

Central Michigan University
Standard Information for Specialized Accreditation Submissions

CMU Overview

- Established in 1892, CMU is one Michigan's 15 publicly-supported universities.
- Main Campus is located in Mount Pleasant, MI with programs and courses also offered at over 30 satellite locations in the USA and Canada and online
- Accredited by the Higher Learning Commission (HLC). HLC is an institutional accrediting agency recognized by the U.S. Department of Education. CMU's next Reaffirmation of Accreditation will be in 2025-26
- Classified by the Carnegie Foundation as R2: Doctoral University/ Higher Research Activity. Among just five percent of U.S. universities in the highest two Carnegie research classifications.
- A State Authorized Reciprocity Agreement (SARA) participant. SARA is "an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs". It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts
- Offers selected high quality graduate programs in traditional disciplines and professional fields. Via its main campus, online and at its satellite locations CMU provides access to credit and non-credit academic programs and lifelong learning opportunities both nationally and internationally through a variety of innovative instructional methods and schedules designed to meet the demands of traditional and non-traditional populations.
- Within its undergraduate programs, CMU emphasizes a balance between general education and specialization. In addition to educational depth in at least one academic discipline or professional field, CMU provides educational experiences in the arts, humanities, natural and social sciences, global cultures, and issues of race and diversity.
- CMU is focused on excellent teaching and student learning and is committed to providing a broad range of undergraduate and graduate programs and services to prepare students for varied roles as responsible citizens and leaders in a democratic, diverse, and global society. Programs encourage intellectual and moral growth and prepare students for meaningful careers and professions, instill the values of lifelong learning, and encourage civic responsibility, public service, and understanding among social groups.
- CMU encourages research, scholarship, and creative activity and promotes the scholarly pursuit and dissemination of new knowledge, artistic production, and applied research. Through its support of research, the university enhances the learning opportunities of undergraduate and graduate students and promotes economic, cultural, and social development. The university's sense of community is reflected through a governance structure that allows broad-based participation, opportunities for close student-faculty interaction, and a rich array of residential and campus-based co-curricular activities. Through its partnerships and outreach efforts, the university promotes learning outside of the traditional classroom and positively impacts the surrounding communities.

History of CMU

<https://www.cmich.edu/about/Pages/History.aspx>

- Central Michigan University is in its second century as an institution of higher learning focused on student-centered education. Central opened its doors on September 13, 1892, as the Central Michigan Normal School and Business Institute, with classes in teaching, business and stenography. At that time, few of the state's teachers received any formal training in teaching, so school founders made teacher training their mission in founding the state's second normal school.
- Thirty-one students attended classes in second-floor rooms over an office on the corner of Main and Michigan streets in downtown Mount Pleasant. Most students at the time were eighth-grade graduates, attending the "Normal" for a few weeks or months prior to beginning their careers as teachers. Within the first two years, land was acquired and a \$10,000 Normal School Building was constructed where Warriner Hall now stands.
- Since then the school has undergone significant growth and change, yet still remains committed to preparing students for personal and professional success, as well as civic engagement, throughout their lives after graduation.
- In 1893, it became known as Central Michigan Normal School.
- In 1895, the Michigan State Board of Education assumed control of the school, which had grown to 135 students, renaming it Central State Normal School. The transition to the new name was fluid, with many holding onto the title Central Michigan Normal School for a few years.
- By 1898, enrollment had more than tripled to 450 students. In January 1906, the Normal School surpassed 1,000 graduates.
- From Central's early years, alumni were making international impacts, with graduates teaching not just all across the country, but also in Canada, Puerto Rico and the Philippine Islands as early as 1909.
- Throughout this time, Central's educational offerings also were growing more comprehensive. Students completing two years of schooling beyond high school began receiving their life teaching certificates in 1903. The school's first psychology clinic was established in 1910, and Central was accredited by the North Central Association for the first time in 1915. In 1918, the bachelor of arts degree was first awarded, followed by the bachelor of science in 1927. Central's first graduate courses were offered in 1938.
- In the decades preceding World War II, the school's name changed again — first to Central State Teachers College in 1927, then to Central Michigan College of Education in 1941 — while enrollment rose to more than 1,800 students.
- In the post-war years of 1949-59, Central's first master's degree was accredited by the North Central Association, and the first large student residence halls and married housing units were built.
- In 1955, another name change, to Central Michigan College, reflected the diversification in course offerings beyond education. Then, on June 1, 1959, with an enrollment of 4,500 students, Central became Central Michigan University, a designation representing further growth in the complexity of the school's academic programs. Many students enrolled in pre-professional programs for medicine and law, while advances in science and technology created even wider curricula.

- Through the 1960s, enrollment grew to more than 14,000 students. The enormous rate of growth caused significant change in the character of the university. Buildings were constructed on the land south of Preston Street, more than doubling the physical size of the campus.
- The gift of Neithercut Woodland near Farwell and the establishment of CMU's Biological Station on Beaver Island gave the university valuable facilities for specialized studies.
- In 1971, the Institute for Personal and Career Development was established to provide academic programs for students with limited access to traditional forms of education. The next year, CMU became one of the first universities to take programs directly to military students, beginning in 1972 with two Michigan National Guard Air Force bases – Wurtsmith and Kincheloe. Nearly 50 years later, CMU has satellite locations at 20 military installations from New York to Hawaii, offering face-to-face, online and hybrid classes. More than 155 U.S. flag officers hold CMU degrees
- Over the next 50 years, the Institute for Personal and Career Development grew into what is now known as CMU's Global Campus serving over 4,000 students online and at over 30 satellite locations.
- It was during this era that the university began to recruit faculty representing diverse geographic and institutional backgrounds and areas of expertise in order to more fully prepare students for the increasingly global society. The standards set for teaching and research in this period continue to shape the university today.
- The technological advances of the 1980s spurred further program expansion, especially throughout the sciences, and ground was broken for the Industrial Engineering and Technology building in 1987. Other construction followed, including the Dow Science Complex, Applied Business Studies Complex and Student Activities Center. CMU's Global Campus continued to grow as well, and the university offered its first online courses in 1994, offering courses to students around the world.
- Campus continued to expand with the addition of academic, athletic and residential buildings through the 1990s and the early 21st century. The modern Music Building was opened in 1997, followed by a \$50 million expansion of the Park Library in 2002 and the state-of-the-art Health Professions Building and several residence halls in 2003. CMU's newest buildings are the technologically advanced and LEED-certified Education and Human Services Building, which opened in 2009, and the John G. Kulhavi Events Center, which opened in December 2010 and also includes environmentally friendly features.
- The College of Medicine, the nation's 137th medical school, was established in 2009 with a mission of improving access to high-quality health care in Michigan, especially in rural and medically underserved communities. It was created to address the shortage of physicians in Michigan and the need for quality health care. The College of Medicine's first class of 62 individuals graduated in 2017, each one of them obtaining residency.
- The four-story, 169,000-square-foot LEED silver level certified Biosciences Building opened to students in January 2017, providing students and faculty greater opportunities for meaningful hands-on research and opening the doors for leading researchers and scholars to come to CMU.
- In January 2020, the LEED-certifiable 57,969 square foot Center for Integrated Health Studies expansion to the College of Health Professions was opened.

- And even though so much has changed over the last two centuries, Central Michigan University continues to uphold the values inscribed upon its seal in 1892: Sapientia, Virtus, Amicitia – wisdom, virtue, friendship.

CMU Main Campus Building and Space Information

https://www.cmich.edu/about/locations_maps/CampusMap/Pages/default.aspx

- Total main campus acreage: 871 acres
- Total number of academic buildings: 41 Academic/Administration buildings
- Total number of resident halls: 20
- Total building square footage: 6,226,856 square feet
- Buildings of note:
 - Beaver Island Biological Research Station is 130 acres with 49,732 sf of facilities, including a boathouse and Great Lakes research facilities
 - LEED-certified 146,630 square foot Education and Human Services Building
 - LEED silver level certified Biosciences Building - completed in 2016 is a 168,970 square feet state-of-the-art research and educational facility
 - LEED-certifiable 57,969 square foot expansion to the College of Health Professions completed in 2019

Off-Campus Information

College of Medicine (CMED) Saginaw is a 51,971 square feet research and educational facility

<https://www.cmich.edu/colleges/cmed/Pages/default.aspx>

CMU offers academic programs at over 30 satellite locations in the United States and Canada administered through their administrative unit - Global Campus

<https://www.cmich.edu/global/locations/Pages/default.aspx>

University Vision, Mission, and Core Values

https://www.cmich.edu/about/Pages/university_goals.aspx

University Vision Statement

Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation.

(Adopted by the Board of Trustees, December 6, 2012)

Mission Statement

At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.

(Adopted by the Board of Trustees, December 2, 2010)

Core Values

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence and innovation.

(Adopted by the Board of Trustees, December 2, 2010)

CMU Strategic Plan: Advancing Excellence 2017-2022

https://www.cmich.edu/about/Strategic_Planning/Pages/default.aspx

Imperative I: Nurturing Student Success

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

Strategies

1. Review and modify all undergraduate degree programs so that they require no more than 120 credits (unless more are required by external accreditors), which would allow most students to graduate in four years. Evaluate the curriculum for enhancing efficiency.
2. Provide the following:
 - a. Faculty and staff who possess the necessary disciplinary and teaching expertise to help students meet learning outcomes.
 - b. Courses, programs, cocurricular, and extracurricular experiences — whether face-to-face, online, or hybrid — for the diverse range and geographical locations of our students as well as their current and continuing educational and professional development needs.
 - c. Appropriate, adequate, and proactive student services (e.g., advising, mentoring, career services, degree audit).
3. Enhance infrastructure to support teaching and learning and to help undergraduate students develop college-going identities (e.g., curricular policies and procedures, classrooms and laboratories, instructional technologies and other resources, writing and math centers, first-year gateway courses and experiences).
4. Examine the organizational structure of the academic and administrative divisions for ways to increase efficiency and effectiveness that will enhance student success.
5. Support strategic enrollment management practices and merit-based financial aid to recruit exceptional undergraduate and graduate students.
6. Conduct and review the results of program assessments, the National Survey of Student Engagement, and exit and alumni surveys to ensure that courses, programs, co-curricular, and extra-curricular experiences prepare students for their lives, careers, and/or career advancement.
7. Implement multi-year course schedules and multise semester registration.
8. Make a more robust effort to prepare students for careers and career advancement (e.g., internships, job placement assistance, etc.) and to identify and follow the employment of our graduates.

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

Imperative II: Fostering Scholarly Activity

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

The types and purposes of scholarship at CMU vary:

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

Strategies

1. Recruit and retain talented, diverse faculty, undergraduate and graduate students, and staff.
2. Support merit-based financial aid to recruit exceptional students.
3. Provide effective infrastructure to support scholarly activity among faculty, students, and staff (e.g., information technology and networks, appropriate laboratory space, library and information resources, performance venues).
4. Provide effective resources and professional development to support scholarship (such as sabbatical and assistance with grant writing, compliance and sponsored programs).

- Celebrate and advertise in our press releases, marketing materials and other venues the scholarly activities of our faculty, students and staff.

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

Imperative III: Strengthening Partnerships

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

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

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

The Carnegie Foundation also provides criteria for deciding whether universities merit receiving Community Engagement Classification, and we will use those as strategies for strengthening our partnerships. Strengthening our partnerships relies heavily on the other two imperatives: nurturing student success and fostering scholarly activity. Partnerships demonstrate our excellence and the value of a CMU degree. The partnerships we have already established and those we seek to establish are intended to benefit in tangible ways not only our partners but also our students, faculty, and staff. The benefits to our partners include, for example, economic development, public health and wellness, technical assistance, and problem solving.

Benefits to students, faculty and staff include, for example, opportunities for scholarly activity (broadly defined), community service, and real-world teaching and learning.

Strategies

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

Establish an Office of Community Engagement to coordinate and implement the above strategies and submit a proposal to the Carnegie Foundation.

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

Enrollment Information – Fall 2019

Unduplicated Head Count – by Campus of Admission

Total: **19,431**

Main Campus: **15,141**

Global Campus Face-to-Face: **801**
Online: **3,408**

Duplicated Headcount by Location of Course

Online: **7,658**

Further breakdown by Campus of Admission

Main Campus: **3,909**

Online: **3,380**

Global Campus Face-to-Face: **369**

New Freshmen: **2,473**

New Transfers: **967**

Retention Rate: **74.0%**

Academic Colleges

<https://www.cmich.edu/academics/Pages/Colleges.aspx>

[College of the Arts and Media](#)

[College of Business Administration](#)

[College of Education and Human Services,](#)

[The Herbert H. and Grace A. Dow College of Health Professions](#)

[College of Liberal Arts and Social Sciences,](#)

[College of Medicine](#)

[College of Science and Engineering](#)

[College of Graduate Studies](#)

Degrees Offered

Undergraduate Degrees

BA: Bachelor of Arts

BAA: Bachelor of Applied Arts

BFA: Bachelor of Fine Arts

BIS: Bachelor of Individualized Studies

BMus: Bachelor of Music

BMusEd: Bachelor of Music Education

BS: Bachelor of Science

BS: Bachelor of Science with an option in Community Development*

BSAT: Bachelor of Science in Athletic Training

BSBA: Bachelor of Science in Business Administration

BSCmpE: Bachelor of Science in Computer Engineering

BSED: Bachelor of Science in Education

BSEE: Bachelor of Science in Electrical Engineering

BSEE: Bachelor of Science in Environmental Engineering

BSET: Bachelor of Science in Engineering Technology

BSME: Bachelor of Science in Mechanical Engineering

BSN: Bachelor of Nursing
BSW: Bachelor of Social Work

Graduate Degrees

MA: Master of Arts
MBA: Master of Business Administration
MEV: Masters of Entrepreneurial Ventures
MHA: Master of Health Administration
MM: Master of Music
MPA: Master of Public Administration
MPH: Master of Public Health
MS: Master of Science
MSA: Master of Science in Administration

Specialist Degrees

EdS: Specialist in General Education Administration
SPsyS: Specialist in Psychological Services

Doctoral Degrees

AuD: Doctor of Audiology
DET: Doctor of Education Technology
DHA: Doctor of Health Administration
DPT: Doctor of Physical Therapy
EdD: Doctor of Education
MD: Doctor of Medicine
PhD: Doctor of Philosophy

Academic Programs

<https://www.cmich.edu/academics/Pages/academicsA-Z.aspx>

CMU offers more than 200 academic programs at the undergraduate, masters, specialist, and doctoral degree levels as well as a number of undergraduate and graduate certificates.

Academic Bulletin

The most up-to-date list of all academic programs is in the CMU *Bulletin*

<http://cmich.smartcatalogiq.com>

CMU Library Services

<https://www.cmich.edu/library/Pages/default.aspx>

Overview

- The Central Michigan University Libraries provides access to library services and resources for CMU students, faculty, and staff both on campus and off. Consisting of the University Library and the Clarke Historical Library, the CMU Libraries is central to learning and research at the university.

Building and Space Allocation

04/2020

- The Charles V. Park Library is a 300,000 square foot building which was remodeled and enlarged in 2002. Located in the heart of CMU's campus, its internal corridor within the building, adjacent to the main library entrance, is a main thoroughfare between north and south campus buildings.
- The library employs 54.5 FTE staff and 100 student workers.
- The library has public seating for more than 2,500 users in a variety of spaces. General seating, individual study rooms, group study rooms, classrooms, and meeting rooms are available.
- There are 275 computer workstations for use by students, staff, and visitors, along with printing and scanning capabilities. Wireless Internet access is available for students who bring their own laptops or mobile devices to the library.
- The main library is open 100 hours per week during the Fall and Spring semesters and an extended hours study area is open 24/5, from Sunday mornings through Friday at midnight. Hours of operation vary during the Summer semester and intersession weeks.

Library Collections

- Approximately 1,000,000 books and other print items are available, along with and 700,000 electronic books.
- The library maintains subscriptions to 250 electronic databases, through which users can access journal articles, reports, and other information.
- The electronic, full-text content of more than 100,000 journals and 125,000 multimedia items is accessible around the clock and from any location.
- Items not owned by the library can be obtained from other institutions through the library's interlibrary loan service (known as Documents on Demand). This service allows CMU students, staff, and faculty to obtain copies of materials from other institutions at no charge.
- The library offers a copyright clearance service to assist instructors with placing items on course reserve within the Blackboard course shell

Additional Services

- Whether taking or teaching classes on the main campus, online, or at a CMU satellite location, students have access to librarians for help via email, chat, or telephone and at the Research Help desk in the Park Library building. In-depth research consultations are available in-person and online.
- Librarians are available to assist faculty with their research and with library-related course elements.
- Course- and assignment-specific library instruction is available to all faculty upon request.
- A number of additional academic support services are conveniently located in the Park Library building. These include the CMU Writing Center, the Mathematics Assistance

Center, the Speech Presentation Skills Center, the Statistical Consulting Center, and the Certified Testing Center. Additionally, CMU's Information Technology Help Desk is located in the building as is Student Disabilities Services, and CMU's Office of Curriculum and Instructional support and its Center for Excellence in Teaching and Learning.

Processes to Address Student Complaints and Concerns

Student Ombuds Office

<https://www.cmich.edu/ess/ombuds/Pages/default.aspx>

The Student Ombuds Office works to resolve issues between students and university offices, departments, or with other individuals at the university. Students with concerns that they have not been able to resolve through normal procedures are encouraged to contact this office.

The Student Ombuds Office:

- Provides a safe place to discuss issues,
- Assists in clarifying issues and answering questions,
- Explains university policy and procedures,
- Provides information regarding campus resources,
- Suggests referrals,
- Brainstorms and explores options, and
- Tracks trends and other general information

Students can request assistance from the Student Ombuds Office at:

<https://www.cmich.edu/ess/ombuds/Pages/request-assistance.aspx> or at 989-774-3010 or via email to ombuds@cmich.edu .

Final Grade Appeals:

<https://www.cmich.edu/AcademicSenate/secure/Documents/Grade%20Grievance%20Policy%20Revised%2010%2022%202019.pdf>

The university has a *Grade Grievance Policy* students can utilize to resolve concerns they have with their final course grade.

Academic Integrity Policy

<https://www.cmich.edu/AcademicSenate/secure/Documents/Academic%20Integrity%20Policy%20-%20Editorially%20revised%20--2-08-17.pdf>

Academic integrity is a cornerstone of the University's commitment to the principles of free inquiry and therefore 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.

Complaints Regarding Discrimination or Harassment

https://www.cmich.edu/office_president/OCRIE/Pages/default.aspx

CMU has a robust process to address claims of discrimination or harassment via the Office of Civil Rights and Institutional Equity (OCRIE). The OCRIE website provides a comprehensive list of definitions, policies and procedures.

Code of Student Rights, Responsibilities and Disciplinary Procedures

<https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>

- The Code of Student Rights, Responsibilities and Disciplinary Procedures establishes the procedures and the possible consequences for students found in violation of the "Code of Conduct." The disciplinary procedures outlined do not replace or substitute for filing charges through law enforcement agencies if it is determined that such action is appropriate.
- The Code of Student Rights, Responsibilities and Disciplinary Procedures was formally adopted by the Board of Trustees for Central Michigan University on December 16, 1972 and has been periodically reviewed and revised as needs changed, most recently on December 6, 2018.

Office of Information Technology

https://www.cmich.edu/office_provost/OIT/About/Pages/default.aspx

- The Office of Information Technology (OIT) provides core services to all CMU faculty, staff, and students regardless of location - main campus, satellite location, or online.
- OIT manages academic systems, the multimedia mediation in the classroom, the University data network including campus-wide wireless access, voice & chat systems, physical and virtual security, physical infrastructure & virtual infrastructure, and administrative applications.
- Support for all technology services is provided through the Help Desk, which, in addition to being open during regular business hours, is also open most evenings and weekends until midnight. OIT also offers support for personal devices through heavily discounted cell phone and computer repair services.
- Full details of OIT's service can be found in their [Service Catalog](#) and at their [Help and Support](#) website
- OIT Quick Facts:
 - Complete wireless 802.11A/G/N/AC coverage in all campus buildings
 - 60% of the centralized infrastructure has been virtualized
 - 100% of classrooms mediated with a response time on service calls under 10 minutes
 - Night and weekend multi-channel support available for both institutional and personal technology

Student and Instructor Course Support Services

- Students admitted to the University are issued an identification number, unique username (known as a Global ID) and a randomly generated password. Once issued the identification number and Global ID are the permanent unique identifiers of the student. Students can reset their password through pre-existing processes and only upon student identity verification. The password is not retrievable to student, faculty, or staff once created.
- CMU self-hosts (Infrastructure support provided by OIT and second level user support provided by the Office of Curriculum and Instructional Support) an enterprise installation of the Learning Management System Blackboard Learn ©. Blackboard Learn facilitates online course related activities, for all CMU courses, including, but not limited to, course material distribution, asynchronous interaction, and assessment. Cisco WebEx is the supplemental platform used for synchronous (real-time) interaction.
 - Students access Blackboard by way of a web URL using their student Global ID and password as login credentials, authenticated against Lightweight Directory Access Protocol (LDAP) with a fallback to Blackboard.
 - A number of security features are a standard part of our Blackboard installation. These technology-based security features for assessment include passwords, timed and contingent release and dynamic assessment generation. These features are readily available within Blackboard and may be used at the discretion of the course instructor. Courses developed for distance/online delivery implement an appropriate mix of the above security features as standard procedure.
- Online course instructors may, if desired, require one or more of their examinations be completed by students in a proctored setting. Proctors are identified by the student and limited to a select group of acceptable options (e.g. school counselors/teachers, administrators, military/industry education or testing centers, or the librarian at a local library). CMU's Park Library houses a proctoring center and satellite locations have dedicated computers for proctoring exams. Proctors may not be family members, friends, co-workers, or other CMU students. CMU also reserves the right to deny any proctor or assign proctors to students as deemed necessary.
- Examinations may also be secured through the use of Respondus Lockdown Browser (LDB) and Respondus Monitor (RM). "LDB is a custom browser that locks down the testing environment within Blackboard...When students use RLB they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. RM is a companion product for RLB that enables institutions to protect the integrity of non-proctored, online exams. Students use their own computer and a webcam to record assessment sessions, all without leaving the institution's learning management system." ([Respondus LDB](#)). In addition to being recorded during an examination, after logging into Blackboard, students are prompted through a startup sequence prior to the examination which may require the student to show government issued photo ID, check surroundings, and capture a portrait.