registrar/Student Affairs
Brian Slenski

Clinical Education Coordinator
Janet Gabel

Curriculum Coordinator
Betsy Raleigh
CMED COURSE SCHEDULE: YEARS 1 AND 2

Please see the Curriculum website, maintained by the Office of Medical Education, for the schedule and additional details:
https://www.cmich.edu/colleges/cmed/students/Pages/Curriculum.aspx

ELECTIVE ROTATIONS

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?so urcedoc=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/E lective%20Rotation%20Policy.pdf&action=default

PROGRAM REQUIREMENTS

Students need to complete all required course and clinical work for Years 1 through 4 as outlined in the handbook and the CMED website (Years 3 and 4 TBA). This includes remaining in good academic standing as defined later in this section as well as complying with stated compliance requirements announced in this handbook. Students are responsible for keeping abreast of updates to the handbook and website. Any changes affecting requirements will be made known to students via several lines of communication, including updates through the Offices of Medical Education and Student Affairs, the CMED website, and student CMU email accounts.

https://www.cmich.edu/colleges/cmed/students/Pages/Curriculum.aspx

CMED GENERAL COMPETENCIES AND EDUCATIONAL PROGRAM OBJECTIVES

Please see:
https://www.cmich.edu/colleges/cmed/students/Documents/CurrComm%20Approved%20Comps%20an d%20Obj%208%2019%202013.pdf

DEGREE COMPLETION TIME

The standard and preferred time for medical school completion is four academic years. Certain extenuating circumstances may increase this time, however. The maximum time allowed is six academic years. Years 1 and 2 must be completed within three years and Years 3 and 4 must also be completed in three years.
Possible reasons for extension may include remediation, leave of absence, or rarely, a deceleration or reduced academic program. The Student Performance and Conduct Committee (SPCC) will have oversight of any extension of degree completion time. If the student does not complete the program requirements in six academic years, the SPCC will review the student’s record and may request the student withdraw from the program.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Degree%20Completion%20Time.pdf&action=default

**DEFERMENT POLICY**

An accepted student may opt to defer their first year. The student must submit a letter to the Office of Admissions stating the reason for deferment. Each request will be reviewed on a case-by-case basis by the admissions committee with final review by the Assistant Dean of Student Affairs. Requests are granted for only one academic year at a time. Requests for an additional academic year deferment will only be granted in extenuating circumstances. No deferments beyond a total of two academic years will be granted.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Admissions%20Deferment.pdf&action=default

**DECELERATION/EXTENDED ACADEMIC PROGRAM**

Deceleration (i.e. taking fewer courses than the curriculum schedule dictates) will be difficult due to the integrated nature of the CMED curriculum. This may rarely occur in atypical circumstances at the discretion of the Senior Associate Dean of Academic Affairs, with involvement of the Assistant Dean of Student Affairs and review by the SPCC.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Deceleration-%20Extended%20Academic%20Program_9%2026%2013.pdf&action=default
GRADING

Required courses in Years 1 and 2 are assessed as Pass and No Pass. Required clerkships in Years 3 and 4 are assessed as Pass, No Pass, and Honors. The final grade represents the global assessment of a student in the areas of medical knowledge, skills, and behavior as determined by the assessment methods of that course or clerkship.

TIMING OF GRADES: Years 1 and 2 grades are expected within 14 business days of course end; Years 3 and 4 grades are expected within 4 weeks of clerkship end. Final course grades will be posted in Central Line and reported to the Office of the Registrar.

PASSING STANDARD: For all courses that use numeric marks, the passing standard is 70%; Objective Structured Clinical Exam or OSCE stations may define the requirements for a ‘competent candidate’, which may vary from station to station and exam to exam. These will be determined in advance of the exam. For Program Requirements that are not given a numeric mark, the expectations for students to achieve a “Pass” will be explicitly defined in advance and communicated to students.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Timing%20of%20Grades.pdf&action=default

DETERMINATION OF GRADES: Grades for each course will be calculated as prescribed in the approved Assessment Plan for each course for that academic year. Any numeric grade will be rounded to a whole number (up from 0.5 or above, otherwise rounding down) and converted to a final “Pass” or “No Pass” determination for reporting on the academic transcript for the corresponding course code.

GOOD ACADEMIC STANDING: Good academic standing is the designation given when a student has achieved either a “Pass” or “Honors” in a given course and has completed all other program requirements satisfactorily. A student with a “No Pass” in a course(s), un-remediated coursework, or any outstanding misconduct issues is not considered to be in good academic standing. The designation of good academic standing is required for student leadership roles, internships, and research opportunities. On an annual basis, the SPCC will make this designation for each student based upon their academic conduct record.
**Grading in Years 1 and 2**

**Early Alert System for Academic Difficulty:**

When a student has not met the passing standard for one or more assessments or appears at risk of not achieving a passing standard, a faculty member or a course director will advise the student and may also advise the appropriate responsible individuals so that they may offer appropriate assistance.

*Note: Specific expectations for Academic and Technical standards will be communicated to all students at the beginning of each academic year. These standards are also outlined at*

**Early Alert System for Summative Assessments:**

1. For courses that have more than two written examinations, a student at risk for academic difficulty will be notified by letter from course co-directors of the need to make an appointment with them to discuss performance.

2. For courses with only one written examination, student performance in other summative assessments will be monitored for risk of academic difficulty and co-directors will notify students by letter of the need to make an appointment with them to discuss performance.

**Narrative Feedback:** When it is possible for faculty to interact with an individual student over time, the course must provide students with a narrative summary of their individual performance in the course. This narrative may include both comments intended for formative feedback and comments intended as a summative description. Summative comments are eligible for inclusion in the medical student performance evaluation (MSPE).

**Course Failure:** A student is assigned No Pass if a grade less than the CMED passing standard is earned in any required component of the course, or a single required component of the course is not completed. Additionally, a student is eligible for failure according to the criteria put forward in the CMED student handbook if the student receives one of the following:

- Exceeding the threshold set for comments and concerns for professional behavior as defined by the expectations outlined in Section Two of this Handbook.
- Evidence of cheating or academic dishonesty on any component of the course.

**Deferred Grade/Retake Exams:** If a student does not meet the grading requirements in a course, a student may achieve a “No Pass” at the end of a course. In this case, in consultation with the Office of Medical Education, the course co-directors may assign the student a “deferred” grade for the course. If this is the student’s first deferred grade, the student will be offered an appropriate retake examination. The deferred grade will stand until he/she completes the retake examination. The time of the retake examination is negotiated with the
course co-directors and cannot interfere with any other course (e.g. time of exam cannot be during formal curriculum times). Acceptable times include a CARES week, vacation, or independent study time. If this is the student’s second or more deferred grade, the student will be referred to the SPCC prior to an offer of an appropriate retake examination.

The retake will consist of a focused retake of content deemed to be weak after the course co-directors review the student performance. The format of the exam is at the discretion of the course co-directors.

- If successful in the retake, the student achieves a Pass for the course and the deferred grade is removed.
- If not successful in the retake, the student achieves a No Pass for the course and is referred to the SPCC according to section 2.4. Students will not be allowed more than one retake.

A student must clear the deferred grade from their record no later than two weeks (10 working days) after the last class of the academic year in which the grade was given.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Student%20Assessment%20and%20Grading.pdf&action=default

**REVIEW OF GRADES**

**COMPONENTS OF A GRADE:** If a student requests a review of a portion of his/her grade (i.e., items on a test, evaluation of a written assignment, etc.) he/she may submit a challenge to the Course Director or the faculty member who wrote the item or provided the component grade. Challenges must be received within 2 working days of taking a test or receiving a component grade. For institutionally derived multiple choice exam questions, the Course Director should review the item statistics (e.g., percentage of student who missed the item and percentage choosing alternate answers) and the intent/wording of the question. The Course Director has the discretion then to allow an alternate answer, delete the questions entirely from the exam, or to maintain the original answer.

After the course director responds to the appeal, the student may accept the course director’s decision or request a review by the Associate Dean of Academic Affairs. A student must provide a written request to the Associate Dean within 48 hours of receiving the decision on the appeal. The Associate Dean’s decision is final and binding.
**FINAL COURSE GRADE:** A student requesting a review of a grade for a course must initiate the request for review in writing with the Course Director(s) within 2 working days of the posting of the grade. The Course Directors or one or more members of the Course Committee as selected by the Course Directors will meet with the student to hear and respond to any concerns raised by the student. This meeting should take place within 1 week (5 working days) of the student submitting the request in writing. The Course Director shall, at the end of that meeting or within four (4) working days thereafter, advise the student in writing as to their decision concerning the grade of the student for that course.

If the student is not satisfied with the decision of the Course Directors, the student shall have the right within ten (10) working days of the latest decision of the Course Directors to provide written notice to the Director of Years I and II (YI/II Director) that the student wishes a further reconsideration of this matter. After receipt of such notice, the YI/II Director will consult with the Course Director and committee, if appropriate. Within fourteen (14) working days of receipt of such notice from the student, the YI/II Director will hold a meeting with the student to review and discuss the decision of the Course Director. This meeting will also include dialogue between the student and the YI/II Director concerning the student’s fulfillment of the course requirements. The YI/II Director shall have the right to amend the decision of the Course Director in this regard. Within four (4) working days of that meeting, the YI/II Director shall provide the student and the Course Director with written notice of the decision of the YI/II Director on the course grade under review.

The student may accept the YI/II Director’s decision or request a review by the Associate Dean of Academic Affairs. A student must provide a written request to the Associate Dean within 48 hours of receiving the decision on the appeal.

The Associate Dean will consult with the Course Director and YI/II Director, if appropriate. Within seven (7) working days of receipt of such notice from the student, the Dean will hold a meeting with the student to review and discuss the decision of the Director. Within four (4) working days of that meeting, the Dean shall provide the student, YI/II Director, and Course Director with written notice of the decision of the Dean on the grade for the course. The Associate Dean’s decision is final and binding.

**PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:**
https://team.cmich.edu/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Review%20of%20Grade%20and%20Components%20of%20Grade.pdf?Web=1

**GRADING IN YEARS 3 AND 4**

**CLERKSHIP GRADES:** Prior to the start of each academic year, each required clerkship follows the guidelines approved by CMED’s curriculum committee (CurrComm) to set their specific
criteria for pass, no pass, and honors. These criteria are shared with students at the beginning of each clerkship.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Policy%20on%20Assessment%20and%20Grading%20in%20Years%203%20and%204.pdf&action=default

FORMATIVE ASSESSMENT AND FEEDBACK

Although there may be variation across courses/clerkships in terms of implementation, it is required that formative assessment and feedback be provided to each student during the progression of the course and on or near the midpoint of the clinical clerkship.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/FormativeAssessment.pdf&action=default

EXAMINATIONS

Years 1 and 2

The timing and number of assessments for all courses is regulated by the curriculum committee. All assessments will be listed in the course syllabus at the beginning of each course. The frequency of assessments must be sufficient such that faculty and students have a sense of progress towards the required outcomes.

1. For non-longitudinal courses that are six weeks in length or longer, there shall be at least two (2) mandatory summative assessments or examinations evaluating the student learning for the course. For Organ System courses that are six weeks in length or longer, these examinations will be held at or near the midpoint and at the end of each course. The Foundational Sciences of Medicine course will include a summative exam every four weeks.

2. For courses that are shorter than six weeks, there shall be no midterm exam, and one (1) mandatory summative assessment or examination at the end of the course.
3. All courses which are required to have a midterm exam will schedule the exam approximately halfway through the course on a Monday. Midterm exams will occur during the first two hours of the course’s scheduled time (i.e., 8-10 am or 1-3 pm). When Monday is a holiday, the exam may occur on either the next day (Tuesday) or the following week Monday, during regularly scheduled class time. Midterm examinations cannot exceed 2 hours in length. On the day of the exam, no instructional activity will be scheduled.

4. End of course examinations will occur during the first part of the CARES week. End of course examinations will be no more than 3 hours in length.

5. Other assessments that may contribute to the final grade, such as lab practical exams, will be scheduled in consultation with the year 1 and 2 director, course co-directors, and the office of medical education.

6. Examinations in the longitudinal courses will be developed and scheduled in consultation with the year 1 and 2 director, course co-directors, and the office of medical education. Their examinations may not conflict with other scheduled curriculum in the non-longitudinal courses.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Scheduling%20of%20Assessments%20in%20Year%201%20%202.pdf&action=default

**Missed Examinations**

At the beginning of each academic year, each student will receive a copy of the schedule of summative assessments taking place during the academic year. It will be the responsibility of each student to ensure that no conferences, meetings, appointments or other events are scheduled during these examination time periods. If a student misses an examination due to illness/medical emergency, the student should follow the procedure outlined under Attendance and Assignments to request an excused absence. The student will need to arrange any make-up examinations with the course director. The course director’s decision of date and time shall be final. If the required documents are not submitted within the allowable time frame or the absence is not determined to be valid, this will result in an automatic grade of no pass for the missed examination.
EXAMINATION GUIDELINES

At the beginning of each course, the co-directors will describe the manner in which students will be assessed. This will include a schedule of major examination dates and times.

The following guidelines apply during every written examination:

For computer based exams, students will be issued instructions to run an exam compatibility check prior to the exam date. For NBME customized examinations, a sample exam may also be provided. It is the student’s responsibility to complete this compatibility check a minimum of three business days prior to the exam to ensure their computer meets the technical specifications. Student laptops should be equipped with their own power cord.

Unauthorized personal items and/or devices are not permitted in the testing room. These items include, but are not limited to the following:

- cell phones
- recording/filming devices
- beverages or food
- paging devices
- calculators
- watches with alarms, computer, or memory capability
- iPods/iPads/other tablets or devices
- reference materials (books, notes, papers)
- backpacks, briefcases
- coats, outer jackets, or headwear (exceptions may be made for religious or medical considerations)

Students are required to bring their CMU identification card to the exam.

Beginning and end times for the exam will be strictly enforced. Should a student arrive late for an exam, the student will not receive additional time to complete the exam. Appropriate arrival time will be announced prior to the exam date.

Proctors will be present during every examination. Students are also expected to police themselves and report any inappropriate behavior during the examination.

Examinees must be escorted, one at a time, on all personal breaks taken during an examination session. Additional testing time to make up for time lost during absence from the room is not permitted.

During a scheduled break, students are required to remain in the immediate area of the testing room. Use of electronic devices and communication is prohibited during these breaks.

Laminated erasable noteboards and dry erase markers will be provided for note taking and calculations during the exam. These will be returned to the proctor upon completion of the exam.
If technical issues arise during the examination, a student shall raise his/her hand for proctor assistance.

No examination question will be changed, interpreted or deleted during an exam. Students will not be allowed to ask questions of the proctors or faculty once the exam has begun. If a student feels a question is written incorrectly, is ambiguous, or has other flaws, he/she can make note of the concern during the challenges. Concerns will be reviewed by the course director.

An absence from an exam is addressed in the student attendance policy.

**ATTENDANCE**

**STUDENT ATTENDANCE IN YEARS 1 AND 2:** It is required that CMED students attend all small-group sessions, Team-Based Learning Sessions, Problem Based Learning Sessions, Initial Clinical Experiences (ICE), Standardized Patient encounters, simulations, labs, all summative examinations, formative quizzes, longitudinal courses. Attendance at large group sessions outside of CARES weeks is highly encouraged. Many sessions are participatory and opportunities for make-up will not be possible. Recurrent missed assignments will be handled on a case-by-case basis. Valid absences are allowed if the student receives approval according to the processes outlined in the section below.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Attendance%20in%20Y1-Y2.pdf&action=default

**STUDENT ATTENDANCE IN YEARS 3 AND 4:** The policy applies to required clinical clerkships and the Capstone course during the third and fourth year of the curriculum. Students may be excused for absence for up to 10% of any scheduled clerkship or course days within a given clerkship or course schedule. For example, a student may be excused for up to two (2) days out of 20 during a particular course or rotation. This applies to excused absences, separate from scheduled time off covered in the Duty Hours policy.

Attendance is required for all examinations in years 3 and 4.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Y3-Y4%20Student%20Attendance.pdf&action=default
DUTY HOURS: Medical students will be scheduled for clinical duties in compliance with this policy and not exceed the duty hours parameters outlined here by schedule or expectation of attendance.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Policy%20-%20Duty%20Hours%20Y3-Y4.pdf&action=default

REQUESTING AND EXCUSED ABSENCE

PERSONAL/FAMILY ILLNESS OR MEDICAL EMERGENCIES: In circumstances involving illness or other medically related issues that prevent a student from attending a class or completing a mandatory assignment or assessment, he or she must inform the Office of Student Affairs by telephone/email within 24 hours of the scheduled activity/due date. The contact number is (989) 774-7880. Students missing more than 1 day of class due to illness are required to contact the Office of Student Affairs as above. If the student is out for more than 3 days due to illness, the student (or a representative for the student, if the severity of illness requires such) must obtain a Request for Interruption in Student Attendance (RISA) form online or from the Office of the Assistant Dean for Student Affairs. This form must be presented to the Assistant Dean of Student Affairs accompanied by a statement from an appropriate licensed health care professional who will be required to indicate that the illness of the student rendered the student incapable of completing the assignment/assessment at the scheduled date and time. All documentation must be submitted to the Assistant Dean of Student Affairs within 1 week of the missed assignment/assessment (excluding weekends and statutory holidays). The Assistant Dean of Student Affairs will document in writing that this was a valid absence. If the required documents are not submitted within the allowable time frame or the absence is not determined to be valid, this will result in an automatic grade of No Pass for the missed assignment/assessment.

In the event of emergencies, for example birth, sudden serious illness, or death of an immediate family member, students should initially inform both the Course Director and the Office of the Assistant Dean of Student Affairs of the situation at hand. Documentation verifying the student’s absence must be provided to the Assistant Dean of Student Affairs within 3 weeks of the event. The Assistant Dean of Student Affairs will document in writing that this was a valid absence. Timelines may be flexible as the need dictates when extenuating circumstances are present and verifiable.
LATE ASSIGNMENTS: Mandatory assignments that are handed in past the deadline may receive a “0”/No Pass for the late assignment. Students requesting an extension of the deadline for an assignment must make their request in writing or by email, prior to the due date to the Course Director(s).

ACADEMIC EVENTS: In circumstances involving individual arrangements for a student to attend academically-relevant events, a request for approval must be directed to the Office of the Assistant Dean for Student Affairs for review and consideration at least 8 weeks in advance of the event using the form available online or from the Office of Student Affairs. The Assistant Dean for Student Affairs, in consultation with any course directors leading course activities affected by the student’s absence, will approve or disapprove the request. It is the responsibility of the student to also provide the Office of Medical Education a written notice at least 8 weeks prior to the scheduled event. It is at the discretion of the Assistant Dean for Student Affairs to determine whether an approved absence is granted. In determining whether an approval will be granted, the Assistant Dean for Student Affairs will take into consideration the ongoing performance of the student, the nature of the event, and the justification provided by the student. The Assistant Dean for Student Affairs will notify the Office of Medical Education and the student of his/her decision at least 4 weeks prior to the scheduled event.

ADJUSTMENT FOR APPROVED ABSENCES: In the case of valid absences as detailed in this document, and depending on the weight of the missed assignment/assessment, the Course Director in consultation with the Assistant Dean for Student Affairs, will determine, taking into account the academic performance and academic need of the student, and in a manner consistent with these Regulations, which one of the following options will be exercised:

i) The student will be given the opportunity to take another comparable examination or assessment, either immediately before the regular assessment or within 10 working days following the end of the missed assessment;

ii) The student may complete a written assessment as part of the remedial exam cycle if assessments cannot be completed within the 10 day period;

iii) In the case of other examinations (such as laboratory exams or OSCEs) an oral examination of the material may be chosen.

OTHER ABSENCES: All other absences not falling into the categories above, both excused and unexcused, will be tracked by the Office of Student Affairs. The number of these unexcused absences are up to the discretion of the course directors. Students must also request approval to be excused for these events. A written request should be turned into the Assistant Dean of Student Affairs and Office of Medical Education at least 8 weeks prior to the event for review and consideration. The procedure outlined above will be followed.
STUDENT PROMOTION, REVIEW, AND REMEDIATION POLICY

INTRODUCTION

The overall policy on assessment and the planning of programs of study leading to the MD degree is the responsibility of the Curriculum Committee (CurrCom), which is a standing committee of the Executive Committee of CMED.

The Student Performance and Conduct Committee (the “SPCC”), a standing committee of the Executive Committee of CMED in consultation with the Course Committee, will throughout the academic year monitor the progress of students and, where required, provide guidance and direction for the students to assist them in attaining promotion to the next level of their medical school education. A failure to demonstrate adequate progress at any point in the curriculum may be grounds for a recommendation of remediation or withdrawal from the CMED program.

The SPCC shall recommend to the dean, via the Executive Committee, student promotion, candidate receipt of the MD degree, and disciplinary action related to its purview which may include suspension, censures, and dismissal.

The (SPCC) shall be responsible to quarterly and annually review the academic performance of all students. The committee shall also be responsible for the review of student conduct. The purview of the committee includes but is not limited to:

- Poor academic performance and failure to achieve a grade of “Pass”
- Unprofessional conduct
- Behavior that may jeopardize the safety or well-being of any patient or others
- Demonstration of any unethical behavior or activity
- Violation of the Codes, Compact, and Responsibilities as outlined in Section Two of the CMED Student Handbook, Standards, Conduct, and Professionalism

The SPCC shall recommend to the dean, via the Executive Committee, student promotion, candidate receipt of the MD degree, and disciplinary action related to its purview which may include suspension, censures, and dismissal.

The SPCC reserves the right to refer certain cases to the CMU Office of Student Conduct and they will decide the appropriate disciplinary action. This will be determined on a case by case basis. Please refer to Section Two under “Student Misconduct” for more details.

MEMBERSHIP

The SPCC shall be composed of twenty (20) members. Fourteen (14) members are voting members. The voting membership includes four (4) executive faculty members elected from the
foundational sciences discipline and two (2) each from the medical and surgical disciplines. Each executive faculty member serves a four-year term. Four (4) medical students (one each from M1-M4), are elected annually from the student body for a one-year term. Students may be elected for one succeeding term. One (1) resident physician from the resident group is appointed annually by the dean for a one-year term. A chair is elected from the executive faculty and serves a two-year term and may be elected for a second consecutive two-year term. If a chair is removed by the dean midterm the new chair appointed will serve the remaining term of the elected chair. Ex-officio non-voting members who may attend meetings to serve as resources for the Committee are:

- Assistant Dean for Student Affairs
- Associate Dean of Compliance, Evaluation, and Assessment
- Manager of Records and Registration
- Senior Associate Director of Financial Aid
- Director of Admissions
- University Representative - Multicultural Affairs
- Director of Student Affairs

**Operating Procedures**

A quorum of the SPCC will be a simple majority. Matters requiring a vote are considered passed by majority vote. At every meeting of the SPCC the chair, upon calling the committee to order, shall ask each member present if they have a perceived or actual conflict of interest with any matter before the committee. A committee member is considered to have a conflict of interest if they have had a final decision-making role in determining the final grade of a student and may not engage in committee decisions and/or vote on matters regarding the progress and/or promotion of that student. Further, in the event of any other conflict of interest, real or perceived, the conflicted member of the committee will be excused by the chair from the official proceedings of the committee. Conflicts of interest may be of a personal (e.g., friend, mentor, etc.) or academic nature (e.g., an evaluator of the student in question). The student has the right to challenge, by notifying the chair, the presence of individual members of the committee at the meeting. Other procedures necessary to running a committee may also be developed by the committee.
PLEASE SEE THE CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES INCLUDING PROCEDURES FOR MONITORING STUDENT PERFORMANCE, PROMOTION FROM ONE ACADEMIC YEAR TO THE NEXT, MONITORING STUDENT CONDUCT, AND REVIEW OF STUDENT PROMOTION AND CONDUCT COMMITTEE DECISIONS:

https://team.cmich.edu/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Student%20Promotion%20Review%20and%20Remediation_10%202%2013.pdf?Web=1

GRADUATION

Upon successful degree audit, the SPCC will provide the names of each student recommended for graduation to the CMED faculty for notification to the graduates.

PLEASE SEE THE CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Promotion%20and%20Graduation%20Policy.pdf?Web=1

LEAVES OF ABSENCE

A leave of absence (LOA) is a temporary suspension of medical school studies for a period of one month or longer, not to exceed one year. Brief absences are addressed in Student Assessment Regulations, in detail, earlier in this section of the handbook. A leave of absence may be voluntary or involuntary as defined and described below.

VOLUNTARY LEAVE OF ABSENCE

Students may need time away from school due to, but not limited to, the following situations:

- Personal illness/health related
- Family illness
- Crisis of personal or family nature
- Research or clinical fellowship programs
- Military duty

A student may request a LOA to the Assistant Dean of Student Affairs by completing a Leave of Absence form. This form can be found on the Student SharePoint. The request form must be completed fully and signed. Students may contact any member of OSA for help with this form and process.
A personal medical leave requires a supporting letter from the student’s personal physician. A second opinion from a physician selected by CMED may also be required. A ‘release to return to work/school’ letter from the student’s physician is required 6 weeks prior to return. Depending on the individual case and after review by the Advisory Committee, a medical LOA may be renewed.

The Assistant Dean of Student Affairs will present the student’s request to an Advisory Committee for review and will contact the student with their decision.

**Involuntary Leave of Absence**

Under certain circumstances involving academic or professional deficiencies or other concerns, the SPCC may place a student on an involuntary LOA for a period of one month or longer, not to exceed one year. A recommended plan for that student’s LOA and possible return will be developed by the SPCC and given to the student.

If it is determined that a student is a threat to themselves or others, and/or the student could pose other safety issues, the Dean, any of the Associate Deans, Assistant Dean of Student Affairs, and/or SPCC has the right to place that student on immediate involuntary LOA, with the SPCC review to take place after this decision and immediate action. Based on the situation, the SPCC will determine the further actions.

Please refer to the Financial Aid section of the handbook concerning tuition and leaves of absence.

**Voluntary Withdrawal**

Withdrawal is a permanent and voluntary termination of studies instituted by the medical student. Students wishing to withdraw must submit a written request to the Assistant Dean for Student Affairs. The request must include the reason(s) for withdrawal and a statement that the student understands that withdrawal is voluntary and permanent. In addition to the written request, it is advised that the student meet with the Assistant Dean of Student affairs as well. A student who has withdrawn will have to reapply to CMED if he/she decides to return.

**Involuntary Withdrawal**

The SPCC may recommend a student withdraws from the medical education program. Withdrawal in this sense would be permanent termination of studies as a result of failure to demonstrate adequate progress related to academics or conduct at any point in the curriculum. Details about recommendations of withdrawal are found in this section under Student Promotion, Review, and Remediation Policy.
ACCOMMODATIONS IN ASSESSMENT(S) FOR STUDENTS WITH DISABILITIES

CMED is committed to facilitating the integration of students with disabilities into the university community. Each student with a disability is entitled to reasonable accommodation that will assist him/her to meet the academic standards as defined in these regulations and to facilitate the student’s progress. Reasonable accommodation may require those responsible for student assessment to exercise creativity and flexibility in responding to the needs of students while maintaining academic and technical standards.

All CMED students, including those with a disability, must be able to meet the technical standards of the medical field and perform the necessary skills required for a practicing physician. All CMED candidates must demonstrate appropriate cognitive skills, perform physical tasks, and demonstrate appropriate or in any way supplement clinical judgment: all of which are requirements for the occupational role of physician.

All CMED students who have been admitted to the program must continue to meet the essential functions and technical standards of the medical curriculum. CMED recognizes, however, that some individuals may have disabilities or be temporarily limited in terms of their ability. In order to reasonably accommodate such individuals some modifications to the assessment process will be considered. However, no accommodation which alters the essential functions or the technical standards of the curriculum will be approved, and accommodations will not compromise patient safety and well-being.

A wide variety of conditions and impairments are defined as a disability. Central Michigan University and CMED recognizes and uses the definition of disability as defined by the Americans with Disabilities Act Amendment Act found at:

http://www.ada.gov/pubs/adastatute08.htm#12102

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?so
Additional information and documentation guidelines can be found at the CMU Office of Student Disability Services:

https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

**ACADEMIC RECORDS**

CMED adheres to a policy of compliance with the Family Educational Rights and Privacy Act (FERPA). The policy (1) permits students to inspect their education records, (2) limits disclosure to others of personally-identifiable information from education records without student’s prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate. For more information about FERPA, visit https://www.cmich.edu/ess/Registrar/RegistrarRecords/Pages/Confidentiality.aspx.

**UNIVERSITY RECORDS**

Students can access university records such as course registrations, unofficial transcripts, biographical data, and student billing information through the university student portal CentralLink, found at http://centrallink.cmich.edu. Students can submit address changes and obtain proof of enrollment certificates through CentralLink.

The CMED Assistant Registrar can assist with university record changes related to name, date of birth, or social security number.

**CMED RECORDS**

Student records unique to CMED are currently stored in the ImageNow electronic repository. Such records include matriculation documents, evidence of health insurance, immunization compliance forms, photo release form, verification of criminal background checks, HIPAA and Blood Borne Pathogen review and completion forms, MSPE, Student Promotions and Conduct Committee actions and recommendations and student response (if applicable). Honors and other recognitions, such as acceptance into research or special programs, Alpha Omega Alpha election, and CV’s or personal statements may also be included in the student record.

**REVIEW OF RECORDS**
Requests for access specifying the records to be inspected should be made in writing to the CMED Assistant Registrar. CMED will comply with a request within a reasonable time, at most within 10 days. Upon reasonable request, a CMED staff member will provide an explanation and interpretation of the educational record.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?src=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Policy%20on%20Educational%20records.pdf&action=default

DIRECTORY INFORMATION

Directory information may be published or released by the university. Directory information includes such items as: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, and previous educational institution attended by the student.

A student has the right to refuse the designation of all categories of personally identifiable information. If a student exercises this right, no directory information pertaining to the student will be published or otherwise released to third parties without consent, court order, or subpoena. Any student wishing to exercise this right should contact the CMED Assistant Registrar 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 on-line directory. Once a student has requested the withholding of information, "Directory Information" will be withheld until they submit another request in writing to release it.

SECTION FOUR: FINANCIAL AID
The College of Medicine (CMED) Financial Aid Office is located in CMED 1401B. Questions, comments or concerns regarding the financial aid process should be directed to this office. The contact number is (989) 774-1495. The office is open from 8:00 am to 5:00 pm, Monday-Friday on a walk-in or appointment basis.

The staff is available to assist students in all aspects of the financial aid process including general information, financial counseling, debt management and loan processing. Please feel free to stop by or call with your questions.

APPLICATION PROCESS

After January 1 of each year, the Free Application for Federal Student Aid (FAFSA) will be available online at www.fafsa.gov. By submitting the FAFSA, students will be considered for the loans outlined below. A new application must be submitted each year. The majority of the students who attend the CMED receive financial aid in the form of loans. While scholarship opportunities do exist, the primary funding is from loans. There are no deadlines for filing financial aid applications but the preferred date is March 1. The Central Michigan University school code is 002243.

Upon completion of your FAFSA application, students will be considered for financial aid. The award package is determined according to federal, state, and university regulations and available funding levels for each aid year. The Financial Aid Office considers loan and scholarship eligibility in the order most beneficial to students.

Students will be sent an e-mail notice of financial aid which they must accept or decline. Before accepting the award, students should assess their actual needs. We strongly recommend students establish a budget that is less than the school approved budget. If students are able to live on less than the school approved budget or have outside resources (savings, help from relatives, etc.), they should not automatically accept the entire award. This will help keep indebtedness to a more manageable level. Students are advised to consider actual needs and accept only what is needed.

UNIVERSITY RESIDENCE POLICY AND INFORMATION
Central Michigan University College of Medicine follows the University’s Residence Policy. The policy is found at: [https://www.cmich.edu/ess/registrar/RegistrarRegistration/REGREG---ResidencePolicy/Pages/default.aspx](https://www.cmich.edu/ess/registrar/RegistrarRegistration/REGREG---ResidencePolicy/Pages/default.aspx).

The following individuals shall be charged the in-state tuition:

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 State of Michigan while attending Central Michigan University College of Medicine regardless of his/her formal state of residence.

### TUITION, FEES AND ESTIMATED COSTS FOR FIRST YEAR STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Estimated In-State Costs</th>
<th>Estimated Out-of-State Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$39,523</td>
<td>$73,522</td>
</tr>
<tr>
<td>Living Expenses/Transportation</td>
<td>$18,299</td>
<td>$18,299</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,630*</td>
<td>$2,630*</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$1,215**</td>
<td>$1,215**</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$64,467</strong></td>
<td><strong>$98,466</strong></td>
</tr>
</tbody>
</table>

* Health Insurance fees will be added to your charges if you are not covered by other insurance.

** Fees charged by the Direct Loan program at disbursement.

### LOANS

Several federal loans are available for medical students. These loans are awarded to students each year depending on individual student need and according to current federal regulations. Included in this category are:

- Ford Federal Direct Unsubsidized Loan
- Direct Grad Plus
**ALTERNATIVE LOANS**

Loans that generally require separate application. These are generally higher interest loans and are not automatically awarded as part of the initial award process.

**SCHOLARSHIPS AND GRANTS**

Most scholarships and grants do not require repayment. These are awarded on the basis of financial need and donor determined academic and/or geographic criteria.

**APPLICATION FORM**

CMED uses a generic form that encompasses the required documentation needed for all scholarships. This will include a listing of the required essay question(s). Students are made aware of the availability of the application via e-mail and a scholarship mailing to accepted students.

**PHILOSOPHY AND SELECTION PROCESS**

To be considered for need-based awards and scholarships, students must complete the (FAFSA). The philosophy in awarding scholarships gives priority to applicants who best meet the stated scholarship criteria.

**NOTIFICATION OF AWARD**

Recipients will be sent an email to notify them they have been selected to receive the named scholarship, the estimated amount of the award, and whether full disbursement will all take place in the fall or be split equally between the fall and spring. In the fall the recipients will be provided with the name and address of the donor, except in cases where the donor prefers to remain anonymous. This will allow the student to send the donor a letter of appreciation which should include biographical data and career goals.

All CMED scholarships that are restricted to Central Michigan University students must be treated as a financial resource. The award will reduce student financial need, and will be included as aid in meeting the student’s overall cost of attendance.

**MAINTAINING RENEWABLE AWARDS**

Part time attendance or withdrawal from the college and the university will result in cancellation of any current or future CMED scholarship. Students must maintain good academic standing with the CMED in accordance with the Committee on Student Performance
and Conduct Academic Performance and Conduct Standards to have their scholarship renewed.

If financial need is a scholarship requirement, the student must complete a new FAFSA each year.

**PRIVATE SCHOLARSHIPS**

Private scholarship may be found on your own or by searching the Web for graduate/professional scholarship opportunities.

**SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FINANCIAL AID**

All medical students enrolled at the CMED are considered to be making satisfactory academic progress unless otherwise determined by the Student Performance and Conduct Committee (SPCC).

CMED does not measure academic progress by means of a cumulative grade point average. The student is required to complete all required courses in the curriculum with a passing grade in order to graduate. Therefore, grade performance as a measure of satisfactory academic progress for financial aid eligibility must be reviewed in the context of each course for which the student registers. The standards of academic progress are based on the guidelines used by the SPCC, who determine whether a student is making Satisfactory Academic Progress.

A student’s academic progress for financial aid purposes will be reviewed in accordance with the guidelines used by SPCC. Any student required to remediate or repeat coursework will be reviewed by the Office of Student Financial Aid for not meeting SAP. Third and fourth-year students will be reviewed on advice from the SPCC.

Students must include the following as part of their appeal:

- An explanation of why they failed to meet the SAP requirements (documentation may be requested depending upon circumstances).
- Specific information about what has changed to allow them to meet the requirements in the future.
- An academic plan that has been agreed upon by the student and that has been approved by the Dean or authorized designee.
- The Office of Financial Aid will notify the student in writing of a final decision within one week.
Throughout this period the student will be on financial aid remediation. A student in this status must be meeting the requirements as outlined in their academic plan.

Students denied financial aid after completing the appeal process or failing to meet their academic plan can regain full eligibility for financial aid by successfully repeating coursework that will meet or exceed the minimum required.

Students who have taken the necessary measures to regain eligibility for financial aid must contact the Senior Associate Director for Financial Aid for the CMED immediately upon doing so. Students’ academic performance will then be reviewed, and if all required SAP criteria is met, full financial aid eligibility will be reinstated, effective the following semester.

The normal timeframe for completion of required course work for the M.D. degree is four academic years. Due to academic or personal difficulties, a student may require additional time. In such situations a schedule may be established for the student that departs from the norm and may require repeating a year of study. To be considered making Satisfactory Academic Progress for financial aid eligibility, the student must complete the first two years of the curriculum by the end of the third year after initial enrollment. The maximum time permitted for financial aid eligibility for the M.D. completion is six years (150% of the number of credits needed to complete the degree program).

A student may be granted a personal or medical leave of absence for a variety of reasons. The period of leave for which the student has been approved may be excluded from the maximum time frame in which an individual student will be expected to complete the program. This determination will be made by consideration of an appeal, submitted by the student, to the chief financial aid officer for CMED. The period of time for which a student is registered to pursue full-time research or other academic interests shall be excluded from the maximum time frame in which an individual student will be expected to complete the degree.

Since the SPCC may give approval for an individual student to repeat a portion or all of a school year (subsequent to incomplete or unsatisfactory course work or an approved leave of absence), the maximum time for financial aid eligibility is 6 years, excluding time spent on an approved academic leave of absence. The required number of units to be completed at the end of each enrollment period will vary in these cases, according to what portion of the curriculum must be repeated. Students approved to repeat course work are meeting the school’s standards for Satisfactory Academic Progress. Students who have reached their maximum time frame are not able to regain financial aid eligibility. Faculty will be made aware of this policy each year through distribution of the Academic Standard Guidelines.
PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES: https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?source=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Satisfactory%20Academic%20Progress_10%2016%2013.pdf&action=default

TUITION REFUND POLICY

For students who withdraw prior to the first day of classes, 100% refund of tuition will be issued. Once classes begin, refunds will be calculated as follows:

- A refund of 100% for withdrawal during the first week of the term
- A refund of 50% for withdrawal during the second through fourth week of the term
- No refund will be made after the fourth week of the term

REFUNDS ASSOCIATED WITH A LEAVE OF ABSENCE

A leave of absence (LOA) is an approved leave from the medical school for a definite period of time, not to exceed one year. A student taking an LOA will be charged in accordance with the above refund policy. If an LOA occurs after the fifth week of the term, the student will be charged full tuition for the term in which the leave commences. When a student returns to the medical school to complete an unfinished term, the student will not pay tuition for the remaining months of that term. The student will have been charged full tuition for the entire term prior to his/her leave. For example, if a student leaves mid-fall term of 2010 and returns to complete the fall term in 2011, that individual will be charged full tuition prior to the leave, but will not be charged tuition upon return to complete the fall term.

When a student takes an LOA between the third and fourth year and enrolls in rotation(s) that occur between July 1st and September 1st, the student will be charged a pro-rated tuition for credits taken during this time. Upon return, tuition will be adjusted so that the student pays no more than one full tuition amount for that semester, assuming that the student is taking less than a full workload. Should a returning student want to take on additional credit hours, full tuition will be charged in addition to the pro-rated tuition charged prior to the LOA.

A student who repeats coursework due to failure will not be charged additional tuition to repeat the failed course(s).
PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?src=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Tuition%20Refund.pdf&action=default
SECTION FIVE: STUDENT AFFAIRS AND RESOURCES

INTRODUCTION TO STUDENT AFFAIRS OFFICE

The Office of Student Affairs, in collaboration with the Office of Medical Education, welcomes you! We are committed to supporting our students through medical school with a variety of services including career counseling, financial aid counseling, academic assistance, referrals to health and counseling services, advisement of student organizations, USMLE and board preparation, residency application assistance, and student well-being programming. The office also assists with student compliance of required health records prior to the start of classes as well as any injuries or exposures incurred during clinical training.

We are conveniently located on the first floor, so please stop in and get to know us and what we have to offer.

STUDENT AFFAIRS STAFF

ASSISTANT DEAN OF STUDENT AFFAIRS
Sarah Yonder, M.D.

DIRECTOR OF STUDENT AFFAIRS
Charmica Abinojar

SENIOR ASSOCIATE DIRECTOR OF FINANCIAL AID
Chris Brown

ASSISTANT DIRECTOR OF STUDENT AFFAIRS AND FINANCIAL AID
Michele Reynolds

SENIOR ADMINISTRATIVE ASSISTANT
Candace Johnson

ADMISSIONS
Chris Austin, Director
Melissa Bussear, Executive Administrative Assistant

OFFICE OF MEDICAL EDUCATION STAFF

DIRECTOR OF ACADEMIC SUCCESS
Eron Drake, Ed.D.
ASSISTING WITH COMPLIANCE

Our office oversees compliance of all matriculated CMED students. The following requirements must be met to be in good standing: documentation of required immunizations and health insurance coverage, yearly TB testing, universal precautions training, respirator fit testing, and criminal background checks. Some of the training/testing takes place during the first semester.

IMMUNIZATIONS AND TESTING

Protection against infection is critical to protect students and the patients they care for. All medical students must provide evidence of adequate immunization prior to beginning classes. Proof of immunity includes written documentation of immunizations (dates of vaccines) or positive antibody titers. Incoming students are asked to send copies of immunization records and/or proof of immunity (reactive titer lab results) to CMU’s University Health Services (UHS) for review. UHS contacts students who are not up-to-date and notifies the Office of Student Affairs prior to orientation. The vaccines can be administered at University Health Services, the students’ primary care providers, or local health departments. Please remember that the hepatitis B series is given over 6 months. Health care workers, including medical students may only begin clinical experiences after 2 doses have been administered. Utilizing guidelines from the CDC, Immunization Action Coalition, and other expert recommendations, the following are required:

**Tetanus/diptheria and Tdap:** All students need to have documentation of the childhood series and need to have a Tdap booster in the past 10 years, not a standard Td booster.

**MMR (Measles, Mumps, and Rubella):** Students must provide proof of either: two doses of live attenuated measles, mumps, rubella vaccine or if no combined vaccines, then 2 doses of live measles and mumps, at least 28 days apart after the age of 12 months and at least one dose of live rubella vaccine OR proof of positive immune titers.

**Meningococcal:** Students age 21 years and under must provide proof of immunization against meningococcal meningitis (Menactra, Menveo, or Menomune) since turning 16 years of age even if a vaccine dose was given at an earlier age.

**Varicella:** All students must provide proof of Varicella immunity either by provider-documented proof of disease, proof of having received the two-shot series, or a positive immune titer.
**Hepatitis B:** All students must provide proof of having received the 3-shot Hepatitis B series, or proof of immunity.

Students completing their vaccine series must obtain a Hepatitis B titer (Hepatitis B surface antibody) 1 to 2 months after their third vaccine to determine if additional doses are necessary.

Titer testing is not routinely recommended for previously vaccinated health care workers/students who were not tested 1–2 months after their original vaccine series. These workers/trainees should be tested for the antibody when they have an exposure to blood or body fluids. If found to be antibody negative, they should be treated as if susceptible.

Students with a negative Hepatitis B surface antibody titer after the initial 3-dose series, tested 1 to 2 months after the third dose will require Hepatitis B surface antigen testing to rule out acute or chronic Hepatitis B infection.

Those with a positive Hepatitis B surface antigen will have appropriate counseling and a recommendation to seek medical evaluation will be made.

**Polio:** All students must provide proof of immunization given for polio. Childhood immunization series meets requirement.

**Influenza:** All students are required to have the vaccine annually. This will be arranged through University Health Services along with TB testing.

**Tuberculosis Test:** Students will receive the 2 step TB test as this is the preferred initial test for adults who will be tested on a regular basis such as health care trainees/workers. This will be coordinated through UHS. The 1 step TB test will be performed annually after this. A history of BCG vaccine does not exempt you from completing the 2 step test.

Students will fall into one of these categories:

- If you have no history of a 2-step TST(TB skin test), you will need to complete two TST’s
- If you have had a 2-step TST in the past, please provide this documentation of your 2-step TST – only one TST is required to be completed annually after a 2 step
- If you have had a previous TST within the current year, please provide this documentation - only one TST is required to be completed in the same year (this will be the second step)
A negative Quantiferon TB Gold Test is also acceptable instead of negative TB tests, as is a negative T-Spot test.

If a student has had a positive skin test prior to matriculation, a documented treatment plan and a negative chest x-ray are required. A negative or non-reactive skin test or chest x-ray reports done outside the United States will not be accepted.

Students with a history of a reactive Tuberculin skin test or blood test must provide a current chest xray (taken since their last positive TB test but within three months prior to enrollment or visiting), indicating that the person is free of active tuberculosis.

Any students with a positive TB screening test or positive TB test in the past will be referred to University Health Services for further instruction and follow up.

Students without immunization documentation, and/or negative titers are considered nonimmunized and will be required to have the following vaccines:

- Hepatitis B vaccines: 3 doses within 6 months
- MMR: 2 doses
- Varicella: 2 doses
- TD/Tdap: 3 doses: 1 of these being Tdap, other 2 doses TD
- Polio (if born outside US): 3 doses
- Influenza: annually

**HEALTH/DISABILITY/NEEDLE STICK INSURANCE INFORMATION FOR NEW AND RETURNING CMED STUDENTS**

Please read all information below carefully.

Health insurance is required for all new and returning medical students.

CMED will not be offering a plan, however students have many options available from obtaining coverage through parents or spouses’ plans, getting coverage from the Affordable Care Act (ACA) marketplace, or finding an individual or family health insurance plan outside of the Marketplace that meets the essential benefit requirements of the ACA (see link below). Further details can be found at [https://www.healthcare.gov/](https://www.healthcare.gov/). Many Students may qualify for the Healthy MI plan: [http://michigan.gov/healthymiplan](http://michigan.gov/healthymiplan).
THE AFFORDABLE CARE ACT

The Affordable Care Act ensures that health plans offered in the individual and small group markets, both inside and outside of Health Insurance Marketplaces, offer a core package of items and services, known as “essential health benefits.” These benefits closely parallel CMED’s insurance requirements listed below.

Please refer to the following for more information:

Students may satisfy the health insurance requirement by documentation of a valid medical insurance plan already in effect or by documentation of a new plan. Evidence of current coverage which meets the requirements must be supplied. Acceptable evidence of coverage includes a letter from the current insurance company on their letterhead stating a student is covered or proof of eligibility benefits from the employer of the individual who lists the student as a dependent. This should also be on the employer’s letterhead. For both, the effective dates of the plan should be included. Returning students will need to submit updated information each year. Documentation of comparable coverage should be mailed to the following address:

CMED Office of Student Affairs, 1401 CMED Bldg., Mt. Pleasant, MI 48859, Attention: Director of Student Affairs.

Students need to check into their current plan to see it meets the following requirements:

1) Covers the student over a 12 month period.

2) Provides coverage of medical expenses at a minimum of 80% of the preferred allowance with an unlimited maximum benefit.

3) Covers pre-existing conditions.

4) Covers some inpatient and outpatient mental health visits.

5) Provides prescription drug coverage.

6) The policy deductible is $500.00 or less.

7) Provides coverage while student is on approved rotation in another state.

It is the student’s responsibility to review their insurance coverage and make sure their policy meets the requirements or the essential health benefits as mentioned above.
Canadian Students

Canadian residents studying in the US will need health insurance as well. There are plans available, including through TIC travel insurance (www.Travelinsurance.ca) which offers plans for Canadians living abroad. CMED does not endorse any one plan/company. It is the student’s responsibility to find a plan that covers them year to year while at CMED, offers preventive health care and emergency care, some coverage for mental health (inpatient/outpatient), and prescription coverage (as listed in requirements above). A resource site for Canadian residents is: http://travel.gc.ca/travelling/publications/well-on-your-way. Pay particular attention to “Obtain travel health insurance” on this site.

Needle Stick and Disability Insurance

As part of insurance coverage, all medical students are required to have additional needle stick coverage and disability insurance. Students will automatically be billed for the cost of both plans. You can find details of the needle stick and disability plans, as well as claim forms, at www.collegiaterisk.com by searching CMU and locating the “College of Medicine Students” heading. You can also contact them at 1-800-922-3420.

Any student on a leave of absence remains covered by this plan provided the annual premium is paid. As long as a position is reserved for the student at the medical school and they do not have to reapply to return to classes, they can continue on the plan. However, if a student separates from the medical school, the coverage would be terminated.


Global Emergency Services Provided by Assist America: https://www.collegiaterisk.com/userfiles/files/CMU/MedPlus_Assist_America_Membership_Card(1).pdf


Needlestick Claim Form:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/2015-2016%20needlestick%20Claim%20Form.pdf&action=default

RESPIRATOR FIT TESTING AND UNIVERSAL PRECAUTIONS TRAINING

These will be arranged and scheduled by the Offices of Medical Education and Student Affairs.

CRIMINAL BACKGROUND CHECKS

US Students

The Association of American Medical Colleges (AAMC) strongly recommends that all US medical schools require and procure a national background check on applicants upon their conditional acceptance to medical school. The rationale for performing criminal background checks on accepted medical school applicants is based on a number of issues, including the need to enhance the safety and well-being of patients and, in so doing, to bolster the public’s continuing trust in the medical profession, and to ascertain the ability of accepted applicants to eventually become licensed physicians. Criminal Background Checks are required by CMED for all students.

CMED participates in the AAMC-facilitated Criminal Background Check service, Certiphi. This service is conducted in recognition of the desire of medical schools to procure appropriate national criminal history reports and to prevent applicants from paying additional fees at each medical school to which they are accepted. For more details regarding the criminal background check process, please visit:
https://www.aamc.org/students/applying/amcas/how_to_apply/134176/background_check_details.html

Canadian Students

Canadian criminal record searches are generally performed by the student who will be required to obtain an official Police Clearance or Police Certificate from their local law enforcement agency. Canadian students are asked to secure this certificate and submit to CMED.

PLEASE SEE THE INTERNAL CMED WEBSITE FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Criminal%20Backg_round%20Checks.pdf&action=default
STUDENT AFFAIRS SERVICES

FINANCIAL AID COUNSELING

Christopher Brown is the Senior Associate Director of Financial Aid. His office and contact information on campus is CMED 1401B, Phone (989) 774-1495, Fax (989) 774-7881, and email: brown2ca@cmich.edu

The financial aid website is:

https://www.cmich.edu/colleges/cmed/students/Pages/Financial%20Aid.aspx

Please refer to Financial Aid in Section Four of this handbook for more information.

CAREER COUNSELING

CMED is utilizing the Careers in Medicine, CiM, program offered through the Association of American Medical Colleges or AAMC. The program guides students from Year 1 through 4 and offers exercises to assist students with self-exploration to find the path in medicine that suits them. CiM activities begin during orientation. Students will have their own log in for the AAMC CiM site as well. Please follow link for more information on CiM: www.aamc.org/cim.

The site offers up to date information on medical specialties and is tailored to medical students.

The Office of Student Affairs notifies students of these CiM workshops and events, including brown bag “lunch and learn” career sessions during Year 1 and 2. Students are encouraged to attend these sessions, where physicians from various specialties are invited to discuss their specialty, training, and answer student questions.

The mentor bank is another opportunity for students to connect with clinical faculty about medical careers. This is mentioned further down in this section. In the faculty advising program for Years 3 and 4, students will be assigned an individual advisor. Their focus is to guide their advisees through residency and specialty selection.

There are also events for students to interact with residency program directors from East Campus throughout the year. Students are encouraged to engage clinical faculty who are the SIG faculty advisors as resources for career information as well.
ACADEMIC ASSISTANCE

Years 1 and 2

We want our students to be successful at CMED. Asking for assistance is part of this equation and, given the nature of our curriculum, the faculty, Office of Student Affairs, and the office of Medical Education feel there are definite opportunities to enable students to succeed. Medical school can be challenging for any student, and we are here to help. Medical school is like a marathon, so proper training, organization, and discipline are important from day one.

Some of the characteristics of our curriculum that reinforce learning include: Team-Based Learning (TBL), Problem-Based Learning (PBL), facilitated small group sessions, and quizzes and exams with timely feedback. Our clinically integrated program, including the Initial Clinical Experience (ICE), complement student learning as well.

Students are encouraged to be proactive and take advantage of interactions with faculty to assist with their learning inside and outside of class time. Individual faculty have office hours posted for when they will be available by appointment. For additional information, please refer to Other Resources/CMU Resources section below.

Students experiencing academic difficulty (at risk for not achieving the passing standard for a course) are encouraged to meet with the course director(s) first. They assist with advice and referrals if needed, including to other faculty or CMED/CMU resources. A list of course directors is available to all students and the directors will have posted office hours.

A core group of foundational science and clinical faculty is engaged with students in both large- and small-group teaching environments. CMED faculty include course directors, the small-group leaders, the longitudinal-course directors, and the faculty involved in teaching clinical skills. The course directors may ask some of these individuals to assist with individual student academic support.

Some academic performance concerns or issues may require more assistance than the course directors or other faculty can offer. In these cases, the students are referred to appropriate staff in the Office of Student Affairs, and may also meet with the Assistant Dean of Student Affairs if issues persist. The Office of Student Affairs will attempt to determine the primary reason(s) for the academic difficulty and then develop an individualized plan for academic assistance to address the needs of the student. Students may be referred for testing to assess for learning disabilities or further instruction in techniques such as note taking, study skills, memory assistance, or other skills. The Office of Student Affairs works closely with the course directors and the Office of Medical Education in these matters.
The Office of Student Affairs and the Office of Medical Education have resources available for further support with study skills, time management, and assistance with test anxiety, as well as other issues. Students are encouraged to seek assistance from course directors, faculty, and Student Affairs staff.

**ACADEMIC SUCCESS**

Academic Success is committed to collaborating with medical students and residents to support their academic and professional goals. By offering a variety of learner-centered programs, services, and resources, we strive to enhance students’ academic and clinical learning experiences. Using research-based methods and strategies, educational opportunities include workshops and webinars, panel discussions, guest speakers, confidential consultations, and online instructional resources focused on timely and relevant topics. Example topics include, but are not limited to, the following:

- Balancing priorities
- Board preparation and resources
- Communicating effectively in teams/groups
- Creating a positive learning and studying environment
- Developing an educational learning plan
- Effective conflict resolution strategies
- Enhancing memorization and retrieval of essential concepts
- Enhancing team performance
- Managing time effectively
- Organizing and synthesizing information
- Reading and understanding difficult texts
- Requesting feedback or assistance
- Test-taking strategies
- Understanding your learning style preference(s)

Please contact the Director of Academic Success to inquire about upcoming programs, to request a customized workshop or webinar, and/or to schedule a confidential consultation.

**OTHER RESOURCES/CMU RESOURCES**

Counseling
Offering free short term, counseling for personal issues, and assistance with academic success by reducing stress and focused anxiety (e.g., test, math, speech), and learning study and time management skills. See Section Five for more details.

https://www.cmich.edu/ess/studentaffairs/CounselingCenter/Pages/default.aspx
Disability Services
See Sections Three and Seven for more details.
https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Psychology Training and Consultation Center
Offering outpatient mental health services for a fee, as well as assessments for learning disorders.
https://www.cmich.edu/colleges/chsbs/Psychology/Centers/psychologyclinic/Pages/default.aspx (or call 989-774-3904)

Success Coaches
Services include: time management, study skills, test anxiety, prioritizing workload, assisting with transition.
https://www.cmich.edu/ess/oss/Pages/Success-Coaching.aspx

University Health Services
Offering health care to students on campus. Psychiatry services available as well. See Section Five for more details.
https://www.cmich.edu/UniversityHealthServices/Pages/default.aspx

Writing Center
See Section Seven for more details.
https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:

Faculty Advisor Program
The advising process engages faculty and students to assist students in setting and reaching their goals in medical school. Beginning in the first semester, advisors are available to assist with school transition, and provide guidance as students progress in their training.
The advising program strives to build faculty/student connections, assist with identifying student needs early in the curriculum, connect them to proper resources, and reflect CMED values and mission in the advising relationship.

Faculty advisors are assigned to a group of students. These advisors are distinct from their Foundations Course PBL small-group facilitator. Students are required to meet with their advisor twice each semester in Year 1 and in Year 2. Early in the semester, each advisor will inform students of an advising schedule, any contact information, and/or office hours and how students may meet with them at additional times. The goal of meetings is to “check in” with students and help them learn more about themselves in the process.

Students are assigned individual advisors in Years 3 and 4. Their focus is to guide their advisees through residency selection.

**MENTOR PROGRAM**

A mentor “bank” is available for students made up of faculty from Saginaw and the Mt. Pleasant campus and the surrounding communities. Each mentor profile includes their title, role at CMED, specialty area of practice, other professional interests, and contact information. The mentor bank can be found on the CMED website under Office of Student Affairs:

https://www.cmich.edu/colleges/cmed/students/Pages/Faculty-Mentor-Bank.aspx

**WELLNESS PROGRAM**

It is important to learn and practice techniques that emphasize self-care. As future physicians, students will continually be caring for others, but can only do so if they take care of themselves: mind, body, and spirit. The Wellness Program offers events, classes, and resources including a website with a focus on wellbeing tips and helpful links:

https://www.cmich.edu/colleges/cmed/students/Pages/Wellness.aspx.

A required wellness curriculum along with optional wellness activities is in place for students. The introduction will occur during orientation.

**STUDENT ORGANIZATIONS AND GOVERNMENT**

Participation in student organizations is a great way to get involved with your colleagues at CMED as well as involvement on a state and national level. The Office of Student Affairs will assist with oversight of these developing chapters. A Student Activities Fair is held early in fall semester to introduce new students to interest groups, organizations, and committees. Please find more information about CMED’s Student Organizations here:

https://www.cmich.edu/colleges/cmed/students/organizations/Pages/default.aspx.
The Medical Student Council (MSC) is the organization that represents the CMED student body. Find more information about the MSC and meet the Council members here: https://www.cmich.edu/colleges/cmed/students/organizations/Pages/msa.aspx. All student organizations, including the MSC, are under the auspices of the Office of Student Affairs.

**USMLE INFORMATION AND PREPARATION**

The USMLE or Unites States Medical Licensing Exam is a three-step exam required for medical licensure in the U.S. At CMED, students will have early and varied opportunities to practice for this exam including, but not limited to, USMLE type exam questions within course assessments, sitting for the Comprehensive Basic Science Test three times within the first two years, experience with standardized patient encounters, and end of clerkship Objective Structured Clinical Exams (OSCEs) The OSA offers workshops to assist students in preparation as well.

The following is an outline for the USMLE Step exams:

- **Step 1** is taken near the end of Year 2 of medical school. It is a multiple choice exam which assesses if students can apply the scientific concepts from the first 2 years to medical practice.
- **Step 2** is taken in Year 4 of medical school. It is divided into two exams: Step 2 CK (Clinical Knowledge) and Step 2 CS (Clinical Skills). Step 2 CK is a multiple choice exam which assesses if students can apply knowledge they have acquired from their clinical work to medical practice. Step 2 CS is an assessment of students’ clinical skills via patient scenarios with standardized patients. Students are assessed on their clinical, communication, and interpersonal skills.
- **Step 3** is taken during at the end of the first year of residency.

For more information about the USMLE and all of its components, please refer to the following link:

http://www.usmle.org/

Please see the CMED website, student section, for more USMLE exam information and resources:

https://www.cmich.edu/colleges/cmed/students/Pages/Current%20Students.aspx

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:

https://team.cmich.edu/sites/cmednew/students/administration/policies/Policies/Office%20of%20Medical%20Education/Policy%20-%20USMLE%20Step%202.pdf?Web=1
**Residency Application Assistance**

The Office of Student Affairs is here to assist students on the road to residency. Utilizing Careers in Medicine and other resources, including their clinical experiences and advisors, students will eventually decide on a specialty that fits their interests and skills. Careers in Medicine offers detailed specialty information including length of post graduate training required, typical hours worked/week, amount of call expected and other information.

Further along the way, information will be provided on the application process through the Electronic Residency Application Service (ERAS) and the National Residency Matching Program (NRMP). Information sessions will be held during Year 3 to prep students. The application process begins during the fourth year of medical school.

**Health Resources and Infection Exposure Protocol**

**CMU Healthcare and Counseling Resources**

**Medical Services on Campus**

Students at CMU are eligible to receive on-campus services from the University Health Services Medical Clinic. The clinic is located on the second floor of Foust Hall, which is directly across the street from the CMED building. The physicians at the clinic are board-certified family practice specialists. They work in teams with physician assistants who are also fully qualified, licensed, and certified to provide primary care services. It is highly advised to identify yourself as a CMED student so scheduling is done with providers who are not responsible for student evaluations. All students are required to carry health insurance, which will provide students access to health services. University Health Services will bill the student’s health insurance provider for services. A psychiatrist is also on staff and referrals may be made through the UHS clinicians.

UHS has an in-house lab that takes orders from UHS providers and outside providers. The clinic also has a full-service pharmacy which fills both UHS and outside prescriptions.

The University Health Services include:

- Care for acute and chronic illness and injuries
- Physical exams
- Laboratory testing
- Gynecological exams
- Birth control
- Sexually transmitted infection testing
- Allergy injection administration
- Travel health clinic and immunization clinic
- TB Testing

Students who have health issues that fall outside of the scope of University Health Services will be referred to a local specialist. These clinicians will have no involvement with student evaluation or other aspects of the student’s medical school experience. Students are free to seek care from other area physicians as needed.

**Hours/Location**

Students are advised to call for a future or same day appointment: 989-774-5693. UHS is open Monday-Friday 8:00am – 5:00pm and is located at Foust Hall 200. The only time UHS is closed is CMU winter break.

UHS website: [https://www.cmich.edu/UniversityHealthServices/Pages/default.aspx](https://www.cmich.edu/UniversityHealthServices/Pages/default.aspx)

After hours care is available at McLaren Central Michigan ER, 1221 South Drive, Mt. Pleasant: (989)-7726700. There are also several urgent care clinics are also located in Mount Pleasant. Students are advised to call 911 for an emergent health concern.

**Counseling Services on Campus**

The CMU Counseling Center provides confidential services for undergraduate and graduate students for personal counseling. Students may be seen for personal issues such as an urgent situation or crisis, anxiety, depression, homesickness, loneliness, identity concerns, alcohol/drug abuse, eating concerns, school transitions, stress management, relationship concerns, couples concerns, family stress, grief/loss, relapse prevention, sexual orientation, strengthening coping skills, and person growth and development.

The center also offers ways to improve academic success by reducing stress and focused anxiety, and learning study and time management skills. Additionally, the center offers support for primary and secondary survivors of sexual and domestic violence, stalking, and harassment.

Other services offered by the center include:
- Referral assistance for students, parents, faculty and staff
- Referral to appropriate off-campus agencies and other CMU services and resources
- Consultation with students, parents, faculty and staff
- Groups and workshops
- Mental health screening
- Outreach programs (may be available upon request)
- After hours emergency on-call during fall & spring semesters

Information about the CMU Counseling Center services website:

**Hours/Location**
The Counseling Center is located in 106 Foust Hall, directly across the street from the CMED building.

The center is open Monday through Friday from 8am-noon and 1-5pm and appointments can be made for immediate assistance during those times by calling (989) 774-3381. Students may self-refer or be referred through a health care provider or through the Office of Student Affairs. There are no fees charged for individual or group counseling. A modest fee is charged to cover our expenses for some testing.

**After hours/Emergencies**
If there is concern about immediate or imminent violence by the student to his/herself or others, a call may be placed to 911. For counseling emergency or urgent situations that occur during regular office hours, the Counseling Center may be contacted at 989-774-3381.

During the fall and spring semesters when classes are in session, counselors are available to assist university personnel and CMU students for regular and after hours serious mental health related conditions and emergencies. Counselors may be contacted through the CMU police at (989) 774-3081, if on campus by dialing 911, or for students living on campus by contacting an apartment manager. Counseling Center after hours emergency on-call services are limited to assisting university personnel in their work with CMU students and assisting currently enrolled CMU students.

The CMU Counseling Center also posts other resources that are available in the community for various emergencies:
- Listening Ear Crisis & Referral Helpline (open 24 hrs./day) (989)772-2918
- Sexual Aggression Peer Advocates: (989) 774-CALL (2255)
- Women’s Aid Crisis Helpline (open 24 hrs./day) (989) 772-9168
- McClaren Central Michigan Hospital Emergency Room, 1221 South Drive, Mt. Pleasant (open 24 hrs/day) (989) 772-6700
- Community Mental Health of Central Michigan on-call mental health professionals may be reached at (989) 772-5938.
- The National Suicide Prevention Lifeline is a national, 24-hour, and toll-free suicide prevention service available to all those seeking help in suicidal crisis. Individuals seeking help can dial 1-800-273-TALK (8255). They will be routed to the closest possible provider of mental health and suicide prevention services. The NSPL website is www.suicidepreventionlifeline.org/about/default.aspx

The Office of Student Affairs will ensure that CMU counseling center providers do not have involvement with a student’s education or evaluation.

**Exposure to Infections and Environmental Hazards**

Students receive education and training regarding methods of prevention of exposure to infectious and environmental hazards throughout their coursework, beginning during Essentials of Clinical Skills. Training will occur before the start of any clinical experiences. Instruction will include use of adequate barrier protection (gloves, safety glasses, mask, gown, etc.), sharps precautions, and hand washing/hygiene, as well as other relevant health care worker standards put forth by OSHA. Respirator fit testing will be coordinated for the students as well. This personal protective device is to guard against inhalation of hazardous and infectious respiratory agents.

Students will demonstrate understanding of the pathophysiology of infectious diseases that can be transmitted in a clinical care setting (for example, hepatitis B, hepatitis C, tuberculosis (TB), varicella, influenza, and HIV) and learn methods to decrease their transmission.

**Bloodborne Pathogens:**

Students will demonstrate understanding of the risk of exposure to bloodborne pathogens (BBPs) in the course of their clinical and research duties.

BBPs include especially, but are not limited to, the human immunodeficiency virus (HIV), Hepatitis B virus (HBV) and Hepatitis C virus (HVC). Exposure is generally defined as a percutaneous injury (e.g., a needlestick or cut/laceration with a sharp object), contact of mucous membrane or non-intact skin with blood, tissue, or body fluids contaminated with visible blood. The following BBP exposure protocol reviews the procedures in case of exposure.
**BBP exposure protocol:**

1. Immediately after a needle stick or cut/laceration, clean the exposed area with soap and water while gently forcing it to bleed. Rinse well with water and repeat. If bodily fluids splash into eyes, mouth, nose, or open cut, flush the affected area with water several times for several minutes.

2. Notify the preceptor and Clerkship Director’s office. Make note of the patient’s name and location for reporting and investigation purposes. Notify the unit head nurse, when at hospitals.

3. Proceed immediately to the designated location for evaluation and treatment of the exposure (students will receive and are required to carry a reference card with this information at clinical sites). Evaluation and treatment must take priority and occur within 2 hours of incident/exposure.

**Designated locations are as follows:**

A. In Mt. Pleasant (west campus), evaluation and treatment services will be provided at the University Health Services (989) 774-5693, during normal working hours, 8:00am – 5:00pm. After hours/holidays/weekends, affected students should report to the emergency room at McLaren Central Michigan Hospital, (989) 772-6700.

B. Affected students at Covenant Medical Center (east campus) or their affiliated clinics/departments report to Covenant Occupational Health, 600 Irving from 8:00am-4:30pm, (989) 583-6130. After hours/holidays/weekends, affected students should report to the emergency room at Covenant Healthcare.

C. Affected students at St. Mary’s of Michigan Hospital (east campus) or their affiliated clinics/departments report to the Associate Health Dept., (989) 907-8244. After hours/holidays/weekends, affected students should contact pager (989) 929-4020 and go to the emergency room at St. Mary’s of Michigan, unless otherwise instructed.

4. As additional hospitals and clinics become formal training sites for CMED, affected students will receive details about these services as part of an orientation packet specific to assigned hospitals/clinics. Affected students should report to the designated ER of the assigned site after hours/holidays/weekends, unless otherwise instructed. At the above designated sites, affected students will receive exposure assessment (including baseline serologic studies (for example, HBsAg, HBsAb, Anti-Hep C and, with consent, HIV Ab), source testing, and initial treatment (if required). Risk assessment using institutional protocols based on national guidelines for health care
workers will be utilized. If indicated, anti-retroviral post-exposure prophylaxis and Hepatitis B immune globulin should be administered as soon as possible.

5. Students will fill out an exposure/incident report at the site where they are evaluated and treated.

If students have been injured in some way during clinical activities without exposure, they must also be assessed, have follow through for care if indicated, fill out an incident report, and report the event to the Assistant Dean of Student Affairs.

Post Exposure Follow up:

1. Following an exposure, affected students will contact the Office of Student Affairs within 24 hours at (989) 774-7880 in Mount Pleasant and (989) 746-7508 in Saginaw. A CMU Accidental Personal Injury Report will need to be completed by the Director of Student Affairs, or another Student Affairs representative, and is filed in the office for tracking. A copy is sent to CMU Risk Management as well. A completed incident report where care was initiated is confirmed at this time by the Office of Student Affairs.

2. The office will track all such incidents experienced by CMED students at affiliate teaching institutions or at other nonaffiliated teaching sites (such as during off-site electives).

3. It is expected that affected students will cooperate with the evaluation, treatment and follow up recommendations made at the time of their exposure assessment. It is the affected student’s responsibility to follow up as directed by the occupational health office, ER, or clinic where care was initiated, in terms of future testing and/or treatment.

4. A student who contracts a blood-borne infection while in school, after seeking appropriate care, is required to notify the Office of Student Affairs of his/her status. Notifications will be kept strictly confidential. If the student has not seen an Infectious Disease physician with experience in treating and counseling health care workers yet as part of the recommendations directed by the initial care team, he/she will be advised to do so. The specialist’s guidance will assist in determining appropriate modification recommendations in the clinical environment.

Procedures and finances for care and treatment after exposure:
All CMED students are required to have health insurance, and the health insurance policy that will be offered by CMU will include coverage for needlestick injuries. Expenses incurred for testing, counseling, and post-exposure prophylaxis will be billed to the student’s health insurance carrier. Any remaining expenses, including co-pays or co-insurance, will be paid by CMED. Students must bring copies of any bills received to the Office of Student Affairs.
Effects of Infectious/Environmental Disease or Disability on Educational Activities

Students with certain communicable diseases should not engage in patient contact until such conditions have been adequately treated as documented by a physician. These include:

1. varicella, measles, rubella, mumps, herpes zoster (shingles), acute hepatitis, diphtheria, and tuberculosis;
2. oral herpes with draining lesions;
3. group A streptococcal disease (i.e., strep throat) until 24 hours of treatment received, meningococcal infections; and
4. draining or infected skin lesions.
5. HIV/AIDS

If an ill student is unsure if they should participate in patient care, he/she should contact their personal physician or a University Health Services (UHS) physician.

PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:
https://team.cmich.edu/sites/cmednew/students/administration/policies/Policies/Student%20Affairs/Infectious%20Disease%20Policy.pdf?Web=1
SECTION SIX: STUDENT LIVING

HOUSING

New graduate housing, in close proximity to the CMED building, is available for medical students. Please call (989) 774-3111 or visit the following site for more details: https://www.cmich.edu/ess/ResLife/Apartment_Living/About/Pages/Graduate_Housing.aspx

There are many types of off-campus housing available in the local Mount Pleasant community within walking and driving distance of campus. The following site has an up-to-date list of area housing: http://www.centralmichiganapartments.com.

PARKING

It is imperative to contact CMU Parking Services and register your vehicle before you arrive on campus to be in the system. Once registered, apply for your parking pass.

CMU parking information can be found at: https://www.cmich.edu/fas/police/Pages/Parking_Services.aspx

SAFETY

ON CMU’S CAMPUS

CMU police urge students, employees and visitors to report crimes or suspicious activities as soon as possible. When emergencies such as injury, fire or crime occur on campus, persons should call 911. For non-emergency situations on campus, CMU police can be reached by dialing 3081 from campus phones or (989) 774-3081 from off-campus. Several campus offices are responsible for notifying CMU police when criminal acts come to their attention. Locations included are the offices of Student Life and Residence Life. Most crimes committed by CMU students on the university campus are also violations of the university’s Code of Student Rights, Responsibilities and Disciplinary Procedures. Victims are encouraged to report incidents to the Office of Student Life to register a complaint.
**Off Campus**

Incidents and emergencies that occur near campus but not on university property should be reported to Isabella County Central Dispatch by calling 911. Non-emergency situations occurring at off-campus locations should be reported by calling (989) 773-1000.

**Safe Rides**

Students, who would like to use Safe Rides, the on-campus evening ride service from 8 p.m. to 1 a.m., should call HELP (4357) from campus phones or (989) 774-4357 from a cell phone. For more information, please review the following link: [https://www.cmich.edu/fas/police/Pages/Safe_Rides.aspx](https://www.cmich.edu/fas/police/Pages/Safe_Rides.aspx)

**Saginaw Campus**

Covenant Healthcare and St. Mary’s of Michigan Security Offices:

Covenant Healthcare and St. Mary’s of Michigan are responsible for ensuring a safe and secure environment for customers, patients, students, residents, and employees. The hospitals urge students, employees and visitors to report crimes or suspicious activities as soon as possible.

To contact security at Covenant Cooper, Harrison, Irving, Houghton, and Michigan campuses, please call extension 3-6149 or if using an outside line, dial (989) 583-6818. Security at Covenant Mackinaw can be reached at extension 3-5010 or if using an outside line, dial (989) 583-5010.

Security at St. Mary’s of Michigan can be reached at (989) 907-8128.

Students, faculty, and staff that would like an escort to their vehicles should contact the security office of each hospital campus using the numbers listed above.

**Inclement Weather**

For medical students attending classes on the Mount Pleasant campus, CMED will close or delay school according to CMU direction. Updates will be available on the main CMU website, or by calling the CMU information line at 989-774-7500. The process of setting up text, email, and cell phone notification can be found via this link: [https://www.cmich.edu/about/emergency_management/Pages/Central_Alert.aspx](https://www.cmich.edu/about/emergency_management/Pages/Central_Alert.aspx)

Additional class days may be added to the CMED schedule if the school is closed due to inclement weather. This decision is under the purview of the Senior Associate Dean of Academic Affairs. If students are participating in clinical clerkships or other assignments off-
campus, they are asked to follow the direction of that facility, whether it be an assigned hospital, clinic, or away rotation. If CMU’s campus is closed, but an assigned facility is open, students working at these facilities are expected to attend.


**STUDENT KEY FOBS**

Students will receive individual key fobs during orientation. The fobs will allow access to the CMED building and designated areas. A review of access will take place during orientation week.

Students will be required to sign a form stating they understand there will be a charge for a lost fob. Included in this form is an agreement not to loan, transfer, misuse, or alter the key fob. Any violations of this agreement will be treated as student misconduct.

A student should report a lost fob to the Office of Student Affairs promptly (within 24 hours if possible) so the fob can be deactivated. Students requiring new fobs are asked to contact Angela Fischer, (989) 7747547, to determine time and location they may pick a new one up (replacement fee may apply).

CMED reserves the right to reserve any room for specific events, and early notice will be posted to avoid student inconvenience.

**CMED STUDY ROOMS**

Located in CMED, the Opperman Learning Commons, an annex of University Libraries, is designed to be a 24 hour/7 day-a-week group study space, 32 seats, an 8 seat Group Study Room, and 12 secure Internet connections available for student laptops. The medical library collection is nearly 100% electronic, in order to provide 24/7 on-site and off-site access to library resources. Opperman Learning Commons is supported by an onsite faculty-level medical librarian, in addition to support and services offered through University Libraries. Additionally, at the Saginaw Campus, CMED Knowledge Services also provides library support.
For more information about available CMED Library Services and hours, please visit the Medicine Library Guide: http://libguides.cmich.edu/medicine

There may be CMED space set aside to reserve for group study, school related group meetings, or tutoring when not in use for designated class sessions. Students are asked to check with the Office of Student Affairs about availability and reserving space. Availability would be on a first come, first serve basis and it is the responsibility of students to leave the space clean and in order after use.

LOCKERS

Students will be assigned lockers located on the first floor of the CMED building during orientation.
Students must supply their own stainless steel combination lock. Key locks are not allowed.

CMU ID

Students will be issued an ID card and an ID badge during orientation. They will be required to carry the ID card on their person during class time on the main campus and wear the badge while at away assignments such as ICE and at clinical affiliates.

The campus ID card will allow students to use various student services as well as banking services. The first card is issued to the student at no charge. There will be a fee assessed for a replacement ID card due to loss or damage. Contact the Campus ID Office for additional information at 989-774-3484. ID cards and badges will be distributed during orientation week.

CLINICAL SITES

Individual ID cards or badges for clinical work may be issued at designated clerkship sites. Students will be asked to adhere to the specific site’s instruction, regarding wearing the ID badge while working at the facility.

STUDENT DRESS CODE AND PERSONAL APPEARANCE

The personal appearance of staff, physicians and other health care providers, students and volunteers is important in our interactions with patients and visitors. Employees will dress in a way that establishes confidence and respect for the institution, while maintaining the health and
safety of patients, visitors and employees. Guidelines apply to all staff, physicians and other health care providers, students and volunteers on both East and West Campuses in the administrative, clinical, and educational spaces. In addition to the formal CMED policy, the inaugural class created guidelines which are posted in the student lounge and also available with in the Office of Student Affairs.

**PLEASE SEE THE INTERNAL CMED WEBLINK FOR FORMAL POLICY AND PROCEDURES:**

**STUDENT ID NUMBER**

Your student ID number is the official identification number that allows CMU staff and faculty to uniquely identify each student. CMU does not use social security numbers to identify students, although it is required for financial aid purposes. Student ID numbers can be located on a student’s personal site under “My Profile”. CMU staff does not have access to an individual’s CMU email or Central Link portal site with their student ID number.

**TECHNOLOGY**

**COMPUTER RECOMMENDATIONS**

Students are required to have a computer. The following is an outline from our IT experts and faculty regarding recommendations for incoming students that will satisfy CMU College of Medicine platform requirements for curriculum materials.

**Recommended Hardware Configuration:**

- 13” – 15” internal display
- Intel Core i5 Processor
- 4 GB RAM (Memory)
- Wi-Fi 801.11 a/g/n enabled (Dual Band 2.4Ghz and 5Ghz Wi-Fi enabled)
- Webcam and Mic

**Preferred Laptop Computers:**

PC
*Dell Inspiron 7000 Series (approx. $1000)*
• Intel Core i5 Processor
• 128 GB Solid State Drive
• 4 GB RAM (Memory)
• Wi-Fi 801.11 a/g/n enabled (Dual Band Wi-Fi)
• Webcam and Mic
• 3 year warranty

Microsoft Surface Pro 3 (approx. $1100)
• Intel Core i5 Processor
• 4 GB RAM (Memory)
• Wi-Fi 801.11 a/g/n enabled (Dell Wireless Dual Band Card)
• Webcam and Mic
• 3 year warranty

Mac

MacBook Air 13” (approx. $1350)
• Intel Core i5 Processor
• 128 GB Solid State Drive
• 4 GM RAM (Memory)
• Wi-Fi 801.11 a/g/n enabled (Dual Band Wi-Fi)
• Webcam and Mic
• 3 year warranty

MacBook Pro 15” (approx. $2000)
• Intel Core i7 Processor
• 4 GB RAM (Memory)
• Wi-Fi 801.11 a/g/n enabled (Dual Band Wi-Fi)
• Webcam and Mic
• 3 year warranty

PORTABILITY

While there isn’t a set requirement for laptop size, it is important to weigh the pros and cons when picking a device (especially size and weight). A 15” laptop will provide a larger desktop, but is more difficult to transport. A 13” laptop is easier to transport, but offers less screen real estate.

PC OR MAC

This is up to you. Pick a platform that you are most comfortable with. The College of Medicine will provide student access to web-based applications that are platform independent. A MacBook Pro may cost more than a Dell, but can run both Windows and
Mac OS. The Dell Platform is CMU’s standard business laptop, and has proven to be a reliable computer.

**ACCESSORY RECOMMENDATIONS**

**External monitor**

An external monitor may be a good addition to your desk at home. Being able to plug your computer into a second display will allow you to view additional application windows. For example, lecture notes could be opened on one screen, and Microsoft Word could be opened on another. In order to gain benefits from an external monitor, consider the following:

- The monitor is 20” or larger. A monitor smaller than 20” may not provide much added benefit.
- Your laptop should come with a VGA adapter, if it is needed. But, if it doesn’t, adding one as an accessory is a good idea. It can also be used when hooking your laptop to a projector or TV.

**Portable mouse**

A portable mouse may be a good inclusion to your computer bag. A wireless or USB mouse may come in handy at your desk or on the go.

**External Hard Drive and/or Flash Drive**

CMU does provide 1 TB of cloud storage in Microsoft OneDrive and 5GB of online storage for all students through the U: Drive service, but it is good practice to have a flash drive or possibly an external hard drive in your computer bag. If you need to quickly copy files or backup important data, portable media will be nice to have on hand.

**SOFTWARE**

**Microsoft Office**

Probably the most important software that can be installed on a student’s computer is a productivity suite. We recommend Microsoft Office. It is used across campus, and is most compatible with our systems. Microsoft Office is available free to students. Visit [http://cmich.edu/msoffice](http://cmich.edu/msoffice) for more information.

**Microsoft Security Essentials / Windows Defender**

Good anti-virus software should be installed on all computers. In order to join the CMU network in the graduate housing, all computers must have an up-to-date Anti-Virus program.
installed. Microsoft Security Essentials (Windows Defender) is the recommended, free, anti-virus software provided by Microsoft. Visit http://resnet.cmich.edu for more information.

Virtual Lab

The Virtual Lab is available to all students, and is a very popular service provided by CMU. It allows students to connect to a virtual computer, and access CMU licensed software. It’s very similar to going to a traditional computer lab, but you don’t have to leave your room. Visit http://labs.cmich.edu for more information.

Printer Recommendations

PrintQ

Undergraduate and graduate students have access to PrintQ, the campus printing service. Documents can be queued for printing from computer labs, your personal computer, or mobile device, and released at many PrintQ enabled printers across campus.

Here are some highlights of the PrintQ service:

- PrintQ Remote Printing stations all around campus (including CMU College of Medicine and the Saginaw Educational Building)
- $45 of quota per year (1,125 black and white pages)
- No need for local printer. Less configuration issues and hassles of purchasing paper and ink.

More information can be found at http://labs.cmich.edu

Local Printer

A local printer can be purchased for around $100 - $200, however, with the PrintQ service being available to all medical students, it’s not a necessary purchase.

Mobile Device Recommendations

Smartphone

Owning an Apple or Android smartphone, with mobile data (3G or 4G) enabled will greatly benefit the needs to a student on-the-go. Access to email, the web, and other mobile applications allows for constant connectivity to other students, faculty, and staff.
Tablet

A tablet is a great on-the-go computing addition to a laptop workstation, and can also be used as a textbook E-Book reader. All textbooks will be available in E-Book format, and are supported by iOS devices.

Campus Resources

The Office of Information Technology Help Desk is CMU’s main provider of technology support to students, faculty, and staff (on or off-campus), 7 days a week. Whether you have a technical question or need help fixing a technical issue, you can count on the Help Desk for assistance. The Help Desk’s expert staff consists of trained Information Technology personnel as well as competent student technicians.

The range of Help Desk support covers issues related to software packages installed on your personal computer, to network resources, as well as telephone and cable repair in the graduate housing. The Help Desk supports ANYTHING - Windows or Mac, ethernet or wireless, phone or cable. Check with them if you have questions about your IT needs.

Services

- Central point of contact for technology problems
- Problem and knowledge management
- Account assistance
- System and technology information
- Software and hardware troubleshooting
- Office and personal computer repair
- Telecommunications and cable equipment
- Telephone and cable TV repair
- Software distribution
- Test and survey scanning

Hours

- Mon-Thurs: 7 a.m. to Midnight
- Friday: 7 a.m. to 6 p.m.
- Saturday: 12 p.m. to 6 p.m.
- Sunday: 12 p.m. to Midnight

* Please note these hours may vary based on library hours. To check current library hours as well as any holiday exceptions, you can look online at the following link:
  https://www.cmich.edu/library/hours/Pages/default.aspx
Contact Options

- Walk-in: Park Library 101
- Phone: (989) 774-3662
- Email: helpdesk@cmich.edu

EMAIL

GLOBAL ID

All CMU students, faculty, and staff are issued what is referred to as a “Global ID”. Your Global ID consists of the first five letters of your last name, a number, and your first and middle initials (e.g. Jones1aa.). Activating your Global ID and password is an important and required first step in connecting to CMU’s virtual infrastructure and services.

Your Global ID and password provide secure access to a variety of systems via Centrallink. If you experience difficulty using your Global ID and/or password, contact the CMU Information Technology Help Desk for assistance (989-774-3662 or online at the following link: http://helpdesk.cmich.edu

When you activate your Global ID, you also activate your CMU e-mail account. Your CMU e-mail account provides a means for delivery of communications from CMU. Each time you wish to log into your CMU e-mail account you will need your Global ID and password. You can access your CMU e-mail account via the Centrallink portal.

It is vital that you check your CMU e-mail account on a daily basis. If you choose you can forward your CMU e-mail to another account or vice versa. However, official University communications are sent only to your CMU e-mail account and the University expects that students are accessing their CMU e-mail.

Examples of CMU communications sent only to your CMU e-mail account.

- Tuition Statements and Payment Deadlines
- Financial Aid Updates
- Registration Notifications
- Faculty-Student Correspondence
- Academic Progress Communications
- Course-related Information
**CENTRAL LINK**

Central Link is CMU’s web-based information portal which puts CMU at your fingertips! Students are able to access the items below via one mail log-in.

Accessing the Centrallink portal:
- Visit [http://Centrallink.cmich.edu](http://Centrallink.cmich.edu)
- Enter your Global ID and password

Via your Global ID and password, the Central Link portal provides easy access to:
- CMU e-mail
- CMU directory
- Grades
- Registrar’s Office
- Course registration
- View/pay bill
- Academic history

**CMU STUDENT SERVICES OFFICES**

The University Center (UC) across from the Park Library has several helpful services for students including a post office, bank, the CMU bookstore, and CMU student service offices. See the link below for more information:
[https://www.cmich.edu/fas/ras/urec/university_events/bovee/Pages/student_services.aspx](https://www.cmich.edu/fas/ras/urec/university_events/bovee/Pages/student_services.aspx)

**DINING**

There are many choices for dining as a CMED student. The following link will allow you to access dining on campus:

A coffee and snack shop, Java City, is located in the adjacent College of Health Professions for student convenience. The local area has a variety of places to dine in or take out, as well as plenty of stores to purchase groceries for home dining.
**EXERCISE**

The Student Activity Center (SAC) is considered one of the finest college recreational facilities in the Midwest. The SAC was built in 1990 as an addition to Rose Center. It covers 175,000 square feet and is fully accessible to people with disabilities. The facility houses a swimming pool, racquetball, basketball and volleyball courts, a bowling alley and fitness centers with strength training equipment and free weights. Students and community members use the SAC for a wide variety of activities including aquatics, group fitness, personal training, jogging, billiards, indoor soccer, archery, table tennis, badminton, tennis, floor hockey, dancing and leisure activities.

See the link below for more information:
https://www.cmich.edu/fas/ras/urec/Pages/default.aspx

**CHILD CARE**

CMU does have a day care center with limited availability. The following site has more details:
https://www.cmich.edu/colleges/ehs/unit/cdll/Pages/default.aspx

**LOCAL AREA**

**Mount Pleasant and Surrounding Area**

Mount Pleasant, Michigan is located in Isabella County and has a population of 26,675 (2008 census). The number of enrolled on-campus CMU students was 20,504 during fall 2012. Mount Pleasant feels like a classic college town, with a blend of natural features, exciting developments and small-town life. Mission Street features many popular larger stores and restaurants, while downtown Mount Pleasant offers boutiques and intimate restaurants. Historic Downtown Mount Pleasant features fine dining, shopping, and the historic Broadway Theatre. Take a scenic canoe trip down the winding Chippewa River, enjoy a theatrical or musical performance at Central Michigan University, or make the journey to the Ziibiwing Center and learn more about the Saginaw Chippewa Indian Tribe. Mt. Pleasant is also home to the Soaring Eagle Resort and Casino, and each year is host to many top performing artists.

Nature lovers enjoy the 80-mile-long Chippewa River, which runs right through Mount Pleasant. Whether by canoe, kayak or tube, the Chippewa River winds its way through Isabella County offering year-round opportunities to view wildlife, do a little fishing or just relax while the river carries you away. Mount Pleasant has over 15 parks to choose from, offering an
abundance of beautiful areas for picnics, fishing, swimming, nature and bike trails, sledding, cross-country skiing, as well as a skate park. The Mount Pleasant area provides quality recreational opportunities for the enjoyment and well-being of all area residents and visitors. Try taking a hike through Deerfield Nature Park, the entire family will enjoy the Michigan Corn Maze, or stop and buy some fresh produce at the Farmers Market.

**SAGINAW AND SURROUNDING AREA**

Saginaw, Michigan is located in Saginaw County and has long been known for its productive agricultural lands, lively culture, thriving manufacturing base, and bountiful natural resources. Located along the Saginaw River, Saginaw is located just 90 miles from Detroit and just 15 miles from Lake Huron offering convenient access to the Great Lakes for business and pleasure.

Originally inhabited by Native Americans, the name Saginaw is believed to mean “where the Sauk were” in the Ojibwe language. As once a thriving lumber town and manufacturing center, Saginaw is rich with cultural experiences and a diverse quality of life. Among Saginaw County’s 810 square miles and five major communities (Saginaw, Saginaw Township, Birch Run, Chesaning, and Frankenmuth), there is a vast system of waterways and woodlands as well as several nature preserves, golf courses, trails, and other outdoor opportunities.

Saginaw offers plenty of entertainment in the downtown area, where places such as the Children’s Zoo, the Dow Event Center and the recently restored Temple Theatre offer live entertainment. The Dow Event Center is also home to Saginaw’s junior ice hockey team, the Saginaw Spirit of the Ontario Hockey League as well as The Saginaw Sting, an indoor football team. For effortless family fun, Saginaw is home to one of the most authentic Japanese Tea Houses in all of North America as well as 1 of only 5 AZA accredited zoos in Michigan.

From outdoor festivals such as Friday Night Live to the Greek Fest, Saginaw is known for its unique festivals and events. The Andersen Enrichment Center and the Lucille E. Andersen Memorial Rose Garden are part of Saginaw’s rich park system, which are used to host several public events throughout the year.

When it comes to the historical aspects of Saginaw, the city is also home to the Saginaw Art Museum as well as the Castle Museum that hosts temporary exhibitions and permanent collections throughout the year. For children, the Mid-Michigan’s Children’s Museum feature’s hands-on fun and learning experiences for children. As a dynamic partner in a growing region, Saginaw is proud to be in the heart of the Great Lakes Bay Region.
SECTION SEVEN: CMED CONTACT NUMBERS AND CMU RESOURCES

CMED CONTACT NUMBERS

ADMISSIONS
2520 S. University Park Dr., Bldg. D
(989) 774-7882

FINANCIAL AID
1401 CMED
(989) 774-7880

OFFICE OF THE DEAN
2405 CMED
(989) 774-7570

MEDICAL EDUCATION
2405 CMED
(989) 774-7864

OFFICE OF ADMINISTRATION
2520 S. University Park Dr., Bldg. D
(989) 774-7547

OFFICE OF STUDENT AFFAIRS
1401 CMED
(989) 774-7880

(989) 746-7508 Saginaw

CLINICAL SKILLS CENTER
2404 CMED
(989) 774-1633

OPPERMAN LEARNING COMMONS
1427 CMED
(989) 774-1241

CMED RESEARCH BUILDING
2630 Dennison Dr.
(989) 774-2901
CMU RESOURCES

CAMPUS PARKING SERVICES

The Parking Services division of the CMU Police Department distributes parking permits for CMU affiliates and campus visitors while maintaining all related records. This area is also responsible for the collection efforts associated with parking citations and citation appeals. For questions concerning billing, parking permits, citations and locations, contact us at (989) 774-3083 Monday-Friday, 7:30am-5:00pm or email parking@cmich.edu.

https://www.cmich.edu/fas/police/Pages/Parking_Services.aspx

DIVERSITY

The Office for Institutional Diversity leads CMU in promoting and fostering an inclusive and respectful culture that values and supports diversity. The following units fall under the guidance of the Office for Institutional Diversity that strive to create a diverse university culture:

- Multicultural Academic Student Services
- Office of Diversity Education
- Native American Programs
- Office of Lesbian Gay Bisexual Transgender Queer Services

Office for Institutional Diversity
https://www.cmich.edu/fas/ras/urec/university_events/bovee/Pages/student_services.aspx

Multicultural Academic Student Services

Office of Multicultural Academic Student Services (MASS) assists students in acclimating to the cultural, racial, and ethnic diversity climate at CMU. The office coordinates a variety of services, programs, and activities designed to assist students academically, socially, professionally and personally. In particular, MASS focuses on the needs and concerns of African American, Asian American, Hispanic/Latino American, and Native American students. The office works closely with diverse student groups in planning implementing academic, social, and recreation activities. Specific programs and initiatives offered through MASS include, but are not limited to, cultural celebrations, Supplemental Instruction, Men About Change mentoring program, and retention initiatives for the Multicultural Advancement, Distinction and Lloyd M. Cofer scholarship recipients. MASS actively promotes the appreciation and pride for cultural diversity on campus and in the Mount Pleasant community.

https://www.cmich.edu/office_provost/OID/MASS/Pages/Default.aspx
Office of Diversity Education

The Office of Diversity Education (ODE) represents diverse backgrounds and cultures on campus and helps fulfill the university’s mission to increase students’ respect, acceptance, and understanding of diverse people. The office coordinates diversity training and workshops conducted on and off campus. The ODE also provides co-curricular activities that complement CMU’s academic programs. These activities include art exhibits from around the world, concerts by contemporary blues, jazz, and other musicians, workshops on multicultural education, presentations by guest speakers, and more.
https://www.cmich.edu/office_provost/OID/ODE/Pages/default.aspx

Native American Programs

The Native American Programs Office (NAP) focuses on the recruiting and retention of Native American students to higher education, creating a comfortable environment on campus, and assisting students in their programs and life endeavors. NAP seeks to increase awareness of cultural, social, and artistic traditions of the Native American culture on campus and through community outreach.
https://www.cmich.edu/office_provost/OID/NAP/Pages/default.aspx

Office of Lesbian Gay Bisexual Transgender Queer Services

The Office of Lesbian Gay Bisexual Transgender Queer Services coordinates programs that raise the awareness about lesbian, gay, bisexual, and transgender (LGBTQ) concerns. In addition to its important educational roles, this office supports and gathers resources to meet the needs of these communities. The office holds programs, classroom presentations, and forums addressing various topics related to sexual orientation/identity and gender identity/expression. Office resources include literature on social and political issues and subscriptions to a number of journals and publications.
https://www.cmich.edu/office_provost/OID/LGBTQ/Pages/Default.aspx

PARK LIBRARY

Park Library is located on the main campus of CMU. In addition to the extensive resources available at the library, you can also reserve a quiet study room and print documents.

For more information about available services and library hours visit the library website at http://library.cmich.edu/
CMU POLICE

The Central Michigan University Police Department works in partnership with the entire university to maintain a safe, secure and orderly living and learning environment. In addition to traditional responsibilities, the department offers many other services, including speaking to student groups and providing night time escorts.

More information about CMU’s police force and the services they provide the community, please visit their website at: https://www.cmich.edu/fas/police/Pages/default.aspx

STUDENT DISABILITY SERVICES

CMU is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university’s campus-wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Office of Student Disability Services is responsible for determining these accommodations and providing services and assistance to enrolled students who are either permanently or temporarily disabled. The SDS office is located in Park Library, Suite 120, and is part of the Office of the Dean of Students.

CMU has many services for students, offered by various offices. Decisions regarding disability specific accommodations are made on a case-by-case basis. The registration process is a complex and lengthy one (4-6 weeks) so students are encouraged to start the process early. For the first step, students with a disability are encouraged to meet with a member of the CMED Office of Student Affairs who can advise on how to notify Student Disability Services (SDS) when they are enrolled in course work. Please refer to the policy, “Accommodations for Students with Disabilities” in Section 3.

For further information regarding CMU’s Student Disability Services please see the following link: https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

MARY ELLEN BRANDELL VOLUNTEER CENTER

Become involved with service beginning at orientation! The Volunteer Center at CMU can connect you with our community.

The Volunteer Center is your connection to various volunteer opportunities across the Mid-Michigan area. To sign up for events, log volunteer hours, and hear the latest news, join the Volunteer Center’s OrgSync page! https://orgsync.com/26702/chapter
Writing is a skill that students will use as a professional in any field, and it is important that you write well. No matter what degree you're pursuing - the Writing Center is free to all CMU students and can assist you with any writing project. With three locations on campus and extended hours, writing assistance is more available than ever. Center services include one-on-one consulting, online, for-credit classes, workshops, and outreach. During the academic year, the Center is open over 125 hours weekly among the four sites: Sunday 5:00 p.m. to 9:00 p.m., Monday through Thursday 9:00 a.m. to 9:00 p.m., and Friday 9:00 a.m. to 1:00 p.m. While the on-site hours are substantially reduced for summer (approximately 30 hours/week), the online service operates 24/7, 51 weeks of the year.

https://www.cmich.edu/colleges/cgs/grad_student_orientation/Pages/Writing-Center.aspx